AN INVESTIGATION OF FOREIGN STUDENTS' PROBLEMS

IN SELECTED OKLAHOMA INSTITUTIONS OF

HIGHER LEARNING

By

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CHAPTER I

INTRODUCTION

This chapter will survey briefly the rationale behind this study under the following subdivisions: (1) current populations of foreign students in the United States and the number of institutions in which they enrolled; (2) a brief historical background of foreign students in the U.S. and the early problems that resulted from their sojurn in the United States; (3) the foreign student in the state of Oklahoma; (4) the need for this study; (5) the limitations of this study; and (6) the definitions of the terms used.

A newly-arrived student on any university or college campus is likely to encounter some form of adjustment problems. The problems may be more severe if the student is a foreign national since he not only faces a new environment but also faces unfamiliar customs and mores, different dietary problems, and sometimes harsh weather. The foreign student is likely to face language problems if he is from a country that speaks an official language other than that of the host country, and he is also likely to be homesick.

Since as early as the eighteenth century when the first foreign students arrived in the United States from China, these problems have caused concern to the foreign student. As a result of these concerns, some individuals have conducted seminars, workshops and research studies of varying degrees to find solutions and to help the foreign

student enjoy his stay in the United States. Some of the foreign

student problems fall under these categories: pre-arrival and post-

arrival problems; problems as his stay continues, and problems after he

has returned home.

Sometimes, in a desperate effort to cope with his problems, the

foreign student has become so "Americanized" that he has dismayed his

sponsors. One of the first conspicuous acculturation problems was that

of the 120 Chinese students who were sponsored by Yung Wing--the first

Chinese student to study in the U.S. (Fairbank et al., 1965). These

students underwent such "gradual but marked transformation in speech

and dress . . ." and became so "Americanized that their colleagues

became appalled upon their return home to China" (Fairbank, 1965, p.

361).

Current Populations of Foreign Students

The most current population of foreign students in the United

States, 235,000, were enrolled in 2,475 institutions during the 1977/78

academic year. Apart from the obvious fact that the number of foreign

students continued to grow higher every year since the first foreign

student census in 1930, the Institute of International Education re-

ported that the average enrollment per institution has also risen from

the 1970/71 average of 67.1 to 93.2 in 1977/78 (Open Doors, 1977/78).

The state of Oklahoma was ranked as number ten in the nation

during the 1977/78 academic year for enrolling a substantial number

of foreign students--5,374. Oklahoma's two major universities--the

University of Oklahoma at Norman and Oklahoma State University at

Stillwater--enrolled more than 1,000 foreign students during the same

academic period (Open Doors, 1977/78).

The continuous increase of the population of foreign students suggests that university officials and foreign student advisers in Oklahoma need substantial information on the nature of foreign students and the types of problems these students are likely to have. Some research findings on foreign students have grouped the most common problems likely to be faced by the foreign student as: academic problems, social problems, language problems, health, acculturation and housing (Lambert and Bressler, 1956; Forstat, 1951; Beals and Humphrey, 1957; Porter, 1962).

Statement of the Problem

A variety of studies conducted in different parts of the U.S. shows that an influx of foreign students to a campus could be both a source of excitement and a source of problems. For those Americans--students, faculty, administrators, and community people--who are interested in widening their horizons, the presence of foreign students is an opportunity for their interests. For college and university administrators who have to provide accommodations, orientation, and extracurricula activities, foreign students could be a source of constant concern. This study is undertaken to determine what kinds of problems, concerns, and needs the foreign student in Oklahoma universities and colleges may have and what could be done to alleviate them.

Research Questions

The literature has reported a wide array of problems faced in different states of the Union. These problems, needs, and concerns

tend to vary from the early days of the arrival of the foreign student to the last days before his departure--although it has not been proven whether or not the problems become less severe with passage of time, from one classification to another and from one age group to another. The problems also tend to differ from one institution to another. In this study, these questions were examined as different universities and colleges in Oklahoma were approached for assistance in making the study possible:

1. Are foreign students' problems in Oklahoma similar to problems reported in literature? If so, what kinds of problems tend to trouble them the most?

2. Do these problems vary according to the type of institution-- public as opposed to private?

3. Do foreign students' problems differ according to age, sex and academic classification?

4. Do foreign students who chose English as their first preference for communication differ significantly from those who chose English as second in types and severity of problems they experience?

5. Do foreign students from the same geographical regions of the world experience similar problems? If so, do the problems differ significantly from those experienced by students from another geographical region of the world?

6. Are married students' problems different from problems experienced by single students? What kinds of problems are experienced by each group?

7. Does the length of time in the United States make a

significant difference in the type and severity of problems experienced by the foreign student?

Purpose of the Study

The purpose of this study was to investigate the different kinds of problems foreign students in Oklahoma institutions experience. It was aimed at assisting the foreign student to identify his problems which hitherto has never been done; to assist university administrators working with foreign students to plan more effectively for future foreign students; and to determine the different kinds of programs which will better serve those presently studying in their institutions. This study also was aimed at providing an orientation reference to those sponsors of foreign students who may be interested in making the sojourn of their students in the United States a more worthwhile experience.

Limitation of the Study

This study was limited to those Oklahoma universities and colleges that had on their campuses at least 100 foreign students and were willing to be included to the study. While it was not assumed that a campus with the highest population of foreign students had the greatest problems, this approach was taken to enable this writer to reach a higher degree of representation from different parts of the world. Because of the high cost of mailing, telephone calls and travels to the campuses, the study was limited to 15 percent of the population of foreign students on each of the six institutions included in the study. Three public universities, two privately-owned universities

and one privately-owned junior college were included since these were
the ones willing to cooperate. In addition, the study was limited to
those foreign students whose names and addresses appeared in the fall
1979 foreign student listing.

Need For This Study

This study was undertaken after several trips to nine institutions
in the state of Oklahoma, following telephone discussions. During
the trips, it was found that a state-wide study of the problems and
concerns of the foreign student had never been undertaken. The foreign
student advisers and university and college administrators involved
with foreign students all agreed that there was a need for a study
of this nature and that the findings would be useful to future planners
of programs that involve foreign students. While internal surveys
have been conducted at Oklahoma State University, Stillwater, and at
the University of Oklahoma, Norman, no study had ever been conducted
to compare privately-owned institutions with the publicly-owned univer-
sities and colleges.

The administrators and advisers to foreign students were unanimous
in stating that this study would enable them to understand the nature,
kinds and severity of problems that bother or concern foreigners in
their institutions and to plan effectively to alleviate them.

Operational Definitions

In order to avoid ambiguities, the following terms are defined
to suit the special nature of this study:

Foreign Students: (International Students): Refers to those

students who entered the United States for the sole purpose of pursuing their education, who may or may not possess an immigrant visa and whose names and addresses appear in the institutions' international student listings.

Advisors: Refers to university administrators whose responsibility consists of advising foreign students.

Administrators: Refers to university officials who have other responsibilities aside from advising foreign students.

Michigan International Student Problem Inventory (M.I.S.P.I.): Refers to the instrument used in the study which was developed by John Wilson Porter (1962) at Michigan State University, East Lansing.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

An ever increasing number of foreign students attending a particular university or college, according to the literature, tends to sharpen the problems of institutions, administrative officials, and foreign student advisers of such institutions. These problems could become exacerbated because of the autonomous nature of American universities and colleges, which tends to hinder the distribution of information on what each is doing to make the sojourn of foreign students a more profitable experience.

This chapter, which will cover the different types of studies on foreign students in different parts of the United States, is divided into two sections. The first section will deal with those studies which have direct relationship with this study. The second section will cover other selected literature which would be of interest to workers in the field and which relate to other aspects of foreign students' problems.

Literature Related to Foreign

Students' Problems

John Porter (1962) completed a study aimed at determining whether

foreign students' problems at Michigan State University, East Lansing, could be generalized from the problems of foreign students reported in literature and elsewhere. The study has been recognized for years as one of the most comprehensive studies in the field. It is Porter's revised study that this present study has been patterned after.

Porter developed an Inventory of Foreign Students' Problems in order to determine if those problems and concerns once identified could be considered unique as compared with the problems of United States students. He administered 132 questions to 108 foreign and 50 American students. The results of his study showed that: (1) there was a significant difference between the scores of foreign and American students; (2) female foreign students checked more problems than males; (3) undergraduate students checked more problems than graduate students; (4) foreign students on campus for 13 months or longer checked more problems than those foreign students who were on campus for one year or less; (5) foreign students who did not speak English as a first preference checked more problems than did those who did speak English as a first preference.

Although not significant, Porter also found that single students checked slightly more problems than married students, and younger foreign students, age 25 or younger, checked an average of more problems than the older foreign students. Porter's inventory grouped foreign students' problems under the following categories: admissions and selection; orientation; academic problems; social-personal; counseling; living and dining; health services; religious services; English language; student activities; financial problems; and placement.

Day (1964) completed a study of the effect of time on the types

of problems a foreign student was likely to encounter during his so-
journ in the United States. He administered 132 questions to a non-
randomized sample of 199 male graduate and undergraduate students who
did not have previous contacts with Americans abroad.

Among his main findings were the facts that neither the graduate
nor the undergraduate students showed a significant increase of
problems over a length of time spent in the United States. That is,
the author concluded, foreign students who were in the United States
for less than one year did not have significantly more or less severe
problems than those who were in the United States for 21 months.
Foreign students who were in the United States for 22 months or longer
did not experience significantly more or less severe problems than
those who were in the United States for less than 22 months.

Day, however, had other findings which would be of interest to
the reader: (1) graduate students, in the United States for 1-10
months were concerned with the English language, and graduate students
in the United States for 11-21 months were concerned with Religious
Services and the English language; (2) graduate students, 22 months
and more in the United States, were less concerned about English
language than graduates 11-21 months; (3) undergraduates in the study
generally had less problems than the graduate students, even though
as a group, they tended to be concerned about English language,
Academic records, Finances, and Orientation.

In a study designed to ascertain the prevailing problems and poli-
cies affecting foreign students in America, Cieslak (1952) has revealed
some interesting findings. Cieslak's study involved 354 students who
were in the United States on student visa. He reported among other

things that a foreign student can hardly be expected to find satisfac-
tory <u>living quarters</u> without aid. Some institutions tend to discourage
the inclinations of certain nationalities to live together to prevent
"cliques," so that he can learn "English well and also learn the
customs of the country." Such institutions, according to Cieslak, felt
that when foreign students live with American students in dormitories,
such living together "has great value for American students."

Foreign students, however, felt that living with American students
tend to create problems because of dissimilarity in color or culture,
noise, lack of privacy, childish environment, and dislike for American
food. Cieslak suggested that proper housing for foreign students is
an important factor for a satisfactory college experience.

Regarding <u>Financial Problems</u>, Cieslak quoted from Theodore
Blegen's (1950) study which reported some of the reasons foreign
students face financial difficulties: (1) dollar shortage and the
consequent limitation by foreign governments of dollar purchases by
foreign students or their representatives; (2) incomplete and mis-
leading budget information in college and university catalogs and bulle-
tins; (3) national emergencies and catastrophies; (4) inflation of the
dollar; (5) inflation of foreign currencies; (6) family emergencies
affecting the source of the student's funds; and (7) personal emergen-
cies such as illness, unexpected travel needs, and (8) delay in authori-
zation of foreign exchange.

Cieslak noted that even though almost half the foreign students
in his study benefitted from scholarship aid, ranging anywhere from par-
tial to full coverage, most foreign students in the United States have
financial difficulties.

Regarding Social-Personal problems, Cieslak reported that there was a tendency on the part of the community people to "lionize" the foreign student--treating him as a curiosity. He noted that most benevolent "do-gooders" were unconscious of the negative effects of their behavior.

> The role that religious groups play in his community contacts is probably larger than that of any other single community group. The same missionary zeal that prompts the sending of hundreds of missionaries to foreign lands undergirds the interest of religious groups in foreign students here (p. 114).

Cieslak cautioned that overzealous attempts at proselyting have led, at times, to unfortunate foreign student reactions.

Sasnett's (1950) comprehensive report on foreign students' problems on American campuses identified some severe problems which do not get reported through mailed questionnaires. After making a 10,000 mile trip across the country, and talking to foreign student advisers and directors of admissions at 21 institutions, Sasnett prepared a report which in her words would "serve the needs of foreign students in the most effective way possible" (p. 95).

Some of the highlights of the report were that: (1) off-campus housing in private homes or rooming houses was often inadequate in furnishings, and offered little or no student comradeship; (2) foreign students' acquaintance with Americans was difficult since Americans were so engrossed with participation in campus organizations and off-campus personal interests that they are unaware of the rich opportunities offered by students from other lands; (3) foreign students tended to seek easy and sympathetic relationships with their own kind--resulting in clanishness--which militates against making any effort to form American friendships, being invited as members of regular campus

for him to use his own talents in entertaining his hosts.

Du Bois (1956), a veteran of the Institute for International Education, has provided an incisive analysis of the status, potentialities, problems, and programs affecting the foreign student in the American colleges and universities. Quoting from several studies, surveys, and conference reports, Du Bois has reported that foreign students will benefit greatly from Orientation courses given before they undertake their academic work. Such sessions, she said, seem most appropriate for those whose English may be deficient, for those whose interests and goals range broadly across the American scene, and for those who need to be informed on the procedures of American educational system.

Because of the heterogeneity of American institutions, admission standards and procedures are extremely diversified. She suggested that university officials need to arrive at a code of minimum standards for admission for foreign students to various types of schools. Most foreign students arrive on campus variously prepared for what they will encounter. Since some will arrive improperly advised, completely unadvised, or with only vaguely formulated expectations made complex by the institution's environment, Du Bois suggested that there was a need for "information, advice and counseling" on many of the problems the foreign student was likely to encounter.

Regarding housing, Du Bois reported some American institutions believe that foreign students should be housed like American students—in dormitories or local rooming houses. Those who take this position insist that if non-Americans come to the United States to experience life in this country then they should be given opportunity to see it

organizations, or socially mingling with American students; (4) lack of

personnel for (a) utilizing information available in the Admissions

Office for helping the foreign students at orientation, (b) evolving

solutions for personal and group problems, (c) initiating strategy for

absorbing the foreign students into campus life, giving them community

entree and opportunity for expressing their own personal interests on

and off campus, meeting creatively the needs of a growing program as

situations permit.

Sasnett suggested among other things that to solve some of the

major problems, universities and colleges should supply information to

the foreign student before his departure from his home country--informa-

tion which contains practical facts which he would need to know immedi-

ately upon his arrival, such as: (1) name of some campus "friend" who

would be willing to correspond with the foreign student before arrival

on matters too trivial for administrative authorities and who would be

the foreign student "adviser" in the early days of his campus orienta-

tion; (2) assurance of suitable housing during his early days as a

student; (3) someone to meet him on arrival in the city where he will be

studying and guide him to the campus; (4) personal introduction to those

administrative officers who would be concerned with his welfare;

(5) personal introduction to the church or sect of his religious faith;

(6) information concerning places of local importance and an opportunity

for the foreign student to be guided to those points of interest; (7) a

chance to be entertained in several homes that he may experience the

"way of life" of the nation where he is a guest; and (8) occasions for

him to share his cultural backgrounds with those who may be interested--

display objects which he has brought from his country and an opportunity

as it is. She pointed out that foreign students may suffer handicaps of language, color, know-how, and community prejudices that American students do not have or have learned to cope with. She suggested that whatever living arrangements are made for the foreign students, they should be mutually agreed upon by both the foreign student and the host—the American family.

Evaluating Foreign Credentials: American colleges and universities, Du Bois reported, either show a wide variation in the evaluation or are incapable of evaluating foreign credentials, thereby heightening the insecurities felt by foreign students. She suggested that American college and university administrators should pay serious attention to the problem by working closely with the U.S. Office of Education's Division of International Education.

Touchstone (1949) studied the administration of foreign students' affairs at the University of Missouri, Columbia, to obtain the opinions of foreign students concerning various problems they encountered and to ascertain current institutional practices as well as administrators' opinions concerning some significant foreign student problems.

She reported that: (1) 50 percent of her respondents felt that their knowledge of the English language was inadequate when they enrolled; (2) 43 percent of the respondents were unable to profit from beginning classwork because of their poor knowledge of the English language; (3) 93 percent felt that Orientation materials should be sent to prospective foreign students, and 63 percent felt the need for an orientation course; (4) 78 percent of those responding to the questionnaire felt that foreign students should live in private homes of North American families; (5) 78 percent felt a need for recreational facilities.

Touchstone, who collected her information by sending out "informa-tion blanks" to a non-randomized sample of foreign students and adminis-trators, also suggested that: (1) foreign students should be required to attain reasonable percentile score on the college Entrance Board Examination in English for foreign students before being granted admission; (2) laboratory assistance in speech be offered individuals needing it; (3) special orientation materials be sent to prospective foreign students; (4) two weeks orientation be given new students immedi-ately preceding the fall semester; (5) compulsory orientation work be offered two days a week for one semester for foreign students of non-English background; (6) foreign students be urged to participate in many campus activities; (7) the university administrators appoint a committee to assist in foreign students' activities and to encourage United States students and the people of the local community to understand and appreci-ate the foreign student.

The Tyler Committee's (1964) report on foreign students' problems and needs, as well as institutional needs, has some interesting informa-tion for workers in the field of foreign student affairs. In an effort to define the major problems that institutions face in the process of admitting foreign students, the Committee made trips to several campuses and interviewed more than 200 university and college officials and local organizations.

On Admission, the Committee observed that it was the prerogative of the admitting institution to set its own admission requirements. The Committee suggested, however, that an institution could lower its admis-sions requirements in specific cases for nationals of newly-emerging nations with limited educational facilities or where the institution has

access to remedial aid necessary to raise the student's competence to a level commensurate with the institution's educational requirements.

On Pre-Arrival Information, the Committee felt that it was the responsibility of the admitting institution to provide a reliable flow of information, since many foreign students have been frustrated in discovering after arrival that the institution that admitted them was weak in the department in which they were interested.

On Foreign Credentials, the Committee observed that problems have sometimes arisen with regard to tests and credentials of foreign students. It suggested that competent evaluation of the credentials and tests of foreign students be undertaken by institutions aspiring to admit foreign students.

Vaswani (1950) conducted an investigation of the problems that foreign students experienced on the Berkeley campus of the University of California. The author, who received back 448 of his 514 questionnaires from a non-randomized sample reported that writing term papers, arrangements of schedules, practical training, family worries (homesickness), finances, high rates of room and board, finding housing, heavy study loads and no participation in organized activities were of the greatest concern to the foreign students.

During a "non-directive" interview, the author identified language, studies, orientation and finances as additional problems to the foreign students in his study. On regional grouping basis, the author reported that: (1) the Chinese had the maximum language problems and family worries; (2) the Indians had the least language, academic and financial problems; (3) the Europeans had the least social problems of all groups, but they also had the highest health problems. Overall, the Indians

were less homesick and less lonesome than other groups. The Chinese on the other hand, needed services of a counselor, and understanding of their culture, than did other groups of students. Heavy study loads, no practical training after graduation, and financial difficulties were problems common to all regional groups.

The author also found that although more women than men felt accepted by Americans, the women were more homesick. Both men and women found it difficult to accept the social-personal life of the United States. More graduates than undergraduates were better adjusted to the social life.

Vishwani suggested proper placement in desired fields of study, practical training after the completion of their academic career, accommodations for foreign students in organized living groups or in American homes as well as helping the foreign student to solve language problems, reading and study problems, and financial problems through the creation of jobs.

Ellis' (1978) study of perceived problems of non-Canadian and non-European foreign students at Indiana University revealed current problems which would be of interest to readers. Utilizing a modified version of the Michigan International Student Problem Inventory, Ellis conducted personal interviews with a random sample of foreign students enrolled in the University during the second semester of 1977-78 academic year.

Ellis' study revealed that language, academic advising and records, social-personal, student activities and placement services were the major problems that concerned the respondents. Areas where the students experienced the least difficulties were living and dining, health

services, religious services, and general quality of education at
Indiana University.

The author suggested that there was a compelling need for satis-
factory orientation and academic advising. Other areas in which the
foreign student needed help were: preparation of term papers and
theses, and greater understanding of world culture on the part of
faculty and American students.

Peterson and Neumeyer's (1948) study at the University of Southern
California, Los Angeles, reported foreign student problems which were
similar to Ellis' (1978). The authors mailed out 385 questionnaires to
a non-randomized sample of foreign students of which 141 responded. A
statistical ranking of problems from the most serious to the least
serious revealed that the chief problem pertained to the academic--the
foreign student had difficulty understanding lectures; writing reports;
in getting acquainted with American educational system and examination
methods; in using the library and competing with American students for
grades. The problems were accentuated by language difficulties.

Evaluation of Credentials and the complicated registration proce-
dures were further worries. Other groups of problems related to
economic--financial and housing. The loss of money through currency
exchange and the lack of suitable employment were of concern to the
respondents. Social and personal problems mainly pertained to dates,
personal friendships with Americans, and insufficient leisure and places
to go during their holidays.

The authors suggested that: (1) more carefully planned counseling
procedures were needed; (2) more adequate orientation, financial aid
--either scholarship or work opportunities; (3) housing--international

houses on or near campus and a need for foreign student centers were urgent for alleviating foreign student problems. They also suggested social and recreational activities, tutoring services, and medical care.

The finding of Forstat's (1951) study of the adjustment problems of foreign students--which was a revised version of Peterson and Neumeyer's (1948)--did not differ radically from that of the original authors. Forstat received back 182 of the 201 questionnaires mailed to a non-randomized sample of foreign students at Purdue University, Indiana. Among the major findings were that there was a significant difference in problem scores of students from Canada and students from four other countries--Norway, Turkey, China, and India. There was a significant difference between graduate and undergraduate students' scores and between the scores of sophomores and freshmen combined. In other words, the nationality of the foreign student as well as his academic classification seemed to relate to his ability to adjust. The length of time spent in the United States did not seem to have any effect on the respondents' ability to adjust.

The author suggested that specific programs should be designed to integrate the foreign students into the social life of the university such as: (1) a program to help foreign students overcome their language barriers in reading; (2) reciting and understanding English; (3) financial assistance to foreign students who cannot work part-time or have insufficient aid from their family or country; and (4) counseling programs for all foreign students must take into account the fact that national origin tends to affect the severity and types of problems the foreign student experiences.

In Santos' (1959) study of seven groups of foreign students at

Indiana University, the purpose was to determine the needs of those foreign students with a view to planning "realistic services." Using problem checklists, foreign student adviser's checklists, and personal interviews, the author limited his study to seven geographical areas of the world--Latin America, Europe, Southeast Asia, Southwest Asia, Southern Asia, Central Africa and North Africa. One hundred and sixty students out of 198, drawn randomly, returned the questionnaires.

The author reported that a small percentage of the seven groups of students, with the exception of Southeast Asia, participated in orientation. A majority of students in each of the seven groups had enjoyed hospitality in American homes. Academic, financial, and social problems seemed to give the most trouble to each group of foreign students, while religious and personal problems seemed to give the least trouble.

In addition, the Christian students, the travelled students, and the graduate students seemed to be better adjusted than their counterparts. Hence, according to the author, religious preference, travel experience, and class standing seemed to be factors in the total adjustment of the students. The ability to speak English before coming to the United States failed to be a factor in the total adjustment of the foreign students in the study, although it seemed to be a factor in the academic adjustment.

Santos suggested that there was a need for the establishment of personnel services--counseling services--to help foreign students in their adjustment to American university life. Such services should include academic adjustment, orientation programs, facilities for teaching English, more integration between the adviser and the foreign students, and an international center.

Lewis and Roberts (1971) organized a panel of four foreign students from different parts of the world who attended different universities in different parts of the United States. The students, not selected randomly, were given a series of questions to which to respond.

Pre-Arrival Problems: The panel reported that pre-arrival problems involved contradictory admission information, difficulty regarding U.S. college and university correspondence terminology--e.g., GPA, credit hours and lack of experience regarding examinations which some institutions insist a student must take before being offered admission. First Year Problems: The panel reported homesickness, lack of interest in them on the part of U.S. students and difficulty in making friends as being severe problems. The panel also reported frustrations at the lack of ability to communicate and a need for planned social events. Orientation on methods of instruction was mentioned as necessary during first year at college. Financial Problems: The panelists reported that foreign students are likely to experience problems regarding costs of attending a United States college or university. They suggested that there was a need for some scholarships and assistantships and part-time work with little or no conditions attached; the problems with regard to currency exchange was to be handled with the assistance of the university officials.

The foursome suggested that a prospective foreign student to an American university or college should be aware of religious, social and cultural differences, should be open-minded, observant and value socializing as much as possible. He should develop good study habit and be able to budget his time well.

They suggested that he should pass an English Language examination

if the student's background in English is weak. To the American insti-
tutions, the panelists suggested terminology in college catalogs should
be explained to a prospective student. Foreign credentials, the panel-
ists emphasized, should be properly evaluated.

Hagey and Hagey (1972) conducted a study to determine how well
foreign students in two-year and four-year colleges or universities
adjust academically and socially as well as the special services desired
and used by foreign students. To arrive at their findings, authors
administered questionnaires to 272 foreign students attending Oregon
colleges and universities.

The results showed that: (1) students in two-year colleges defi-
nitely tended to rate themselves lower on academic adjustment than did
their counterparts in four-year institutions; (2) differences between
the two-year and four-year groups were not statistically significant in
regard to the respondents' social adjustment; (3) students in two-year
colleges less frequently received continuing academic advice; and (4) a
majority of the respondents in junior colleges did have either formal
courses in the use of the library or special tours of the library
facility. Regarding academic adjustment, the authors reported that
there was a need for a special orientation or preparation program to
acquaint the student with the complexities of studying in American
colleges and universities, as well as a need for special help from
teachers with the use of the English language.

In conclusion, the authors suggested that there was a need for
greater effort on the part of junior colleges to meet the special needs
of the international students.

John Eddy's (1972) narrative on factors and guidelines on

international student guidance has identified some problems that tend to confront foreign students on American college and university campuses. Two of the major problems cited were: (1) <u>Financial</u>--due to the shortage of jobs for foreign students, weak collateral which prevents the foreign student from obtaining loans to continue in school, and inflation which has meant that the foreign student's money is used faster and does not go far. Besides, restrictions on the part of foreign governments also cause the foreign student's <u>financial</u> <u>problems</u>. (2) <u>Language</u> <u>problems</u>--Eddy also reported that most foreign students have English language problems during their first year at college. His suggestions on how to alleviate the foreign student problems centered on the <u>Adviser's</u> <u>Office</u>. Every campus should have a regular resource person responsible for creating and coordinating specific programs for counseling, making available information to students in need as well as providing an evaluation of credentials on a uniform basis. The adviser's office should offer each student who is accepted a mature counterpart to help him help himself with everyday situations. The office should be able to provide academic guidance where necessary.

Beaumont's (1964) narrative has identified some major problems that confront foreign students during their sojourn in the United States: <u>Financial</u> difficulties stem from the relatively high cost of education and the high cost of living in the U.S. He observed that actual costs of college education are usually much higher than estimated costs given by college and university officials who correspond with foreign students before their arrival. The currency restriction programs imposed by governments with dollar shortages limit the amount of money that can be sent out of the foreign student's country.

The author suggested that one way to resolve the financial problems is by employment. Because of the restrictions placed on the foreign student by the U.S. Immigration and Naturalizataion Services, the foreign student advisers should coordinate their activities with prospective summer employers to hire foreign students at the time when restrictions are lifted.

To alleviate the Language and Cultural problems the foreign student job-hunter encounters during his search for summer jobs, the author suggested that interested community leaders should develop sources of jobs by mail, contacts through business associations and invite employers to visit the campus personally to talk to the foreign students.

The foreign student should be given an orientation on the nature and limitations of the job he would be required to perform. He should also be oriented on the attitude expected of them by prospective employers, according to Beaumont.

He also suggested, as a matter of national policy, that the U.S. government needs to resolve some conflicts in philosophies among various units of the government regarding the management of foreign student programs in the country.

A study by Salimi et al. (1977), was designed to assess foreign students' career information, their level of job seeking skills, and their career planning needs. The study revealed some insights for those interested in the foreign students' post-graduate placement. Using the personal interview technique, the authors spoke to a nonrandomized sample of 24 foreign students. Their report revealed that both male and female graduate students had definite goals concerning future career objectives. Eighty-three percent of the graduates had definite career

objectives while 17 percent did not. For undergraduates, 66 percent had such career objectives while 34 percent did not.

While 83 percent of the male and female graduate students exhibited awareness of their skills, abilities, and interests, 34 percent of the undergraduates showed such awareness of their skills.

On acquiring practical training after graduation, 50 percent of the male and female graduate students expressed interest as opposed to 16 percent of undergraduates who showed such interest.

The authors suggested that since foreign students tended to seek employment in their home countries, U.S. college and university Placement Centers could provide information about and contacts with employers in the home countries and governments through their embassies. Such contacts, the authors observed, would provide the students with employment prospects before they return home--a situation which provides positive psychological effect upon their academic performance.

Placement centers could help forward foreign student folders and resumes since such information packages tend to receive greater acceptance on the part of employers.

In his narrative about the problems a European student was likely to experience, Nome (1976) identified culture shock and down-grading of academic credentials as the two most important areas. He suggested that to alleviate these problems, U.S. colleges and universities could: (1) prepare publications that give specific information about life in the United States for foreign students, thereby reducing the problem of culture shock; (2) give more explicit definitions of terms used; (3) differences in educational patterns; and (4) employ well-trained foreign student advisers, especially in smaller institutions, so that foreign

students can make a smoother adjustment.

A Recruitment Kit, prepared by the National Association of Foreign Student Advisers (NAFSA) and containing various publications, he observed, would be ideal for many U.S. institutions. Nome suggested that institutions not prepared to give adequate cultural, educational and financial support to foreign students should not accept such students in the first place.

Hull's (1972) experimental study of the effects of cross-cultural sensitivity group experience on American students is perhaps one of the most classic attempts at encouraging American students to interact with foreign students.

Using 12 foreign and 32 American students, all randomly selected at Pennsylvania State University, the author administered a W-type Likert-scale to the subjects in a seven-week period. Following the experimental period, an unstructured interview was conducted to determine the attitudes of the subjects and the impacts of the experimental study.

One of the most interesting results of the experiment was that 60 percent of the American students in the study indicated that their attitudes toward foreign students had changed positively. Foreign students who participated in the study also reported that their feelings toward the American students had been positively affected. The author, therefore, concluded that attitudes of American university and college students toward foreign students could be altered through group involvement methods.

Kahne's (1976) address at the National Association of Foreign Student Affairs (NAFSA) seemed not only thought provoking but also at

variance with most current research findings. Basing his report on his seven years of experience with international students at MIT, Kahne argued that most of the problems commonly associated with foreign students are based on stereotype.

> International students almost invariably suffer from stomach aches, headaches and homesickness. This trinity of rather unprepossessing phenomena is sagely thought to represent symptoms of distress and maladjustment of individuals who are conceived of as having deficiency in adapting themselves to the complex society (p. 40).

Further, the author argued that accounts of international student life are no different from most American professional or student life in general.

Kahne, however, identified what he perceived to be serious problems that confront the international student, but not without castigating those who insist on viewing the foreign student problems as being peculiar to foreign students "because they are foreign."

Regarding housing, Kahne pointed out that foreign students are usually expected to live in the overcrowded, noisy high rise dormitories as part of a glorious cultural enhancement--a part of a thoughtfully planned process by which relative strangers are encouraged to become bossom friends. He argued against the idea that international students did not come to America to pick up "some intellectual or cultural grocery basket."

On friendship with Americans, he pointed out a common stereotype --"Success is regarded as having occurred when the international student becomes pro-American"--and argued that success should be equated with maturity, intelligence, and sensitivity. A lack of success, on the other hand, should be equated with immaturity, being unserious, or rude.

The author also observed that a common flaw in observing the

foreign student's process of acculturation is to base such observation on immigrants, Peace Corps Volunteers, or displaced persons' experiences. He indicated that the most conventional approach was the "U" curve which posits that when a foreign student arrives in the United States, there is an initial period of well-being lasting between 1 or 2 months, followed by a period of increasing apprehension, apathy, depression and other psychiatric symptoms, which peaks out in 6 months. Finally, there is an ascending curve toward well-being again as the person comes to grips with the new culture. Kahne argued against the contemporary model which divides the international students' experience into four: crises of arrival, engagement, acceptance and re-entry.

The author contended that the only low points in the curves of foreign students can be traced to correspond with vacations and the beginning of each quarter. He called this the "W" curve, and emphasized that "The foreign student needs to be studied more as a student than as a foreigner."

On a foreign student's English language problems, Kahne observed that the generalized discussion is to associate the foreign student problems with language competence, difference with customs and values and unfamiliarity with cultural cues. He argued that international students possess a much wider range of language competence than their North American counterparts.

Kahne observed that international students' financial problems could be linked to their inability to obtain work for themselves or spouses--usually ignored by university and college officials.

Kahne has reported that foreign student health problems can be attributed to the high cost of health insurance in the United States,

which is a source of consternation and confusion to the foreign

students. He observed that in many parts of the world, people do not go

through the ritual of a doctor's office visit to get a prescription for

drugs, hence the assumption that foreign students do not know how to

serve their own interests was not only insulting but progressively con-

fusing and demeaning.

The author observed that American university and college curriculum

was grossly inappropriate because it ignores the contributions of non-

Americans in the fields of the humanities, the sciences, and technology.

He suggested that programs tailor-made by international students

for themselves make more sense. Such programs include: (1) orientation

meetings among graduate students and their spouses--where participants

learn from each other and from interested Americans on how to survive;

(2) developing and updating a Wife's Notebook which contains specific

information about how to get things done; (3) Social Service Network

which includes a job-bank, cross-cultural interchange, language and

skills assistance, and child care; (4) Self Help and Mutual Help activ-

ities which include helping the newcomer and parties.

Jackson's (1977) report from a colloquium designed to explore ways

in which enrollments of foreign students in community colleges could be

increased identified some problems that confront the foreign student in

these institutions. The participants noted that sometimes foreign

students found it difficult to transfer to four-year colleges. The par-

ticipants suggested that college administrators should work out cooper-

ative arrangements to enable the foreign student to transfer without

problems.

English Language was another problem that confronted foreign

students in junior colleges. The participants also suggested that foreign students with English Language deficiency should not be admitted unless they had received adequate language training. The participants declared that community colleges had certain professional obligations to consider before bringing foreign students to their campuses. One such obligation, the conference noted, was the hiring of well-trained staff members in the field of international cultural exchange to work with foreign students.

Johnson (1971) made a report to the California Legislature on how to help pay the cost of foreign students' education and the problems that foreign students face which advisers need to be aware of.

He reported that because of a variety of problems a foreign student was likely to experience, American colleges and universities should have on their staffs admissions officers skilled in evaluating foreign credentials, teachers of English as a foreign language, and volunteer workers to help the foreign student in their out-of-class (social) life and community relations.

The volunteer group should also help the foreign student in the following areas of concern: housing, being guests at American homes, and orientation to campus and community life as well as to the culture of the country. Furthermore, the volunteers should introduce the foreign student to other national and international student groups, the author suggested.

Shana'a's (1979) report has interesting descriptions of the backgrounds of foreign students--the differences in cultural milieu which tend to account for some kinds of foreign student problems. Basing her report on her experiences while living in Europe and the Middle East as

a "foreigner," she contended that foreign students' performances should be judged more on their status as individuals rather than on their status as a "foreigner."

Much as she agrees with the assertation that foreign students should understand, try to follow, and conform--in all reasonable ways --to life and patterns of behavior in the United States, she observed that it is very difficult to change long-established habits and deeply ingrained patterns of thought. Shana'a intimated that much of the so-called foreign students' problems can be traced to their cultural patterns--a situation which American college and university officials should understand.

Shana'a reported that although the foreign student could pass English language tests, it is possible for him to sit through a class session without understanding lectures because of different forms of American dialects and idioms. Besides, she argued, a foreign student can understand the material being tested and may still fail an examination because of tension. In some cultures, periodic examinations are not important. A foreign student could fail periodic examinations without paying much attention to them because in his country it is the final examination that really counts. She suggested a detailed orientation on this problem by college and university authorities.

Shana'a also attributed foreign students' apparent lack of communication in class to the facts that: in some countries the teacher is an absolute authority who could not be challenged; their cultural backgrounds could be one in which students give-and-take was not tolerated; looking into the eye of a speaker may be frowned upon--a situation which Americans tend to interpret as inferiority complex. Besides, Shana'a

stated, the foreign students' choice of academic majors, selecting elec-

tives and planning a comprehensive program leading to timely graduation

may pose a problem for those students who come from countries where

students do not have such a choice.

She suggested that academic advisers need patience and guidance

to help these kinds of students.

Shana'a has reported that what seems to be clumsiness, tardiness

and lethargy on the part of foreign students in laboratory performance

may be traced back to the fact that in some cultures manual labor such

as in labs is regarded as degrading. Other causes may be due to the

fact that in most Third World countries, labs are poorly equipped, hence

most foreign students might not have handled sophisticated equipment.

Other causes could be attributed to the lack of running water and elec-

tricity in homes, she stated.

Regarding cheating, Shana'a reported that in most Middle Eastern

cultures exchanging information in examination rooms is a common

practice--a sign of dedicated friendship--a situation which American

professors regard as cheating.

She suggested that professors, foreign student advisers, and

officials of American colleges and universities have a responsibility

not only for counseling foreign students to achieve a reasonable balance

between American culture and mores, but also to understand the cultural

backgrounds which tend to cause foreign students' "(mis)behaviors."

Other Selected Literature on

Foreign Students

In addition to studies, reports and seminars, workshops and field

trips have been undertaken in an effort to find ways in which the foreign students' sojourn in the United States could be made more beneficial.

Hamilton (1979) undertook a study of both foreign and domestic students to determine whether or not there was a difference in perceptions of either group toward the university environment.

Using the College Characteristics Index (CCI) with 11 factors, the author administered the instrument to a randomized group of 30 international and 28 domestic students.

The results of the study showed that international students scored significantly higher than the domestic students on Aspiration Level, Academic Achievement, Self Expression, Group Life and Vocational Life. The author concluded that: (1) international students tended to regard the university administration as being more receptive to change than the domestic students (Aspiration Level); (2) foreign students in the study felt that competition for grades was too intense and that professors were too demanding (Academic Achievement); (3) foreign students envisioned that they had greater opportunities to develop leadership potential and assurance (Self-Expression); (4) foreign students regarded their group activities as warmer and more friendly (Group Life); and (5) foreign students tended to internalize more fully the press of a vocational orientation (Vocational Climate).

The author suggested that in order to determine how best to go about counseling the foreign student, the foreign student adviser should understand the advisees' perceptions.

Lornie Kerr's (1977) seminar, conducted to examine ways in which four-year colleges could help community colleges alleviate foreign

students' problems, identified <u>transfer</u> as one of the most important problem areas.

The participants suggested that to host institution's decisions to admit the foreign student from the two-year college should be based on the foreign student's academic information--<u>grades</u>; his <u>ability</u> to <u>pay</u> <u>for</u> <u>his</u> <u>schooling</u>, and <u>language</u> <u>proficiency</u>.

They also agreed that the community college officials should encourage American families to take the foreign student into their homes during holidays to help introduce them to American ways of life.

A similar message was given by Davis (1971) in his keynote address at a Workshop of Foreign Students in the two-year colleges. Davis identified some major problems that the foreign students in the two-year college tends to encounter which inhibits his ability to enroll in this type of institution: lack of information about the curricula and terminal technical programs.

He suggested that: (1) <u>Information</u> <u>Abroad</u> given prior to the students' arrival should be precise and honest so the prospective student will not be disappointed upon his arrival; (2) <u>Admissions</u> <u>Officers</u> should not extend the Open Admissions Policy to the foreign student. Rather, the students' academic background, economic capability and English Language proficiency should be thoroughly evaluated. (3) <u>Orientation</u> programs should be developed for the foreign student, since the needs of foreign students do not occur at the beginning of each semester alone, "some certainly continue well into the term." (4) <u>Housing</u> ought to be a cardinal responsibility for a college accepting the foreign student. They should help him to locate suitable housing which would maximize the benefits of his stay in the United States.

Other suggestions were: Counseling by an official with technical competence in Immigration matters; On-Campus Programs to help foreign students associate with American students; English Language Remedial Programs to help those with English language problems; and Community Relations Programs to provide opportunity for the foreign students to visit the American family.

Johnson (1971) conducted a study to determine what the foreign student regarded as his "most important problem," in an effort to design appropriate solutions in the needed areas. Using the mail questionnaire technique, he obtained 213 (63 percent) of the 337 questionnaires mailed to a non-randomized sample. The results of his study revealed that the most frequently mentioned "most important problem," English language proficiency, was cited by only 20 percent of the respondents. Another troublesome problem, judged by many Americans to be a problem for the foreign students--finances--was cited by only 17 percent of the respondents as a problem.

Further, Johnson administered the same test to 34 domestic students in the same university to determine what the American students perceived as foreign students' problems. He found that domestic students expected the foreign student to be experiencing greater difficulties than the foreign students reported encountering. "Only in three out of 13 problem areas did a majority of the two groups coincide in their evaluation of problem areas," Johnson reported. The areas were English language proficiency, ability to get along financially, and separation from family.

After slightly modifying the test and administering it to another group of American students to determine what their problems were,

Johnson reported that the results closely paralleled those of the foreign students in most problem areas. He, therefore, concluded that "the foreign student needs to be studied more as a student than as a foreigner" (p. 62).

Johnson suggested that the foreign student be accepted and recognized as riders on this same planet, earth, with comparable needs and wants and that in this spirit a more healthy atmosphere of friendship between Americans and international students could be created.

Siriboonma's (1978) analysis of foreign students' satisfaction at Iowa State University has some interesting findings. Using the College Student Satisfaction Questionnaire (CSSQ), the author received back 261 responses from a total of 500 mailed out to a randomly selected sample. The purpose of the study was to investigate the relationships between foreign students' satisfaction and nine demographic variables--sex, academic classification, age, region, source of support, curriculum, marital status, type of residence, and length of time in the United States.

He reported that there were significant relationships between foreign student satisfaction and certain demographic variables. As an example: academic classification, age, marital status and type of residence were related to students' perceived satisfaction with working conditions, compensation, quality of education, recognition and overall college experience.

The author stated that graduate students, students who were 28 years of age and above, married students, and students residing in married student housing were found to be more satisfied with all the above conditions than were other students within the sample.

Sex differences, the author noted, seemed to be related only to satisfaction with compensation. Male students in the study expressed greater satisfaction with compensation than did female students. Geographical region was related only to social life, that is, European students reported a higher level of satisfaction with social life than those coming from other parts of the world.

The combined effect of classification and age were related to students' reported levels of satisfaction with compensation, recognition and overall college total satisfaction (college experience). Length of stay in the U.S. did not have any significant effect on students' level of satisfaction.

May's (1962) study of attitudes of American students toward foreign students at Michigan State University revealed that American students do not avoid foreign students, rather, they sought opportunities to know the foreign students. The author's instrument, a questionnaire mailed to non-randomized sample of 212 American students also revealed some reasons why American students lacked contracts with foreign students as being: (1) American students' indifference to foreign students; (2) either the Americans or foreign students were too busy; (3) the degree of American students' contacts with foreign students was positively related to their attitudes toward foreign students; and (4) American students usually became more interested in a specific foreign country after knowing foreign students from that country.

May also reported that school level and interest in foreign countries were significantly related to the American students' degree of contact with foreign students. Significant relationships between academic interest and amount of contact with foreign students existed

for American graduate students, but not for freshmen.

In contrast with the findings of other researchers, May reported that: (a) American students did not prefer association with European foreign students rather than with foreign students from other parts of the world; (b) language difficulty was not related to the lack of contacts between American and foreign students; (c) personal friendliness and participation in extra-curricula activities did not lead to more contacts with foreign students.

In conclusion, May found that positive relationships between residence proximity and contacts with foreign students were confirmed.

Summary of the Review of Literature and
Questions to Guide the Study

The literature has revealed, among other things, that foreign students' problems, though they may be many and varied, do not seem to be consistent from institution to institution and from one geographical region of the United States to another.

While it has been widely reported that English language, financial problems, social-personal, and sometimes academic problems have given the foreign student the greatest concerns at one institution, the problems have been ranked differently at another institution by a different group of foreign students.

This apparent discrepancy in the types and severity of foreign student problems seems to arise from the fact that no two foreign students are exactly alike. Besides, the economic, cultural, political and social atmospheres of the countries from which the foreign students come do not always remain constant. The literature reported that

individual differences seem to affect studies. This point should not be ignored.

While, on the one hand, the foreign student's background may relate to his type of problems while in the United States, some foreign students, because of their individuality, tend to adjust more easily academically, socially, culturally, and sometimes financially, due to their levels of maturity and family backgrounds. Besides, religious backgrounds, travel, linguisitic patterns and types of financial support as well as the student's willingness to work on menial jobs may have something to do with the students' problems.

Hence, the major thrust of a study of this nature is to draw a fair generalization based on consistent patterns of groups, recognizing that from the groups, an interested university or college official would contact individuals with a view to helping him as a _person_. This, indeed, will be the task of university and college officials.

Since this study involves both the private and state institutions, efforts will be made at finding "answers" to these questions:

1. Will foreign students in state schools as a whole check more problems than their counterparts in public schools? Will there be significant differences in scores?

2. What types of problems are regarded as severe at both the state and public institutions? Are there consistent trends?

3. Taking all institutions together, are foreign students' problems in Oklahoma different from those reported elsewhere in the country?

4. What kinds of problems are reported by: sex, age, academic classification, geographical regions, English vs. non-English

backgrounds, academic majors?

5. Do married students have more problems than single students? Are there significant differences? What kinds of problems are more severe, least severe in each group?

6. Does the length of time in the U.S. have any effect on the kinds and severity of problems either at the state and at the individual institutions?

7. Do international students' problems differ from nationality to nationality? What problems--severe and very severe--are reported according to nationalities?

8. Overall, what problems are reported state-wide as severe; as very severe? What problems are reported by each institution as severe; very severe?

CHAPTER III

RESEARCH METHODOLOGY

Introduction

This chapter contains the procedure that was used in an effort to answer the research questions raised in Chapter I. This chapter is divided into sub-sections for Research Procedure, Instrumentation, Survey Method, and Hypotheses.

Research Procedure

Preliminary Contacts--July and August, 1979

During these two months, this investigator made numerous telephone calls to colleges and universities across the state of Oklahoma to obtain foreign student enrollment figures in order to determine which institutions would be included in the study. As most of the administrators and foreign student advisers would not release the figures without a formal letter of request, 43 institutions--both public and private---were mailed formal letters with postpaid postcards to facilitate responses (Appendix A).

By late August 1979, 23 (54.7 percent) of the 43 institutions contacted had responded. From the responses, it was found that some institutions did not have up to 20 foreign students, while others had more than 1,600.

Second Contacts--September 1979

As a result of the responses obtained during the preliminary con-
tacts, it became necessary to meet foreign student advisers and univer-
sity and college administrators who worked with foreign students and to
discuss with them the nature and scope of this study (see Table I), to
show them the instrument which would be used in the study, to request
foreign student listings, and to assure them that whatever information
was gathered in the process of the study would be held in strict confi-
dence. Although three colleges and seven universities originally indi-
cated their willingness to be included in the study, only six institu-
tions (i.e., Oklahoma State University, Stillwater; the University of
Oklahoma, Norman; Central State University, Edmond; Oklahoma City
University, Oklahoma City; Oklahoma City Southwestern College, Oklahoma
City; and Phillips University, Enid) were willing to furnish their cur-
rent international student listings.

It is regretted, however, that some institutions whose administra-
tors and foreign student advisers were willing to cooperate in the study
could not be included because of the small number of foreign students at
those institutions.

The six institutions included in this study were selected on the
basis of the fact that they had the highest number of foreign students
from the highest number of countries.

Subjects

The subjects selected for this study were drawn through statistical
randomization, from the fall 1979 international student listings

TABLE I

INSTITUTIONS SELECTED FOR STUDY

Name of Institution	Population of Institution	Population of Foreign Students	Percentage of School Population	Number Selected
Oklahoma State University,* Stillwater	22,000	1,500	6.82	225
University of Oklahoma,* Norman	20,000	1,600	8.00	240
Central State University,* Edmond	12,000	650	5.42	98
Oklahoma City University,** Oklahoma City	2,500	325	13.00	49
Phillips University,** Enid	1,260	290	23.00	44
Oklahoma City South-western College,** Oklahoma City	5,000	360	7.20	54
Total	62,760	4,725	63.44	710

*Denotes State Universities

**Denotes Private Universities

furnished by each of the six institutions. The criteria for selection were: (1) that the subjects were students enrolled in full-time study at their respective institutions, (2) their names and addresses had to appear in the listing furnished by the college or university. Where the student's name appeared with no address, he was replaced in favor of a student with a complete address. This was necessary in view of the fact that the study was to be conducted through a mail question-naire, which will be discussed later. No effort was made to select the students according to nationality, sex, or academic classification. Also, no effort was made to contact the subjects in person.

Steps Taken To Maximize The Returns
--November 1979

During the first week of November, 710 subjects, selected through the process described above, were mailed introductory letters (Appendix C). In that letter, it was explained to the subjects how they were selected, why they were being contacted, the purpose of the study, and the importance of the study. They were requested to assist by com-pleting a questionnaire which they were to receive within three days after that initial letter.

Second Contact: November 11

Two days later, the subjects were sent questionnaires with a cover-ing letter again stressing the importance of the study with a further appeal for their assistance (Appendix D). A postage-paid return enve-lope was enclosed with each of the 710 questionnaires. Since experience with the first contacts involving administrators tended to prove that

some respondents could hold their questionnaires for as long as eight weeks before returning them, and since literature reports that most respondents tend to act within seven days, this investigator suggested that subjects repond within ten days.

Third Contact: November 27

On November 27, 1979, the 468 subjects (65.92 percent) who had not returned their completed questionnaires were sent another set of questionnaires. It was believed that if a respondent was unable to return the first questionnaire by the first deadline, he could have thrown it away or misplaced it. In order to encourage the respondent, another questionnaire was sent with a covering letter that appealed to him for assistance. Another postage-paid return envelope was also enclosed.

Fourth Contact

The final contacts were made through telephone reminders between December 1-3 in Stillwater; December 4 in Oklahoma City where students attending the four institutions in and around Oklahoma City were contacted, and December 5 in Enid. During the telephone conversations, it was found that some students who hitherto had not returned their questionnaires were afraid because of the Iran-American Crisis. (The Iranian-American Crisis began November 4, 1979, while the questionnaires were mailed out November 11, 1979.) They openly expressed the fear that they had thought that the questionnaire came from an agent of the U.S. government who was trying to entrap them.

Identification of Questionnaires

In order to ensure that questionnaires from different institutions were not mistaken for one another and to ensure that once a respondent had returned his questionnaire he was not sent a reminder, certain steps were taken to code each of the more than 4,500 pages of the questionnaires, letters, and the 2,100 returned envelopes used in the study. The following codes were used:

STU1 .... State University, #1, Stillwater (OSU)

STU2 .... State University, #2, Norman (OU)

STU3 .... State University, #3, Edmond (CSU)

PRU1 .... Private University, #1, Oklahoma City (OCU)

PRU2 .... Private University, #2, Oklahoma City

Southwestern College, Oklahoma City (OCSWC)

PRU3 .... Private University, #3, Enid, (PU)

Each respondent's questionnaire was coded ST4101 or ST4201 depending on which institution he attended. The coding system was very useful in that every questionnaire received was matched against their individualized numbers and institutions' codes. Respondents whose numbers could not be matched were easily identified. Another set of questionnaires with a reminder was then sent to them.

Timing

Some of the studies have indicated that one of the ways of maximizing the returns of mail questionnaire is to time the prospective respondents and avoid such seasons which could cause them to overlook the mail. In this study, this investigator endeavored to ensure that

the questionnaires were not received at their destinations during final examinations week or mid-semester vacations.

Instrumentation

The Michigan International Student Problem Inventory (MISPI) designed by Dr. John Porter (1962) and revised (1977) was used in this study. The inventory consists of 132 problem areas generally experienced by the foreign student of diversified nationalities, cultures, and backgrounds. The purpose of the MISPI, according to the author, is:

    I.   To conduct research on the problems of students and groups of students from other countries;

    II.   To facilitate counseling interviews;

    III.   To provide a means for group surveys which might help identify needed college program changes; and

    IV.   To provide faculty members and other student personnel workers with an instrument for orientation and discussion (Porter, 1977).

The inventory consists of 11 major categories related to recognized student personnel services. These are:

    I.   Admission-Selection Problems (A-S)

    II.   Orientation Service Problems (O)

    III.   Academic Record Problems (A)

    IV.   Social-Personal Problems (S-P)

    V.   Living and Dining Problems (L-D)

    VI.   Health Service Problems (H)

    VII.   Religious Service Problems (R)

    VIII.   English Language Problems (E) J

    IX.   Student Activity Problems (S-A)

      X.   Financial Aid Problems (F)

     XI.   Placement Service Problems (P)

The inventory is further divided with 12 problems being listed for each of the 11 recognized student personnel services, making a total of 132 items on the inventory (Porter, 1977).

Statistical Procedure

The inventory is designed to obtain an initial identification of problem concerns. The students were asked to circle the statements which related to problems that troubled or perturbed them. Statements that were thus circled earned a score of "1." Since the inventory was designed to help the respondents identify problems that were of "most concern" to the students, they were also asked to place an "X" in the circles denoting problems that most concerned them. This second mark in the circle earned a score of "2." Statements with no marks at all automatically are scored "0."

Anonymity

In order to secure a fairly honest response from the subjects, all subjects were specifically instructed, by means of a statement in the covering letter, not to sign their names on the questionnaire. They were promised anonymity and assured that any information they gave about themselves would be treated in complete confidence. The demographic information such as sex, age, nationality, and length of time in the United States was requested on the first page of their questionnaires and was necessary for analyzing the data.

At the end of the questionnaires, respondents who wished to be contacted for counseling were given the option of signing their names.

Validity and Reliability of the MISP Inventory

Validity. The question of test validity concerns what a test measures and how well it measures what it purports to measure. The results recorded from administering the Mooney Problem Check List--College Form showed a difference significant at the .05 level between the mean scores of the United States students and foreign students. The United States students' mean score was 21.24. The results from administering the MISPI showed that a difference significant at the .05 level existed between the mean scores of the 108 foreign students and the 50 United States students, mean scores of 15.06 and 11.26, respectively. The results, according to Porter, established the concurrent validity of the MISP Inventory.

Reliability. The American Psychological Association's Technical Recommendations for Psychological Tests and Diagnostic Techniques and a reference by Anatasi were used by Porter as principal sources for testing the reliability of the MISPI. Although the MISP Inventory is not a test, a reliability estimate of .58 was found for the inventory by the use of the Kuder-Richardson Formula for the total scale. A total scale reliability estimate of .67 was found by using the Spearman-Brown split-half method. Subscale reliability estimates ranged from .47 to .76 using the Kuder-Richardson Formula (Porter, 1977). (A full discussion of the rest of the method used by Porter can be found at the end of this study, Appendix G.)

Discussion of Variables

A variable, in this study, is defined as the substance of the study which may change depending on manipulations. The Dependent variable is the foreign student problem(s)--with 11 levels. These have already been discussed in the early part of this chapter. The Independent variables are the ten demographic variables--age, sex, nationality, academic classification, martial status, academic major, language spoken as first preference and geographical region, and type of institution.

Hypotheses

The following hypotheses were developed from the literature to guide this study. First, each of the 11 problem areas was tested at state level; later, each of the problem areas was tested at institution-by-institution levels.

1. The perceived problems of foreign students in Oklahoma universities and colleges will not be different from those reported elsewhere in the literature as found in the United States.

2. Severe problems such as English language, financial, and academic problems which feature prominently across the nation will not be perceived as severe problems in Oklahoma.

3. There will be no significant differences between international students' problems both in type and severity between international students in public and those in private institutions.

4. There will be no significant relationship between international students' sex and the kinds of problems they experience.

5. There will be no strong relationship between international students' age and the kinds of problems they experience: students who are aged between 17-21 years, those aged between 22-32 years, and students who are 33 years of age or older will not experience significantly more problems than their counterparts.

6. There will be no significant relationship between foreign students' academic classification--graduate or undergraduate-- and the kinds of problems they experience.

7. There will be no significant differences between respondents whose first language preference was English and those whose first preference was another language.

8. There will be no relationship between the respondents' geographical region of origin and the types of problems they experience.

9. There will be no significant relationship between the respondents' marital status and the kinds of problems they experience.

10. There will be no significant relationship between the respondents' length of stay in the U.S. and the kinds of problems they experience: foreign students who had spent between 1-18 months, respondents who had spent between 19-36 months, and respondents who had spent more than 36 months in the U.S.

will not experience significantly more problems than their
counterparts.

Analyzing the Data

Both the Friedman "F" tests and the Student "t" tests were used
in analyzing the data. While the analyses of variance "F" tests were
used in analyzing those dependent variables with multiple levels--length
of time in the U.S., geographical regions, age groups, and countries,
the "t" tests were used in analyzing and determining the levels of sig-
nificance among variables with two levels. Such variables as sex,
academic level, graduate and undergraduate, and marital status were
analyzed with the "t" tests.

The mean scores were also used to compare the types and severity
of variables where differences were not statistically significant.
The mean scores were also used to determine who experienced the severest
kind of problems in what variables--depending on the scores.

These two tests were deemed most appropriate by the investigator
because it was assumed that the samples that were drawn from the popula-
tions of foreign students from each of the six institutions were
normally distributed. Besides, it was assumed that the within group
variances were also homogeneous.

Kerlinger (1973) has stated that parametric tests such as the ones
used in this study are always more powerful than non-parametric tests
in that parametric tests are capable of rejecting null hypotheses when
such hypotheses are actually false.

CHAPTER IV

PRESENTATION AND ANALYSES OF DATA

Introduction

This chapter is devoted to the analyses of the data gathered for this study. The first section of the chapter will cover information concerning the foreign students from the six institutions taken as a single group. The second section will be devoted to the institution-by-institution analyses.

As stated in Chapter III, the student 't' test and the Friedman "F" Analyses of Variance tests were used in this study. While the 't' tests were used for analyzing two-level variables, "F" tests were used for analayzing multi-level variables. The two tests enabled the investigator to determine whether or not there were significant differences or relationships between one level of variable and another, at the .05 level. Those variables for which significant relationships were found will be displayed in tables at each level of analyses, followed by discussions.

In addition to the 't' and 'F' tests, the mean scores will be used for determining which of the 11 problem areas were perceived by the highest number of respondents as being most severe and severe. Even though five problem areas with the highest scores will be displayed in charts, the mean scores of each of the 11 problem areas will be displayed during each analysis.

Scores ranging from 2.50 or above in the aggregate were regarded as being most severe problems; mean score ranging from 2.00 to 2.49 were regarded as severe problems, and any score below 2.00 was regarded as non-severe problem even if such scores appear among the first five problem areas that were assigned the highest scores by respondents. Since statements in the study with no responses scored automatically no points (zero points) any problem area with few reponses was defined as being a problem, even if the level of severity was not high enough in the rank order.

The last section of this chapter will deal with specific statements (problems) that tended to trouble the highest number of respondents across the state, as well as in each institution. The first 10, or group of 10, statements that received the highest percentage of scores were defined as most severe problems. Other statements which had a combined score--severe and very severe--but did not add up to and over 33 percent of the overall respondents, was not regarded at the state-wide level as being a severe problem.

Data Collection

Seven hundred and ten questionnaires were mailed out to a randomly selected sample of international students in six Oklahoma institutions of higher learning--five universities and a junior college. Of this number, 325 (49.46 percent) responded while 53 (7.46 percent) were undeliverable due to the fact that prospective repsondents had moved without leaving behind a forwarding address. Twenty-one of the 325 (2.96) could not be analyzed because of insufficient demographic information--e.g., age, sex, nationality, and academic classification.

The 10 demographic variables were treated as independent variables: type of institution (public or private), sex, age, academic classification, geographical regions of the world, marital status, length of time in the U.S., academic major, language of first preference for communication, and nationality.

The dependent variables were the 11 problem areas that bother international students: Admission and Selection (A-S), Orientation (O), Academic Advisement and Records (A-R), Social-Personal (S-P), Living and Dining (L-D), Health Services (H), Religious Services (R-S), English Language (EL), Student Activities (A), Placement (P), and Financial (F) problems.

Private and State Institutions Compared

Forty-six of the 303 useable questionnaires were received from private institutions while 258 were received from state institutions. Only in 1 of 11 problem areas was there a significant difference at the .05 level between respondents in state institutions and their counterparts in private institutions, as seen through Table II.

The null hypotheses that there would be no significant differences between respondents in state and private institutions--type of institution has no relationship with the type and severity of problems faced by the foreign student--were supported in all but one of the 11 problem areas.

The obtained 't' test score indicated that there was a significant difference between foreign students in state institutions with regard to religious services. Further, the score showed that foreign students who attended the state institutions tended to express concern with this

problem area more than those in private institutions.

TABLE II

COMPARISON OF STATE AND PRIVATE INSTITUTIONS
WITH REGARD TO RELIGIOUS SERVICES

Institution Type	N	Mean	Std. Dev.	df	t
Private	46	.85	1.35	91.1	.023*
State	258	1.40	2.13	301.0	.09

*Significant at the .05 level.

Although there were no significant differences between respondents in state and private institutions with regard to the type and severeity in the 10 problem areas, some problems did seem to trouble the foreign students more than others.

As can be seen through Figure 1, the five problem areas that tended to trouble the respondents the most in private institutions with scores were: English language (3.56); Orientation (3.22); Social-personal (3.20); Living-Dining (2.87); and Financial (2.76). Two problem areas that concerned the same group of students the least were Religious Services (.85) and Health problems (1.54).

In state institutions, the five problem areas that seemed to bother the respondents the most were: English language (3.33); Financial (3.32); Social-personal (3.26); Orientation (3.23); and

Variables	Type of Institution	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0
Adm. &	Priv.	2.15	XXXXXXXXXXXXXXXXXXXX
Select.	State	2.37	/////////////////////
Orien.	Priv.	3.22	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	State	3.23	/////////////////////////////
Acade.	Priv.	2.76	************************************
Adv.	State	3.26	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$
Soc-Per	Priv.	3.20	*****************************
	State	3.26	&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&
Liv-Din	Priv.	2.87	*****************************
	State	2.85	****************************
Health	Priv.	1.54	*******************
	State	1.74	&&&&&&&&&&&&&&&&&&
Relig.	Priv.	0.85*	XXXXXXXXXX
	State	1.40	*********
English	Priv.	3.56	//
	State	3.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Student	Priv.	1.97	********************
Activ.	State	2.48	&&&&&&&&&&&&&&&&&&&&&&
Place.	Priv.	2.39	//////////////////////
	State	3.01	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVV
Finance	Priv.	2.76	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	State	3.32	////////////////////////////////

*Significant at the .05 level.

Figure 1. Mean Scores and Graphic Presentation of Five Most Severe Problem Areas for Private vs. State Institutions

Academic Advisement (3.12).

Of interest to the reader would be the fact that even where a problem area was common to respondents in both the state and private institutions, such as financial and academic advisement, such problem areas received different scores indicating different levels of severeity.

The two problem areas that bothered respondents in the state institutions the least were Health Services (1.72) and Religious Services (1.16). The other problem areas that troubled respondents in both public and private institutions, other than the five mentioned above can be found in Figure 1.

Marital Status

Among the state-wide respondents, 128 were married and 174 were single. The 't' tests indicated that there was a significant difference in the area of living and dining, between married and single students, at the .05 level.

The null hypotheses that there would be no significant differences between married and single students at the .05 level, in any of the 11 problem areas, and that foreign students' problems would not be related to marital status, were supported in all but 1 of the 11 problem areas.

As can be seen through Table III, married and single students in the selected institutions tended to differ significantly from one another in their perception of problems relating to living and dining. While single students viewed Living and Dining as a severe problem area, married students perceived this differently. The latter tended to report that Living and Dining was not a very severe problem.

Figure 2, however, illustrates that the mean scores in each of the

Variables	Marital Status	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. & Select.	Married	2.36	XXXXXXXXXXXXXXXXXXXXXX
	Single	2.33	/////////////////////
Orien.	Married	3.41	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Single	3.12	/////////////////////////////
Acade. Adv.	Married	2.99	//////////////////////////////
	Single	3.11	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Soc-Per	Married	2.98	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Single	3.47	/////////////////////////////
Liv-Din	Married	2.52	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Single	3.11	/////////////////////////////
Health	Married	1.71	XXXXXXXXXXXXXXXXXX
	Single	1.72	/////////////////
Relig.	Married	1.55	XXXXXXXXXXXXXXXXX
	Single	1.16	//////////
English	Married	3.45	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Single	3.30	//////////////////////////////
Student Activ.	Married	2.22	XXXXXXXXXXXXXXXXXX
	Single	2.55	//////////////////////////////
Place.	Married	2.85	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Single	3.00	///////////////////////////
Finance	Married	3.30	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Single	3.19	/////////////////////////////

*Significant at the .05 level.

Figure 2. Mean Scores and Graphic Presentation of Five Most Severe Problem Areas as Perceived by Married and Single Students

different problem areas varied both in types and severity thereby indi-
cating different levels of experiences with the problems.

TABLE III

COMPARISON OF MARRIED AND SINGLE STUDENTS
WITH REGARD TO LIVING AND DINING

Marital Status	N	Mean	Std. Dev.	df	t
Married	128	2.52	2.18	295.5	.036*
Single	174	3.11	2.63	300.0	.041*

*Significant at the .05 level.

Although the scores in 10 other problem areas were not significant
at the .05 degrees, the mean scores did tend to indicate that foreign
students who were married and those who were single tended to perceive
different problem areas differently with regard to the severity of
problems.

In Figure 2, the five most severe problems as perceived by married
students were English Language (3.45), Orientation (3.41), Financial
problems (3.30), Academic Advisement (2.99), and Living and Dining
(2.52). These respondents, however, reported the least problem areas
as Health (1.71) and Religious Services (1.55).

Single students, on the other hand tended to experience the most
problems in areas of Social-Personal (3.47), English Language (3.30),

Financial problems (3.19), Orientation (3.12), and Living and Dining (3.11). Single students' two least problem areas were also Health problem areas (1.16) and Religion (1.16).

A point to note was the fact that the similarity with which the respondents, state-wide, checked four problem areas--Orientation, Social-Personal, English Language, and Financial problems--seems to suggest that these problems may be regarded as very severe by all of them (see Figure 2).

Academic Classification

The results of the 't' tests showed that there were significant differences between undergraduate and graduate students in 6 of the 11 problem areas as can be seen through Table IV.

An examination of the Table IV shows that there were significant differences at the .05 level between graduates and undergraduates in the areas of: Admission and Selection, Orientation, Academic Advisement and Records, Social-Personal, Living and Dining, and Student Activities.

The null hypotheses that there would be no significant differences between graduate and undergraduate repondents at the .05 level were, therefore, rejected in 6 of the 11 problem areas with significant differences and supported in five of the problem areas.

Table IV further indicates that undergraduate students, rather than graduates, tended consistently to experience more problems in each of the six problem areas.

In Figure 3, one also observes that five most severe problem areas tended to bother the undergraduate repsondents: Social-Personal (3.60), Orientation (3.49), Academic Advisement (3.50); Financial (3.49); and

TABLE IV

GRADUATE AND UNDERGRADUATE SCORES COMPARED REGARDING
ADMISSION-SELECTION, ORIENTATION, ACADEMIC
ADVISEMENT, SOCIAL-PERSONAL, LIVING-
DINING, AND STUDENT ACTIVITIES

Variables	Class	N	Mean	Std. Dev.	df	t
Admission & Selection	Undergd.	173	2.58	2.64	300.5	.042*
	Grads.	131	2.02	2.14	302.0	.048*
Orientation	Undergd.	173	3.49	2.78	295.9	.041*
	Grads.	131	2.89	2.43	302.0	.045*
Academic Advisement	Undergd.	173	3.59	3.23	301.3	.000*
	Grads.	131	2.59	2.57	302.0	.000*
Social- Personal	Undergd.	173	3.61	2.75	300.4	.004*
	Grads.	131	2.79	2.24	302.0	.006*
Living and Dining	Undergd.	173	3.22	2.54	294.2	.002*
	Grads.	131	2.37	2.26	302.0	.003*
Student Activities	Undergd.	173	2.75	2.63	292.4	.005*
	Grads.	131	1.94	2.34	302.0	.006*

*Significant at the .05 level.

Variables	Classification	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0
Adm. &	Undergrd.	2.58	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Select.	Grads.	2.02	/////////////////////
Orien.	Undergrd.	3.49	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Grads.	2.88	/////////////////////////////////
Acade.	Undergrd.	3.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Adv.	Grads.	2.36	////////////////////////
Soc-Per	Undergrd.	3.60	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Grads.	2.79	////////////////////////////////
Liv-Din	Undergrd.	3.22	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Grads.	2.37	////////////////////////
Health	Undergrd.	1.87	XXXXXXXXXXXXXXXXXXXXX
	Grads.	1.50	///////////////////
Relig.	Undergrd.	1.45	XXXXXXXXXX
	Grads.	1.16	//////////
English	Undergrd.	3.48	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Grads.	3.21	//////////////////////////////////
Student	Undergrd.	2.75	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Activ.	Grads.	1.94	////////////////////
Place.	Undergrd.	2.99	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Grads.	2.82	//////////////////////////////////
Finance	Undergrd.	3.49	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Grads.	2.90	//////////////////////////////////////

*Significant at the .05 level.

Figure 3. Mean Scores and Graphic Presentation of Five Most
Severe Problem Areas for Graduate Versus
Undergraduate Respondents

English Language (3.48). Among the graduate respondents, the most severe problems were, at times, very similar to those of the undergraduates with a possible difference in severity.

English Language and Financial problems were at the top of the list with scores of 3.21 and 3.49, respectively. Other most severe problems within the first five were Orientation (2.88), Placement Services (2.82), and Social-Personal problems (2.79).

An overlap of problem areas--such as Orientation, Social-Personal, English and Financial--seems to suggest that such problems were not restricted to academic classification, rather, they were universal in nature to the respondents.

Sex

Sixty-one of the 304 respondents who returned their questionnaires were females while 243 were males. The 't' test results indicated that male and female respondents differed significantly at the .05 level in 3 of the 11 problem areas.

In the areas of Orientation, Living and Dining, and Student Activities, male students, rather than their female counterpart, tended to experience more problems as seen in Table V. The null hypotheses that there would be no significant relationship between the student's sex and the kinds of problems he experiences were rejected in 3 of the 11 problem areas and supported in eight problem areas where there were no significant differences between the two groups of foreign students.

In addition to the 't' test scores, the mean scores were also used to determine whether or not female and male respondents perceived the different problem areas as being severe or very severe.

TABLE V

FEMALE AND MALE SCORES COMPARED WITH REGARD TO
ORIENTATION, LIVING-DINING, AND
STUDENT ACTIVITIES

Variables	Sex	N	Mean	Std. Dev.	df	t
Orientation	F	61	2.44	2.19	111.5	.004*
	M	243	3.42	2.72	302.0	.009*
Living-Dining	F	61	2.15	1.97	115.2	.004*
	M	243	3.03	2.54	302.0	.012*
Student Activ.	F	60	1.48	1.72	137.2	.000*
	M	243	2.63	2.66	301.0	.002*

*Significant at the .05 level.

A panoramic view of Figure 4 seems to indicate that although the differences in the mean scores were not significant statistically, female and male respondents tended to perceive different problem areas differently. In four problem areas, however, both female and male repondents tended to regard some problem areas as very severe. Their level of severity tended to differ slightly. Such problem areas as Orientation, Academic Advisement, Social-Personal problems, and English Language were checked by the highest number of respondents as very severe problem areas irrespective of sex.

Among female respondents, the top five most severe problem areas were English Language (3.84), Social-Personal (3.03), Placement/Financial (2.92 each), Academic Advisement (2.78), and Orientation (2.44).

Male respondents, like their female counterpart, seemed to be most

Variables	Sex	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Adm. &	F	2.03	XXXXXXXXXXXXXXXXXXXX								
Select.	M	2.42	////////////////////								
Orien.	F	2.44	XXXXXXXXXXXXXXXXXXXXX								
	M	3.42	///////////////////////////////								
Acade.	F	2.78	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
Adv.	M	3.13	/////////////////////////////								
Soc-Per	F	3.03	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	M	3.31	//////////////////////////////								
Liv-Din	F	2.15	XXXXXXXXXXXXXXXXXXXX								
	M	3.03	/////////////////////////////								
Health	F	1.77	XXXXXXXXXXXXXXXXXX								
	M	1.70	//////////////////								
Relig.	F	1.00	XXXXXXXXXX								
	M	1.40	//////////								
English	F	3.84	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	M	3.24	///////////////////////////////								
Student	F	1.48	XXXXXXXXXX								
Activ.	M	2.63	//////////////////////////								
Place.	F	2.92	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	M	2.92	////////////////////////////								
Finance	F	2.92	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	M	3.31	//////////////////////////////								

*Significant at the .05 level.

Figure 4. Mean Scores and Graphic Presentation of Five Most
Severe Problem Areas for Female Versus Male
Respondents

perturbed by Orientation (3.42), Social-Personal/Financial problems (3.31) each, English Language (3.24), Academic Advisement (3.13), and Living and Dining (3.03).

Geographic Regions

International student respondents were grouped into five geographical regions of the world--Africa South of the Sahara Desert (also called Africa), Group I; European students, Group II; Latin American, Carribean and Central America, Group III; Middle Eastern and North African countries, Group IV; and South Asian and Pacific countries, Group V.

There were 68 participants from Africa, Group I; four from Europe, Group II; 34 from Latin American, Group III; 117 from the Middle East, Group IV; and 80 from Oriental countries, Group V.

The Friedman 'F' Analyses of Variance test results indicated that there were strong relationships between respondents of a particular geographical region and the kinds of problems he experienced.

The 'F' tests were significant at the .05 level in the areas of Orientation, Social-Personal Problems, Living and Dining problems, Religious Services, English Language, Student Activities, Placement Services, and Financial problems.

The null hypotheses that there would be no relationship between the respondents' geographical region and the type of problems he experiences were rejected in 8 of the 11 problem areas and supported in three problem areas.

As can be seen in Table VI, there were strong relationships between the kinds of problems that troubled the respondents and the geographical region of his origin. In the area of Orientation, African students,

TABLE VI

ANOVA TESTS FOR ORIENTATION, SOCIAL-PERSONAL, FINANCES
LIVING-DINING, RELIGION, PLACEMENT
STUDENT ACTIVITIES AND ENGLISH
WITH REGARD TO REGIONS

Variables	Source	df	Sum of Sq.	Mean Sq.	F
Orientation	Region	4	165.27	42.32	.000*
	Residual	298	191.03	6.42	
Social-Person.	Region	4	73.22	18.30	.022*
	Residual	298	1880.61	6.31	
Living-Dining	Region	4	86.37	21.59	.006*
	Residual	298	1733.33	5.82	
Religion	Region	4	71.92	17.98	.002*
	Residual	297	1185.92	3.99	
English	Region	4	290.59	72.64	.000*
	Residual	298	3540.74	11.88	
Student Activ.	Region	4	65.65	16.41	.028*
	Residual	297	1768.55	5.95	
Placement	Region	4	81.79	20.45	.044*
	Residual	298	2470.31	8.29	
Finances	Region	4	192.51	48.13	.001*
	Residual	298	2975.86	9.99	

*Significant at the .05 level.

			Average Number of Problems Checked (Corrected to the nearest whole no.)										
Variables	Regions	Mean Scores	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Adm. & Select.	Africa	2.41	xxxxxxxxxxxxxxxxxxxxxx										
	Europe	2.50	///////////////////////////[4]										
	Latin Am.	2.15	XXXXXXXXXXXXXXXXXXXX										
	Middle E.	2.66	/////////////////////////////////										
	Oriental	1.89	XXXXXXXXXXXXXXXXXX										
Orien.	Africa	3.72	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]										
	Europe	.50	****										
	Latin Am.	3.26	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]										
	Middle E.	3.70	@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@[1]										
	Oriental	2.15	$$$$$$$$$$$$$$$$$$$$$$										
Acade. Adv.	Africa	3.55	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[4]										
	Europe	2.50	XXXXXXXXXXXXXXXXXXXXXXXXXX[4]										
	Latin Am.	3.38	//////////////////////////////////[2]										
	Middle E.	3.21	&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&[4]										
	Oriental	2.27	@@@@@@@@@@@@@@@@@@@@@[5]										
*Soc-Per	Africa	3.85	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]										
	Europe	2.75	////////////////////////////////////[3]										
	Latin Am.	2.35	&&&&&&&&&&&&&&&&&&&&[4]										
	Middle E.	3.44	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$[3]										
	Oriental	2.80	////////////////////////////////////[2]										
*Liv-Din	Africa	3.48	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]										
	Europe	5.25	///[1]										
	Latin Am.	2.62	&&&&&&&&&&&&&&&&&&&&&&&&&&&&[3]										
	Middle E.	2.90	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$										
	Oriental	2.20	*******************										
Health	Africa	1.63	XXXXXXXXXXXXXXXXXXXX										
	Europe	1.50	////////////////										
	Latin Am.	1.65	VVVVVVVVVVVVVVVVVVVV										
	Middle E.	1.86	&&&&&&&&&&&&&&&&&&&&&										
	Oriental	1.53	$$$$$$$$$$$$$$$$$$$										
*Relig.	Africa	2.09	XXXXXXXXXXXXXXXXXXXX										
	Europe	.25	/////										
	Latin Am.	.71	ZZZZZZZZZ										
	Middle E.	1.38	VVVVVVVVVVV										
	Oriental	.90	&&&&&&&&&&										
*English	Africa	1.72	XXXXXXXXXXXXXXXXXXXX										
	Europe	4.50	///[2]										
	Latin Am.	5.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]										
	Middle E.	3.50	&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&[2]										
	Oriental	3.70	######################################[1]										
*Student Activ.	Africa	2.79	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX										
	Europe	1.75	/////////////////////										
	Latin Am.	1.91	&&&&&&&&&&&&&&&&&&&										
	Middle E.	2.70	VVVVVVVVVVVVVVVVVVVVVVVVVVV										
	Oriental	1.73	$$$$$$$$$$$$$$$$$$$$										
*Place.	Africa	2.56	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ										
	Europe	.75	//////////										
	Latin Am.	2.29	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]										
	Middle E.	3.50	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$[2]										
	Oriental	2.76	&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&[4]										
*Finance	Africa	4.65	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]										
	Europe	1.75	/////////////////////[5]										
	Latin Am.	2.35	ZZZZZZZZZZZZZZZZZZZZ[4]										
	Middle E.	3.03	&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&[5]										
	Oriental	2.78	VVVVVVVVVVVVVVVVVVVVVVVVVV										

*Significant at the .05 level.

Figure 5.   Mean Scores and Graphic Presentation
of Five Most Severe Problem Areas
for Five Geographical Regions of
the World.

Group I, tended to experience the most problems while Orientals, Group V, tended to experience the least. Latin American students and Middle Eastern students were not severely disposed. In the area of Social-Personal, African students, Group I, and Middle Eastern respondents, Group IV, tended to be most perturbed while Latin American students, Group III, and Orientals, Group V, were least troubled. European students' scores were not analyzed since only four reponses were received.

There were also strong relationships between the geographical regions and the kinds of problems he experienced in the following problem areas: Living-Dining, Africa--most troubled, all others least troubled; Religion, Africa and Middle East--most concerned, all others least troubled; English Language, Latin American students, Middle Eastern students and Orientals--most perturbed, while African students were least troubled; Student Activities, African and Middle Eastern students--most troubled while others were least concerned; Placement, Middle Eastern respondents--most troubled while all others were not as troubled; and Financial problems, African students, most perturbed, while all others were least troubled. In addition to the analyses of variance results, the mean scores were used in determining whether or not geographical regions of origin of students had any relationship with the kinds of problems he experienced. The higher the mean the more severe the problem was perceived by the respondent, as can be seen through Figure 5.

Nationalities

Students from 44 countries participated state-wide in the study. Of this number, Iran had the highest number of respondents--77 (25.33 percent), while Nigeria had the second highest--58 (19.08 percent).

Other countries within the top six were the Republic of China--33 (10.86 percent), Venezuela--20 (6.58 percent), Saudi Arabia--13 (4.28 percent), and India--10 (3.29 percent).

The results of the analyses of variance tests indicated that there were significant differences between respondents of different nationalities in 5 of the 11 problem areas. The null hypotheses that there would be no significant differences at the .05 level between students of different nationalities were rejected in 5 of the 11 problem areas while being supported in six problem areas. As can be seen through Table VII, there were significant differences between respondents of different nationalities in the areas of Orientation, Living-Dining, English Language, Student Activities, and Financial problems.

The analyses of variance tests tends to indicate that respondents from Saudi Arabia, Venezuela, Nigeria, India, and Iran seemed to perceive Orientation as a very severe problem, the Chinese respondents seemed to perceive the problem area as no serious problem. In Living-Dining, while Nigeria, Saudi Arabia, and Iran perceived this problem area as a very severe problem, India and Venezuela perceived it as just a problem. The Chinese perceived it as no problem at all.

English Language seemed to have given the Venezuelans the most trouble, just as Saudi Arabians and Chinese. The Nigerians and Indians saw it as no problem at all. In the area of Student Activities, Saudis and Nigerians perceived it as a problem while Venezuelans, Iranians, Indians, and the Chinese saw it as no problem. Financial problems seemed to have troubled the Nigerians the most, just as it did the Indians. However, the Saudis perceived Financial problems as no problem while the Chinese and Venezuelans saw it as a problem.

TABLE VII

ANOVA TESTS FOR ORIENTATION, ENGLISH, FINANCES
LIVING-DINING, AND STUDENT ACTIVITIES
WITH REGARD TO COUNTRIES

Variables	Source	df	Sum of Sq.	Mean Sq.	F
Orientation	Country	43	419.55	9.76	.003*
	Residual	260	1705.78	6.56	
Living-Dining	Country	43	375.99	8.74	.019*
	Residual	260	1453.65	5.59	
English	Country	43	1138.57	26.47	.000*
	Residual	260	2767.63	10.64	
Student Activ.	Country	43	365.49	8.50	.051*
	Residual	259	1589.39	6.11	
Finances	Country	43	646.17	15.03	.021*
	Residual	260	2522.25	9.70	

*Significant at the .05 level.

Besides the analyses of variance tests, mean scores were used to determine what five problem areas were perceived as most severe by students from the six countries with the highest populations.

A panoramic view of Figure 6 indicates that while Finances were perceived as the most severe problem area by respondents from India and Nigeria, the same problem area was perceived by respondents from Iran as ranking fourth and by Venezuelans as ranking fifth. The Saudis perceived Finances as no problem at all.

The English Language, which was ranked as number one problem by students from the Republic of China, Saudi Arabia, and Venezuela, was ranked as a third problem by the Iranians and ranked as no problem by Nigerians and Indian students. In the area of Social-Personal problems, Indian students, the Chinese, and Saudis ranked it as the third most severe problem while Nigerians ranked it as the second most severe problem. The Venezuelan students did not perceive Social-Personal as a problem area.

In Orientation, both the Iranians and Saudis perceived it as the second most severe problem; the Nigerians and Venezuelans saw it as the third most severe problem area while the Chinese perceived it as the fifth most severe problem area.

Academic Advisement was ranked as fifth problem area by the Nigerians and Saudis while being ranked as the second most severe problem by Venezuelans and perceived as no problem by Indians and Chinese.

Placement problems which were ranked as problem number one by the Iranians were regarded as problem number two by Indians and Chinese. Whereas the Venezuelans perceived it as the fourth most severe problem, the Saudis and Nigerians did not see it as a problem at all.

Variable	Countries	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.) 0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. & Select.	India	1.90	XXXXXXXXXXXXXXXXXXX
	Iran	2.53	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
	Nigeria	2.38	VVVVVVVVVVVVVVVVVVVVV'
	Rep. Ch.	1.30	$$$$$$$$$$$
	Saudi Ar.	2.92	???????????????????????????????
	Ven.	2.40	&&&&&&&&&&&&&&&&&&&&&&&&
*Orien.	India	1.90	XXXXXXXXXXXXXXXXXXXX
	Iran	3.64	???[2]
	Nigeria	3.72	///[3]
	Rep. Ch.	1.33	ZZZZZZZZZZ
	Saudi Ar.	4.08	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[2]
	Ven.	3.00	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$
Acade. Adv.	Indian	1.70	ZZZZZZZZZZZZZZZZZZZZZZ
	Iran	3.64	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
	Nigeria	3.28	////////////////////////////////////[5]
	Rep. Ch.	1.64	@@@@@@@@@@@@@@@@@@@@
	Saudi Ar.	3.69	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]
	Ven.	3.85	$$[2]
*Soc-Per	India	3.20	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Iran	2.29	??????????????????????
	Nigeria	3.83	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
	Rep. Ch.	2.21	///////////////////////
	Saudi Ar.	4.00	$$
	Ven.	2.30	&&&&&&&&&&&&&&&&&&&&&&
Liv-Din	India	2.40	ZZZZZZZZZZZZZZZZZZZZZZZ[4]
	Iran	2.87	VVVVVVVVVVVVVVVVVVVVVVVVVVVV
	Nigeria	3.36	/////////////////////////////////
	Rep. Ch.	1.52	&&&&&&&&&&&&&&&&&&&&&&
	Saudi Ar.	3.00	#####################################
	Ven.	2.25	**********************
Health	India	2.10	ZZZZZZZZZZZZZZZZZZZZZ[5]
	Iran	1.82	XXXXXXXXXXXXXXXXXX
	Nigeria	1.66	$$$$$$$$$$$$$$$$$$$$
	Rep. Ch.	.91	&&&&&&&&&&
	Saudi Ar.	1.38	//////////
	Ven.	2.10	????????????????????
Relig.	India	1.20	VVVVVVVVVVV
	Iran	1.40	??????????
	Nigeria	2.09	/////////////////////
	Rep. Ch.	.59	**********
	Saudi Ar.	1.46	XXXXXXXXXX
	Ven.	.40	$$$$$$$$$$
*English	India	.10	XXXX
	Iran	3.62	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]
	Nigeria	1.74	&&&&&&&&&&&&&&&&&&&
	Rep. Ch.	4.79	//[1]
	Saudi Ar.	4.77	$$$[1]
	Ven.	6.35	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
Student Activ.	India	1.80	ZZZZZZZZZZZZZZZZZZZZZ
	Iran	2.68	////////////////////////////////
	Nigeria	2.91	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	Saudi Ar.	3.38	&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&[5]
	Ven.	1.75	$$$$$$$$$$$$$$$$$$$$$
	Rep. Ch.	1.12	@@@@@@@@@@@
Place.	India	3.60	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
	Iran	4.05	///[1]
	Nigeria	2.43	ZZZZZZZZZZZZZZZZZZZZ
	Saudi Ar.	1.85	VVVVVVVVVVVVVVVVVVV
	Rep. Ch.	2.88	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$[2]
	Ven.	2.70	&&&&&&&&&&&&&&&&&&&&&&&&&&&&[4]
*Finance	India	4.50	$$$
	Iran	3.26	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Nigeria	4.60	//
	Rep. Ch.	2.03	VVVVVVVVVVVVVVVVVVVV
	Saudi Ar.	.85	&&&&&&&&&&
	Ven.	2.45	#####################

*Significant at the .05 level.

Figure 6. Mean Scores and Graphic
Presentation of Five
Problem Areas Perceived
as Being Most Severe
by Six Countries

Hence, one could observe that the five most severe problem areas that were common to all the respondents were English Language, Social-Personal, Orientation, Financial Placement problems (see Figure 6).

Length of Time in the U.S.

All respondents were grouped into three time groups (T-GPS). Students who had spent between 1-18 months in the United States were grouped into Time-Group I (T-GP I); those who had spent between 19-36 months were grouped into Time-Group II (T-GP II), and those who had spent from 37 months and more were grouped as Time Group III (T-GP III). There were 132 responses from Time-Group I, 141 responses from Time-Group II, and 30 from Time-Group III.

The analyses of variance 'F' tests indicated that there were significant differences in only 2 of the 11 problem areas at the .05 level between respondents who had spent from 1-18 months in the United States and those who had spent about 37 months and over. Those in Time-Group I tended to have the most problems while those in the third time category tended to have experienced the least problems in the area of Living and Dining.

In the area of English Language, there were also significant differences at the .05 level between respondents who had spent between 1-18 months, Time-Group I, and those who had spent 37 months or more in the U.S. While respondents who had spent between 1-18 months seemed to have experienced the most problems, those who had spent between 19-36 months and those who had spent between 37 months and over tended to have experienced less problems, as seen in Table VIII. The null hypotheses that there would be no significant differences between students of different

lengths of time in the U.S. were rejected in two problem areas with sig-
nificant differences and supported in nine problem areas with no
significant differences.

TABLE VIII

ANOVA TESTS FOR LIVING-DINING, AND ENGLISH
WITH REGARD TO TIME GROUPS
ONE, TWO, AND THREE

Variables	Source	df	Sum of Sq.	Mean Sq.	F
Living-Dining	T-GP	2	36.49	18.25	.046*
	Residual	301	1793.14	5.96	
English	T-GP	2	125.37	62.68	.007*
	Residual	310	3780.83	12.56	

*Significant at the .05 level.

Besides the analyses of variance tests, the mean scores were used
to determine what five problem areas were perceived as most severe by
the highest number of respondents, as seen through Figure 7.

Respondents in Time-Group I tended to perceive the English Language
as the most severe, hence, they ranked that problem area as number one.
However, respondents in Time-Group III ranked the same problem as fourth
severest while respondents in Time-Group II did not perceive the English
Language as a problem.

In the area of Orientation, while respondents in Time-Group III

Variables	Time-GPS	Mean Score	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. &	1	2.44	XXXXXXXXXXXXXXXXXXXXX								
Select.	2	2.28	@@@@@@@@@@@@@@@@@@@@@[5]								
	3	2.32	&&&&&&&&&&&&&&&&&&&&&&								
Orien.	1	3.13	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$[4]								
	2	3.28	%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%[2]								
	3	3.39	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[1]								
Acade.	1	3.13	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]								
Adv.	2	3.17	///////////////////////////////////[3]								
	3	2.29	ZZZZZZZZZZZZZZZZZZZZZ								
Soc-Per	1	3.39	/////////////////////////////////[2]								
	2	3.10	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]								
	3	3.39	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]								
*Liv-Din	1	3.25	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]								
	2.	2.54	VVVVVVVVVVVVVVVVVVVVVV								
	3	2.61	&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&[4]								
Health	1	1.85	XXXXXXXXXXXXXXXXXXXXX								
	2	1.60	ZZZZZZZZZZZZZZZZZZZZ								
	3	1.68	&&&&&&&&&&&&&&&&&&&&&								
Relig.	1	1.32	XXXXXXXXXX								
	2	1.19	ZZZZZZZZZZ								
	3	1.90	??????????								
*Engl.	1	4.09	$$[1]								
	2	2.84	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	3	2.61	?????????????????????????????????[4]								
Stud.	1	2.37	///////////////////////								
Activ.	2	2.52	%%%%%%%%%%%%%%%%%%%%%%%%%%%%%								
	3	1.97	@@@@@@@@@@@@@@@@@@@@@@@								
Place.	1	2.78	&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&[5]								
	2	3.08	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]								
	3	2.77	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$								
Finance	1	2.97	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]								
	2	3.57	@@[1]								
	3	2.81	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$[2]								

*Significant at the .05 level.

Figure 7. Mean Scores and Graphic Presentation of
Five Problems Perceived as Being Most
Severe by Time-Groups 1, 2, and 3.

ranked that problem area as number one, those in Time-Group II ranked it as number two most severe problem while those in Time-Group I ranked the same problem as problem number two. Social-Personal problem which was ranked as problem number one by respondents in Time-Group III, was perceived as problem number two by respondents in Time-Group I while being perceived as problem number four by respondents in Time-Group II.

Financial problems seemed most severe among respondents in Time-Group II, hence, they ranked it as problem number one. However, respondents in Time-Groups I and III ranked it as problem number five and two, respectively. Details of how respondents perceived other problem areas may be seen by referring to Figure 7.

Academic Major

Respondents were grouped into six academic disciplines consistent with the Oklahoma State University system: The Arts and Sciences, Agriculture and related areas, Engineering and related studies, Education and related subjects, Home Economics and Restaurant Management, and Veterinary Medicine, Nursing and health related subjects.

Because of the extremely uneven distribution of respondents, only two academic disciplines will be analyzed--The Arts and Sciences--with 150 respondents, and Engineering and related studies, with 136 respondents.

The results of the analyses of variance 'F' tests indicated that there was no relationship between the academic disciplines of the respondents and the kinds or severity of problems he experienced. The null hypotheses that a foreign student's problems will not be related to his field of specialization were supported.

In addition to the analyses of variance tests, the mean scores were used to determine which problem areas were perceived as most severe by the highest number of respondents in two of the six academic disciplines. As can be seen through Figure 8, respondents in different academic discipines tended to perceive different problem areas differently. Hence, they also ranked the problems according to their perceptions. International students were not radically different in their perceptions of the different problem areas, hence, their rankings were similar. In the area of English Language, respondents whose studies were in the Arts and Sciences ranked the problem area as number two while respondents in Engineering and related studies rated the English Language as the third most severe problem area. While respondents in the Arts and Sciences ranked orientation as the fourth most severe problem area and Social-Personal as the most severe problem, Engineering students tended to perceive Orientation as the second most severe problem and Social-Personal as the fifth most severe problem areas, respectively.

In the area of Finances, Arts and Sciences respondents tended to perceive that problem area as problem number three while their counterparts in the Engineering studies ranked it as problem number four. The areas perceived as a problem area by one group of students in one academic area was equally perceived by the other group at a different level of severity.

Age

Respondents were grouped into three age groups--17-21 years, 22-32 years, and 33 years or more. There were 53 respondents from group one, 218 respondents from group two, and 33 respondents from group three.

Variables	Academic Majors	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. & Select.	A & S	2.16	XXXXXXXXXXXXXXXXXXXXXX								
	Engrs.	2.51	???????????????????????????????								
Orien.	A & S	3.03	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVV VVV^4								
	Engrs.	3.38	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ ZZZ^2								
Acade. Adv.	A & S	2.63	XXXXXXXXXXXXXXXXXXXXXXXXXXXX XXX$_1$								
	Engrs.	3.44	////////////////////////////////								
Soc-Per	A & S	3.23	XXXXXXXXXXXXXXXXXXXXXXXXXXXX X̄xx^1								
	Engrs.	3.24	///////////////////////////////								
Liv-Din	A & S	2.88	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ Z̄zz^5								
	Engrs.	2.82	VVVVVVVVVVVVVVVVVVVVVVVVVV VVV								
Health	A & S	1.57	XXXXXXXXXXXXXXXXXX X̄XX								
	Engrs.	1.77	/////////////////////								
Relig.	A & S	1.45	XXXXXXXXX XXX								
	Engrs.	1.21	$$$$$$$$$$$$								
English	A & S	3.21	ZZZZZZZZZZZZZZZZZZZZZZZZZZZ ZZZ								
	Engrs.	3.32	VVVVVVVVVVVVVVVVVVVVVVVVVV VVV								
Student Activ.	A & S	2.22	XXXXXXXXXXXXXXXXXX XXX								
	Engrs.	2.55	////////////////////////////////								
Place.	A & S	2.71	VVVVVVVVVVVVVVVVVVVVVVVVVV VVV								
	Engrs.	3.21	ZZZZZZZZZZZZZZZZZZZZZZZZZZZ ZZZ								
Finance	A & S	3.08	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX XXX^4								
	Engrs.	3.29	//////////////////////////////////$_3$								

Figure 8. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Most Severe by Arts & Science and Engineering Respondents

The analyses of variance tests indicated that there was a significant difference at the .05 level between the respondents of different age groups in only 1 of the 11 problem areas. In the area of Religious Services, respondents in the younger age bracket (17-21 years) tended to experience significantly fewer problems with religion than their counterparts in the third age-group. The obtained 'F' (.008 was less than .05, with df = 2) was highly significant at the .05 level. The null hypotheses that there would be no significant differences between respondents of different age groups were supported in all but one problem area while being rejected in the one problem area with significant differences.

Besides the ANOVA, mean scores were used to determine which problem areas were perceived as most severe by the highest number of respondents. In Figure 9, one observes that the higher the mean the more severe the problem was perceived by the respondents.

As can be seen in Figure 9, Orientation was viewed as the problem area that troubled the respondents in the third age group more than all others. While respondents aged 22-32 perceived this area as the third most troublesome area, respondents in the age group viewed it as the fifth most troublesome area.

In the English Language area, respondents aged 22-32 years viewed this problem as the most severe problem while respondents aged 33 years or more perceived it as the fourth most severe problem. Respondents aged 17-21 years did not, however, perceive this area as a problem. Social-Personal problems did tend to perturb respondents of all age groups. Both respondents aged 21-32 and those who were between 33 years or older perceived it as the fourth most troublesome problem while respondents aged between 17-21 viewed this area as the second most

Variables	Age Groups	Mean Score	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. &	17-21	2.11	XXXXXXXXXXXXXXXXXXXXX
Select.	22-32	2.29	ZZZZZZZZZZZZZZZZZZZZZZ
	33+	3.09	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[5]
Orien.	17-21	3.06	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$[5][3]
	22-32	3.19	///////////////////////////////////[3]
	33+	3.78	@@[1]
Acade.	17-21	3.15	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]
Adv.	22-32	2.95	/////////////////////////////////
	33+	3.69	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]
Soc-Per	17-21	3.60	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]
	22-32	3.16	/////////////////////////////////[4]
	33+	3.31	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$[4]
Liv-Din	17-21	3.11	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	22-32	2.76	/////////////////////////////
	33+	3.06	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Health	17-21	1.98	$$$$$$$$$$$$$$$$$$$$$
	22-32	1.58	VVVVVVVVVVVVVVVVVV
	33+	2.22	ZZZZZZZZZZZZZZZZZZZZ
*Relig.	17-21	1.04	ZZZZZZZZZZ
	22-32	1.23	@@@@@@@@@@@
	33+	2.34	VVVVVVVVVVVVVVVVVVVVV
English	17-21	3.89	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	22-32	3.29	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[2]
	33+	3.00	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$
Student	17-21	2.32	XXXXXXXXXXXXXXXXXXXXXX
Activ.	22-32	2.39	ZZZZZZZZZZZZZZZZZZZZZZ
	33+	2.63	VVVVVVVVVVVVVVVVVVVVVVVV
Place.	17-21	2.55	/////////////////////////////////[5]
	22-32	2.95	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$[5][4]
	33+	3.31	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]
Finance	17-21	2.57	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	22-32	3.37	/////////////////////////////////[1]
	33+	3.38	&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&[3]

*Significant at the .05 level.

Figure 9. Mean Scores and Graphic Presentation of Five
Problem Areas Perceived as Being Most
Severe by Each of the Three Age Groups

severe problem.

The fact that respondents of all age groups tended to view Orientation, Social-Personal problems, English Language, and Financial problems as severe problems, even if such perceptions were at different levels of severity, seems to suggest that the problems were not related to age. Rather, they were universal problems.

Language Backgrounds

Respondents were grouped into two language groupings--those who indicated the language they speak most readily as their first preference was English and those who indicated their first preference for communication was another language--English was second preference. At the state-wide level, 49 respondents chose English as their first preference while 255 chose languages other than English.

The 't' test was used to determine whether or not there were significant differences at the .05 level between those respondents whose first preference was English and those whose first preference was another language.

The results of the 't' tests indicated that there were significant differences at the .05 level between respondents whose first preference was English and those whose first preference was another language, in Orientation, English Language, Student Activities, and Finance.

The null hypotheses that there would be no significant differences between respondents whose first preference was English and those whose first preference was another language were rejected in four problem areas with significant differences and supported in seven other problem areas with no significant differences.

In the areas of Orientation, Student Activities, and Finances, respondents who spoke English as their first preference tended to experience more problems than those who spoke English as a second preference. However, in English Language problem, those who spoke English as a second language tended to experience more problems than their counterparts who spoke English as a first preference, as seen through Table IX.

TABLE IX

ENGLISH AND NON-ENGLISH BACKGROUNDS COMPARED
WITH REGARD TO ORIENTATION, FINANCES
STUDENT ACTIVITIES AND ENGLISH

Variables	Language Type	N	Means	Std. Dev.	df	t
Orientation	English	49	4.10	2.67	66.9	.014*
	Others	255	2.61	2.62	302.0	.011*
English	English	49	2.10	2.75	85.0	.001*
	Others	255	3.60	3.69	302.0	.007*
Student Activities	English	49	3.27	2.68	64.9	.015*
	Others	255	3.02	3.16	302.0	.009*
Finances	English	49	4.32	3.40	65.0	.016*
	Others	255	3.02	3.16	302.0	.009*

*Significant at the .05 level.

Besides the 't' tests, the mean scores were used to determine which of the 11 problem areas were selected top five most severe problem areas

by both groups of respondents. The severity of a problem area were
determined by the highest five mean scores as seen in Figure 10.

Respondents whose first preference was English tended to have
experienced the severest problems in the area of Finances while respon-
dents whose first preferences viewed the same problem as being moderately
severe by ranking it third. The respondents with non-English back-
grounds, however, perceived English Language as the most severe problem
by ranking it number one. Respondents with English language background
tended to perceive the English Language as no problem at all. Other
problem areas which tended to bother the respondents were Social-Personal
problems viewed as problem number three by respondents with English
Language and number two by respondents with non-English background.
In the area of Academic Advisement, both groups of respondents ranked
it as number four—an indication that the ability to speak English may
not relate to the kinds or problems the foreign student experiences.
Other rankings may be seen in Figure 10.

Other Types of Questions

In addition to the 11 problem areas, international students were
asked four questions which were aimed at seeking their personal opinions.
Responses to the questions and individual statements written on the
spaces provided at the end of the questionnaire can be found in Appendix
H. The state-wide responses may be seen by referring to Table X.

<u>Question One</u>: Do you feel that the statements which you have marked
on pages 2 and 3 (of the questionnaire) provided
you a fairly complete picture of the problem areas
currently troubling you? Yes_____ No_____

Variables	Language Types	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. & Select.	Eng.	2.84	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	Other	2.25	/////////////////////								
*Orien.	Eng.	4.10	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]								
	Other	3.06	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVV								
Acade. Adv.	Eng.	3.57	$$[4]								
	Others	2.96	&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&[4]								
Soc-Per	Eng.	3.67	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
	Others	3.17	///////////////////////////////[2]								
Liv-Din	Eng.	3.41	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]								
	Others	2.75	/////////////////////////////								
Health	Eng.	1.61	ZZZZZZZZZZZZZZZZZZZ								
	Others	1.73	VVVVVVVVVVVVVVVVVVVV								
Relig.	Eng.	1.57	$$$$$$$$$$$$$$$$$$$$$								
	Others	1.27	&&&&&&&&&								
*English	Eng.	2.10	XXXXXXXXXXXXXXXXXXXX								
	Others	3.60	??[1]								
*Student Activ.	Eng.	3.26	/////////////////////////////								
	Others	2.24	XXXXXXXXXXXXXXXXXXXX								
Place.	Eng.	3.16	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[5]								
	Others	2.87	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]								
*Finance	Eng.	4.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]								
	Others	3.02	//////////////////////////[3]								

*Significant at the .05 level.

Figure 10. Mean Scores and Graphic Presentation of Five Most Severe Problem Areas by English and Non-English Backgrounds

TABLE X

POSITIVE AND NEGATIVE RESPONSES COMPARED
WITH REGARD TO QUESTION ONE

Institutions	Yes	No	Neutral	Total
STU 1	108	19	4	131
STU 2	78	12	0	90
STU 3	36	9	5	50
PRU 1	19	4	2	25
PRU 2	9	2	0	11
PRU 3	12	3	0	15
Totals	262	49	11	322

As can be seen through Table X, 322 responses were received state-wide of which 262 (81.37 percent) felt that the 132 statements in the questionnaire had provided a fairly complete picture of the problems currently troubling them. Forty-nine respondents (15.22 percent) did not feel that way. Eleven respondents were unsure.

In question two, the respondents were asked: "Do you feel that this procedure of helping you identify problem areas is worthwhile, even though you might not have enjoyed checking the statements? Yes_____ No_____." As in question one, the individual statements accompanying the answers—negative or positive—can be found in Appendix E.

In response to the second question (see Table XI), 230 respondents felt that the research procedure was worthwhile even though the respondents might not have enjoyed checking the statements. Sixty-one (18.94

percent) respondents did not feel that the procedure was worthwhile.

Thirty of the respondents (9.63 percent) were not so sure.

TABLE XI

POSITIVE AND NEGATIVE RESPONSES COMPARED
WITH REGARD TO QUESTION TWO

Institutional Codes	Yes	No	Neutral	Total
STU 1	92	29	9	131
STU 2	68	17	5	90
STU 3	36	9	5	50
PRU 1	14	2	9	25
PRU 2	7	2	2	11
PRU 3	36	9	5	50
Totals	230	61	30	322

In question three, the question was: "To whom do you most fre-
quently go for help in resolving problems which have confronted you?
For example, counselors, foreign student advisor, fellow students from
home country, faculty, etc. Please list in order of preference." The
summary of responses can be found in Table XII.

The highest number of foreign students in the study (28.68 percent)
seemed to consult "Fellow Students from Home Country," first before going
to other sources--Academic Adviser (23.87 percent) as a second choice
or Foreign Student Advisor (21.83 percent) as their third choice. Other

TABLE XII

SUMMARY OF PERSONS MOST OFTEN CONSULTED
FOR HELP IN RESOLVING PROBLEMS

Sources of Consultation	Institutions						Totals in %
	STU1	STU2	STU3	PRU1	PRU2	PRU3	
Fellow Students From Home Country	25.27	29.21	37.86	28.85	29.17	24.14	28.68
Academic Adviser Faculty Counselors	29.96	19.80	16.50	1.92	4.67	20.69	23.87
Foreign Student Advisor	18.77	20.79	27.18	26.92	29.17	24.14	21.83
Friends: American and Others	13.72	16.34	11.65	13.46	0	10.34	13.53
Family, Relatives: Brothers, Sisters	6.86	6.93	4.85	5.77	0	10.34	6.40
Self	2.17	2.97	.97	7.69	0	3.45	2.62
Spouse: Husband or Wife	1.81	3.96	.97	1.92	0	6.90	2.47
Professionals: Attorney, Doctors	1.44	0	0	0	0	0	.58
Totals	100.0	100	99.9	100.0	100.0	100.0	99.98

NOTE: Figures have been corrected to the nearest whole number.

sources consulted (see Table XII) did not seem as important as those mentioned above.

In question four, respondents were asked whether or not they would like to discuss their concerns with someone. A space was provided for signing their names if their response was "yes." One hundred and thirty-eight students (42.46 percent) responded to that question affirmatively and signed their names. On April 15, 1980, they were sent letters in which they were informed that the date of April 25, 1980, had been set aside for discussing their problems over the telephone, between the hours of 9:30 a.m. and 9:30 p.m. (Appendix K).

Discussion: Specific Problem Types

So far, most of the study had been centered on the problem areas. This section deals with specific types of problems which could not be covered because of the nature of this study and the broad terminologies used. The statements below concern specific types of problems which tended to bother the respondents the most.

The statements below were checked by the highest number of respondents as being severe. Where the respondents identified a statement as a severe problem (by making a circle) such a statement earned one point. Where he identified a statement as a very severe problem (by making an X in a circle marked earlier) the statements earned two points. Of course, statements which were not identified as a severe problem earned no points.

Each statement is followed by percentages of respondents who checked severe "*" and very severe "**." The problem area in which the statements can be located is in parentheses.

1. Attitude of some students toward "foreign" students--28.29*; 32.89** (Social).

2. Attitude of some U.S. people to skin color--29.28%*; 26.97%** (Personal).

3. Concept of being a "foreign" student--24.67%*; 17.76%** (Orientation).

4. Immigration work restrictions--26.97%*; 13.49%** (Financial).

5. Understanding U.S. "slang"--26.64%*; 12.50%** (Language).

6. Giving oral reports in class--21.71%*; 14.47%** (English).

7. Writing or typing term (semester) papers--23.68%*; 12.17%** (Academic).

8. Homesickness--22.70%*; 10.86%** (Personal).

9. Lack of opportunities to meet more U.S. people--25.66%*; 7.24%** (Student Activities).

10. Lack of money to meet expenses--21.38%*; 11.51%** (Financial).

Summary of Institution-by-Institution Problems

A panoramic view of institution-by-institution problem areas tends to indicate that foreign students in different institutions seemed to experience similar kinds of problems, even though the levels of severity seemed to differ from campus to campus.

As can be seen through Table XIII, Academic Advisement seemed to have been perceived as the most severe problem on the OSU campus while the OCU campus viewed that problem as the fourth most severe problem. On the Oklahoma City Southwestern College campus, Academic Advisement was viewed as problem number five. Both OU and CSU did not perceive Academic Advisement as a problem at all.

TABLE XIII

SUMMARY OF PROBLEM AREAS
BY THE INSTITUTION

Problem Areas	STU1	STU2	STU3	PRU1	PRU2	PRU3
Academic Advise.	(1) 3.50	*	*	(4) 3.46	2.60	*
Finances	(2) 3.44	(5) 3.04	(3) 3.49	*	(3) 3.10	(2) 3.17
Orientation	(3) 3.42	(4) 3.15	*	(1) 4.14	(4) 2.90	*
Social-Personal	(4) 3.00	(2) 3.45	(2) 3.61	(2) 4.04	(4) 2.90	(5) 1.75
English	(5) 2.92	(1) 3.54	(1) 4.00	(3) 3.83	(2) 3.20	(1) 3.33
Placement	*	(3) 3.33	(5) 3.12	*	*	(3) 2.75
Living-Dining	*	*	(4) 3.35	(5) 3.08	(1) 3.50	(4) 1.92

NOTE: The numerals in parentheses above each mean denote rank order.

Financial problems were viewed as problem number two at both OSU and Phillips University. That problem was ranked as number five at OU; number three at CSU; number three also at OCSWC and not perceived as a problem at Oklahoma City Uiversity. In the area of Orientation, OCU respondents ranked that problem area as number one while OU and OCSWC ranked it as number four. At OSU, the same problem was ranked as number three. The English Language was perceived as the most severe problem by respondents on three campuses who ranked the problem as number one-- OU, CSU, and PU--all ranked English Language as their number one problem while OSU ranked it as number five and OCU as number three.

Social-Personal problems seen as the second most severe problem by respondents on three campuses--OU, CSU, and OCU was perceived by OSU respondents as number four problem while being perceived as number five problem as PU.

Placement problems were seen as a severe problem by only three of the six campuses--OU where respondents viewed it as number three problem; PU where respondents viewed it as number three problem; and CSU where respondents perceived it as number five problem.

Analysis of Oklahoma State University
(STU1) Stillwater

Oklahoma State University, Stillwater, with 125 respondents, had the highest number of resopnses (41.12 percent). In the first category of independent variables, marital status, 123 responses were received of which 58 were married and 65 were single students.

Marital Status

The results of the 't' tests indicated that there were no significant differences, at the .05 level, in any of the 11 problem areas, between married and single students.

The null hypotheses that there would be no significant differences between married and single students were rejected in each of the 11 problem areas.

In addition to the 't' tests, the mean scores were also used to determine which problem areas were perceived as most troublesome, or most severe by both married and single students.

As seen in Figure 11, the five most severe problem areas evidenced by the highest mean were common to both married and single students, even if the severity was different in each area.

While married students perceived Orientation as their most severe problem, ranking it as number one, single students ranked the same problem as number three. In Academic Advisement, single students viewed it as their most severe problem--ranking it as number one. The married students ranked the same problem as their second most severe problem. Both married and single students perceived placement as problem number five. In the area of finances, however, married students viewed it as problem number three while single students ranked the problem as their number two problem.

It also can be observed that the similarity in the perception of both groups of students as to their choice of problem areas tends to suggest that the problems did not relate to marital status. Rather, the problems were universal to the respondents.

Variables	Marital Status	Mean Score	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. &	M	2.09	/////////////////////								
Select.	S	2.23	XXXXXXXXXXXXXXXXXXXXX								
Orien.	M	3.57	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]								
	S	3.37	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[3]								
Acade.	M	3.40	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$[2]								
Adv.	S	3.60	&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&[1]								
Soc-Per	M	2.71	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]								
	S	3.31	/////////////////////////////////[4]								
Liv-Din	M	2.45	$$$$$$$$$$$$$$$$$$$$$$$$$								
	S	2.71	&&&&&&&&&&&&&&&&&&&&&&&&&&&&								
Health	M	1.66	ZZZZZZZZZZZZZZZZZZZ								
	S	1.49	VVVVVVVVVVV								
Relig.	M	1.33	XXXXXXXXXXXX								
	S	1.25	///////////								
English	M	3.16	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$[4]								
	S	2.72	&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&								
Student	M	2.09	ZZZZZZZZZZ								
Activ.	S	2.65	VVVVVVVVVVVVVVVVVVVVVVVVVVVV								
Place.	M	2.78	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]								
	S	2.81	/////////////////////////////[5]								
Finance	M	3.38	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$[3]								
	S	3.51	&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&[2]								

Figure 11. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being Most Severe by OSU Married and Single Students

Academic Classification

Seventy-six of the 125 respondents were graduate students while 49 were undergraduates. The 't' test results indicated that only in one problem area was there a significant difference at the .05 level between undergraduate and graduate students.

The null hypotheses that there would be no significant differences between graduate and undergraduate students due to academic classification was rejected in one problem area while being supported in 10 other problem areas.

In the Academic Advisement area, analyses of the data revealed that undergraduate students tended to check more problems than their graduate counterparts as seen through Table XIV.

TABLE XIV

COMPARISON OF GRADUATES AND UNDERGRADUATES
WITH REGARD TO ACADEMIC ADVISEMENT

Variable	Class	N	Mean	Std. Dev.	df	t
Academic Advisement	Undergrds.	76	4.00	3.31	102.7	.039*
	Grads.	49	2.73	3.30	123.0	.038*

*Significant at the .05 level.

In addition to the 't' tests, the mean scores were also used to determine whether or not undergraduate and graduate students perceived

different or similar kinds of problems as very severe.

As seen in Figure 12, both the undergraduate and graduate students perceived four problem areas as very severe--an indication that both groups may have been similarly affected as respondents rather than as graduate or undergraduates.

In the area of Orientation, both the graduate and undergraduate respondents perceived that problem area as the second most severe prob-problem. In the area of Social-Personal, undergraduate respondents ranked it as their fourth most severe problem while graduate respondents ranked it as their fifth most severe problem. English Language, which the two groups of respondents similarly viewed as a severe problem was ranked fifth by undergraduates and the fourth most severe problem by graduates.

In the Financial problem area, graduates saw it as the most severe of all--ranking it as their first problem while the undergraduates ranked the same problem as number three. Graduate respondents singularly perceived placement as their number three problem while undergraduates singularly perceived Academic Advisement as their most severe problem area--ranking it as problem number one.

Sex

Twenty-five of the 125 respondents from OSU were females while 100 were males. The 't' test results indicated that there were significant differences between female and male respondents in 4 of the 11 problem areas at the .05 level.

The null hypotheses, therefore, that there would be no significant differences between male and female respondents were rejected in four

Variables	Academic Class.	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. & Select.	Underg.	2.11	XXXXXXXXXXXXXXXXXXXXXXX								
	Grads.	2.24	?????????????????????????								
Orient.	Underg.	3.53	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]								
	Grads.	3.27	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV								
*Acad. Adv.	Underg.	4.00	&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&[1]								
	Grads.	2.73	$$$$$$$$$$$$$$$$$$$$$$$$$$$								
Soc-Per	Underg.	3.11	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]								
	Grads.	2.84	///////////////////////////////[5]								
Liv-Din	Underg.	2.62	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
	Grads.	2.51	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVV								
Health	Underg.	1.47	$$$$$$$$$$$								
	Grads.	1.71	&&&&&&&&&&&&&&&&&&&&&								
Relig.	Underg.	1.28	ZZZZZZZZZZ								
	Grads.	1.24	VVVVVVVVVV								
English	Underg.	2.84	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]								
	Grads.	3.04	/////////////////////////////////[4]								
Student Activ.	Underg.	2.46	$$$$$$$$$$$$$$$$$$$$$$$$$								
	Grads.	2.20	&&&&&&&&&&&&&&&&&&&&&&								
Place.	Underg.	2.55	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]								
	Grads.	3.06	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[3]								
Finance	Underg.	3.39	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
	Grads.	3.51	//[1]								

*Significant at the .05 level.

Figure 12.   Mean Scores and Graphic Presentation of Five
Perceived Areas Viewed as Most Severe by
Undergraduate and Graduate Students

problem areas while being supported in seven problem areas where the results were not statistically significant (see Table XV).

TABLE XV

FEMALE AND MALE SCORES COMPARED WITH REGARD TO
SOCIAL-PERSONAL, LIVING-DINING, RELIGION,
AND STUDENT ACTIVITIES PROBLEMS

Variables	Sex	N	Mean	Std. Dev.	df	t
Social-Personal	F	25	2.20	1.80	53.2	.029*
	M	100	3.20	2.65	123.0	.077
Living-Dining	F	25	1.72	1.74	52.7	.016*
	M	100	2.79	2.54	123.0	.049*
Religion	F	25	0.80	0.96	82.4	.040*
	M	100	1.38	2.02	123.0	.166
Student Act.	F	25	1.24	1.79	57.2	.003*
	M	100	2.64	2.79	123.0	.018*

*Significant at the .05 level.

In the areas of Social-Personal, Living-Dining, Religious Services, and Student Activities, male respondents consistently tended to experience more problems than their female counterparts. Thus, it can be inferred that the sex of the respondents had strong relationship with

Variables	Sex	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. &	F	1.52	XXXXXXXXXXXXXXXXXXXXX
Select.	M	2.32	/////////////////////
Orien.	F	2.76	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]
	M	3.59	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[3]
Acade.	F	2.80	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$[2]
Adv.	M	3.68	&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&[1]
*Soc-Per	F	2.20	XXXXXXXXXXXXXXXXXXXXXX[5]
	M	3.20	///////////////////////////////////[4]
*Liv-Din	F	1.72	ZZZZZZZZZZZZZZZZZZZZZZ
	M	2.79	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV
Health	F	1.40	$$$$$$$$$$
	M	1.61	&&&&&&&&&&&&&&&&&&
**Relig.	F	.80	XXXXXXXXXX
	M	1.38	//////////
English	F	3.32	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]
	M	2.82	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[5]
*Student	F	1.24	$$$$$$$$$$
Activ.	M	2.64	&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&
Place.	F	2.56	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	M	2.80	//////////////////////////////////
Finance	F	2.56	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
	M	3.66	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[2]

*Significant at the .05 level.

Figure 13.   Mean Scores and Graphic Presentation of Five Problem
Areas Perceived as Most Severe by Male and Female
Respondents

the kinds and severity of problems the students experienced.

Besides the 't' tests, the mean scores were used to determine which five problem areas of the 11 were perceived as being the most severe by both male and female respondents. A panoramic view of Figure 13, on the following page, tends to indicate that although the level of severity were different, both female and male respondents tended to be bothered by similar problems at OSU--an indication that the types of problems were peculiar to the respondents as people, rather than as male or female students.

In Orientation, both male and female respondents ranked it as their third most severe problem. In Academic Advisement area, however, while males ranked it as their most severe problem, number one, females ranked the same problem as the number two most severe problem.

Social-Personal problem was perceived as the fourth most severe problem by male respondents while being perceived as problem number five by female respondents. In the area of English Language, female respondents were most troubled--ranking it as their number one problem at OSU. Men, on the other hand, tended to perceive English Language as their number five problem. Placement problems also tended to bother males more than it did females. While males ranked placement services as their number two problem, females tended to rank the same problem as number four. Females were equally bothered by student activities--ranking it as problem number four while males did not perceive it as a problem.

Length of Time in the United States

Respondents at OSU were grouped into three time groups as described on page 76 of this study. Forty-five of the 125 respondents at OSU were

grouped under Time-Group I; 67 respondents were grouped under Time-Group II, and 13 were grouped under Time-Group III.

The analyses of variance 'F' tests indicated that in 3 of 11 problem areas, there were significant differences at the .05 level between respondents of different lengths of time in the U.S. The obtained 'F' test results as seen through Table XVI indicated that length of time in the U.S. seems to be strongly related to the kinds of adjustment problems the foreign student experiences.

TABLE XVI

ANOVA TESTS FOR ADMISSION-SELECTION, FINANCES
AND LIVING-DINING WITH REGARD TO
TIME GROUPS ONE, TWO, THREE

Variables	Source	df	Sum of Sq.	Mean Sq.	F
Admission & Selection	T-GP	2	32.12	16.06	.053*
	Residual	122	660.68	5.42	
Living- Dining	T-GP	2	71.06	35.53	.002*
	Residual	122	665.47	5.45	
Finances	T-GP	2	62.86	31.43	.056*
	Residual	122	1319.94	10.82	

*Significant at the .05 level.

The null hypotheses that there would be no significant differences between the respondents of differential lengths of time in the

U.S. were rejected in three problem areas while being supported in eight

other areas where the results were not significant. Because of the

number of participants in Time-Group III, that time group was not used

as a basis for analyses. Only two time groups were used.

In the area of Admission and Selection, respondents who had spent

betwen 1-18 months seemed to have experienced more problems than their

counterparts who had spent between 19-36 months. In Living and Dining

also, respondents who had spent between 1-18 months tended to have been

more troubled by this problem area. However, in Financial problem area,

rspondents who had spent between 19-36 months tended to have experienced

more problems in this area.

In addition to the ANOVA tests, the mean score were also used to

determine in which area the respondents experienced five of the most

severe problems. As seen through Figure 14, on the next page, respon-

dents in all three time groups tended to be similarly bothered by three

problem areas--even though the level of severity of the problems tended

to differ from time group to time group.

In Orientation, respondents who had spent betwen 1-18 months tended

to rank that problem as their second most severe problem; respondents

who had spent between 19-36 months tended to rank the same problem area

as their fourth most severe problem while respondents who had spent

between 37 months or more tended to rank the problem area as their most

severe problem--giving it a ranking of number one.

In Academic Advisement area, respondents in Time-Group I tended

to perceive this problem as their most severe--number one problem. Time-

Group II, on the other hand, viewed the same problem as their second

most severe problem while Time-Group III perceived the problem area as

Variables	Time Groups	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
*Adm. & Select.	1	2.66	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX .								
	2	2.06	/////////////////////								
	3	.92	ZZZZZZZZZZ								
Orien.	1	3.89	vvvvvvvvvvvvvvvvvvvvvvvvvvvvvvvvvvvvvvvvvvvv[2]								
	2	3.25	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4][1]								
	3	2.69	??????????????????????????????[1]								
Acade. Adv.	1	4.10	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]								
	2	3.45	/////////////////////////////////[4][2]								
	3	1.69	vvvvvvvvvvvvvvvvvvv[4]								
Soc-Per	1	3.64	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]								
	2	3.29	/////////////////////////////////[3]								
	3	2.15	ZZZZZZZZZZZZZZZZZZZZZ[2] .								
*Liv-Din.	1	3.53	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]								
	2	2.16	vvvvvvvvvvvvvvvvvvvvvv								
	3	1.38	XXXXXXXXXX								
Health	1	1.84	ZZZZZZZZZZZZZZZZZZZZZ								
	2	1.55	vvvvvvvvvvvvvvvvvvvvvv								
	3	.69	XXXXXXXXXX								
Relig.	1	1.56	/////////////////////								
	2	1.04	XXXXXXXXXX								
	3	1.38	vvvvvvvvvv								
English	1	3.87	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
	2	2.56	/////////////////////////[3]								
	3	1.77	vvvvvvvvvvvvvvvvvvvv[3]								
Student Activ.	1	2.64	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	2	2.37	/////////////////////								
	3	1.30	ZZZZZZZZZZ								
Place.	1	2.73	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]								
	2	3.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]								
	3	1.54	vvvvvvvvvvvvvvvvvvvv[5]								
*Finance	1	3.29	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	2	3.91	///[1]								
	3	1.54	ZZZZZZZZZZZZZZZZZZZZ								

*Significant at the .05 level

Figure 14. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Most Severe by Time-GPS I, II, and III.

fourth in ranking.

Social-Personal problems received a ranking of fourth place by Time-Group I; third place by Time-Group II; and second place by Time-Group III. Although respondents in Time-Groups I and II perceived English Language as their third most severe problem, respondents in Time-Group II did not perceive English as a problem at all. In the area of Placement, while both Time-Groups II and III perceived the area as their fifth most severe problem, respondents in Time-Group I did not feel that this was a severe problem. By the same token, Financial problem which was perceived as number one by respondents in Time-Group II was not perceived as a problem by either Time-Group I or II.

English Language Background

Eighteen of the 125 respondents on the OSU campus indicated English Language as their first preference while 108 indicated languages other than English as their first preference. The 't' test results indicated that there were significant differences between respondents who identified English Language as their first preference and those who stated that English was their second preference, in 2 of the 11 problem areas.

The null hypotheses that there would be no significant differences between respondents whose first preference was English and those whose first preference was other languages were supported in 9 of the 11 problem areas where there were no significant differences and rejected in two problem areas with significant differences.

In Table XVII, one observes that respondents who identified English as their first preference tended to experience significantly fewer problems in the areas of Health Services and English Language, while their

counterparts tended to experience significantly more problems in those areas.

TABLE XVII

ENGLISH AND NON-ENGLISH BACKGROUNDS COMPARED
WITH REGARD TO HEALTH AND ENGLISH
LANGUAGE PROBLEMS

Variables	Language	N	Mean	Std. Dev.	df	t
Health	English	18	.61	1.04	50.5	.001*
	Non-English	107	1.73	2.28	123.0	.043*
English	English	18	1.00	2.35	34.9	.002*
	Non-English	107	3.24	3.87	123.0	.018*

*Significant at the .05 level.

In addition to the 't' tests, the mean scores were used to determine which five problem areas tended to be perceived as being the most severe to the highest number of respondents, as seen through Figure 15.

In the area Orientation, while respondents who identified English as first preference tended to perceive the problem as the most severe—ranking it as number one, respondents who identified other languages tended to rank the same problem their number three problem. In Academic Advisement problem, the reverse was true—students with English language background ranked the problem as number three while those with

Variables	Language Backgrounds	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm & Select.	Eng.	1.67	XXXXXXXXXXXXXXXXXXXX								
	Other	2.24	/////////////////////								
Orien.	Eng.	3.72	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]								
	Other	3.37	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[3]								
Acade. Adv.	Eng.	3.00	&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&								
	Other	3.59	$$[1]								
Soc-Per	Eng.	2.61	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	Other	3.07	/////////////////////////////////[5]								
Liv-Din	Eng.	2.78	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]								
	Other	2.54	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVV								
*Health	Eng.	.61	&&&&&&&&&								
	Other	1.73	$$$$$$$$$$$$$$$$$$$$$$$								
Relig.	Eng.	.67	XXXXXXXXX								
	Other	1.36	//////////								
*English	Eng.	1.00	ZZZZZZZZZZ								
	Other	3.24	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[4]								
Student Activ.	Eng.	2.44	$$$$$$$$$$$$$$$$$$$$$$$								
	Other	2.35	&&&&&&&&&&&&&&&&&&&&&&								
Place.	Eng.	2.67	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]								
	Other	2.77	/////////////////////////////								
Finance	Eng.	3.67	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]								
	Other	3.40	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[2]								

*Significant at the .05 level.

Figure 15. Mean Scores and Graphic Presentation of Five Most Severe Problem Areas for OSU's English and Non-English Backgrounds

non-English background ranked it as their number one problem. Financial

problems were perceived by the two groups as being the second most severe

problem on the OSU campus. While respondents whose first preference

was English perceived Living-Dining as their fourth and Placement as

fifth problems, respectively, respondents whose first preference was other

languages perceived English Language and Social-Personal problems as

their fourth and fifth problems, respectively.

Age

The respondents at OSU were grouped into three age groups for easy

analyses consistent with the design described on page 65 of this study.

Of the 125 respondents, 19 responses were received from the 17-21 age

group; 93 responses were received from the 22-32 age group, and 13 were

received from the 33 years and over group.

The results of the analyses of variance 'F' tests indicated that

there were significant differences in 2 of the 11 problem areas at the

.05 level, between respondents of different age groups.

The null hypotheses that the age of the foreign students would have

no relationship with the kinds and severity of problems he experienced

were rejected in 2 of the 11 problem areas with significant differences

and supported in nine other problem areas with no significant differ-

ences, as seen through Table XVIII.

The analyses of variance tests revealed that, in the area of Health

and Religious Services, the respondent's age tends to have a strong rela-

tionship with his adjustment to the kinds of problems he experienced.

Students who were 21 years and younger tended to experience significantly

less problems than their counterparts in the 33 years and over bracket,

with regard to Health Services. In the area of Religion, respondents aged between 22-32 years tended to have experienced the least problems while their counterparts aged between 33 years and over tended to have been most troubled.

TABLE XVIII

ANOVA TESTS FOR HEALTH AND RELIGIOUS SERVICES
WITH REGARD TO THREE AGE GROUPS

Variables	Source	df	Sum of Sq.	Mean Sq.	F
Health	Age-GP	2	27.79	13.89	.050*
	Residual	122	560.89	4.60	
Religious Services	Source	2	33.94	16.97	.007*
	Residual	122	398.35	3.27	

*Significant at the .05 level.

In addition to the analyses of variance, the mean scores were used to determine which five areas were perceived as the most severe by the highest number of respondents in each age group at OSU.

As seen through Figure 16, there were three problem areas in which respondents of all age groups tended to perceive as being the most severe problem areas--an indication that these areas were not related to the respondents age, rather they tended to be felt by most of the respondents as individuals.

In the Orientation area, respondents aged 21 years and younger

Variables	Age GPS	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. & Select.	17-21	2.26	XXXXXXXXXXXXXXXXXXXXXX
	22-32	1.98	/////////////////////
	33+	3.31	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Orien.	17-21	3.95	$$[1]
	22-31	3.19	&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&[3]
	33+	4.31	@@@[2]
Acade. Adv.	17-21	3.89	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
	22-32	3.28	/////////////////////////////////[2]
	33+	4.54	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Soc-Per	17-21	3.32	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$[4]
	22-32	2.84	&&&&&&&&&&&&&&&&&&&&&&&&&&&&[4]
	33+	3.69	@@[4]
Liv-Din	17-21	2.79	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	22-32	2.28	///////////////////////
	33+	2.92	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
*Health	17-21	1.84	$$$$$$$$$$$$$$$$$$$$
	22-32	1.33	&&&&&&&&&&
	33+	2.85	@@@@@@@@@@@@@@@@@@@@@@@@@@@@
Relig.	17-21	1.79	XXXXXXXXXXXXXXXXXX
	22-32	.98	//////////
	33+	2.53	ZZZZZZZZZZZZZZZZZZZZZZZZZ
English	17-21	3.63	$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$[3]
	22-32	2.65	&&&&&&&&&&&&&&&&&&&&&&&&&&
	33+	3.85	@@[3]
Student Activ.	17-21	2.74	XXXXXXXXXXXXXXXXXXXXXXXXXXX
	22-32	2.20	//////////////////////
	33+	2.92	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Place.	17-21	2.16	$$$$$$$$$$$$$$$$$$$$$
	22-32	2.74	&&&&&&&&&&&&&&&&&&&&&&&&&&&[5]
	33+	3.85	@@[4]
Finance	17-21	2.42	XXXXXXXXXXXXXXXXXXXXXXXX
	22-32	3.73	//
	33+	2.85	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ

*Significant at the .05 level.

Figure 16. Mean Scores and Graphic Presentation of Five Problem Areas as Perceived by Three Age Groups

perceived it as the most severe problem, ranking it as problem number one. Respondents aged 22-32, however, perceived this problem area as being the third most severe problem while respondents who were 33 years old and over perceived it as being the second most severe problem.

Adademic Advisement was perceived by respondents in two age groups--17-21 and 22-32--as being the second most severe problem while being perceived as the most severe problem, number one, by respondents aged 33 years and over. Social-Personal problems was universally perceived and ranked as the fourth most severe problem by all age groups, just as English Language was ranked as the third most severe problem area by respondents in the 17-21 and 33 years and over bracket. Respondents in the age group 22-32 did not perceive English as a problem.

In the Placement area, respondents aged 22-32 perceived it as their fifth most severe problem and respondents aged 33 years and over viewed it as their fourth most severe problem. Finances was viewed as the most severe problem by respondents in the 22-32 years of age bracket, while not being perceived as a problem at all by respondents in the two other age groups. In a similar manner, only respondents in the age group 33 years and older viewed Admission and Selection as a severe problem, ranking it as their fifth problem. All others did not view that area as a problem.

Nationalities

Respondents on the OSU campus represented 28 countries. Since most of the countries were represented by very few students, only four countries with respondents numbering more than seven were analyzed.

Nigeria, with 30 respondents, had the highest number of

representatives in the study. Iran, with 29 respondents, had the second largest number of representatives, while Venezuela had 13 and the Republic of China had eight.

The analyses of variance 'F' tests indicated that there were no significant differences between respondents of different countries, at the .05 level. The null hypotheses that there would be no strong relationship between the kinds of problems a student experiences and the country from which he comes, were supported in each of the 11 problem areas.

The mean scores of the four countries with the highest number of respondents did, however, indicate the five most severe problem areas that bothered the respondents on the OSU campus.

Only one problem area was universally viewed as being the most severe problem area by respondents from each of the four countries analyzed. In Finances, respondents from Nigeria perceived this area as being their most severe problem areas--ranking it their number one problem while Venezuela and Iran ranked the same problem area as being number five. Respondents from the Republic of China viewed Finances as being their number three problem area.

Five problem areas were universally perceived by respondents from three of the four countries as being most severe. In the area of Orientation, participants from both Nigeria and Venezuela tended to perceive this area as their third most severe problem while Iranian respondents perceived it as their second most severe problem. Respondents from the Republic of China, however, did not perceive this area as a problem.

Academic Advisement tended to be perceived by both the Nigerians and Chinese as their fifth and fourth most severe problems, respectively,

while the Venezuelans perceived this area as their second most severe

problem. The Iranians did not, however, view Academic Advisement as

a problem at all. In the area of Social-Personal problems, Nigerians

viewed it as their second most severe problem while the Chinese viewed

the area as their third most severe problem. The Iranian respondents

ranked this area as their third most severe problem area while the

Venezuelans did not view this area as a problem.

English Language was the most severe problem for the Chinese and

the Venezuelans while Iranians ranked it as their third most severe prob-

lem. This problem area was not viewed as a problem by the Nigerians.

The fifth most severe problem area, perceived by respondents from

three countries, Placement, was perceived by the Iranaians as their most

severe problem--ranking it as their number one problem, while the Chinese

ranked it as their number two problem. Respondents from Venezuela ranked

this problem as their fourth most severe while the Nigerians did not

view placement as a problem at all.

Other problem areas which tended to trouble the OSU intenational

students was Living and Dining--perceived by Nigerians as their fourth

most severe and the Chinese as their fifth most severe problem, respec-

tively. The Iranians and the Venezuelans did not view this area as a

problem, as can be seen through Figure 17.

Geographical Regions

Respondents at OSU were grouped into five geographical regions of

the world as described on page 68 of this study. Four of the five geo-

graphical regions were represented on the OSU campus. Of the 125 respon-

dents, 33 were from Africa; 19 respondents were from Latin America; 45

Variables	Countries	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. & Select.	Nig.	2.38	XXXXXXXXXXXXXXXXXXXX								
	Iran	2.52	/////////////////////////////////								
	Venez.	2.40	ZZZZZZZZZZZZZZZZZZZZZ								
	R.O.C.	1.30	VVVVVVVVVV								
Orien.	Nig.	3.72	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
	Iran	3.64	///[2]								
	Venez.	3.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]								
	R.O.C.	1.63	VVVVVVVVVV								
Acade. Adv.	Nig.	3.27	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]								
	Iran	3.00	////////////////////////////////								
	Venez.	2.30	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]								
	R.O.C.	1.63	VVVVVVVVVVVVVVVVVVV[4]								
Soc-Per	Nig.	3.82	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]								
	Iran	3.28	///////////////////////////////[4]								
	Venez.	2.30	ZZZZZZZZZZZZZZZZZZZZZ[3]								
	R.O.C.	2.21	VVVVVVVVVVVVVVVVVVVVV[3]								
Liv-Din	Nig.	3.36	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]								
	Iran	2.87	/////////////////////////////								
	Venez.	2.25	ZZZZZZZZZZZZZZZZZZZZZ[5]								
	R.O.C.	1.51	VVVVVVVVVVVVVVVVVVVVV[5]								
Health	Nig.	1.65	XXXXXXXXXXXXXXXXXX								
	Iran	1.81	////////////////////								
	Venez.	2.10	ZZZZZZZZZZZZZZZZZZZZZ								
	R.O.C.	.90	VVVVVVVVVV								
Relig.	Nig.	2.08	XXXXXXXXXXXXXXXXXXXX								
	Iran	1.40	//////////								
	Venez.	.40	ZZZZ								
	R.O.C.	.59	VVVVV								
English	Nig.	1.75	XXXXXXXXXXXXXXXXXXX								
	Iran	3.62	///[3][1]								
	Venez.	6.35	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]								
	R.O.C.	4.78	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[1]								
Student Activ.	Nig.	2.91	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	Iran	2.67	//////////////////////////////								
	Venez.	1.75	ZZZZZZZZZZZZZZZZZZ								
	R.O.C.	1.25	VVVVVVVVVVVVVV								
Finance	Nig.	4.60	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]								
	Iran	3.26	////////////////////////////////[5]								
	Venez.	2.45	ZZZZZZZZZZZZZZZZZZZZZZ[3]								
	R.O.C.	1.97	VVVVVVVVVVVVVVVVVVVV[3]								
Place.	Nig.	2.43	XXXXXXXXXXXXXXXXXXXXXXXXX								
	Iran	4.05	///[1]								
	Venez.	2.70	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]								
	R.O.C.	2.78	VVVVVVVVVVVVVVVVVVVVVVVVVVVVV[2]								

Figure 17. Mean Scores and Graphic Presentation
of Five Problem Areas Perceived to
be Most Severe by Four Countries

respondents were from the Middle East and 27 respondents were from Asiatic or Oriental countries.

The analyses of variance 'F' tests indicated that there were significant differences at the .05 level between respondents from different geographical regions in 4 of the 11 problem areas. The null hypothese that there would be no strong relationship between the kinds of problems the foreign student experiences and the geographical region of his origin, were rejected in 4 of the 11 problem areas while being supported in 7 of the 11 problem areas with no significant differences.

In the areas of Orientation, Living and Dining, Religious Services, and English Language, respondents differed significantly from region to region in the way they perceived the different problem areas, as seen through Table XIX.

The analyses of the data revealed that in the area of Orientation, African students, Latin American students, and Middle Eastern students tended to experience the most problems while the Orientals tended to be least troubled. In Living and Dining, the trend was maintained in that respondents from the three regions mentioned above tended to be significantly different--their respective regions tended to be strongly related to the kinds of problems they experienced.

Although Religious Services was not perceived as a severe problem, the respondents, nevertheless were significantly different. The Orientals again tended to be least troubled while their counterparts from Africa and the Middle East seemed to be severely troubled. In the English Language, African students were the least bothered while the Middle Eastern students, the Latin Americans, and the Orientals seemed most troubled than the African students.

TABLE XIX

ANOVA TESTS FOR ORIENTATION, ENGLISH
LIVING-DINING AND RELIGION
WITH REGARD TO REGIONS

Variables	Region	df	Sum of Sq.	Mean Sq.	F
Orientation	Region	3	60.06	20.02	.023[*]
	Residual	120	768.88	6.41	
Living-Dining	Region	3	46.88	15.63	.043[*]
	Residual	120	677.83	5.65	
Religion	Region	3	26.56	8.85	.052[*]
	Residual	120	404.11	3.37	
English	Region	3	293.39	97.79	.000[*]
	Residual	120	1382.69	11.52	

[*]Significant at the .05 level.

In addition to the ANOVA tests, the mean scores were used to deter-mine which problem areas were viewed by the highest number of respondents from each region as being the most severe to them. Only 5 of the 11 problem areas with the highest mean scores were used.

Two problem areas seemed to have bothered the largest number of respondents from all five geographical regions of the world from where the respondents came. Academic Advisement and Social-Personal problems seemed to be perceived by respondents from Africa, Latin America, Middle East, and the Orient, as the most severe problems of concern to them.

As can be seen in Figure 18, Academic Advisement was perceived as the most severe problem area by Middle Eastern respondents--ranking it

Variables	Regions	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0 4.5
Adm. &	Africa	2.18	XXXXXXXXXXXXXXXXXXXX
Select.	Latin Am.	2.05	////////////////////
	Middle E.	2.40	ZZZZZZZZZZZZZZZZZZZZZZZZ
	Orientals	1.77	VVVVVVVVVVVVVVVVVVVV
*Orient.	Africa	3.61	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^2
	Latin Am.	3.37	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^3
	Middle E.	3.96	//^{2}
	Orientals	2.11	VVVVVVVVVVVVVVVVVVVV
Acade.	Africa	2.97	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^4
Activ.	Latin Am.	4.11	///^{2}
	Middle E.	4.02	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^1
	Orientals	2.77	VVVVVVVVVVVVVVVVVVVVVVVVVVVV^3
Soc-Per	Africa	3.24	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^3
	Latin Am.	2.68	VVVVVVVVVVVVVVVVVVVVVVVVVV^4
	Middle E.	3.27	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^4
	Orientals	2.32	/////////////////////^{5}
*Liv-Din	Africa	2.94	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^5
	Latin Am.	2.58	XXXXXXXXXXXXXXXXXXXXXXXXXX^5
	Middle E.	2.93	/////////////////////////////
	Orientals	1.41	VVVVVVVVVV
Health	Africa	1.15	XXXXXXXXXX
	Latin Am.	2.00	ZZZZZZZZZZZZZZZZZZZZ
	Middle E.	1.73	VVVVVVVVVVVVVVVVVV
	Orientals	1.26	///////////
*Relig.	Africa	1.67	XXXXXXXXXXXXXXXXXX
	Latin Am.	.74	ZZZZZZZZZ
	Middle E.	1.60	VVVVVVVVVVVVVVVVV
	Orientals	.62	///////////
*English	Africa	.88	XXXXXXXXXX
	Latin Am.	5.73	///
	Middle E.	3.20	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV^5
	Orientals	2.63	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^4
Student	Africa	2.45	XXXXXXXXXXXXXXXXXXXXXXX
Activ.	Latin Am.	2.42	/////////////////////
	Middle E.	2.60	ZZZZZZZZZZZZZZZZZZZZZZZZZZ
	Orientals	1.40	VVVVVVVVVV
Place.	Africa	2.06	XXXXXXXXXXXXXXXXXXXX
	Latin Am.	2.00	ZZZZZZZZZZZZZZZZZZZZ
	Middle E.	3.36	//////////////////////////////////^{3}
	Orientals	3.15	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVV^2
Finance	Africa	4.48	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^1
	Latin Am.	2.32	/////////////////////
	Middle E.	3.29	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV^4
	Orientals	3.22	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^1

*Significant at the .05 level.

Figure 18. Mean Scores and Graphic Presentation of Five
Problem Areas Perceived as Being Most
Severe by Respondents from Four Regions
of the World.

as their number one problem, while respondents from Africa and Latin America ranked the problem as their numbers four and two, respectively. Orientals, on the other hand tended to perceive the problem as their third most severe problem.

In the areas of Social-Personal problems, both Latin American and Middle Eastern respondents perceived it as their fourth most severe problem; Africans viewed it as their number three problem while Oriental students perceived this area as their fifth problem. Living-Dining problems were perceived by both African and Latin American respondents as being their fifth most severe area. The Middle Eastern and Oriental students did not, however, view this as a problem area at all.

The English Language which was viewed as the most severe problem area by the Latin American respondents was perceived by Middle Eastern respondents as their fifth most severe problem area. While the Orientals viewed this area as their fourth most severe problem area, the African students did not, however, view English Language as a problem.

Financial problems were perceived as troubling the Africans and the Oriental students the most--both ranked this area as their number one problem area. However, while the Middle Eastern students viewed this area as their number four problem, the Latin American students did not seem to regard this as a problem area.

Placement problems tended to trouble the Middle Eastern students who ranked this area as the third most severe problem area, while Oriental students ranked the same problem as their second most severe area. Both the Africans and the Latin American students did not seem to regard this problem as a severe problem.

Academic Majors

Respondents on the OSU campus were grouped into academic groups consistent with the state-wide design described on page 79 of this study. Fifty-three of the 123 responses received were from respondents from the Arts and Sciences; 63 others were received from respondents in the Engineering and related areas; one was received from students in the Education and related areas; another three were received from students in Home Economics and related studies and three were received from respondents in the Veterinary and other health related areas.

Because of the small number of returns from all but two of the academic majors mentioned above, only the data from respondents in the Arts and Sciences, and Engineering students were analyzed.

The analyses of variance 'F' tests revealed that there were no significant differences between respondents at the .05 level in any of the 11 problem areas. The null hypotheses that academic discipline would not have any relationship with the kinds of problems the respondents experience were supported in each of the 11 problem areas.

In addition, the mean scores were used to determine which five problem areas were perceived as being the most severe to the respondents in the two academic disciplines.

As can be seen in Figure 19, four problem areas were perceived by 116 of the 123 respondents in the two academic disciplines, as being most severe--an indication that the problems had nothing to do with the academic majors as they had to do with the individuals.

In the areas of Orientation, respondents in Engineering and related studies tended to perceive this problem as their second most severe while respondents in the Arts and Sciences tended to view it as their most

Variables	Academic Majors	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. & Select.	A&S	1.94	xxxxxxxxxxxxxxxxxxxxx								
	Engrs.	2.31	zzzzzzzzzzzzzzzzzzzzz								
Orien.	A&S	3.06	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV^{1}								
	Engrs.	3.82	///^{2}								
Acade. Activ.	A&S	2.60	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX^{4}								
	Engrs.	4.22	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^{1}								
Soc-Per	A&S	2.83	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV$^{2}_{5}$								
	Engrs.	3.17	/////////////////////////////^{5}								
Liv-Din	A&S	2.55	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^{5}								
	Engrs.	2.68	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Health	A&S	1.72	VVVVVVVVVVVVVVVVVVV								
	Engrs.	1.52	/////////////////////								
Relig.	A&S	1.08	XXXXXXXXXX								
	Engrs.	1.44	ZZZZZZZZZZ								
English	A&S	2.72	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVV^{3}								
	Engrs.	2.76	///////////////////////////////								
Student Activ.	A&S	2.06	XXXXXXXXXXXXXXXXXXXXX								
	Engrs.	2.60	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^{4}								
Place.	A&S	2.40	VVVVVVVVVVVVVVVVVVVV								
	Engrs.	3.19	////////////////////////////^{4}								
Finance	A&S	3.06	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^{1}								
	Engrs.	3.68	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^{3}								

Note: A&S=Arts and Sciences; Engrs.=Engineering.

Figure 19. Mean Scores and Graphic Presentation of Five Most Severe Problem Areas for Two Academic Majors

severe--ranking it as their number one problem.

In the Academic Advisement area, the Arts and Sciences respondents tended to perceive this area as the fourth most severe problem area while the Engineers viewed it as their most severe--ranking it as number one. The Social-Personal problem area was ranked as the second most severe problem by the Arts and Sciences students while being ranked as the fifth most severe by the Engineering students. In the area of Finances, the Arts and Sciences respondents tended to perceive this area as their most severe problem--ranking it as their number one. The Engineers, however, tended to view this area as their third most severe problem.

Other problem areas which were perceived as most severe were Living and Dining, perceived as number five most severe problem by the Arts and Sciences students and English Language, perceived as the third most severe problem by the Arts and Sciences respondents. The Engineering respondents, on the other hand, tended to perceive both student activities and Placement problems as their fourth severe problem area that were of concern to them.

Other Types of Questions

In addition to the 11 problem areas, international students at OSU were asked four questions which were aimed at seeking their opinions. Responses to the questions and individual opinions written on spaces provided at the end of the questions may be found at the end of this study in Appendix H.

In question one, the respondents were asked: "Do you feel that the statements which you have marked on pages 2 and 3 (of the question-naire) provided you a fairly complete picture of the problem areas

currently troubling you? Yes_____ No_____."

As can be seen in Table X of this study, 108 of the 131 respondents (82.44 percent) felt that the statements represented a fairly complete picture of the problem areas currently troubling them; 19 (14.50 percent) did not feel that way, while four (3.03 percent) were unsure.

Question two read: "Do you feel that this procedure for helping you identify problem areas is worthwhile, even though you might not have enjoyed checking the statements? Yes_____ No_____."

Of the 131 respondents 92 (70.23 percent) answered "yes" to the question while 29 respondents (22.14 percent) answered "no." Another nine (6.87 percent) were neutral, as seen through Table XI.

In response to question three which stated: "To whom do you most frequently go for help in resolving problems which have confronted you?", the OSU respondents gave 277 different sources in three categories. "Academic Adviser" was their first choice with 83 responses (29.96 percent); "Fellow students from home country," was their second choice with 70 (25.27 percent), while the "Foreign Student Advisor," was their third choice with 52 votes (18.77 percent).

Other choices made by the respondents can be found in Table XI of this study. In question four, the respondents were asked whether or not they would like to discuss their concerns with someone. Forty-four respondents indicated "yes" and signed their names for easy contact. Friday, April 25, 1980, was set aside for these telephone discussions with possible suggestions for further action. The letters sent to the respondents can be found in Appendix K.

Discussion: Severe Problem Areas

On the whole, some problems were more severe to the OSU interna-
tional students than others. These problems, usually, tended to earn
higher mean scores than others. Five of the most severe problems that
tended to trouble the OSU respondents were: Academic Advisement (3.50),
Financial problems (3.44), and Orientation (3.42). Other severe prob-
lems within the top five were Social-Personal problems (3.00) and English
Language (2.92), as seen in Table XIII.

Discussion: Specific Types of Problems

In addition to identifying the problem areas bothering the OSU
international students, an effort was made to identify specific types
of problems that tended to bother or concern the respondents most. The
list below contains the groups of statements that earned the highest
mean scores by the highest number of respondents. Other scoring methods
are described on page 55 of this study.

Each statement is followed by "*" denoting severe and "**" denoting
very severe. The problem area within which the statement can be found
is in parentheses. The percentages reflect the OSU campus responses.

1. Attitude of some students toward "foreign" students--32.80%*;
    35.20%** (Social).

2. Attitude of some U.S. people to skin color--32%*; 22.40%**
    (Personal).

3. Concept of being a "foreign" student--28.80%*; 16.91%**
    (Orientation).

4. a) Unfavorable remarks about home country--23.20%*; 20%**
       (Orientation).

b) Concerned about grades--19.20%*; 24%** (Academic Records).

5. Uncertainties in the world today--22.40%; 18.40%** (Placement).

6. Immigration work restrictions--23.20%*; 13.60%** (Financial).

7. Problems regarding housing--19.20%*; 16.80%** (Living-Dining).

8. Lack of money to meet expenses--22.40%*; 12.80%** (Financial).

9. a) Homesickness--24.80%*; 9.60%** (Pesonal).

   b) My pronunciation not understood--24.80%*; 9.60%**

   (Language).

10. Writing or typing term (semester) papers--24%*; 9.60%**

   (Academic).

Analysis of the University of Oklahoma

(STU2) Norman

The University of Oklahoma at Norman had the second highest number of respondents, 84 (27.63 percent). In the first category of variables, marital status, 35 of the 84 respondents were married while 49 were single.

Marital Status

The 't' tests were used to determine whether or not there were significant differences at the .05 level between married and single students. The results of the 't' tests indicated that there were no significant differences at the .05 level between married and single students. The null hypotheses that there would be no significant differences between married and single students--there would be no strong relationship between marital status and the kinds of problems an international student experiences--were supported in each of the 11 problem areas.

In addition to the 't' tests, the mean scores were also used to determine which 5 of the 11 problem areas tended to be perceived by the highest number of respondents in the two groups as being the most severe. The higher the mean score the more severe the problem was perceived to be.

The obtained mean scores, which can be seen through Figure 20, seem to indicate that in four problem areas--Orientation, Social-Personal problems, English Language, and Placement Services, the respondents tended to be universally bothered, even if at different levels of severity, by the same group of problem areas.

In the area of Orientation, married students tended to perceive it as their third most severe problem area while the single students viewed the same problem area as their fifth most severe problem.

Social-Personal problems were ranked as problem number four by married students while the same problem was perceived as the most severe problem--ranked as number one by single students. English language and Placement problems which were ranked as number one and two most severe problems by married students were ranked as problems number two and four, respectively, by single students.

Other problems which were perceived as most severe by the respondents were Living-Dining, ranked as problem number three by single students, while not being viewed as a problem by married students and Financial problems ranked as number four problem by married students while not being perceived as a problem by the single students at all.

Academic Classification

Forty-four of the 84 respondents at the OU campus were

Variables	Marital Status	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. &	M	2.77	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Select.	S	2.45	/////////////////////
Orien.	M	3.29	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]
	S	3.06	//////////////////////////////////
Acade.	M	2.66	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Adv.	S	2.73	/////////////////////////////
Soc-Per	M	3.20	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	S	3.63	//[1]
Liv-Din	M	2.60	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
	S	3.24	/////////////////////////////////
Health	M	2.20	XXXXXXXXXXXXXXXXXXXX
	S	1.84	//////////////////
Relig.	M	1.91	XXXXXXXXXXXXXXXX
	S	1.06	////////////
English	M	3.91	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	S	3.27	////////////////////////////////[2]
Student	M	2.40	XXXXXXXXXXXXXXXXXXX
Activ.	S	2.69	/////////////////////////////
Place.	M	3.54	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
	S	3.18	/////////////////////////////////[4]
Finance	M	3.09	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	S	3.00	///////////////////////////////

Figure 20. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being Most Severe by Married and Single Students

undergraduates while 43 were graduates. The results of the 't' tests indicated that there were significant differences at the .05 level between undergraduate students and their graduate counterparts, in 6 of the 11 problem areas.

The null hypotheses that international students' problems would not be related to their academic statuses were rejected in 6 of the 11 problem areas while being supported in the five areas with no significant differences.

The obtained 't' test results revealed that in the areas of Admission and Selection, Academic Advisement, Social-Personal problems, Health Services, and Student Activities undergraduate students consistently tended to experience more problems than the graduate students.

The analyses of the data further indicated that there was a strong relationship between the kinds of problems the foreign students experienced and his academic classification, as seen through Table XX.

In addition to the 't' tests the mean scores were used to determine which 5 of the 11 problem areas were perceived as being the most severe by the highest number of respondents in both the undergraduate and graduate groups.

The obtained mean scores indicated that in four problem areas both the graduate and undergraduate students tended to perceive these areas as being very severe--an indication that these problem areas tended to trouble the respondents more as individuals than as graduates or undergraduate students.

In the area of Social-Personal problems, while undergraduate students tended to rank this problem as their number one problem, the graduate students viewed it as their fourth most severe problem.

TABLE XX

UNDERGRADUATE AND GRADUATE SCORES COMPARED WITH REGARD
TO ADMISSIONS-SELECTION, HEALTH, ACADEMIC-
ADVISEMENT, SOCIAL-PERSONAL, STUDENT-
ACTIVITIES, AND LIVING-DINING

Variables	Class	N	Mean	Std. Dev.	df	F
Admission & Selection	Grads.	43	1.93	2.11	82.0	.012*
	Undergrd.	41	3.27	2.63	76.7	.012*
Academic Adv.	Grads.	43	1.88	2.12	82.0	.004*
	Undergrd.	41	3.56	2.98	72.0	.004*
Social-Person	Grads.	43	2.65	2.01	82.0	.005*
	Undergrd.	41	4.29	3.12	67.8	.005*
Living-Dining	Grads.	43	2.23	2.14	82.0	.007*
	Undergrd.	41	3.76	2.95	72.7	.008*
Health	Grads.	43	1.47	1.69	82.0	.032*
	Undergrd.	41	2.54	2.70	66.7	.034*
Student Acts.	Grads.	43	1.79	2.00	82.0	.003*
	Undergrd.	41	3.39	2.75	73.1	.003*

*Significant at the .05 level.

Living and Dining tended to trouble the undergraduates more than the graduates--the former ranked it as their number four problem while the latter ranked it as their number five problem area as can be seen in Figure 21. While the undergraduate students ranked English as their second most severe problem, their graduate counterparts tended to view the same area as their most severe problem area--ranking it as their number one problem area.

Placement Services which was perceived as the most severe problem among the graduate students was viewed by the undergraduates as their third most severe problem. In the area of Finances, the graduate respondents viewed this area as their third most severe problem while their undergraduate counterparts did not view it as a problem at all. Other rankings may be made by examining Figure 21.

Sex

There were 10 female and 74 male respondents from the OU campus. The results of the 't' tests indicated that there were significant differences between female and male respondents at the .05 level in 6 of the 11 problem areas.

The null hypotheses that there would be no strong relationship between the respondents' sex and the kinds of problems he experiences were rejected in 6 of the 11 problem areas while being supported in the five other areas with no significant differences (see Table XXI).

The analysis of the data also showed that female respondents more than their male counterparts tended to experience far less problems.

In addition to the 't' tests, the mean scores were used to determine which areas were perceived as most severe by the highest number of

Variables	Academic Class.	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
*Adm.&	Undergr.	3.27	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Select.	Grads.	1.93	/////////////////////
Orien.	Undergr.	3.51	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
	Grads.	2.81	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV^2
*Acade.	Undergr.	3.56	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^5
Adv.	Grads.	1.88	////////////////////
*Soc-Per	Undergr.	4.29	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^1
	Grads.	2.65	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV^4
*Liv-Din	Undergr.	3.76	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^4
	Grads.	2.23	///////////////////////^{5}
*Health	Undergr.	2.54	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
	Grads.	1.47	VVVVVVVVVV
Relig.	Undergr.	1.61	XXXXXXXXXXXXXXXXXX
	Grads.	1.23	//////////
English	Undergr.	4.22	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^2
	Grads.	2.88	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV^1
*Student	Undergr.	3.39	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Activ.	Grads.	1.79	////////////////////
Place.	Undergr.	3.80	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^3
	Grads.	2.88	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV^1
Finance	Undergr.	3.41	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX$_3$
	Grads.	2.67	///////////////////////////////^{3}

*Significant at the .05 level

Figure 21. Mean Scores and Presentation of Five Problem Areas Perceived as Most Severe by Graduate and Under-graduate Respondents

TABLE XXI

FEMALE AND MALE SCORES COMPARED WITH REGARD TO
ADMISSIONS-SELECTION, ORIENTATION, FINANCES
ACADEMIC ADVISEMENT, LIVING-DINING, AND
STUDENT ACTIVITIES

Variables	Sex	N	Mean	Std. Dev.	df	t
Admission & Selection	F	10	1.80	.99	33.7	.041*
	M	74	2.69	2.58	82.0	.2851
Orientation	F	10	1.00	1.15	25.5	.000*
	M	74	3.45	2.70	82.0	.006*
Academic	F	10	1.50	1.43	19.9	.024*
	M	74	2.86	2.79	82.0	.133
Living-Dining	F	10	1.20	1.55	17.5	.003*
	M	74	3.22	2.69	82.0	.024*
Student Act.	F	10	1.20	1.40	18.7	.009*
	M	74	2.76	2.58	82.0	.065
Finances	F	10	1.60	2.01	16.5	.042*
	M	74	3.23	3.30	82.0	.133

*Significant at the .05 level.

respondents, both males and females, as seen through Figure 22. The obtained mean scores revealed that the respondents tended to universally perceive four of the five problem areas as being most severe. In the area of Social-Personal problems, while female respondents perceived this area as their third most severe problem, their male counterparts tended to view this area as the most severe problem--they ranked it as number one.

Both male and female respondents also ranked English Language as the most severe problem--ranking it number one. In the area of Placement, however, while females ranked it as their second most severe problem, males tended to view it as their third most severe problem. In Finances, both male and female respondents ranked this area as their fourth and fifth most severe problems, respectively.

In Admission and Selection as in Orientation, female respondents ranked this area as their fourth most severe problem; males viewed it as no problem; males ranked Orientation as their problem number two, and females perceived it as no problem at all. In addition, males perceived Living-Dining as their fifth problem area and females did not view this as a problem area.

Length of Time in the United States

Respondents at OU were placed in three time groups consistent with state-wide approach described on page 76 of this study. There were 33 respondents from Time-Group I (those who had spent between 1-18 months); 40 respondents from Time-Group II (19-36 months), and 11 from Time-Group III (37 months and longer).

The analyses of variance 'F' tests indicated that there were no

			Average Number of Problems Checked (Corrected to the nearest whole no.)
Variables	Sex	Mean Scores	0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+

Variables	Sex	Mean Scores	Graphic Presentation
Adm. &	F	1.80	XXXXXXXXXXXXXXXXXXXXX[4]
Select.	M	2.69	/////////////////////////////
*Orien.	F	1.00	ZZZZZZZZZZ
	M	3.45	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[2]
*Acade.	F	1.50	XXXXXXXXXXXXXXXXXX
Adv.	M	2.86	//////////////////////////////
Soc-Per	F	2.70	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]
	M	3.55	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[1]
*Liv-Din	F	1.20	XXXXXXXXXX
	M	3.22	///////////////////////////////////[5]
Health	F	1.30	ZZZZZZZZZZ
	M	2.08	VVVVVVVVVVVVVVVVVVVVV
Relig.	F	.70	ZZZZZZZZZZ
	M	1.51	VVVVVVVVVVVVVVVVVV
English	F	3.40	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	M	3.55	///////////////////////////////////////[1]
*Student Activ.	F	1.20	ZZZZZZZZZZ
	M	2.75	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVV
Place.	F	3.10	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
	M	3.36	////////////////////////////////[3]
*Finance	F	1.60	ZZZZZZZZZZZZZZZZZZZZZ[5]
	M	3.23	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[4]

*Significant at the .05 level.

Figure 22.   Mean Scores and Graphic Presentation of Five Problem Areas as Perceived by Female and Male Respondents

significant differences at the .05 level, between respondents of differential lengths of time in the U.S.A. The null hypotheses that there would be no strong relationship between the length of time the foreign student spends in the United States and the kinds of problems he experiences, were supported in each of the 11 problem areas.

The mean scores, however, were also used to determine which five problem areas were viewed by the highest number of respondents in each of the three time groups as being the most severe.

In three of the five problem areas perceived as being most severe respondents tended to be universally troubled irrespective of the differences in lengths of time in the U.S.A. While respondents who had spent between 1-18 months in the U.S.A. (Time-Group I) tended to view Orientation as their fourth most severe problem, respondents who had spent between 19-36 months (Time-Group II) tended to perceive the same problem area as their third most severe problem. On the other hand, respondents who had spent between 37 months and more (Time-Group III) tended to view orientation as no problem at all.

In the area of Social-Personal problems, Time-Group I and II perceived this area as their second most severe problem while respondents in the Time-Group III category perceived this area as their most severe problem--ranking it number one. English language was ranked by both Time-Group I and II as their problem area number one while Time-Group III ranked it as their problem number five. Placement Services was viewed by Time-Group I as their third most severe problem; by Time-Group II as their number four problem, and by Time-Group III as their number two problem area.

In the Living-Dining area, while Time-Group I viewed it as their

fifth most severe problem and Time-Group II viewed it as their third most severe problem, Time-Group II did not view this area as a problem at all. Other rankings can be made by referring to Figure 23.

Age

The OU foreign students were grouped into three age groups, consistent with the state-wide pattern--Age Group I, II, and III--as described on page 80 of this study. Nineteen respondents were between 17-21 years of age (Age-Group I); 50 respondents were aged 22-32 years (Age-Group II), and 10 respondents were aged 33 years and over (Age-Group III).

The analyses of data revealed that there was a significant difference in only 1 of the 11 problem areas at the .05 level between respondents of different age groups.

The null hypotheses that there would be no strong relationship between the age of the students and the kinds of problems he experiences were supported in all but 1 of the 11 problem areas. The obtained 'F' results (.059 was not above .05, df = 2) indicated that there was a statistically significant difference between respondents of different age groups, especially in the area of Religion. In this area, the analyses of data tended to indicate that the older the respondent, the more he tended to experience problems with religion. Hence, as can be seen in Figure 24, the respondents in Age-Group I tended to experience the least problems while those in Age-Group III tended to experience the most problems.

Besides the ANOVA tests, the mean scores were used to determine which five of the 11 problem areas were perceived as being most severe by the largest number of respondents in each age group.

Variables	Time Groups	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm.& Select.	T-GPI	2.03	XXXXXXXXXXXXXXXXXX
	T-GPII	2.80	/////////////////////////////////4
	T-GPIII	3.45	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ4
Orien.	T-GPI	2.97	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX4
	T-GPII	3.35	///////////////////////////////3
	T-GPIII	3.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Acade. Adv.	T-GPI	2.39	XXXXXXXXXXXXXXXXXXXX
	T-GPII	3.13	///////////////////////////////5
	T-GPIII	2.09	ZZZZZZZZZZZZZZZZZZZ
Soc-Per	T-GPI	3.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX2
	T-GPII	3.40	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ2
	T-GPIII	4.00	///1
Liv-Din	T-GPI	2.94	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ5
	T-GPII	2.83	/////////////////////////////
	T-GPIII	3.64	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX3
Health	T-GPI	1.85	ZZZZZZZZZZZZZZZZZZ
	T-GPII	1.98	//////////////////
	T-GPIII	2.45	XXXXXXXXXXXXXXXXXXXX
Relig.	T-GPI	1.12	ZZZZZZZZZ
	T-GPII	1.30	//////////
	T-GPIII	2.73	ZZZZZZZZZZZZZZZZZZZZZZZZZZZ
English	T-GPI	3.48	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX1
	T-GPII	3.65	//1
	T-GPIII	3.27	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ5
Student Activ.	T-GPI	2.30	XXXXXXXXXXXXXXXXXX
	T-GPII	2.75	/////////////////////////////
	T-GPIII	2.73	ZZZZZZZZZZZZZZZZZZZZZZZZZ
Place.	T-GPI	3.24	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX3
	T-GPII	3.30	///////////////////////////////4
	T-GPIII	3.73	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ2
Finance	T-GPI	2.85	XXXXXXXXXXXXXXXXXXXXXXXXXX
	T-GPII	3.00	///////////////////////////////
	T-GPIII	3.73	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ2

Figure 23. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being Most Severe by Respondents in Time GPS I, II, and III.

Variables	Age Groups	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. & Select.	17-21	2.32	XXXXXXXXXXXXXXXXXXXXX								
	22-32	2.55	////////////////////////////////[3]								
	33+	3.30	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]								
Orien.	17-21	2.74	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	22-32	3.20	//////////////////////////////								
	33+	3.70	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]								
Acade. Adv.	17-21	3.32	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
	22-32	2.38	///////////////////								
	33+	3.30	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]								
Soc-Per	17-21	3.84	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	22-32	3.27	//////////////////////////////								
	33+	3.70	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Liv-Din	17-21	3.53	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	22-32	2.67	/////////////////////////////								
	33+	3.60	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Health	17-21	2.11	XXXXXXXXXXXXXXXXXXXX								
	22-32	1.88	///////////////////								
	33+	2.40	ZZZZZZZZZZZZZZZZZZZZ								
*Relig.	17-21	.95	XXXXXXXXXX								
	22-32	1.31	///////////								
	33+	2.90	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]								
English	17-21	3.32	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
	22-32	3.71	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]								
	33+	3.00	///////////////////////////////								
Student Activ.	17-21	2.68	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]								
	22-32	2.45	///////////////////								
	33+	3.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]								
Place.	17-21	3.32	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
	22-32	3.27	////////////////////////////////								
	33+	3.70	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]								
Finances	17-21	2.37	XXXXXXXXXXXXXXXXXXXXX								
	22-32	3.16	/////////////////////////////////[4]								
	33+	3.60	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]								

*Significant at the .05 level.

Figure 24. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being Most Severe by Respondents in Age Groups I, II and III

In the areas of Orientation, Social-Personal problems, Living-Dining, English Language, and Placement, respondents in each of the age groups tended to be universally perturbed irrespective of differences in age.

While respondents aged 17-21 tended to perceive Orientation as the fourth most severe problem, respondents aged 22-32 years tended to view the same area as their third most severe problem. On the other hand, respondents aged 33 years or older tended to view the area as their most severe problem--ranking it number one.

In areas of Social-Personal problems, respondents in both 17-21 and 22-32 age groups tended to view this area as their most severe area, ranking it their number one problem while respondents in the age group 22-32 tended to perceive this area as their second most severe.

While respondents aged 17-21 and 33 years and over ranked Living and Dining as their second most severe problem; those who were aged 22-32 ranked the same problem area as their fifth problem. English Language was perceived as the most severe problem by the group aged 22-32. However, the same area was ranked third by age group 17-21 and ranked fourth by age group 33 years and over.

Placement tended to be perceived as the most severe problem by respondents aged between 33 years and over, while the same problem was ranked as second by the age group 22-32 and ranked third by the age group 17-21.

Other rankings made by the respondents may be seen in Figure 24.

Geographical Regions

The OU respondents were grouped into geographical regions

consistent with their counterparts as described on page 68 of this study. There were nine respondents from Africa; 11 respondents represented Latin America; 35 respondents represented the Middle East, and Oriental countries were represented by 35 respondents.

An analysis of the data revealed that there were significant differences at the .05 level between respondents of different geographical regions. The null hypotheses that there would be no significant relationships between the respondents' geographical region and the kinds of problems he experiences were rejected in 5 of the 11 problem areas with significant differences and supported in six others with no significant differences, as seen through Table XXII.

The analyses further indicated that in areas such as Orientation and Finances, there were strong relationships between the respondents' ages and the way the respondents adjusted himself to the problem. While the younger students tended to have experienced less problems in these areas the older students seemed to experience more problems.

Besides the analyses of variance tests, the mean scores also indicated which five areas were perceived by the highest number of respondents as being most severe among each of the regional groups.

Orientation was perceived as the third most severe problem by both African and Latin American respondents while being viewed as the fourth most severe problem by the Middle Easterners and Orientals as seen through Figure 25.

In areas of Social-Personal problem, the Orientals viewed this as their most severe problem, ranking it number one, while Africans viewed it as their second most severe problem. While Middle Eastern respondents viewed Social-Personal problems as their third most severe problem

TABLE XXII

ANOVA TESTS FOR ORIENTATION, STUDENT ACTIVITIES
SOCIAL-PERSONAL, PLACEMENT, FINANCES
WITH REGARD TO REGIONS

Variables	Source	df	Sum of Sq.	Mean Sq.	F
Orientation	Region	3	58.44	19.48	.039*
	Residual	80	538.55	6.73	
Student Act.	Region	3	92.19	30.73	.002*
	Residual	80	432.38	5.40	
Social-Person.	Region	3	57.95	19.32	.046*
	Residual	80	558.86	6.99	
Placement	Region	3	74.90	24.97	.019*
	Residual	80	571.76	7.15	
Finances	Region	3	86.22	28.74	.035*
	Residual	80	768.67	9.61	

*Significant at the .05 level.

Variables	Regions	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)												
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
Adm. & Select.	Africa	3.67	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX												
	Latin Am.	2.91	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[5]												
	Middle E.	2.86	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ												
	Orientals	1.79	/////////////////////												
Orien.	Africa	5.44	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]												
	Latin Am.	3.27	///////////////////////////////////[3]												
	Middle E.	3.03	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]												
	Orientals	2.55	VVVVVVVVVVVVVVVVVVVVVVVVVVVVV[4]												
Acade. Adv.	Africa	4.44	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX												
	Latin Am.	3.00	////////////////////////////////												
	Middle E.	2.69	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ												
	Orientals	2.07	VVVVVVVVVVVVVVVVVVVVV												
Soc-Per	Africa	5.56	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]												
	Latin Am.	2.18	VVVVVVVVVVVVVVVVVVVVV												
	Middle E.	3.37	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]												
	Orientals	3.38	////////////////////////////////[1]												
Liv-Din	Africa	4.67	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]												
	Latin Am.	2.55	//////////////////////////////												
	Middle E.	2.80	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVV												
	Orientals	2.83	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ												
Health	Africa	2.67	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX												
	Latin Am.	1.45	///////////												
	Orientals	1.76	ZZZZZZZZZZZZZZZZZZZ												
	Middle E.	2.17	VVVVVVVVVVVVVVVVVVVV												
Relig.	Africa	2.78	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX												
	Latin Am.	.73	//////////												
	Middle E.	1.54	VVVVVVVVVVVVVVVVV												
	Orientals	1.10	ZZZZZZZZZZZ												
English	Africa	3.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX												
	Latin Am.	5.00	//[1]												
	Middle E.	3.66	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV												
	Orientals	2.90	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ												
Student Activ.	Africa	5.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX												
	Latin Am.	1.64	/////////////////////												
	Middle E.	2.71	VVVVVVVVVVVVVVVVVVVVVVVVVVVV												
	Orientals	1.90	ZZZZZZZZZZZZZZZZZZZZ												
Place.	Africa	4.11	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX												
	Latin Am.	3.45	////////////////////////////////												
	Middle E.	4.14	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]												
	Orientals	2.07	VVVVVVVVVVVVVVVVVVVVV												
Finance	Africa	5.89	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]												
	Latin Am.	2.55	//////////////////////////////												
	Middle E.	2.94	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVV												
	Orientals	2.45	ZZZZZZZZZZZZZZZZZZZZZ												

Figure 25. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being Most Severe by Respondents from Four Geographical Regions.

area, the Latin American respondents did not view it as a severe problem at all.

Finances, perceived as the number one problem by African students, was perceived as being the fifth most severe problem area by both the Middle Eastern and Oriental students. Latin American respondents did not view this area as a problem. English Language, on the other hand, was perceived as the nubmer one problem among the Latin American students while being viewed as the second most severe problem by both the Middle Eastern and the Orientals. The African students did not perceive English Language as a problem.

In other areas such as Admission and Selection, and Academic Advisement, only Latin American students viewed this area as their fifth and fourth problem areas, respectively, while respondents from the three other regions of the world viewed this as no problem.

Academic Major

Respondents on the OU campus were grouped into six academic disciplines consistent with the pattern described on page 79 of this study. Only two of the six academic disciplines were represented on the OU campus--the Arts and Sciences with 28 responses, and Engineering with 55 responses.

An analysis of the data revealed that there were no significant differences at the .05 level between respondents of different academic backgrounds. The null hypotheses that there would be no significant relationship between the respondents major and the kinds of problems he experiences were supported in each of the 11 problem areas.

In addition to the analyses of variance, the mean scores did,

however, seem to indicate that respondents tended to perceive the prob-
lems at different levels, even if some of the problems were universally
viewed as troubling them irrespective of what they studied.

In areas such as Orientation, Social-Personal, English Language,
Placement Services and Finances, the respondents in the two academic
disciplines tended to universally perceive them as most severe problems--
an indication that these problems were peculiar to them as individuals
rather than students of certain academic majors.

In the area of Orientation, both groups of students viewed it as
their fourth most severe problem. In the Social-Personal problem,
respondents in the Arts and Sciences seemed to view it as their most
severe problem--ranking it as number one--while respondents in Engineer-
ing studies viewed it as their number three problem. English Language
which tended to be experienced most by respondents in Engineering disci-
pline seemed to be the second most severe problem among the Arts and
Sciences respondents. While Placement and Finances were the fourth and
fifth most severe problems for the Arts and Sciences students, the same
problems were ranked as second and fifth, respectively, by the Engineer-
ing respondents, as seen through Figure 26.

Nationalities

Twenty-five countries were represented on the OU campus. Of this
number, Iran, with 22 respondents, had the highest number of respondents.
The Republic of China, with nine respondents, had the second largest
number of respondents. Other countries like Nigeria had seven respon-
dents; Venezuela had six students, while India had four; Liberia had
three just as Indonesia and Japan did, and Pakistan had four

Variables	Academic Majors	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. & Select	A & S	2.18	XXXXXXXXXXXXXXXXXXXXXX
	Engrs.	2.82	?????????????????????????????????
Orien.	A & S	2.89	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	Engrs.	3.33	/////////////////////////////////[4]
Acade. Adv.	A & S	2.36	XXXXXXXXXXXXXXXXXXXXX
	Engrs.	2.91	/////////////////////////////
Soc-Per	A & S	3.64	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	Engrs.	3.42	/////////////////////////////////[3]
Liv-Din	A & S	3.11	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]
	Engrs.	2.95	/////////////////////////////
Health	A & S	1.82	XXXXXXXXXXXXXXXXXX
	Engrs.	2.10	/////////////////////
Relig.	A & S	2.00	XXXXXXXXXXXXXXXXXXXX
	Engrs.	1.15	//////////
English	A & S	3.43	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
	Engrs.	3.65	//[1]
Student Activ.	A & S	2.32	XXXXXXXXXXXXXXXXXXXXXXX
	Engrs.	2.75	/////////////////////////////
Place.	A & S	2.82	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	Engrs.	3.20	//////////////////////////////
Finance	A & S	2.82	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	Engrs.	3.20	/////////////////////////////////[5]

Figure 26. Mean Scores and Graphic Presentation of Five Most Severe Problem Areas as Perceived by Respondents From the Arts and Sciences and the Engineers

representatives. In the analyses that follow only the countries which were represented by at least six representatives were analyzed.

An analysis of the data revealed that there was no strong relationship between the countries from which the students came and the kinds of problems he experiences. The null hypotheses that there would be no significant differences between respondents of different nationalities at the .05 level were supported on all of the 11 problem areas.

In addition to the ANOVA tests, the mean scores were used to determine which five problem areas were perceived by the highest number of respondents from each of the four countries as being the most severe problem areas.

The obtained mean scores indicated that in the area of Orientation, while Iranians perceived this area as their second most severe problem area, and while the Nigerians and Venezuelans viewed this as their third most severe problem area, the Chinese students did not seem bothered at all by Orientation problems. Equally obvious was the fact that Nigerians and the Chinese ranked Academic Advisement problems as their five most severe problem; the Venezuelans perceived this as their second most severe problem area while the Iranians did not view Academic Advisement as a problem.

As can be seen in Figure 27 on the following page, Social-Personal problems were perceived as the fourth most severe problem by the Iranians; the second most severe problem by the Nigerians; the third most severe problem by the Chinese, and viewed as no problem at all by the Venezuelans.

The English Language was the most severe problem area for both the

Variables	Countries	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.) 0.0 0. 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. & Select.	Iran	2.53	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Nig.	2.38	ZZZZZZZZZZZZZZZZZZZZZZ
	ROC	1.30	//////////
	Ben.	2.40	VVVVVVVVVVVVVVVVVVVVV[5]
Orien.	Iran	3.64	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXxx[2]
	Niger.	3.72	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZzz[3]
	ROC	1.33	//////////
	Ven.	3.00	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[3]
Acade. Adv.	Iran	3.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	Nig.	3.27	//////////////////////////[/]////////[5]
	ROC	1.64	VVVVVVVVVVVVVVVVVVVV[5]
	Ven.	3.85	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]
Soc-Per	Iran	3.29	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	Nig.	3.83	///[2]
	ROC	2.21	ZZZZZZZZZZZZZZZZZZZZZZ[3]
	Ven.	2.30	VVVVVVVVVVVVVVVVVVVVVVV
Liv-Din	Iran	2.87	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	Nig.	3.36	///[4]
	ROC	1.52	ZZZZZZZZZZZZZZZZZZZZZ
	Ven.	2.25	VVVVVVVVVVVVVVVVVVVVVVV'
Health	Iran	1.82	XXXXXXXXXXXXXXXXXXX
	Nig.	1.66	///////////////////
	ROC	.91	ZZZZZZZZZ
	Ven.	2.10	VVVVVVVVVVVVVVVVVVVVV
Relig.	Iran	1.40	XXXXXXXXXX
	Nig.	2.09	/////////////////////
	ROC	.59	ZZZZZZZZZ
	Ven.	.40	VVVV
English	Iran	3.62	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]
	Nig.	1.74	/////////////////////
	ROC	4.74	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV[1]
	Ven.	6.35	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]
Student Activ.	Iran	2.67	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Nig.	2.92	/////////////////////////////////
	ROC	1.13	ZZZZZZZZZ
	Ven.	1.75	VVVVVVVVVVVVVVVVVVVV
Place.	Iran	4.05	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	Nig.	2.43	/////////////////////
	ROC	2.79	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]
	Ven.	2.70	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
Finance	Iran	3.26	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	Nig.	4.60	/////////////////////////[/]//////////////////////[1]
	ROC	1.97	VVVVVVVVVVVVVVVVVVVVVV[2]
	Ven.	2.45	ZZZZZZZZZZZZZZZZZZZZZZ

Figure 27. Mean Scores and Graphic Presentation of Five Most Severe Problem Areas as Perceived by Respondents From Four Countries

Chinese and the Venezuelans--as they ranked it their number one; was

ranked third by the Iranians and viewed as no problem by Nigerians.

In the area of Placement, while the Iranian respondents, tended to per-

ceive this as their number one problem, the Chinese tended to perceive

it as their second most severe problem, and Venezuelans ranked it as

their fourth problem area, the Nigerians tended to view this areas as

no problem at all.

Finances, the area perceived as the most troubling to Nigerians,

was ranked as problem number five by the Iranians, problem number four

among the Chinese, and no problems at all among the Venezuelans. Other

areas viewed as problem areas--Admission and Selection, and Living and

Dining--were perceived by the Venezuelans as problem number five; while

Living and Dining was perceived as problem number four by Nigerians.

Other nationalities did not view these two areas as problem areas.

Language Background

International students at OU were grouped into two language

groupings consistent with the state-wide pattern described on page

of this study. Seventeen of the 84 respondents responded that their

language of first preference was English while 67 responded that other

languages was their first preference while English was second.

The results of the 't' tests indicated that there were significant

differences at the .05 level between the respondents whose first prefer-

ence was English and those whose first preference was other languages.

The null hypotheses that the language background of the foreign

student would have no strong relationship with the kinds of problems

he experiences were rejected in 4 of the 11 problem areas, and supported

in the other seven problem areas where the results were not significant, as seen in Table XXIII.

TABLE XXIII

ENGLISH AND NON-ENGLISH BACKGROUNDS COMPARED WITH
REGARD TO ADMISSIONS-SELECTION, FINANCES,
ORIENTATION, AND STUDENT ACTIVITIES

Variables	Language	N	Mean	Std. Dev.	df	t
Admission-Selection	English	17	3.76	3.13	20.1	.081[*]
	Others	67	2.28	2.18	82.0	.025[*]
Orientation	English	17	4.30	3.28	20.6	.055[*]
	Others	67	2.81	2.41	82.0	.004[*]
Student Act.	English	17	4.12	3.08	20.4	.024[*]
	Others	67	2.18	2.21	82.0	.004[*]
Finances	English	17	4.76	3.72	21.3	.036[*]
	Others	67	2.60	2.94	82.0	.012[*]

[*]Significant at the .05 level.

As can be seen in Table XXIII, respondents whose first preference was English Language consistently tended to experience more problems in the four areas of Admission and Selection, Orientation, Student Activities, and Finances, than their counterparts whose first preference was other languages, and English was second.

Besides the 't' tests, the mean scores were also used to determine

which five problem areas were viewed as most severe by the highest number
of respondents in the two language groupings. In Figure 28, one observes
that in three problem areas, the respondents in both language groupings
tended to universally perceive these areas as being most severe.

In Social-Personal problem area, respondents in both language
groupings tended to view the area as their third most severe problem.
Placement problems were also viewed as their fifth most severe problem
by respondents whose first preference was English Language while the
same problem was perceived by respondents whose language preference was
non-English.

Finances, perceived as the most severe problem--ranked number one
by respondents whose language preference was English--was viewed as the
fifth most severe problem by respondents whose language preference was
non-English. In Orientation, however, while respondents whose language
preference was English tended to rank that area as their second most
severe problem, the "others" group did not view the area as a problem.
Other rankings by respondents from both language groupings may be seen
in Table XXVIII.

Other Types of Questions

Consistent with the state-wide pattern, the OU international
students were asked some questions in addition to the 132 statements
in the main study. They were requested to answer "yes" or "no" to the
questions and express their individual opinions on any aspect of their
problems or concerns not covered in the study. The statements can be
found at the end of this study in Appendix H. In question one respon-
dents were asked: "Do you feel that the statements which you have marked

Variables	Language Backgrounds	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. & Selec.	Eng.	3.76	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]								
	Others	2.28	/////////////////////								
Orien.	Eng.	4.53	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]								
	Others	2.81	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Acade. Adv.	Eng.	3.35	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	Others	2.54	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Soc-Per	Eng.	4.41	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
	Others	3.21	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]								
Liv-Din	Eng.	3.35	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	Others	2.88	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Health	Eng.	1.71	XXXXXXXXXXXXXXXXX								
	Others	2.06	ZZZZZZZZZZZZZZZZZZZ								
Relig.	Eng.	2.18	XXXXXXXXXXXXXXXXXX								
	Others	1.22	ZZZZZZZZZ								
English	Eng.	2.82	XXXXXXXXXXXXXXXXXXXXXXXXXX								
	Others	3.72	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
*Student Activ.	Eng.	3.76	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]								
	Others	3.22	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Place.	Eng.	3.76	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]								
	Others	3.22	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]								
*Finances	Eng.	4.76	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]								
	Others	2.60	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]								

*Significant at the .05 level.

Figure 28. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being Most Severe by Respondents With English and Non-English (Others) Backgrounds

on Pages 2 and 3 (of the questionnaire) provide a fairly complete picture of the problem areas currently troubling you? Yes ___ No ___." Of the ninety responses, 78 respondents (86.67 percent) felt that the statements had provided a fairly complete picture of the problem areas currently troubling them; 12 (13.33 percent) did not, however, feel that way, as seen in Table X, on page 87 of this study.

In question two, the respondents were asked: "Do you feel that this procedure of helping you identify problem areas is worthwhile, even though you might not have enjoyed checking the statements? Yes ___ No ___." Sixty-eight of the 90 respondents (75.56 percent) felt that the research procedure was worth their while; 17 (18.89 percent) did not feel that way, while five respondents (5.56 percent) were not sure, as seen on Table XI, page 88 of this study.

In question three the question read: "To whom do you go for help in resolving problems which have confronted you? For example, counselors, foreign student advisor, fellow students from home country, faculty, etc. Please list in order of preference." Two hundred and two responses were received in eight categories, of which 59 listed "Fellow Students From Home Country," as their first choice; the "Foreign Student Advisor," was the second choice with 42 points, while "Academic/ Faculty Adviser" earned the third position with 40 points. There were 33 responses for "Friends: Americans and Other Nationals." (See Table XII for other choices.)

In the last question, the respondents were asked if they would like to discuss their concerns with someone and to sign their names at the end of the questionnaire if they wished to be contacted. Forty-four foreign students signed up at the end of the questionnaire. On April

15, 1980, they were sent letters in which they were informed that the date April 25, 1980, had been set aside for discussing their individual concerns, between the hours of 9:30 a.m. and 9:30 p.m. A copy of the letter can be found in Appendix H.

Discussion: Severe Problem Areas

On the whole some problem areas tended to bother the OU respondents more than others. Whenever this happened, such problem areas tended to earn more points than others, since more resondents responded to such questions. The five most severe problem areas which perturbed the OU respondents were: English Language (3.54), Social-Personal problems (3.45), Placement Services (3.33), Orientation problems (3.15), and Financial problems (3.04). A panoramic display of the problem areas may be found in Table XIII, page 92.

Discussion: Specific Problem Types

In addition to the problem areas, an effort was made at identifying specific types of problems that bothered the OU international students which could not be covered in the main study due to the use of broad terminologies. The statements below are those checked by the highest number of respondents as being severe. They are identified with "*" while very severe problems have been marked "**."

Each of the statements is followed by the percentage showing what percentage of the total number of respondents on the OU campus checked that statement as being severe or very severe. The problem area in which the specific problem can be found is in the parentheses.

1. Attitude of some students toward "foreign" students--28.57%*;

29.76%** (Social).

2. Attitude of some U.S. people to skin color--23.28%*; 28.57%**
   (Personal Problem).

3. Concept of being a "foreign" student--23.81%*; 20.24%**
   (Orientation).

4. Immigration work restriction--22.62%*; 20.24%** (Financial).

5. Giving oral reports in class--28.57%*; 13.10%** (English).

6. Problems regarding housing--23.81%*; 13.10%** (Living).

7. a) Understanding U.S. "slang"--26.19%*; 9.52%** (Language).

   b) My pronunciation not understood--23.81%*; 11.90%**
      (Language).

8. a) Concerned about grades--22.62%*; 11.90%** (Records).

   b) Writing or typing term (semester) papers--22.62%*;
      11.90%** (Academic).

9. Lack of money to meet expenses--21.43%*; 11.90%** (Finances).

10. Lack of opportunities to meet more U.S. people--26.19%*;
    5.95%** (Student Activities).

Analysis of Central State University
(STU3) Edmond

Central State University, with 49 respondents (16.12 percent of
state-wide respondents), had the state's third highest number of respon-
dents. Of this number, 14 respondents were married and 35 were single.

Marital Status

The 't' tests were used in the analyses of the data relating to mar-
ried and single students. The results of the tests indicatd that there

were no significant differences between married and single students at the .05 level.

The null hypotheses that there would be no strong relationship between marital status and the kinds of problems the foreign students experience were supported in each of the 11 problem areas.

In addition to the 't' tests, the mean scores were used to determine which five problem areas were viewed as most severe by the largest number of respondents in each of the marital groups. As seen through Figure 29, there were four problem areas in which the two marital groups perceived as being severe problem areas, irrespective of their marital status. This tended to indicate to the investigator that the problems were not confined to marital status.

In the area of Social-Personal problems, both married and single students perceived this as their second most severe problem--ranking it as their number two problem at CSU. In English Language while married students viewed this area as their fifth most severe problem area, single students ranked the same area as their number one problem. Placement problem was perceived by the married students as being their fourth most severe problem area while being viewed as problem number five by the single students. However, the most severe problem among the married students was Finances while the same area was ranked the fourth most severe problem among single students. In the areas of Admission and Selection, as well as Orientation, while married students viewed these as their third and fifth problem areas, respectively, single students did not view these areas as problems at all.

Variables	Marital Status	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. & Selec.	M	2.93	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]
	S	2.43	?????????????????????
Orien.	M	2.79	XXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	S	2.29	/////////////////////
Acade. Adv.	M	2.71	XXXXXXXXXXXXXXXXXXXXXXXXXXX
	S	2.89	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Soc-Per	M	3.43	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
	S	3.69	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]
Liv-Din	M	2.57	XXXXXXXXXXXXXXXXXXXXXXXXXX
	S	3.66	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]
Health	M	1.43	XXXXXXXXXX
	S	1.91	ZZZZZZZZZZZZZZZZZZZ
Relig.	M	2.50	XXXXXXXXXXXXXXXXXXXXXXXX
	S	1.41	ZZZZZZZZZ
English	M	2.79	XXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	S	4.49	///[1]
Student Activ.	M	2.79	XXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	S	2.56	ZZZZZZZZZZZZZZZZZZZZZZZZZ
Place.	M	2.86	XXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	S	3.23	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]
Finance	M	3.71	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	S	3.40	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]

Figure 29. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Most Severe by Married and Single Students

Academic Classification

Twenty-seven of the 49 respondents on the CSU campus were under-graduates while 22 were graduate students. The results of the 't' tests indicated that there were significant differences between the graduate and undergraduate students at the .05 level.

The null hypotheses that there would be no strong relationship between respondents' academic status and the kinds of problems he experienced were rejected in all but 1 of the 11 problem areas, as seen in Table XXIV. An analysis of the data indicated that undergraduate students at CSU consistently tended to experience more problems in 10 of the 11 problem areas than their graduate counterparts.

Besides the 't' tests, the mean scores were used for determining which problem areas were universally viewed by the respondents of both academic classifications as being the five most severe problem areas. As seen through Figure 30, the respondents consistently checked five problem areas as posing most severe problems, irrespective of their academic statuses. In two problem areas--Social-Personal and Living and Dining--both the undergraduate and graduate respondents tended to view them as their second and third most severe problems, respectively. In the English Language area, while the undergraduate students viewed it as their number five problem, the graduate students tended to rank it as their most severe problem--number one.

Both the graduate and undergraduate students perceived Placement problems as their number four problem; whereas in Finances, while under-graduate students perceived it as their number one problem, the same area was ranked as number five by graduate students.

TABLE XXIV

UNDERGRADUATE AND GRADUATE SCORES COMPARED WITH REGARD
TO ADMISSIONS-SELECTION, ORIENTATION, ACADEMIC
ADVISEMENT, SOCIAL-PERSONAL, LIVING-DINING
HEALTH, RELIGION, STUDENT ACTIVITIES
PLACEMENT AND FINANCES

Variables	Class	N	Mean	Std. Dev.	df	t
Admission-Selection	Undergrd.	27	3.44	3.36	40.2	.012*
	Grads.	22	1.50	1.71	47.0	.017*
Orientation	Undergrd.	27	3.85	2.63	44.4	.001*
	Grads.	22	1.64	1.65	47.0	.001*
Academic Advisement	Undergrd.	27	3.67	3.62	38.3	.023*
	Grads.	22	1.82	1.68	47.0	.032*
Social-Personal	Undergrd.	27	4.41	2.89	44.4	.012*
	Grads.	22	2.64	1.81	47.0	.016*
Living-Dining	Undergrd.	27	4.30	2.37	47.0	.001*
	Grads.	22	2.18	1.97	47.0	.002*
Health	Undergrd.	27	2.48	2.85	36.3	.013*
	Grads.	22	0.91	1.19	47.0	.019*
Religion	Undergrd.	27	2.41	3.15	37.1	.027*
	Grads.	22	0.86	1.35	46.0	.041*
Student Activities	Undergrd.	27	3.52	2.82	44.3	.004*
	Grads.	22	1.48	1.78	46.0	.006*
Placement	Undergrd.	27	4.81	3.44	42.2	.001*
	Grads.	22	1.86	1.93	47.0	.001*
Finances	Undergrd.	27	4.00	3.42	41.4	.016*
	Grads.	22	2.05	1.86	47.0	.021*

*Significant at the .05 level.

Variables	Academic Classific.	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm & Selec.	Undergrds	3.44	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	Grads	1.50	ZZZZZZZZZZZZZZZZZZZZ								
Orien.	Undergrds	3.85	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	Grads	1.64	ZZZZZZZZZZZZZZZZZZZZZ								
Acade. Adv.	Undergrds	3.67	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	Grads	1.81	ZZZZZZZZZZZZZZZZZZZZZZ								
Soc-Per	Undergrds	4.41	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^2								
	Grads	2.64	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^2								
Liv-Din	Undergrds	4.30	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^3								
	Grads	2.18	ZZZZZZZZZZZZZZZZZZZZZZZZZ								
Health	Undergrds	2.48	XXXXXXXXXXXXXXXXXXXXX								
	Grads	.91	ZZZZZZZZZZ								
Relig.	Undergrds	2.41	XXXXXXXXXXXXXXXXXXXX								
	Grads	.86	ZZZZZZZZZZ								
English	Undergrds	3.96	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^5								
	Grads	4.05	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^1								
Student Activ.	Undergrds	3.52	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	Grads	1.48	ZZZZZZZZZZ								
Place.	Undergrds	4.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^4								
	Grads	2.05	ZZZZZZZZZZZZZZZZZZZZZ^4								
Finance	Undergrds	4.81	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^1								
	Grads	1.86	ZZZZZZZZZZZZZZZZZZZZZZ								

Figure 30. Mean Scores and Graphic Presentation of Five Most Severe Problem Areas as Perceived by Graduate and Undergraduate Respondents

Sex

Sixteen of the 49 respondents at CSU were females, while 33 were male respondents. The 't' tests indicated that there were no significant differences between female and male students at the .05 level. The null hypotheses that there would be no significant relationship between the students' sex and the kinds of problems he experiences were supported in each of the 11 problem areas.

Besides the 't' tests, the mean scores were used to determine which five problem areas were perceived as being the most severe by the highest number of respondents in both sexes.

There were three problem areas in which both the female and male respondents tended to universally perceive as posing the most severe problems irrespective of sex differences--an indication that the problems were not restricted to sexes.

In the area of Social-Personal problems, female respondents tended to perceive this area as being the second most severe problem while males viewed it as their fourth most severe problem area. English Language tended to be most troubling to the females--ranked as number one, while being ranked as number three by the male students. In Finances, males tended to be most bothered--they ranked it as number one--while females tended to view this area as their number four problem. As can be seen in Figure 31, while males viewed Orientation as the third most severe problem, females viewed it as no problem at all.

Geographical Regions

The CSU international students were grouped into five geographical regions of the world consistent with the state-wide design described

Variables	Sex	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.) 0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. & Selec.	Females	2.69	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Males	2.52	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Orien.	Females	2.06	XXXXXXXXXXXXXXXXXXX
	Males	3.24	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]
Acade. Adv.	Females	2.94	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	Males	2.79	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Soc-Per	Females	3.94	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
	Males	3.45	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]
Liv-Din	Females	2.81	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Males	3.60	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]
Health	Females	2.06	XXXXXXXXXXXXXXXXXXX
	Males	1.64	ZZZZZZZZZZZZZZZZZZ
Religion	Females	2.27	XXXXXXXXXXXXXXXXXXX
	Males	1.94	ZZZZZZZZZZZZZZZZZZ
English	Females	5.06	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	Males	3.48	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Student Activ.	Females	2.07	XXXXXXXXXXXXXXXXXXX
	Males	2.88	VVVVVVVVVVVVVVVVVVVVVVVVVVVVVV
Place.	Females	3.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]
	Males	2.94	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Finance	Females	3.19	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	Males	3.64	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]

Figure 31. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being Most Severe by Female and Male Respondents

on page 68 of this study. All five geographical regions were represented on the CSU campus--Africa, 15 respondents; Europeans, 2; Latin America, 2; Middle East, 9; and Orientals, 21 respondents.

The analyses of variance "F" tests revealed that there were significant differences in two problem areas at the .05 level between respondents of different geographical regions.

The null hypotheses that geographical regions would have no significant relationship with the kinds of problems the foreign student experiences, were supported in all but 2 of the 11 problem areas. Because of the small number of respondents from some regions--notably Europe and Latin America--only the data of three regions were analyzed.

An analysis of the data further indicated that while Africans had the most trouble with Orientation and least trouble with English, the Orientals tended to have the most trouble with English and the least trouble with Orientation problems. Middle Easterners, on the other hand, tended to be moderately troubled by both Orientation and English when compared with either the Africans or the Orientals.

In addition to the ANOVA tests which indicated that the regions from which the students come tend to have a relationship with the kinds of problems he is likely to experience, the mean scores also indicated that some problems did seem to trouble the foreign students irrespective of regional differences (see Table XXV).

In the area of Social-Personal problems, respondents from both Middle East and Oriental countries tended to have perceived the problem as their third most severe problem while African students viewed that area as their second most severe problem. While Living and Dining was viewed as problem number four by both Africans and Middle Eastern

students, the Orientals, however, viewed that area as their fifth most
severe problem.

TABLE XXV

ANOVA TESTS FOR ORIENTATION AND ENGLISH
WITH REGARD TO REGIONS

Variables	Source	df	Sum of Sq.	Mean Sq.	F
Orientation	Region	4	69.11	17.28	.016*
	Residual	44	226.89	5.16	
English	Region	4	150.67	37.67	.018*
	Residual	44	495.33	11.26	

*Significant at the .05 level.

Financial problems seem to have given the Africans the most trouble
--ranked as number one. The Middle Easterners ranked it as their number
five problem while the Orientals ranked the same problems as number four.
Orientation was viewed as problem number five by the Africans; as problem
number two among the Middle Eastern respondents and no problem by the
Orientals. Academic Advisement was viewed as problem number three among

the Africans and no problem among Middle Eastern and Orientals. Details

of other rankings can be found in Figure 32.

Nationalities

There were 14 countries that were represented on the CSU campus.

Of this number, the Republic of China, with 15 respondents, had the

highest number of respondents, while Nigeria and Iran had 13 and 9

respondents, respectively. Because of the small number of respondents

from other countries, only the three countries mentioned above were

analyzed.

Other countries on the CSU campus which were represented were:

Ghana, 2; Bangladesh, Colombia, Cyprus, India, Japan, Micronesia, the

Republic of Germany, Thailand, Trinidad and Tobago, Turkey, and Vietnam

--each of these had a respondent.

The results of the 't' tests indicated that there were no signifi-

cant differences at the .05 level, between respondents of different

nationalities. The null hypotheses that there would be no strong rela-

tionship between respondents' problems and the country from which he

came, were supported in each of the 11 problem areas.

In addition to the 't' tests, the mean scores were used to determine

which five problem areas were perceived as being the most severe by the

highest number of respondents from the three countries. The obtained

mean scores did reveal that in two problem areas respondents universally

perceived the problems as being most severe, irrespective of their

nationalities.

In the area of Social-Personal problems, the Chinese viewed the

problem as their third most severe; the Nigerians perceived it as their

Variables	Geographical Regions	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. & Selec.	Africans	2.73	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Middle E.	3.11	????????????????????????????????
	Orientals	2.29	ZZZZZZZZZZZZZZZZZZZZZZ[5]
Orien.	Africans	3.60	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	Middle E.	4.44	///[4]
	Orientals	1.86	ZZZZZZZZZZZZZZZZZZZ
Acade. Adv.	Africans	4.40	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]
	Middle E.	2.56	//////////////////////////////
	Orientals	2.00	ZZZZZZZZZZZZZZZZZZZZ
Soc-Per	Africans	4.73	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
	Middle E.	4.33	//[3]
	Orientals	3.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]
Liv-Din	Africa	4.27	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	Middle E.	3.89	///[4]
	Orientals	2.29	ZZZZZZZZZZZZZZZZZZZ
Health	Africa	2.60	XXXXXXXXXXXXXXXXXXXXXXXXXX
	Middle E.	1.22	//////////
	Orientals	1.76	ZZZZZZZZZZZZZZZZZZ
Relig.	Africans	3.20	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Middle E.	1.44	//////////
	Orientals	.95	ZZZZZZZZZZ
English	Africans	2.33	XXXXXXXXXXXXXXXXXX
	Middle E.	3.00	///////////////////////////////
	Orientals	6.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]
Student Activ.	Africans	3.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Middle E.	3.33	??????????????????????????????????
	Orientals	2.10	ZZZZZZZZZZZZZZZZZZZZZ
Place.	Africans	2.73	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Middle E.	4.78	//[1]
	Orientals	3.14	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Finance	Africans	4.80	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1][5]
	Middle E.	3.67	//[5]
	Orientals	2.67	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]

Figure 32. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Most Severe by Respondents From Three Geographical Regions

second most severe, while the Iranians seemed to view the same problem as their number four problem. Finances, viewed by the Nigerian respondents as being the most severe--ranked as number one--was perceived as the fourth most severe by the Chinese and the fifth most severe by the Iranians, as seen through Figure 33. In the area of Orientation, while the Nigerians viewed it as their third most severe problem; the Iranians perceived it as their number two problem, the Chinese did not perceive this area as a problem. Both the Nigerians and the Chinese viewed Academic Advisement as their fifth most severe problem. The Iranians, on the other hand, did not perceive this area as a problem. Details of other rankings by the three countries can be found in Figure 33.

Length of Time in the U.S.

The CSU foreign students were placed in three time-groupings consistent with the pattern established for the state-wide study, described on page 76 of this study. Twenty-five of the 49 respondents were placed in the 1-18 month grouping; 22 of the respondents were placed in the 19-36 month groupings, while 2 were placed in the 36 month and over grouping. The latter's data were not analyzed because of the small number of respondents.

The analyses of variance "F" test results revealed that there was a significant difference in 1 of the 11 problem areas at the .05 level. The null hypotheses that there would be no strong relationship between the length of time the student spent in the U.S. and the kinds of problems he experiences, were supported in all but one of the problem areas.

In the area of Orientation, the obtained "F" results (.029, less

Variables	Countries	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)

Column scale: 0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+

Variables	Countries	Mean Scores	Graphic
Adm. & Selec.	R.O.C.	1.30	XXXXXXXXXX
	Nigeria	2.38	?????????????????????
	Iran	2.53	/////////////////////////////
Orien.	R.O.C.	1.33	XXXXXXXXXX
	Nigeria	3.72	///[3]
	Iran	3.64	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]
Acade. Adv.	R.O.C.	1.64	XXXXXXXXXXXXXXXXXXXX[5]
	Nigeria	3.27	/////////////////////////////////[5]
	Iran	3.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Soc-Per	R.O.C.	2.21	XXXXXXXXXXXXXXXXXXXXX[3]
	Nigeria	3.83	//[2]
	Iran	3.29	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]
Liv-Din	R.O.C.	1.52	XXXXXXXXXXXXXXXXXXXX
	Nigeria	3.36	//////////////////////////////////[4]
	Iran	2.87	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Health	R.O.C.	.91	XXXXXXXXXX
	Nigeria	1.66	/////////////////////
	Iran	1.82	ZZZZZZZZZZZZZZZZZZZ
Relig.	R.O.C.	1.40	XXXXXXXXXX
	Nigeria	2.09	//////////////////////
	Iran	.59	ZZZZZZZZZZ
English	R.O.C.	4.74	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	Nigeria	1.74	//////////////////
	Iran	3.62	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]
Student Activ.	R.O.C.	1.13	XXXXXXXXXX
	Nigeria	2.92	/////////////////////////////
	Iran	2.67	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Place.	R.O.C.	2.79	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
	Nigeria	2.43	//////////////////////
	Iran	4.05	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]
Finance	R.O.C.	1.97	XXXXXXXXXXXXXXXXXXXX[4]
	Nigeria	4.60	//[1]
	Iran	3.26	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]

Figure 33. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being Most Severe by Three Countries

than .05, df=2) was highly significant--indicating that there was a strong relationship between the students' problems and the length of time he had spent in the U.S., especially if the problem relates to Orientation. The results further indicated that respondents whose length of stay in the U.S. was less than two years experienced less problems than their 24 months and above time grouping.

Besides the ANOVA tests, the means were also used to determine which five problem areas were perceived as being the most severe by the largest number of respondents in the two time groupings.

As can be seen in Figure 34, the respondents tended to universally check four problem areas as being most severe, even if the levels of severity tended to differ somewhat.

In the area of Academic Advisement, respondents who were between 1-18 months in the U.S. perceived this area as being their fourth most severe problem while those who were 19-36 months in the U.S. tended to view this same area as being their fifth problem. Both groups of students--1-18 and 19-36 months in the U.S. universally viewed Social-Personal problem as being their second most severe problem. While English Language tended to give the most trouble to respondents who were in the U.S. for 18 months and less, that problem was perceived as the fifth most severe by those respondents who had spent between 19 months and over in the U.S. Finances was not as severe to the 18 months or less group--they ranked it as number five--as it was to the 19-36 months group who ranked it as their number one problem. However, in areas such as Orientation and Living and Dining, there tended to be some relation-ship with length of time in U.S. While the 1-18 months ranked Living and Dining as their number three problem and the 19-36 months viewed

Variables	Length of Time	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. &	1-18	2.80	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]								
Selec.	19-36	2.32	ZZZZZZZZZZZZZZZZZZZZ								
Orien.	1-18	2.04	///////////////////								
	19-36	3.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
Acade.	1-18	2.80	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]								
Adv.	19-36	2.91	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]								
Soc-Per	1-18	3.08	XXXXXXXXXXXXXXXXXXXXXXXXXXX[2]								
	19-36	4.09	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]								
Liv-Din	1-18	3.00	XXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
	19-36	1.88	ZZZZZZZZZZZZZZZZZ								
Relig.	1-18	1.64	XXXXXXXXXXXXXXXX								
	19-36	1.73	ZZZZZZZZZZZZZZZZZ								
English	1-18	4.92	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]								
	19-36	2.91	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]								
Student	1-18	2.36	XXXXXXXXXXXXXXXXXX								
Activ.	19-36	2.82	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Place.	1-18	2.64	XXXXXXXXXXXXXXXXXXXXXXXXXXX								
	19-36	3.36	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]								
Finance	1-18	2.68	ZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]								
	19-36	4.27	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]								

Figure 34. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being Most Severe by Respondents in Two Time Groupings

it as no problem; the 19-36 months group perceived Orientation as their third most severe problem while the 1-18 months group perceived it as no problem at all. Other rankings by the two groups may be seen in Figure 34.

Age

Respondents at CSU were placed in three age groups consistent with the state-wide design described on page 80 of this study. Five respondents were in the 17-21 years of age group, 40 responses were received from the 22-32 years of age group, while four responses were received from the 33 years or older group.

The results of the analyses of variance "F" tests indicated that there were no significant differences between respondents of different age groups at the .05 level, in any of the 11 problem areas.

The null hypotheses that there would be no strong relationship between the age of respondents and the kinds of problems they experience were supported in each of the 11 problem areas.

In addition to the analyses of variance tests, the mean scores were used in determining which 5 of the 11 problem areas were perceived by the highest number of respondents in each age group as being the most severe. As can be seen in Figure 35, four problem areas were universally viewed by respondents in each of the three age groups as being most severe.

Social-Personal problems were perceived by both 17-21 and 22-32 age groups as being their second most severe problem area while the same area was being viewed as the fourth most severe problem by the 33 years and older group. In the Living and Dining area, the 17-21 age group

Variables	Age Groups	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. & Selec.	17-21	.80	XXXXXXXXXX								
	22-32	2.63	/////////////////////////////								
	33+	4.25	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]								
Orien.	17-21	1.20	XXXXXXXXXX								
	22-32	2.93	/////////////////////////////								
	33+	4.25	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]								
Acade. Adv.	17-21	1.20	XXXXXXXXXX								
	22-32	2.93	/////////////////////////////								
	33+	4.25	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]								
Soc-Per	17-21	3.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]								
	22-32	3.65	//[2]								
	33+	4.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Liv-Din	17-21	1.40	XXXXXXXXXX[5]								
	22-32	3.58	///[3]								
	33+	3.50	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]								
Health	17-21	1.20	XXXXXXXXXX								
	22-32	1.80	/////////////////////								
	33+	2.25	ZZZZZZZZZZZZZZZZZZZZZ								
Relig.	17-21	.00									
	22-32	1.80	/////////////////////								
	33+	2.25	ZZZZZZZZZZZZZZZZZZZZZ								
English	17-21	5.20	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]								
	22-32	4.05	//[1]								
	33+	2.00	ZZZZZZZZZZZZZZZZZZZZZ								
Student Activ.	17-21	1.20	XXXXXXXXXX								
	22-32	2.72	///////////////////////////////								
	33+	3.50	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]								
Place.	17-21	2.40	XXXXXXXXXXXXXXXXXXXXXX[3]								
	22-32	3.10	///////////////////////////////[5]								
	33+	4.25	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]								
Finance	17-21	2.20	XXXXXXXXXXXXXXXXXXXXXX[4]								
	22-32	3.33	/////////////////////////////								
	33+	6.75	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]								

Figure 35.   Mean Scores and Graphic Presentation of Five Problem Areas Perceived by Three Age Groups as Being Most Severe

viewed that area as their problem area number five; the 22-32 age group viewed it as their number three problem, and the 33 years and older group perceived it as their number four problem.

Placement was ranked as the number three problem by both the 17-21 year group as well as the 33 years and older group. The 22-32 years of age group did view this as their fifth most severe problem.

And, in Finances, the area was perceived by the 33 years and older group as being the most severe--ranked number one, while the 17-32 years group ranked it as their fourth most severe problem.

Admission and Selection, Orientation, and Placement Services were all ranked as the number three problem by the 33 years and older group while the same areas were not viewed as a problem by other age groups. In Academic Advisement, it was the 33 years of age and older group that have troubles--ranking it as the number two problem. All other age groups did not view this area as a problem. Both the 17-21 and 22-32 years of age groups, however, perceived English as their number one problem while the 33 years of age and older did not view it as a problem.

Language Backgrounds

The CSU international students, like their counterparts on other campuses, were placed in two language groupings for analyses consistent with the description on page 83 of this study. Those who spoke English Language as first preference were represented by 10 respondents, while those whose first preference was languages other than English were represented by 39 respondents.

The results of the 't' tests indicated that there was a significant difference at the .05 level between respondents of different language

backgrounds, in 1 of the 11 problem areas. The null hypotheses that there would be no significant relationship between the respondents' problem and his ability to speak English were supported in all but one problem area.

The obtained 't' test result (.051 was not above .05, df=2) indicated that respondents whose first preference was English, tended to be more troubled in the area of Orientation while those whose language preference was not English were not so bothered.

In addition to the 't' test, the mean scores were also used to determine which five problem areas tended to be perceived as being most severe by respondents of different language backgrounds.

As can be seen in Figure 36, there were four problem areas in which respondents of different language backgrounds tended to universally check as being most severe problems despite their differences in English Language backgrounds. In Social-Personal problems, while respondents whose first preference was English tended to perceive that area as being their third most severe problem, respondents whose first preference was not English tended to rank that as their number two problem. At the same time, both groups ranked two problem areas--Living-Dining and Placement Services--as their fourth and fifth most severe problem areas. In Finances, while the respondents whose first preference was English ranked it as their second most severe problem, those respondents whose first preference was other languages, ranked the same area as their third most severe problem, as seen through Figure 36.

Academic Majors

Only three of the six academic disciplines into which all respondents, state-wide, were grouped as described on page 79 of this study,

Variables	Language Backgrounds	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. & Selec.	English	2.60	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Others	2.56	/////////////////////////////
Orien.	English	3.70	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	Others	2.64	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Acade. Adv.	English	4.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	Others	2.41	ZZZZZZZZZZZZZZZZZZZZZZZ
Soc-Per	English	4.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3] [2]
	Others	3.51	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]
Liv-Din	English	3.70	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	Others	3.26	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Health	English	2.40	XXXXXXXXXXXXXXXXXXXXX
	Others	1.62	ZZZZZZZZZZZZZZZZZZZZZ
Relig.	English	2.30	XXXXXXXXXXXXXXXXXXXX
	Others	1.58	ZZZZZZZZZZZZZZZZZZZZZ
English	English	2.30	XXXXXXXXXXXXXXXXXXXX
	Others	4.44	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]
Student Activ.	English	3.70	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	Others	2.34	ZZZZZZZZZZZZZZZZZZZZZZZ
Place.	English	2.90	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	Others	3.17	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]
Finance	English	4.20	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
	Others	3.31	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]

Figure 36. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being Most Severe by Respondents Whose Preference was English or Non-English

returned their questionnaires. There were 43 responses from the Arts
and Sciences students, four responses from Engineering students, and
two responses from students in the Health Sciences and related
disciplines.

The analyses of variance "F" tests indicated that there were sig-
nificant differences at the .05 level between respondents of different
academic disciplines. The null hypotheses that there would be no strong
relationship between the foreign students' problems and his field of
specialization were rejected in 2 of the 11 problem areas and supported
in 9 other areas where the results were not statistically significant,
as seen in Table XXVI.

TABLE XXVI

ANOVA TESTS FOR ACADEMIC ADVISEMENT AND HEALTH
WITH REGARD TO ACADEMIC MAJORS

Variables	Source	df	Sum of Sq.	Mean Sq.	F
Academic Advisement	Major	2	139.25	69.62	.000[*]
	Residual	46	301.45	6.55	
Health	Major	2	94.54	47.27	.000[*]
	Residual	46	175.99	3.35	

[*]Significant at the .05 level.

An analysis of the data revealed that in the area of Academic Advisement, respondents who studied Engineering and related disciplines seemed to have experienced significantly more problems than their counterparts in the Arts and Sciences. The same situation seemed to have prevailed in the area of Health Services--respondents also seemed to have experienced significantly more problems than their counterparts in the Arts and Sciences. Besides the analyses of variance tests, the mean scores were also used to determine which 5 of the 11 problem areas were perceived by the highest number of respondents in the three academic disciplines as being the most severe.

In Figure 37, one observes that there were five problem areas in which respondents in both academic disciplines under study universally checked as being most severe to them, irrespective of academic areas of concentration. In the Social-Personal problem area, while respondents in the Arts and Sciences ranked this area as being the second most severe problem, the Engineering respondents viewed it as being the fifth most severe. In Living and Dining problem both groups of respondents ranked it fourth, just as they both ranked English as the most severe --number one problem to both groups.

While in the Placement area, the Arts and Sciences students viewed this area as being number five most severe, the Engineering students perceived it as being the number two problem; in Finances, the third most severe problem to the Arts and Sciences students, the same problem was viewed as being problem number four by Engineering respondents. Other rankings made by the respondents may be seen in Figure 37.

Variables	Academic Major	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. & Selec.	A&S	2.44	XXXXXXXXXXXXXXXXXXXXXX
	Engrs.	3.25	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^2
Orien.	A&S	2.86	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Engrs.	1.25	ZZZZZZZZZZ
*Acade. Adv.	A&S	2.47	ZZZZZZZZZZZZZZZZZZZZ
	Engrs.	2.75	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^3
Soc-Per	A&S	3.60	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^2
	Engrs.	2.25	ZZZZZZZZZZZZZZZZZZZZZZ^5
Liv-Din	A&S	3.30	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^4
	Engrs.	2.50	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^4
*Health	A&S	1.51	XXXXXXXXXXXXXXXXXX
	Engrs.	1.25	ZZZZZZZZZZ
Relig.	A&S	1.76	XXXXXXXXXXXXXXXXXX
	Engrs.	.50	ZZZZZZZZZZ
English	A&S	3.74	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^1
	Engrs.	5.25	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^1
Student Activ.	A&S	2.52	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Engrs.	1.75	ZZZZZZZZZZZZZZZZZZZZ
Place.	A&S	3.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^5
	Engrs.	3.25	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^2
Finance	A&S	3.47	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^3
	Engrs.	2.50	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^4

*Significant at the .05 level.

Note: A&S=Arts and Sciences.

Figure 37. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being Most Severe by Engineers and Arts and Sciences Respondents

Other Types of Questions

The CSU students were asked some questions seeking their individual opinions, consistent with the pattern established state-wide. In two of the questions, the respondents were asked to answer "Yes" or "No" and to write their individual opinions in the space provided. The opinions can be found at the end of the study in Appendix H.

In question one, respondents were asked: "Do you feel that the statements which you have marked on Pages 2 and 3 provide a fairly complete picture of the problem areas currently troubling you? Yes ___ NO ___."

Forty-three of the 50 respondents (86 percent of total respondents) felt that the statements did provide them a fairly complete picture of the problem areas currently troubling them, while four (8 percent) did not feel that way; three respondents (6 percent) were not sure, as seen through Table X, on page 87.

In question two, the respondents were asked: "Do you feel that this procedure of helping you identify problem areas is worthwhile, even though you might not have enjoyed checking the statements? Yes ___ No ___."

Of the 50 responses received, 36 (72 percent) answered "Yes" while nine (18 percent) answered in the negative. Five respondents (10 percent) were not sure. The overwhelming affirmative responses to the two questions seemed to indicate that the questionnaire was useful for the purpose for which it was intended--identifying problem areas of foreign students at CSU, Edmond (see Table XI, page 88).

In question three, foreign students at CSU were asked: "To whom do you most frequently go for help in resolving problems which have

confronted you? For example, counselors, foreign student advisor, fellow students from home country, faculty adviser, etc."

Fifty-nine (29.21 percent) of the 202 responses received, checked "Fellow students from home country," as their first choice while 42 selected "Foreign Student Advisor" as their second choice. The respondents' third choice, 40 responses (19.80 percent) went to "Faculty Adviser/Counselor." Other choices made by the respondents may be found in Table XII, page 89.

The respondents were also given an option of signing their names if they wished to discuss their concerns with someone. Twenty respondents signed their names and were sent letters April 15, 1980, in which they were informed that April 25, 1980, had been set aside between 9:30 a.m. and 9:30 p.m. for discussing their concerns through the telephone. A copy of the letter may be seen in Appendix K.

Discussion: Most Severe Problem Areas

On the whole, there were specific problem areas which tended to bother the CSU international students, campus-wise. Five of the most severe problem areas, checked by the highest number of respondents is summarized below. The tabular form of these problem areas, together with their rankings, can be found in Table XIII, page 92, of this study.

English Language was ranked the number one problem by the highest number of respondents (4.00), followed by Social-Personal (3.61). The third most severe problem, Finances, received a score of 3.49. Living and Dining was ranked fourth (3.35) while Placement Services was ranked the fifth most severe problem (3.12).

Discussion: Specific Problem Types

Besides the problem areas, an effort was made at identifying the specific types of problems which the largest number of respondents felt troubled them most. Those problems, in the form of statements, earned the highest mean scores and are reported below with "*" to denote severe and "**" to denote most severe problems.

The percentages of respondents that identified the problems as severe or most severe appear immediately after the problem while the problem areas appear in parentheses.

1.   Attitude of some U.S. people to skin color--32.65%*; 34.68%** (Personal Problem).

2.   Understanding U.S. "slang"--36.73%*; 18.37%** (Language).

3.   Immigration work restriction--42.86%*; 8.16%** (Finances).

4.   Writing or typing term (semester) papers--28.57%*; 16.33%** (Academic Problem).

4.   Giving oral reports in class--20.41%*; 22.45%** (English).

6.   Homesickness--30.61%*; 12.24%** (Personal).

7.   a)   Problems regarding housing--28.57%*; 12.24%** (Housing).

     b)   Lack of opportunities to meet more U.S. people--34.69%*; 6.12%** (Student Activities).

8.   Concept of being a "foreign" student--18.37%*; 12.24%** (Orientation).

9.   Concerned about grades--14.29%*; 24.49%** (Academic Advisement and Records).

10. a)   Taste of food in the United States--26.53%*; 12.24%** (Living/Dining).

b) Lack of money to meet expenses--28.57%*; 10.20%**
(Finances).

c) Confusion about religion and morals in U.S.--30.61%*;
8.16%** (Religious Services).

Analysis of Oklahoma City University

(PRU1) Oklahoma City

The Oklahoma City University (OCU), with its 24 respondents, had the highest number of participants among the privately-owned institutions. It also came fourth in the overall number of respondents state-wide (7.90 percent).

Marital Status

Ten of the 24 respondents were married while 14 were single students. The results of the 't' tests indicated that there were no significant differences at the .05 level between the married and the single students. The null hypotheses that there would be no strong relationship between respondents and the kinds of problems they experience were supported in each of the 11 problem areas.

Besides the 't' tests, however, the overall mean scores were used to determine which 5 of the 11 problem areas were perceived as being the most severe by the highest number of respondents--married and unmarried.

As can be seen in Figure 38, respondents--both married and single --universally checked four problem areas as being most severe. In Academic Advisement, Orientation, and Social-Personal problems, while married students ranked these problems as the fourth, the number one and

Variables	Marital Status	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. & Selec.	M	2.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]								
	S	2.79	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Orien.	M	5.20	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]								
	S	3.36	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]								
Acade. Adv.	M	3.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]								
	S	3.79	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]								
Soc-Per	M	4.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
	S	4.07	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]								
Liv-Din	M	3.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]								
	S	3.14	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Health	M	1.50	XXXXXXXXXXXXXXXXXXX								
	S	2.43	ZZZZZZZZZZZZZZZZZZZZZZZZ								
Relig.	M	.70	XXXXXXXXX								
	S	1.00	ZZZZZZZZZZ								
English	M	4.20	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]								
	S	3.57	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]								
Student Activ.	M	2.40	XXXXXXXXXXXXXXXXXXXXXXX								
	S	2.79	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Place.	M	1.80	XXXXXXXXXXXXXXXXXXXXXX								
	S	3.43	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]								
Finance	M	2.30	XXXXXXXXXXXXXXXXXXXXXX								
	S	2.50	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								

Figure 38. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being Most Severe by Married and Single Students

third most severe problems, respectively, single students ranked the same areas as the second, the fifth, and the number one problems, respectively. English Language posed as the second most severe problem to the married students while the same problem area was perceived as being the third most severe problem by single students.

In other problem areas such as Admission and Selection, while married students viewed this area as being their fifth most severe problem, single students viewed this area as no problem at all. And, in Living and Dining, while married students perceived it as their fourth most severe problem area, single students did not perceive the area as a problem. A reverse of the trend indicates that while single students ranked Placement as their third most severe, married students did not view this area as a problem, as seen through Figure 38.

Academic Classification

The OCU respondents were split evenly--12 graduate and 12 undergraduate students. A 't' test was administered to the respondents and the outcome was that there were no significant differences at the .05 level between the graduate and undergraduate students in any of the 11 problem areas.

The null hypotheses that there would be no significant relationship between the foreign students' problems and their marital status, were supported in each of the 11 problem areas.

In addition to the 't' tests, the mean scores were used to determine in which of the 11 problem areas the respondents of both groups perceived as five most severe problem areas. An analysis of the data revealed that in four problem areas, the graduate and undergraduate

students tended to universally check those areas as being the most severe.

In the area of Orientation, undergraduate students perceived this area as their second most severe problem while graduates viewed it as their number one problem. In Social-Personal problems, undergraduates ranked this as their number one problem while the graduates ranked it as their second most severe problem. English Language was universally viewed as giving the respondents similar trouble--ranked third by both the undergraduate and graduate students.

In Finances and Placement Services, the graduates ranked these as being their fourth and fifth problems, respectively, while the undergraduates did not perceive any of the areas as a problem. The undergraduates, on the other hand, ranked Living and Dining as their fourth most severe problem while the graduates did not, as seen through Figure 39.

Sex

Six of the respondents at OCU were females while 18 were males. The results of the 't' tests indicated that there was a significant difference between male and female respondents in 1 of the 11 problem areas. The null hypotheses that there would be no significant differences between the respondents were supported in all but 1 of the 11 problem areas. The analysis of the data revealed that there was a relationship between the foreign students' problems and his sex, in at least one area--Academic Advisement.

The obtained 't' test result (.05, not above .05, df=22) indicated that male problems rather than female's was related to sex differences.

Variables	Academic Class.	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. & Selec.	Undergrd	3.25	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	Grad	2.08	ZZZZZZZZZZZZZZZZZZZZZ								
Orien.	Undergrd	4.58	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]								
	Grad	3.67	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]								
Acade. Adv.	Undergrd	3.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]								
	Grad	3.42	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]								
Soc-Per	Undergrd	4.67	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]								
	Grad	3.42	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]								
Liv-Din	Undergrd	3.58	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]								
	Grad	2.58	ZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Health	Undergrd	2.33	XXXXXXXXXXXXXXXXXXXXXXX								
	Grad	1.75	ZZZZZZZZZZZZZZZZZZ								
Relig.	Undergrd	.92	ZZZZZZZZZ								
	Grad	.83	XXXXXXXXXX								
English	Undergrd	4.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
	Grad	3.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
Student Activ.	Undergrd	3.25	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	Grad	2.00	ZZZZZZZZZZZZZZZZZZZZ								
Place.	Undergrd	2.83	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	Grad	2.67	ZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]								
Finance	Undergrd	1.92	XXXXXXXXXXXXXXXXXXXX								
	Grad	2.92	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]								

Figure 39. Mean Scores and Graphic Presentation of Five Most Severe Problem Areas as Viewed by Both Graduate and Undergraduate Students

In addition to the 't' test scores, the mean scores were also used to determine which 5 of the 11 problem areas were viewed as being most severe by the largest number of respondents in each sex. A panoramic view of Figure 40 tends to indicate that in three problem areas --Orientation, Academic Advisement, and Social-Personal problems, both female and male respondents tended to agree that these areas were most severe, even though the levels of agreement may have differed.

While female respondents ranked Academic Advisement as their number one problem and Social-Personal problem as their second most severe problem, male respondents tended to view the same areas as fourth and third most severe problems, respectively. In Orientation where males perceived as being the most severe problem--ranking it number one-- females ranked the same area as their number three problem.

Other problem areas--Living and Dining was ranked number five by males and viewed as no problem by females; English Language was ranked second by males and as no problem by females; and, Finances was ranked as fourth most severe by females and no problem by male respondents, as seen through Figure 40.

Nationalities

Ten countries were represented on the OCU campus. Of these, Iran, with 11 respondents, had the highest number of students while Saudi Arabia had five. Eight countries had one student each: Nigeria, Ethiopia, Ecuador, Greece, Hong Kong, Jordan, Libya, and Sierra Leone.

The results of the 't' tests indicated that there were no significant differences between respondents of different nationalities at the .05 level in any of the 11 problem areas.

Variables	Sex	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. &	Females	3.17	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
Selec.	Males	2.50	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Orien.	Females	4.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
	Males	4.05	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]								
Acade.	Females	4.67	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]								
Adv.	Males	3.06	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]								
Soc-Per	Females	4.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]								
	Males	3.89	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]								
Liv-Din	Females	3.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	Males	2.94	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]								
Health	Females	3.67	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]								
	Males	1.50	ZZZZZZZZZZZZZZZZZZ								
Relig.	Females	1.50	XXXXXXXXXXXXXXXXXX								
	Males	.67	ZZZZZZZZZ								
English	Females	3.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	Males	4.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]								
Student	Females	2.17	XXXXXXXXXXXXXXXXXXX								
Activ.	Males	2.78	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Place.	Females	3.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	Males	2.50	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Finance	Females	4.17	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]								
	Males	1.83	ZZZZZZZZZZZZZZZZZZZZZ								

Figure 40. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being Most Severe by Male and Female Respondents

The null hypothese that there would be no strong relationship between respondents' countries of origin and the kinds of problems he experiences were supported in each of the 11 problem areas.

In addition to the 't' tests, the OCU respondents' mean scores were used to determine which 5 of the 11 problem areas were perceived as being most severe by respondents from the two countries whose data were analyzed--Saudi Arabia and Iran.

As can be seen in Figure 41, three problem areas were perceived by respondents from both countries as posing very severe problems. Orientation was ranked by both countries as being the second most severe problem area; Academic Advisement was perceived as being the fifth most severe problem among the Iranians while the Saudis viewed it as being the fourth most severe problem. In the area of English Language the Saudis had the most trouble--ranking it their number one problem while the same problem was ranked as number three by the Iranians.

Other problem areas viewed as most severe were Social-Personal problems, ranked as the third most severe problem by the Saudis and as no problem by the Iranians; Student Activities, ranked as the fifth most severe problem by the Saudis and as no problem by the Iranians; Placement problems ranked as number one problem by the Iranians and no problem by the Saudi students; and Finances, ranked as problem number four by the Iranians and no problem by the Saudis.

Length of Time in U.S.

The OCU respondents were placed in three time groups consistent with the state-wide design described on page 76 of this study.

Variables	Countries	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. &	Iran	2.53	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Selec.	S.A.	2.92	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Orien.	Iran	3.64	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^2
	S.A.	4.08	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^2
Acade.	Iran	3.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^5
Adv.	S.A.	3.64	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^4
Soc-Per	Iran	2.29	XXXXXXXXXXXXXXXXXXXXX
	S.A.	4.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^3
Liv-Din	Iran	2.87	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	S.A.	3.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Health	Iran	1.82	XXXXXXXXXXXXXXXXXXXX
	S.A.	1.38	ZZZZZZZZZZ
Relig.	Iran	1.40	XXXXXXXXXX
	S.A.	1.46	ZZZZZZZZZZ
English	Iran	3.62	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^3
	S.A.	4.77	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^1
Student	Iran	2.67	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX$_5$
Activ.	S.A.	3.38	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^5
Place.	Iran	4.05	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^1
	S.A.	1.85	ZZZZZZZZZZZZZZZZZZZZ
Finance	Iran	3.26	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^4
	S.A.	.85	ZZZZZZZZZZ

Figure 41. Mean Scores and Graphic Presentation of Five Most Severe Problems Areas as Perceived by Respondents From Two Countries

Respondents who had spent between 1-18 months in the U.S. were represented by 14 respondents; those who had spent between 19-36 months were represented by six respondents; and respondents who had spent 37 months or more in the U.S. were represented by four respondents.

The analyses of variance "F" tests indicated that there was a significant difference between respondents of differential lengths of time in the U.S. at the .05 level in 1 of the 11 problem areas.

The null hypotheses that there would be no significant relationship between the length of time the foreign student spends in the U.S. and the kinds of problems he experiences, were supported in all but one of the problem areas. The "F" test results (.034; less than .05, df=2) was highly significant--indicating that there was a strong relationship between length of time in the U.S. and the foreign student's ability to adjust to his Living and Dining problem. The analysis of the data further revealed that respondents who had spent more than 19 months in the U.S. tended to have experienced less problems than their counterparts who only spent between 1-18 months in the U.S. This relationship did not seem to apply to other problem areas.

In addition to the ANOVA tests, the mean scores also was used to determine which five problem areas were perceived by respondents in the different time groups as being most severe to each of them.

In Figure 42, one observes that there were three problem areas which were universally viewed as posing most severe problems to the highest number of respondents in each of the time groups.

In the area of Orientation, respondents who had spent between 37 months or more in the U.S. tended to experience the most severe

Variables	Age Groups	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.) 0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. & Selec.	1-18	2.43	XXXXXXXXXXXXXXXXXXXXX
	19-36	2.50	/////////////////////////////////[5]
	37+	3.75	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]
Orien.	1-18	4.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]
	19-36	3.33	/////////////////////////////////[2]
	37+	5.75	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]
Acade. Adv.	1-18	3.43	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	19-36	2.83	//////////////////////////////[4]
	37+	4.50	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]
Soc-Per	1-18	4.36	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
	19-36	2.83	/////////////////////////////////
	37+	4.75	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]
Liv-Din	1-18	3.93	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	19-36	1.83	//////////////////
	37+	2.00	ZZZZZZZZZZZZZZZZZZZZ
Health	1-18	2.50	XXXXXXXXXXXXXXXXXXXXXXXXX
	19-36	1.00	//////////
	37+	2.00	ZZZZZZZZZZZZZZZZZZZZ
Relig.	1-18	.92	XXXXXXXXXX
	19-36	.52	//////////
	37+	1.25	ZZZZZZZZZZ
English	1-18	4.79	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	19-36	2.50	ZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]
	37+	2.50	VVVVVVVVVVVVVVVVVVVVVVVVVV
Student Activ.	1-18	2.43	XXXXXXXXXXXXXXXXXXXX
	19-36	3.83	///[1]
	37+	1.53	ZZZZZZZZZZZZZZZZZ
Place.	1-18	2.85	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]
	19-36	3.00	////////////////////////////////[3]
	37+	2.00	ZZZZZZZZZZZZZZZZZZZZ
Finance	1-18	2.43	XXXXXXXXXXXXXXXXXXXXX
	19-36	2.17	///////////////////
	37+	2.78	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]

Figure 42.   Mean Scores and Graphic Presentation of Five Problem
Areas Perceived as Being Most Severe by Respondents
in Three Time Groups

problems--ranking this area their number one problem; respondents who had spent between 19-36 months in the U.S. ranked this area their second most severe problem while respondents who had spent between 1-18 months viewed this area as being their third problem.

Academic Advisement seemed to be perceived as being the fifth most severe problem to the respondents who had spent between 1-18 months; the same area was ranked as fourth by respondents who had spent 19-36 months, while those who had spent 37 months or over viewed the same problem as their number three problem. In Social-Personal problem area, both the respondents who had spent between 1-18 months and those who had spent 37 months and more ranked the area as their second most severe, while those who had spent between 19-36 months ranked the same area as problem number four.

In the area of English Language, Student Activities and Placement, respondents who had spent between 19-36 months ranked these areas as their fifth, first, and third problems, respectively, while all other time groups ranked the same area as no problem at all. Admissions and Selection seemed to have posed as problem number five for the 19-36 month group while the same area was viewed as fourth most severe problem for the 37 months or more group. The 1-18 month category did not view this area as a problem. While Living and Dining was perceived as being the fourth most severe problem among the 1-18 month-group, the area was not viewed as a problem by the other two groups. In Finances, only the 37 month or more category viewed it as posing a severe problem--ranked as the fifth most severe problem. All other groups did not perceive this as a problem area.

Language Backgrounds

The OCU respondents were placed in two language groups consistent with the state-wide design described on page 84 of this study. Those who spoke English Language as first preference were represented by two respondents, while those whose first preference was another language were represented by 22 respondents.

The results of the 't' tests indicated that there were significant differences in three problem areas, at the .05 level between respondents of different language backgrounds. The null hypotheses that there would be no strong relationship between the student's language background and the kinds of problems he experiences were rejected in 3 of the 11 problem areas while being supported in eight problem areas with no significant results, as seen in Table XXVII.

TABLE XXVII

ENGLISH AND NON-ENGLISH BACKGROUNDS COMPARED
WITH REGARD TO ADMISSIONS-SELECTION,
HEALTH AND FINANCES

Variables	Languages	N	Mean	Std. Dev.	df	t
Admission-Selection	English	2	6.00	5.66	1.0	.530
	Others	22	2.36	1.89	22.0	.036*
Health	English	2	6.00	2.83	1.1	.270
	Others	22	1.68	2.19	22.0	.015*
Finances	English	2	8.00	0.00	21.0	.000*
	Others	22	1.91	2.89	22.0	.008*

*Significant at the .05 level.

Respondents whose language preference was English tended to have experienced more problems in the areas of Admission and Selection, Health, and Finances, while respondents whose first preference was not English did not have similar experience. In addition to the 't' tests administered to determine the relationship between respondents' problems and their language backgrounds, the mean scores were used to determine which 5 of the 11 problem areas were viewed as being the most severe problem areas by the highest number of respondents in the two language groupings.

As seen in Figure 43, there were three problem areas in which respondents from the two language groupings universally perceived as posing very severe problems. In Orientation as in Social-Personal problems, respondents whose first preference was not English ranked these areas as their third and fifth, respectively. In the area of Living and Dining, respondents whose first preference was English tended to view this as their third most severe problem while those whose language preference was not English tended to rank the same area as their fourth problem area.

In other problem areas, the respondents with English Language backgrounds tended to rank Admission and Selection as their second most severe problem while the non-English background students did not view this area as a problem. English Language and Student Activities were ranked by respondents with the non-English Language background as their second and fifth problems, respectively. On the other hand, the respondents with English Language backgrounds did not rank any of these areas as being a problem.

While Admission and Selection, and Health Services were viewed as the second most severe problems by respondents whose language background

Variables	Language Backgrounds	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. &	Eng.	6.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
Selec.	Others	2.36	ZZZZZZZZZZZZZZZZZZZZZ
Orien.	Eng.	5.50	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]
	Others	4.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
Acade.	Eng.	2.50	XXXXXXXXXXXXXXXXXXXXXXXX
Adv.	Others	3.50	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]
Soc-Per	Eng.	4.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	Others	4.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]
Liv-Din	Eng.	3.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]
	Others	3.05	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]
*Health	Eng.	6.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
	Others	1.68	ZZZZZZZZZZZZZZZZZZZ
Relig.	Eng.	.50	XXXXXXXXXX
	Others	.91	ZZZZZZZZZZ
English	Eng.	3.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Others	3.90	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]
Student	Eng.	2.00	XXXXXXXXXXXXXXXXXXX
Activ.	Others	2.68	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]
Place.	Eng.	5.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	Others	2.55	ZZZZZZZZZZZZZZZZZZZZZZZZ
Finance	Eng.	8.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	Others	1.91	ZZZZZZZZZZZZZZZZZZ

*Significant at the .05 level.

Figure 43. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being the Most Severe by Respondents With English and Non-English Backgrounds

was English, the respondents whose first preference was another language did not view these areas as problems.

Geographical Regions

Five geographical regions into which the OCU respondents were grouped were represented on that campus. The groupings were consistent with the state-wide design described on page 68 of this study. Africa was represented by three respondents; European countries were represented by three respondents; Latin American countries were represented by one respondent; Middle East was represented by 18 respondents, and the Orientals were represented by one respondent. Because of the small number of respondents from three of the regions, only Africa and the Middle East were analyzed.

The analyses of variance "F" tests indicated that there was a significant difference in only 1 of the 11 problem areas at the .05 level. The null hypotheses that there would be no strong relationship between the foreign students' problems and the geographical regions from which he comes were supported in all but 1 of the 11 problem areas.

The obtained "F" results (.023, less than .05; df=4) revealed that in the area of English Language, there was a strong relationship between the student's geographical region and his ability to express himself or understand the English language. The results further indicated that respondents from Africa tended to experience far less problems with English than their counterparts from the Middle Eastern countries.

Besides the "F" tests, the mean scores were also used to determine which 5 of the 11 problem areas were perceived by the largest number of respondents from the two regions as being most severe problems. As

seen through Figure 44, respondents from both Africa and the Middle East tended to perceive universally, four problem areas as being most severe to them irrespective of their regions of origin. In the areas of Orientation, Academic Advisement and Social-Personal problems, respondents from Africa ranked these areas as their third, second, and third most severe problems, respectively. The Middle Eastern students, on the other hand, ranked the same problem areas as number one, number four, and second most severe problems, respectively. In English Language, while the Africans viewed it as their fifth most severe problem, the Middle Easterners perceived it as their third most severe problem.

African students also ranked Placement Services and Finances as their most severe--ranked number one, while the Middle East respondents did not view as a problem any of the two areas. The Middle Easterners also tended to view Admission and Selection as their fifth ranking problem while the area was no problem to the Africans. Other rankings by both groups can be seen in Figure 44.

Age

The OCU respondents were placed in three age-groups just as their counterparts were placed in other institutions, as described on page of this study. Five responses were received from the 17-21 year-old bracket; 17 responses were received from the 22-32 year-old category while two were received from the 33 year-old and over group. Only the data of the 17-21 and the 22-32 age groups were analyzed, as the 33 year-old or over group was too small a number for a reliable analysis.

The analyses of variance "F" tests indicated that there were significant differences in 2 of the 11 problem areas at the .05 level. The null

Variables	Geographic Regions	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. & Selec.	Africa	.67	XXXXXXXXXX								
	Middle E.	3.33	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]								
Orien.	Africa	3.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
	Middle E.	4.55	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]								
Acade. Adv.	Africa	3.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]								
	Middle E.	3.56	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]								
Soc-Per	Africa	3.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
	Middle E.	4.28	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]								
Liv-Din	Africa	2.00	XXXXXXXXXXXXXXXXXXXXX[4]								
	Middle E.	3.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Health	Africa	1.33	XXXXXXXXXX								
	Middle E.	2.11	ZZZZZZZZZZZZZZZZZZZZZ								
Relig.	Africa	1.00	XXXXXXXXXX								
	Middle E.	.94	ZZZZZZZZZZ								
*English	Africa	1.67	XXXXXXXXXXXXXXXXXXX[5]								
	Middle E.	3.89	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]								
Student Activ.	Africa	.33	XXXXX								
	Middle E.	3.27	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Place.	Africa	3.67	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]								
	Middle E.	2.94	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Finance	Africa	3.67	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]								
	Middle E.	2.28	ZZZZZZZZZZZZZZZZZZZZ								

Figure 44. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being Most Severe by Respondents From Africa and the Middle East

hypotheses that there would be no strong relationship between respondent's age and the way he adjusts to his problems were rejected in 2 of the 11 problem areas and supported in the nine areas which were not statistically significant (see Table XXVIII).

TABLE XXVIII

ANOVA TESTS FOR SOCIAL-PERSONAL AND LIVING-DINING
PROBLEMS WITH REGARD TO TWO AGE GROUPS

Variables	Source	df	Sum of Sq.	Mean Sq.	F
Social-Personal	Age-GP	2	31.89	15.95	.054[*]
	Residual	22	101.06	4.81	
Living-Dining	Age-GP	2	25.80	12.90	.025[*]
	Residual	22	62.03	2.95	

[*]Significant at the .05 level.

An analysis of the data revealed that while respondents who were in the 17-21 year-old category tended to experience some problems with Social-Personal and Living and Dining, the older students, aged 22-32 did not seem to experience as many problems as the younger students. The statistically significant results obtained from the analysis seems to suggest that there was a strong relationship between the age of the foreign students and their ability to adjust to the two problem areas.

In addition to the ANOVA tests, the mean scores were used to

determine which 5 of the 11 problem areas were perceived as being the most severe by the largest number of respondents from the two age-groups. As seen through Figure 45, four problem areas were universally checked by the highest number of respondents from the two age-groups as being the most severe.

While in Academic Advisement area, both age-groups—17-21 and 22-32 tended to perceive the area as being the fourth most severe, the two age groups also ranked the English language as their third most severe problem. In Social-Personal problem area, the 17-21 year-old bracket tended to view this as their most severe problem—ranking it number one; the 22-32 year old perceived this as their second most severe problem. Besides these rankings, the respondents who were in the 17-21 year old group ranked Living-Dining, and Health Services as their second and fifth most severe problems, respectively. The 22-32 year old group, on the other hand, ranked both Student Services and Placement Services as their fifth most severe problem.

Academic Major

Only four of the six academic disciplines into which every respondent was placed state-wide were represented on the OCU campus. There were 13 respondents from the Arts and Sciences and related studies; two respondents from the Agriculture students; seven respondents from Engineering and related areas; and one respondent from Veterinary Medicine, Nursing and health-related areas. Because of the paucity of respondents from Agriculture and Veterinary Medicine and health-related areas, only the data from the Arts and Sciences and Engineering were analyzed.

An analysis of the data revealed that there was a significant

Variables	Age Groups	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. &	17-21	2.80	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Selec.	22-32	2.70	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Orien.	17-21	3.80	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^4
	22-32	4.24	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^1
Acade.	17-21	3.80	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^4
Adv.	22-32	3.53	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^4
*Soc-Per	17-21	5.20	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^1
	22-32	4.12	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^2
*Liv-Din	17-21	5.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^2
	22-32	2.71	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Health	17-21	3.20	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	22-32	1.94	ZZZZZZZZZZZZZZZZZZZZ
Relig.	17-21	.60	XXXXXXXXXX
	22-32	1.00	ZZZZZZZZZZ
English	17-21	4.60	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^3
	22-32	4.06	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^3
Student	17-21	2.00	XXXXXXXXXXXXXXXXXXXX
Activ.	22-32	3.06	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^5
Place.	17-21	2.00	XXXXXXXXXXXXXXXXXXXX
	22-32	3.06	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^5
Finance	17-21	2.00	XXXXXXXXXXXXXXXXXXXX
	22-32	2.76	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ

*Significant at the .05 level.

Figure 45. Mean Scores and Graphic Presentation of Five Problem
Areas Perceived as Being Most Severe by Age Groups
17-21 and 22-32

difference at the .05 level in only 1 of the 11 problem areas between respondents of different academic disciplines.

The null hypotheses that there would be no strong relationship between the foreign students' academic major and the kinds of problems he experiences were supported in all but 1 of the 11 problem areas. The obtained "F" results (.002, less than .05; df=3) was highly significant in the area of Finances, indicating that respondents in the Arts and Sciences tended to be less troubled than their counterparts in the Engineering discipline. There seemed to be a probability that Engineering students' problems were related to their academic discipline.

In addition to the ANOVA tests, the mean scores were used to determine which 5 of the 11 problem areas were perceived as being most severe by the largest number of respondents in the two disciplines.

An analysis of the data indicated that respondents in both academic disciplines checked four problem areas as being universally troublesome to them, even if such choices differed in severity. In Orientation, respondents in the Arts and Sciences ranked this area their most severe problem—number one, while Engineers ranked the same problem their number five most severe area. Academic Advisement and Social-Personal problems were ranked as problem numbers two and three, respectively, by the Arts and Sciences students, while the same problems were ranked as fourth and number one by the Engineering students.

English Language, viewed as problem number four by the Arts and Sciences students was ranked as the second most severe problem by the Engineering respondents.

In other problem areas, the Arts and Sciences students ranked student Activities and Placement Services as their fifth most severe problems

Variables	Academic Majors	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. &	A&S	2.31	XXXXXXXXXXXXXXXXXXXX								
Selec.	Engrs	3.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Orien.	A&S	4.15	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]								
	Engrs	3.29	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]								
Acade.	A&S	3.69	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]								
Adv.	Engrs	3.43	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]								
Soc-Per	A&S	3.28	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	Engrs	4.71	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]								
Liv-Din	A&S	2.31	XXXXXXXXXXXXXXXXXXXX								
	Engrs	3.71	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]								
Health	A&S	1.15	XXXXXXXXXX								
	Engrs	2.57	ZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Relig.	A&S	1.31	XXXXXXXXXX								
	Engrs	.29	ZZZZZ								
English	A&S	2.85	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]								
	Engrs	4.14	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]								
Student	A&S	2.54	XXXXXXXXXXXXXXXXXXXXXXXXXXX[5]								
Activ.	Engrs	2.14	ZZZZZZZZZZZZZZZZZZZZZ								
Place.	A&S	2.54	XXXXXXXXXXXXXXXXXXXXXXXXXXX[5]								
	Engrs	2.29	ZZZZZZZZZZZZZZZZZZZZ								
*Finance	A&S	1.46	XXXXXXXXXX								
	Engrs	1.86	ZZZZZZZZZZZZZZZZZZZZ								

*Significant at the .05 level.

Figure 46. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being Most Severe by Engineering and Arts and Sciences Students

while Engineers did not view the two areas as problems. And, while the Engineers perceived Living and Dining as being their third most severe problem area, respondents in the Arts and Sciences did not view this area as a problem as can be seen in Figure 46.

Other Types of Questions

In addition to the 132 statements in the main study, the OCU respondents were asked some questions to which they were requested to give their opinions. A space was provided at the end of the question so that individual statements could be made. The statements can be found at the end of this study in Appendix H. In question one, respondents were asked: "Do you feel that the statements which you have marked on Pages 2 and 3 provided a fairly complete picture of the problem areas currently troubling you? Yes ___ No ___." Nineteen of the 25 respondents (76 percent) felt that the statements which they had marked provided a fairly complete picture of the problem areas currently troubling them, while four respondents (16 percent) did not feel that way. Another two (8 percent) were not sure (see Table X, page 87).

In question two, the respondents were asked: "Do you feel that this procedure of helping you identify problem areas is worthwhile, even though you might not have enjoyed checking the statements? Yes ___ No ___." Fourteen of the respondents (56 percent) felt that the research procedure was worth their while; two (8 percent) did not feel that way, while nine (36 percent) were unsure (see Table XI, page 88).

In the third question, the respondents were asked: "To whom do you most frequently go for help in resolving problems which have confronted you? For example, counselors, foreign student advisor, fellow students

from your home country, faculty, etc. Please list in order of prefer-
ence." Fifteen of the 50 responses (30 percent) checked "Fellow students
from home country," as their first choice, while 14 (28 percent) checked
"Foreign Student Advisor," as their second choice. Eight respondents
(16 percent) checked "Faculty Adviser/Counselor," as their third choice.
Other choices made by the OCU respondents can be found in Table XII, page
90. In question four, the OCU respondents were asked if they would like
to discuss their problems and concerns with someone. The 10 students who
answered "Yes" and signed their names were sent letters in which they
were informed that the date April 25, 1980, between the hours of 9:30
a.m. and 9:30 p.m. had been set aside for discussing their problems and
concerns through the telephone. A copy of the letter can be found in
Appendix K.

Discussion: Most Severe Problem Areas

Some problem areas did seem to trouble, campus-wide, the OCU inter-
national students more than others. Such problem areas, whenever they
occurred, tended to attract the highest mean scores. The five problem
areas which tended to perturb the highest number of respondents were:
Orientation (4.14), Social-Personal problems (4.04), and English Language
(3.83). Other problem areas were Academic Advisement (3.46) and Living
and Dining (3.08). Details can be seen in Table XIII, page 93.

Discussion: Specific Problem Types

In addition to identifying the most severe problems, the OCU inter-
national students also were given the opportunity to check specific types
of problems that tended to bother them most. The 10 groups of problems,

in the form of statements, were those that were checked by the highest percentage of responses. Each specific problem is followed by the percentage of the respondents that checked it as severe, denoted with "*" or most severe, denoted with "**," while the problem area in which the specific problem can be found appears in parentheses.

1. Attitude of some students toward "foreign" students-- 50%*; 33.3%** (Social Problem).

2. Attitude of some U.S. people to skin color--41.6%*; 25%** (Personal Problem).

3. Concept of being a "foreign" student--29.17%*; 33.33%** (Orientation).

4. Lack of opportunities to meet more U.S. people--37.50%*; 8.33%** (Student Activities).

5. Understanding U.S. "slang"--16.67%*; 25.00%** (Language).

6. Homesickness--20.83%*; 20.83%** (Personal).

7. a) Unfavorable remarks about home country--16.67%*; 20.83%** (Orientation).

   b) Writing or typing term (semester) papers--16.67%*; 20.83%** (Academic Problem).

   c) Taste of food in United States--33.33%*; 4.17%** (Dining).

   d) Being lonely--20.83%*; 16.67%** (Social Problem).

   e) Trying to make friends--20.83%*; 16.67%** (Social).

   f) Concerned about grades--29.17%*; 8.33%** (Academic Records).

8. U.S education not what was expected--29.17%*; 4.17%** (Placement Problem).

9. a) Lack of invitations to visit in U.S. homes--25%*; 8.33%** (Student Activities).

b) Being accepted in social groups--20.83%*; 12.50%** (Social).

c) Giving oral reports in class--12.50%*; 20.83%** (English).

d) Problems concerning housing--8.33%*; 25%** (Living).

10. a) Costs of buying food--25%*; 4.17%** (Dining Problem).

b) Differences in U.S. and home education--29.17%*; 0%** (Pre-Arrival Orientation).

<div align="center">

Analysis of Oklahoma City Southwestern

College (PRU2) Oklahoma City

</div>

Ten international students (3.29 percent of state-wide responses) from the campus of Oklahoma City Southwestern College, returned usable questionnaires. Of this number, three were married and seven were single students.

Marital Status

The results of the 't' tests indicated that there were no significant differences at the .05 level between married and single students in any of the 11 problem areas. The null hypotheses that there would be no significant differences--no strong relationship between the foreign student's problems and his marital status, were supported in each of the 11 problem areas.

In addition to the 't' tests, the mean scores were also used to determine which 5 of the 11 problem areas were perceived as posing the most severe problems to the largest number of respondents both married and single.

As can be seen in Figure 47, there were seven problem areas in which respondents in both marital categories universally perceived as being

Variables	Marital Status	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. &	M	1.67	XXXXXXXXXXXXXXXXXXXXX[4]								
Selec.	S	1.71	ZZZZZZZZZZZZZZZZZZZZZ[4]								
Orien.	M	2.67	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]								
	S	3.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]								
Acade.	M	2.67	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]								
Adv.	S	2.57	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]								
Soc-Per	M	2.67	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]								
	S	3.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]								
Liv-Din	M	2.33	XXXXXXXXXXXXXXXXXXXXXX[3]								
	S	4.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]								
Health	M	.67	XXXXXXXXXX								
	S	1.42	ZZZZZZZZZZ								
Relig.	M	2.33	XXXXXXXXXXXXXXXXXXXXXX[3]								
	S	.57	ZZZZZZZZZZ								
English	M	1.33	XXXXXXXXXX								
	S	4.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]								
Student	M	1.33	XXXXXXXXXX								
Activ.	S	4.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]								
Place.	M	1.00	XXXXXXXXXX								
	S	1.14	ZZZZZZZZZZ								
Finance	M	3.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]								
	S	3.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]								

Figure 47. Mean Scores and Graphic Presentation of Five Problem
Areas Perceived as Being Most Severe by Married
and Single Students

the most severe to them--irrespective of their marital statuses. In
problem areas such as Admissions and Selection, Orientation, and Social-
Personal, both married and single students ranked these areas as fourth,
second, and second most severe problems, respectively. In Academic
Advisement, however, the married students viewed it as being their fourth
most severe while the single students ranked the same areas as being
their third most severe problem.

Living and Dining, and Student Activities which were ranked the
third and fifth most severe problems, respectively, by married students,
were both ranked the most severe problem--number one--by single students.
Other rankings by both married and single students can be seen in Figure
47.

Academic Classifications

Oklahoma City Southwestern College is a junior college where all
respondents were undergraduates, hence no tests were administered between
graduate and undergraduate students.

Sex

Two of the 10 respondents from OCSWC were females while eight were
males. The 't' tests indicated that there was a significant difference
between male respondents and female respondents at the .05 level in 1
of the 11 problem areas.

The null hypotheses that there would be no significant relationship
between the respondents' sex and the kinds of problems they experience
were supported in all but 1 of the 11 problem areas. In the area of
Finances, the obtained 't' results (.032, was less than .05; df=2.3; and

.005, less than .05; df=8) were highly significant--indicating that the female students' problems were probably related to their sex differences.

In addition to the 't' tests, the mean scores were used to determine which 5 of the 11 problem areas were viewed as being the most severe by the highest number of respondents of both sexes. As can be seen in Figure 48, respondents from both sexes universally checked five problem areas as being most severe to them--irrespective of sex--an indication that the problems troubled them as individuals rather than as female or male students.

In the area of Orientation, both female and male respondents tended to perceive the area as being their third most severe problem. In the areas of Academic Advisement, Social-Personal, and Living-Dining, where females ranked as problems numbers three, two, and four, respectively, males ranked the same problems as their third, second, and most severe problem--number one, respectively. As can be seen in Figure 48, the female respondents also ranked religion and English Language as their fifth most severe problem areas, while ranking Finances as their most severe problem--number one. On the other hand, male respondents ranked the three areas as no problem at all. In the area of English which was ranked as number five by females, males viewed it as being their number two most important problem.

Nationalities

Six countries were represented on the OCSWC. Of this number, Nigeria, with three respondents, had the highest number of respondents, while Lebanon and Iran had two respondents each. Other countries that responded include: Venezuela, Ghana, and Jordan. Each of these countries were represented by one respondent each. Because of the small

Variables	Sex	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. &	Female	2.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
Selec.	Male	1.50	ZZZZZZZZZZZZZZZZZZZZ
Orien.	Female	5.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]
	Male	2.38	ZZZZZZZZZZZZZZZZZZZZZ[3]
Acade.	Female	5.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]
Adv.	Male	2.00	ZZZZZZZZZZZZZZZZZZZZ[5]
Soc-Per	Female	5.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
	Male	2.25	ZZZZZZZZZZZZZZZZZZZZZ[4]
Liv-Din	Female	3.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	Male	3.50	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]
Health	Female	2.00	XXXXXXXXXXXXXXXXXXXX
	Male	1.00	ZZZZZZZZZZZZZZZZZZZZ
Relig.	Female	2.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	Male	.75	ZZZZZZZZZZ
English	Female	2.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	Male	3.38	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]
Student	Female	1.00	XXXXXXXXXX
Activ.	Male	1.25	ZZZZZZZZZZ
Place.	Female	2.00	XXXXXXXXXXXXXXXXXXXX
	Male	.87	ZZZZZZZZZZ
*Finance	Female	8.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	Male	1.88	ZZZZZZZZZZZZZZZZZZZZ

*Significant at the .05 level.

Figure 48. Mean Scores and Graphic Presentation of Five Problem
Areas Perceived as Being the Most Severe by Both
Female and Male Respondents

number of respondents from each of the countries, only the mean scores were used for determining which five areas were perceived as being the most severe problem areas.

As can be seen in Figure 49, three problem areas seemed to have posed as being the most severe problem areas to a majority of respondents in each of the three countries whose data were analyzed.

In the area of Orientation, the Nigerian students viewed this area as being their third most severe problem; the Lebanese ranked this area as being their fourth most severe, while the Iranians viewed the same area as being their second most severe problem.

Social-Personal problems seemed to have been perceived as being the second most troubling area to both the Nigerian and Lebanese respondents while the Iranians ranked the areas as their fourth. In Finances, while the Nigerians ranked this area as their most severe, as number one, the Lebanese viewed the area as their third most severe. The Iranians ranked Finances as their fifth most severe problem.

Other problem areas ranked by the respondents from the three countries were Academic Advisement, ranked by the Nigerians as being the fourth most severe, by the Lebanese as being the fifth most severe, and by the Iranians as being no problem at all. English Language, which was ranked by the Iranians as being the third most severe problem was ranked as no problem by both the Nigerians and the Lebanese. Placement problems was ranked by the Iranians as their most severe problem and as no problem by both the Nigerians and the Lebanese.

Length of Time in the U.S.

In view of the fact that Oklahoma City Southwestern College is a

Variables	Nationalities	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			.0.0 .0.5 .1.0 .1.5 .2.0 .2.5 .3.0 .3.5 .4.0+
Adm. & Select.	Nigeria	2.37	XXXXXXXXXXXXXXXXXXXX
	Lebanon	2.43	/////////////////////
	Iran	2.53	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Orien.	Nigeria	3.72	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]
	Lebanon	3.43	/////////////////////////////////[4]
	Iran	3.64	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]
Acade. Adv.	Nigeria	3.28	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	Lebanon	4.57	///[1]
	Iran	3.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Soc-Per	Nigeria	3.83	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]
	Lebanon	4.29	///[2]
	Iran	3.29	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
Liv-Din	Nigeria	3.36	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	Lebanon	3.14	///////////////////////////////[5]
	Iran	2.87	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Health	Nigeria	1.67	XXXXXXXXXXXXXXXXXX
	Lebanon	2.85	/////////////////////////////
	Iran	1.82	ZZZZZZZZZZZZZZZZZZ
Relig.	Nigeria	2.09	XXXXXXXXXXXXXXXXXXX
	Lebanon	.86	//////////
	Iran	1.40	ZZZZZZZZZ
English	Nigeria	1.74	XXXXXXXXXXXXXXXXXX
	Lebanon	3.00	//////////////////////////////
	Iran	3.62	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]
Student Activ.	Nigeria	2.91	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Lebanon	2.29	//////////////////////
	Iran	2.67	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Place.	Nigeria	2.43	ZZZZZZZZZZZZZZZZZZZZZ
	Lebanon	2.71	//////////////////////////////
	Iran	4.05	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]
Finance	Nigeria	4.60	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	Lebanon	3.86	///[3]
	Iran	3.26	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ

Figure 49. Mean Scores and Graphic Presentation of Five Most Severe Problem Areas Perceived as Being Most Severe by Respondents in Nigeria, Lebanon, and Iran.

junior college, respondents did not spend up to 36 months on that campus.
The time group divisions which were applied to other campuses described
on page 76 of this study were not applied strictly to the OCSWC, only
two time groups were used.

Foreign students who had spent between 1-18 months in the U.S. were
represented by six respondents, while those who had spent between 19-36
months were represented by four respondents.

The analyses of variance "F" test results indicated that there were
no significant differences at the .05 level between respondents of dif-
ferential lengths of time in the U.S. The null hypotheses that there
would be no significant relationship between the respondents' length of
time in the U.S. and the kinds of problems he experiences, were supported
in each of the 11 problem areas.

In addition to the analyses of variance tests, the mean scores were
also used to determine which 5 of the 11 problem areas were perceived
as being the most severe problem areas by the largest number of respon-
dents from the two time groups. Figure 50 shows that there were five
problem areas which were universally checked as being very severe by
respondents of both time groups.

In the area of Orientation, respondents who had spent between 1-18
months ranked this area as their third most severe problem, while respon-
dents who had spent between 19-36 months viewed the same area as being
their fourth most severe problem area. In Social-Personal and Living
and Dining problems, the 1-18 months of stay ranked the two areas as
fifth and second, respectively. However, the respondents of 19-36 month
duration in the U.S. ranked both areas differently: Living and Dining
was ranked most severe--number one problem, while Social-Personal

Variables	Time Groups	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. &	1-18	2.33	XXXXXXXXXXXXXXXXXXX
Selec.	19-36	4.75	///
Orien.	1-18	3.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]
	19-36	2.00	/////////////////////[2]
Acade.	1-18	2.67	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]
Adv.	19-36	2.50	////////////////////////////[3]
Soc-Per	1-18	3.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	19-36	2.75	///////////////////////////[2]
Liv-Din	1-18	3.83	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
	19-36	3.00	//////////////////////////////[1]
Health	1-18	1.67	XXXXXXXXXXXXXXXXXXX
	19-36	.50	//////////
Relig.	1-18	1.00	XXXXXXXXXX
	19-36	1.25	//////////
English	1-18	4.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	19-36	1.50	///////////////////[5]
Student	1-18	1.67	XXXXXXXXXXXXXXXXXXX
Activ.	19-36	.50	//////////
Place.	1-18	1.33	XXXXXXXXXX
	19-36	.75	//////////
Finance	1-18	3.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	19-36	2.75	///////////////////////////[2]

Figure 50.   Mean Scores and Graphic Presentation of Five Problem
Areas Perceived as Being Most Severe by Respondents
From Two Time Groups: 1-18 Months; 19-36 Months

was the second most severe problem.

English Language was viewed as being the most severe problem area by the time group 1-18 months; and Finances was viewed as being the fourth most severe by the same group; however, English was ranked as problem number five by the time group 19-36; this group also ranked Finances as their second most severe problem.

One other problem area that was included within the five most severe problem areas was Academic Advisement. This area was viewed as being the third most severe problem area by the time group 19-36 months. The 1-18 months group did not include this area within their five most severe problems, as seen through Figure 50.

Language Backgrounds

The OCSWC respondents were placed in two language groups like their counterparts on other campuses in the study. The respondents whose first preference was the English Language were represented by two respondents while those whose first preference was another language were represented by eight respondents. Because of the small number of respondents in each language group, the 't' test results were invalid. The hypotheses were also rendered irrelevant.

The mean scores were, however, used to determine which 5 of the 11 problem areas were perceived as being the most severe to the largest number of respondents in each of the language groups. As can be seen in Figure 51, there were seven problem areas grouped together as five most severe problems. In the area of Admission and Selection, both groups ranked this area as being their number five problem. In Orienta-tion, Academic Advisement, Social-Personal, and Living-Dining,

Variables	Language Groups	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. & Selec.	Eng.	3.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	Others	1.25	ZZZZZZZZZ[5]
Orien.	Eng.	4.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]
	Others	2.50	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]
Acade. Adv.	Eng.	7.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
	Others	1.50	ZZZZZZZZZZZZZZZZZZZZZZZ[4]
Soc-Per	Eng.	4.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]
	Others	2.50	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]
Liv-Din	Eng.	8.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	Others	2.38	ZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]
Health	Eng.	1.50	XXXXXXXXXXXXXXXXXX
	Others	1.13	ZZZZZZZZZ
Relig.	Eng.	2.00	XXXXXXXXXXXXXXXXXXXX
	Others	.88	ZZZZZZZZZZ
English	Eng.	4.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	Others	3.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]
Student Activ.	Eng.	2.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Others	.88	ZZZZZZZZZZ
Place.	Eng.	2.00	XXXXXXXXXXXXXXXXXXXX
	Others	.88	ZZZZZZZZZZ
Finance	Eng.	3.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	Others	3.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]

Figure 51. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being the Most Severe by Respondents of English and Non-English Backgrounds

respondents whose first preference was English Language ranked these
areas as their third, second, third, and most severe problem areas.
Respondents whose first preference was other languages ranked the same
problem areas as their second, fourth, second, and third most severe
problems, respectively.

Other areas which bothered the respondents were English Language,
ranked as being the most severe problem--ranked as number one by respon-
dents whose language preference was not English, and Finances, ranked
as number one by the same group. Respondents whose first preference was
English ranked the same areas as being their problem numbers four and
five, respectively.

Geographical Regions

Respondents at OCSWC were placed in geographical regions similar
to that described on page 68 of this study. However, only three of the
five geographical regions were represented on the OCSWC campus. While
Africa was represented by four respondents, Latin America was represented
by one student and Middle East was represented by five respondents.
Because of the paucity of respondents from Latin American countries, only
the data relating to Africa and the Middle East were analyzed.

The analyses of variance "F" tests indicated that there were no sig-
nificant differences at the .05 level between respondents of different
geographical regions. The null hypotheses that there would be no strong
relationship between the respondent's problems and his geographical
regions of origin were supported in all of the 11 problem areas.

In addition to the ANOVA tests, the total mean scores were used to
determine which 5 of the 11 problem areas were perceived as being the

most severe problem by the largest number of respondents from the two regions under study.

As can be observed in Figure 52, there were five problem areas in which respondents from both regions universally perceived as being most severe problem areas, irrespective of the differences in their geographical regions of origin. In areas such as Orientation and Social-Personal problems, both the Africans and the Middle Eastern students viewed them as being their third most severe problems. In Admissions and Selection, while African students viewed this as their fourth most severe problem, the Middle Easterners perceived the same problem area as their fifth most severe problem area. While African students ranked Living and Dining, and Finances as their second and third most severe problems, respectively, those two areas were being viewed as problem numbers three and two, respectively, by the Middle Easterners. Other problem areas which were perceived as being troublesome were academic advisement and religion-- viewed as being the number one problem and the fifth most severe problem by the Africans, and viewed as no severe problems by the Middle Easterners; English Language and Student Activities--perceived as being the number one, and the fifth most severe, respectively, by the Middle Easterners and viewed as being no problem by the Africans.

Academic Major

The OCSWC international students were placed in academic disciplines similar to those of their counterparts which are described on page 79 of this study. Only two groups--the Arts and Sciences, represented by four respondents, and Engineering, represented by five respondents--were represented on that campus.

Variables	Geographical Regions	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. & Selec.	Africa	3.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]								
	Middle E.	1.00	ZZZZZZZZZZ[5]								
Orien.	Africa	4.25	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
	Middle E.	2.40	ZZZZZZZZZZZZZZZZZZZZZZZZ								
Acade. Adv.	Africa	5.25	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]								
	Middle E.	.80	ZZZZZZZZZZ								
Soc-Per	Africa	4.25	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
	Middle E.	2.40	ZZZZZZZZZZZZZZZZZZZZZZZZ[3]								
Liv-Din	Africa	5.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]								
	Middle E.	2.40	ZZZZZZZZZZZZZZZZZZZZZZZZ[3]								
Health	Africa	1.25	XXXXXXXXXX								
	Middle E.	1.40	ZZZZZZZZZZ								
Relig.	Africa	2.75	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]								
	Middle E.	.00									
English	Africa	2.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX								
	Middle E.	4.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]								
Student Activ.	Africa	1.75	XXXXXXXXXXXXXXXXXXX								
	Middle E.	1.00	ZZZZZZZZZZ								
Place.	Africa	1.75	XXXXXXXXXXXXXXXXXXX								
	Middle E.	.80	ZZZZZZZZZZ								
Finance	Africa	4.25	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
	Middle E.	2.80	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]								

Figure 52. Mean Scores and Graphic Presentation of Five Problem
Areas Perceived as Being Most Severe by African
and Middle Eastern Students

The analyses of variance "F" tests indicated that there were significant differences in 5 of the 11 problem areas at the .05 level, between respondents of different academic disciplines.

The null hypotheses that there would be no strong relationship between respondents' majors and the kinds of problems they experience, were rejected in 5 of the 11 problem areas and supported in the other six areas with no significant differences.

As can be seen in Table XXIX respondents in the Arts and Sciences consistently tended to experience more problems in the five problem areas --Orientation, Academic Advisement, Social-Personal, Living-Dining, and Finances.

The tests further indicated that there existed a strong probability that the students' problems were related to their academic disciplines --Engineering students did not seem to experience as much difficulties in the problem areas as their counterparts in the Arts and Sciences.

In addition to the ANOVA tests, the mean scores were used to determine which 5 of the 11 problem areas were viewed as posing the most severe problems to the largest number of respondents of both academic disciplines. In Figure 53 it can be observed that respondents in both Engineering and the Arts and Sciences disciplines were agreed on five problem areas as being the most severe problem areas to the two groups.

In the area of Living and Dining, both groups ranked this as their second most severe problem. Academic Advisement was, however, the most troublesome problem to the Arts and Sciences respondents--ranking the problem as number one. The Engineering students did not rank this area among the five most severe problems. The Arts and Sciences respondents also ranked Social-Personal problems as their third; English Language

as their fifth, and Finances as their second most severe problems.

Engineering students, on the other hand, tended to rank those three

problem areas as their fourth, their number one, and their third problem

areas, respectively.

TABLE XXIX

ANOVA TESTS FOR ORIENTATION, ACADEMIC ADVISEMENT,
SOCIAL-PERSONAL, AND LIVING-DINING
WITH REGARD TO ACADEMIC MAJORS

Variables	Source	df	Sum of Sq.	Mean Sq.	F
Orientation	Major	1	34.67	34.67	.009[*]
	Residual	7	19.55	2.79	
Academic Advisement	Major	1	69.69	69.69	.027[*]
	Residual	7	63.20	9.03	
Social-Personal	Major	1	35.56	35.56	.002[*]
	Residual	7	10.00	1.43	
Living-Dining	Major	1	28.00	28.00	.059[*]
	Residual	7	39.55	5.65	
Finances	Major	1	38.27	38.27	.042[*]
	Residual	7	43.95	6.28	

[*]Significant at the .05 level.

Other problem areas that perturbed the students were: Student

Activities, ranked as fourth most severe problem by the Engineering

respondents; the same area was not ranked among the five most severe

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Variables	Academic Majors	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. & Selec.	A&S	3.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	Engrs	.40	ZZZZZ
Orien.	A&S	4.75	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	Engrs	.80	ZZZZZZZZZZ[5]
Acade. Adv.	A&S	6.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	Engrs	.60	ZZZZZZZZZZ
Soc-Per	A&S	5.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]
	Engrs	1.00	ZZZZZZZZZZ
Liv-Din	A&S	5.75	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
	Engrs	2.20	ZZZZZZZZZZZZZZZZZZZZZZ
Health	A&S	1.75	XXXXXXXXXXXXXXXXXXXX
	Engrs	.60	ZZZZZZZZZZ
Relig.	A&S	2.25	XXXXXXXXXXXXXXXXXXXX
	Engrs	.40	ZZZZZ
English	A&S	3.25	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
	Engrs	3.40	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]
Student Activ.	A&S	1.75	XXXXXXXXXXXXXXXXXXXX
	Engrs	1.00	ZZZZZZZZZZ[4]
Place.	A&S	2.00	ZZZZZZZZZZZZZZZZZZZZ
	Engrs	.60	XXXXXXXXXX
Finance	A&S	5.75	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
	Engrs	1.60	ZZZZZZZZZZZZZZZZZZZZZZZZ[3]

*Significant at the .05 level.

Figure 53. Mean Scores and Graphic Presentation of Five Problem
Areas Perceived as Being Most Severe by Respondents
in the Arts and Sciences and Engineering

problems by the Arts and Sciences respondents. Again, the Arts and Sciences respondents also ranked as the fourth most severe problem, Orientation, which was viewed as being the fifth most severe problem by Engineering students.

Age

The OCSWC respondents, like their counterparts state-wide, were placed in three age groups consistent with the pattern described on page of this study. Respondents who were aged between 17-21 years, were represented by three respondents; six respondents represented the 22-32 years group, while one respondent represented the 33 years old or older students. Because of the small number of respondents in the age group 33 years or older, the latter group was dropped from the analyses. Only those data from the 17-21 and 22-32 years of age were analyzed.

The analyses of the data revealed that there were no significant differences at the .05 level between respondents of different ages. The null hypotheses that there would be no significant differences between respondents of different age groups; there would be no strong relationship between respondents' ages and the kinds of problems they experience, were supported in each of the 11 problem areas.

In addition to the analyses of variance "F" tests, the mean scores were also used to determine which 5 of the 11 problem areas were perceived as being the most severe, by respondents in both age groups under study.

The analyses in Figure 54 indicates that in five problem areas, respondents in both age groups tended to have been troubled by the same problems, even if the degree of severity may have differed from age group to age group and from problem to problem. In the area of Orientation,

Variables	Age Groups	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. & Selec.	17-21	1.67	XXXXXXXXXXXXXXXXXXXXX^5								
	22-32	2.00	ZZZZZZZZZZZZZZZZZZZZZ								
Orien.	17-21	3.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX$^2_4$								
	22-32	3.17	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Acade. Adv.	17-21	1.33	XXXXXXXXXX								
	22-32	3.50	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^2								
Soc-Per	17-21	3.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX$^2_4$								
	22-32	3.17	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ								
Liv-Din	17-21	2.67	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^3								
	22-32	4.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^1								
Health	17-21	2.33	XXXXXXXXXXXXXXXXXXXX^4								
	22-32	.83	ZZZZZZZZZZ								
Relig.	17-21	.00									
	22-32	.00									
English	17-21	3.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^2								
	22-32	3.33	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^3								
Student Activ.	17-21	1.00	XXXXXXXXXX								
	22-32	1.50	ZZZZZZZZZZZZZZZZZZZZZ								
Place.	17-21	.67	ZZZZZZZZZZ								
	22-32	1.50	XXXXXXXXXXXXXXXXXXXXX								
Finance	17-21	4.67	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^1								
	22-32	2.83	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^5								

Figure 54.   Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being the Most Severe by Two Age Groups 17-21, and 22-32.

respondents who were aged 17-21 years viewed this area as being their
second most severe problem, while the 22-32 years group ranked the same
area as fourth most severe problem. Social-Personal problems which were
ranked the second most severe problem by the respondents in the 17-21
age group were ranked as being the fourth most severe problem by respon-
dents in the 22-32 age group also.

In the areas of Finances, English Language, and Living and Dining,
respondents aged 17-21 years, tended to perceive these areas as being
their problem numbers one, two, and three, respectively. On the other
hand, respondents in the 22-32 age bracket ranked the three areas as
being their problem numbers five, three, and one, respectively.

Two other problem areas that tended to bother the 17-21 years group
were Admission and Selection--ranked number five; and Health Services--
ranked number four. Those areas were not ranked among the five most
severe areas by the 22-32 age group, as seen in Figure 54.

Other Types of Questions

In addition to the 132 statements in the main study, respondents
at OCSWC were asked four questions. A space was provided at the end of
each question, in which they were requested to write their individual
feelings. Those individual opinions can be found at the end of this
study in Appendix H.

In question one, the respondents were asked: "Do you feel that the
statements which you have marked on Pages 2 and 3 (of the questionnaire)
provide a fairly complete picture of the problem areas currently
troubling you? Yes ___ No ___." Of the 11 respondents that answered
the question, nine (81.62 percent) felt that the statements which they

had marked had provided a fairly complete picture of the problems cur-
rently troubling them. Two respondents (18.18 percent) did not feel that
way (see Table X, page 87).

In question two, it was asked: "Do you feel that this procedure
of helping you identify problem areas is worthwhile, even though you
might not have enjoyed checking the statements? Yes ___ No ___." Seven
of the 11 respondents (63.64 percent) felt that the research procedure
was worthwhile, while two (18.18 percent) did not feel that way. Two
respondents (18.18 percent) were unsure, as seen on Table XI, page 88.

In question three, respondents were asked to name three different
sources (persons) to whom they most frequently go for help in resolving
problems which had confronted them. They were given examples such as:
counselors, foreign student advisor, fellow students from their home
countries, faculty adviser/counselor, etc.

Three sources received the highest scores from the respondents:
"Faculty/Academic Adviser or Counselor," was the first choice with ten
points; "Foreign Students Advisor," and "Students From Home Country" were
ranked second, both with seven points, as seen through Table XII, page 89.

In question four, the foreign students were asked: "Would you like
to discuss your concerns with someone?" They were requested to answer
"Yes" or "No", and to sign their names (if they wished to be contacted)
at the bottom of the page.

Six respondents indicated that they would like to be contacted by
signing their names. On April 15, 1980, they were sent letters in which
they were informed that the date April 25, 1980, had been set aside for
answering telephone calls and discussing their individual concerns
through the telephone, between the hours of 9:30 a.m. and 9:30 p.m.

A copy of the letter sent to the respondents may be found in Appendix K.

Discussion: Most Severe Problem Areas

Overall, there were some problems which tended to bother the highest number of foreign students, campus-wide, attending OCSWC. Those problems tended to earn the highest mean scores. Consistent with the state-wide pattern described on page 90 of this study, the number one problem area at OCSWC was Living and Dining (3.50), followed by English Language (3.20). Other problems were Finances (3.10), Orientation (2.90), and Academic Advisement (2.60), as seen in Table XIII, page 92.

Discussion: Specific Problem Types

Besides identifying the most severe problem areas, an effort was made at helping the respondents identify specific types of problems which could not be done through the broad-based study. Such specific types of problems, whenever they occurred in the form of statements, tended to earn the highest number of scores. In the statements below, each problem is followed by the percentage of respondents that marked it as severe problem "*" and most severe "**." The problem area in which the statements can be found is in parentheses.

1. a) Attitude of some U.S. people to skin color--20%*; 40%**
        (Personal).

    b) Attitude of some students toward "foreign" students--20%*;
        40%** (Social).

2. a) Being lonely--30%*; 20%** (Social).

    b) My pronunciation not understood--20%*; 30%** (Language).

3. a) Unfavorable remarks about home country--20%*; 20%**
   (Orientation).

   b) Costs of buying food--20%*; 20%** (Living and Dining).

   c) Immigration work restrictions--30%*; 10%** (Financial).

   d) Giving oral reports in class--40%*; 0** (English).

4. a) Writing or typing term (semester) papers--20%*; 10%**
   (Academic).

   b) Problems regarding housing--30%*; 00%** (Living-Dining).

   c) Trying to make friends--20%*; 10%** (Social).

   d) Understanding U.S. "slang"--30%*; 10%** (Language).

5. a) Concept of being a "foreign" student--10%*; 10%**
   (Orientation).

   b) Concerned about grades--10%*; 10%** (Academic Records).

   c) Homesickness--10%*; 10%** (Personal).

   d) Unexpected financial needs--20%*; 0%** (Financial).

   e) Differences in U.S. and home education systems--10%*;
   10%** (Selection--pre-arrival orientation).

   f) Confusion about religion and morals in U.S.--10%*;
   10%** (Religious Services).

   g) Lack of opportunities to meet more U.S. people--10%*;
   10%** (Student Activities).

Analysis of Phillips University

(PRU3) Enid

Twelve usable questionnaires were received from Phillips University
at Enid. The number represents 3.95 percent of the total number of

respondents, state-wide. Of this number, eight respondents were married while four were single.

Marital Status

The 't' test results indicated that there were significant differences at the .05 level between married and single students, in 3 of the 11 problem areas, as seen through Table XXX.

TABLE XXX

MARRIED AND SINGLE STUDENTS COMPARED WITH REGARD TO
ACADEMIC ADVISEMENT, ENGLISH AND FINANCES

Variables	Marital	N	Mean	Std. Dev.	df	t
Academic Advisement	M	8	2.13	2.10	8.4	.042*
	S	4	0.25	0.50	10.0	.116
English	M	8	4.63	2.72	9.7	.010*
	S	4	0.75	1.50	10.0	.026*
Finances	M	8	4.13	2.42	7.7	.055*
	S	4	1.25	1.89	10.0	.066

*Significant at the .05 level.

The null hypotheses that marital status would have no significant relationship with the kinds of problems the student experiences, were rejected in 3 of the 11 problem areas while being supported in the eight problem areas with no significant differences.

The analyses of the data revealed that in the problem areas of Academic Advisement, English Language, and Finances married students tended to experience more problems than single students. Indications were that there was a strong probability that there was a relationship between marital status and the foreign students' problems in the areas discussed above.

In addition to the 't' tests, the mean scores were used to determine which 5 of the 11 problem areas were perceived as being the most severe by the highest number of respondents whether married or single.

In Figure 55 it is observable that in five problem areas both married and single students tended to be universally perturbed, irrespective of their marital statuses. In an area such as Admission and Selection, both the married and single students ranked it as their third most severe problem. In other areas such as: Living-Dining, English Language, Placement, and Finances were ranked fifth, number one, fourth, and second most severe, respectively, by the married students. The same areas were ranked as second, fifth, number one, and third most severe problems, respectively, by the single students.

Married students also ranked as number five, Academic Advisement, which was not ranked among the most severe by the single students. On the other hand, single students ranked as their third and fourth most severe areas, Orientation and Social-Personal problems—areas which were not viewed as being most severe by married students.

Academic Classifications

Seven respondents from PU were undergraduate students while five were graduates. The results of the 't' tests indicated that there were

Variables	Marital Status	Mean Score	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. &	M	2.63	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]								
Select.	S	1.25	ZZZZZZZZZ[3]								
Orien.	M	1.86	XXXXXXXXXXXXXXXXXXXXX								
	S	1.25	ZZZZZZZZZ[3]								
*Acade.	M	2.13	XXXXXXXXXXXXXXXXXXXXX[5]								
Adv.	S	.25									
Soc-Per	M	2.13	XXXXXXXXXXXXXXXXXXXXX								
	S	1.00	ZZZZZZZZZ								
Liv-Din	M	2.13	XXXXXXXXXXXXXXXXXXXXX[5]								
	S	1.50	ZZZZZZZZZZZZZZZZZZZZZ[2]								
Health	M	1.13	ZZZZZZZZZ								
	S	.25									
Relig.	M	.63	XXXXXXXXXX								
	S	.50	ZZZZZZZZZ								
*English	M	4.63	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]								
	S	.75	ZZZZZZZZZ[5]								
Student	M	1.75	XXXXXXXXXXXXXXXXXXXXX								
Activ.	S	.50	ZZZZZZZZZ								
Place.	M	2.38	XXXXXXXXXXXXXXXXXXXXXX[4]								
	S	3.50	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]								
*Finance	M	4.13	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]								
	S	1.25	ZZZZZZZZZ[3]								

*Significant at the .05 level.

Figure 55. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being Most Severe by Married and Single Students

significant differences at the .05 level in 4 of the 11 problem areas.

The null hypotheses that there would be no strong relationship between the student's academic classification and the kinds of problems he experiences, were rejected in four problem areas with significant differences and supported in seven areas with no significant differences, as seen through Table XXXI.

TABLE XXXI

UNDERGRADUATE AND GRADUATE SCORES COMPARED WITH
REGARD TO ADMISSION-SELECTION, HEALTH,
ORIENTATION AND RELIGION

Variables	Class	N	Mean	Std. Dev.	df	t
Admission & Selection	Undergrd.	7	.57	.79	8.4	.001*
	Grads.	5	2.80	.84	10.0	.001*
Orientation	Undergrd.	7	.57	.79	4.8	.051*
	Grads.	5	3.20	2.17	10.0	.034*
Health	Undergrds.	7	.14	.38	4.3	.087
	Grads.	5	1,80	1.64	10.0	.026*
Religion	Undergrds.	7	.00	.00	4.0	.135
	Grads.	5	1.40	1.67	10.0	.047*

*Significant at the .05 level.

The analyses of the data revealed that in four problem areas the undergraduate students consistently tended to experience less problems than their graduate counterparts. Thus, there existed a probability that

there was a strong relationship between academic classifications and the respondents' problems in those four areas.

In addition to the 't' tests, the mean scores were also used to determine which 5 of the 11 problem areas were perceived by the largest number of respondents in the two academic groups, as being the most severe problem areas, as seen in Figure 56.

In the areas of Social-Personal, Living and Dining, English Language, Placement Services, and Finances, both the graduate and undergraduate students were troubled at different levels of severity. While the under-graduate respondents were most severely troubled by Finances, English Language, Placement, Living-Dining, and Social-Personal problems—as their five most severe problems; the graduate students' five most severe problems were English Language/Placement, Finances, Orientation, Selection-Admission, and Academic Advisement/Social-Personal/Living and Dining.

Sex

Two respondents were females while 10 were males. The results of the 't' tests indicated that there were significant differences in 3 of the 11 problem areas at the .05 level, between male and female respondents.

The null hypotheses that there would be no significant relationship between the respondent's sex and the kinds of problems he experiences were rejected in the three areas with significant differences and sup-ported in eight others with no significant differences, as seen through Table XXXII.

Variables	Academic Classifi.	Mean Score	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
*Adm. & Select.	Undergrds	0.57	XXXXXXXXXXX								
	Grads.	2.80	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ⁴								
*Orient.	Undergrds	0.57	XXXXXXXXXXX								
	Grads.	3.20	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ³								
Acade. Adv.	Undergrds	0.71	XXXXXXXXXXX								
	Grads.	2.60	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ⁵								
Soc-Per	Undergrds	1.14	XXXXXXXXXXX								
	Grads.	2.60	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ⁵								
Liv-Din	Undergrds	1.43	XXXXXXXXXXX								
	Grads.	2.60	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ⁵								
*Health	Undergrds	.14									
	Grads.	1.80	XXXXXXXXXXXXXXXXXXXXXX								
*Relig.	Undergrds	0.00									
	Grads.	1.40	ZZZZZZZZZZZ								
English	Undergrds	3.14	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX²								
	Grads.	3.60	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ¹								
Student Activ.	Undergrds	.57	XXXXXXXXXXX								
	Grads.	2.40	ZZZZZZZZZZZZZZZZZZZZZZ								
Place.	Undergrds	2.14	ZZZZZZZZZZZZZZZZZZZZ³								
	Grads.	3.60	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ¹								
Finance	Undergrds	3.60	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX¹								
	Grads.	3.40	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ²								

*Significant at the .05 level.

Figure 56. Mean Scores, Graphic Presentation of Five Most
Severe Problem Areas as Perceived by Undergraduate
and Graduate Students

TABLE XXXII

FEMALE AND MALE SCORES COMPARED WITH REGARD TO
ACADEMIC ADVISEMENT, PLACEMENT,
AND STUDENT ACTIVITIES

Variables	Sex	N	Mean	Std. Dev.	df	t
Academic Advisement	F	2	.00	.00	9.0	.018*
	M	10	1.80	1.99	10.0	.245
Student Activities	F	2	.00	.00	9.0	.029*
	M	10	1.60	1.96	10.0	.292
Placement	F	2	1.00	.00	9.0	.011*
	M	10	3.10	2.08	10.0	.199

*Significant at the .05 level.

An analysis of the data relating to this problem area shows that male respondents tended to experience more problems than their female counterparts. The data further revealed that there existed a probability that a strong relationship existed between the respondents' sex and the kinds of problems they experienced in areas of Academic Advisement, Student Activities, and Placement Services.

Besides the 't' tests, the mean scores also were used to determine which 5 of the 11 problem areas were perceived as being the most severe by both the male and female respondents.

In Figure 57, one observes that in 6 of the 11 problem areas, both the male and female respondents tended to be universally troubled, irrespective of their sex differences. In the area of Orientation, both males and females ranked the area as their most severe problem. Besides,

Variables	Sex	Mean Score	Average Number of Problems Checked (Corrected to the nearest whole no.)								
			0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
Adm. &	F	0.50	XXXXXXXXXX[5]								
Select.	M	1.70	ZZZZZZZZZZZZZZZZZZZZZZ								
Orien.	F	.50	XXXXXXXXXX[5]								
	M	1.90	ZZZZZZZZZZZZZZZZZZZZZZZZ[5]								
Acade.	F	0.00									
Adv.	M	1.80	ZZZZZZZZZZZZZZZZZZZZZZZZ								
Soc-Per	F	1.00	XXXXXXXXXX[4]								
	M	1.90	ZZZZZZZZZZZZZZZZZZZZZZZZ[5]								
Liv-Din	F	1.50	XXXXXXXXXXXXXXXXXXXXX[3]								
	M	2.00	ZZZZZZZZZZZZZZZZZZZZZZZZ[4]								
Health	F	.50	ZZZZZZZZZZ[5]								
	M	.90	XXXXXXXXXX								
Relig.	F	.00									
	M	.70	ZZZZZZZZZZ								
English	F	5.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]								
	M	2.90	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]								
Student	F	.00									
Activ.	M	1.60	ZZZZZZZZZZZZZZZZZZZZZ								
Place.	F	1.00	XXXXXXXXXX								
	M	3.10	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]								
Finance	F	3.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]								
	M	3.20	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]								

*Significant at the .05 level.

Figure 57. Mean Scores and Graphic Presentation of Five Problems Areas Perceived as Being Most Severe by Female and Male Respondents

the females also ranked as their fifth most severe, Admission and Selection, as well as Health Services, which males viewed as no severe problems.

In Living and Dining, and Social-Personal problems, while male respondents perceived these areas as their fourth and fifth most severe problems, females tended to rank the same areas as their third and fourth most severe problems.

Males, on the one hand, also ranked as most severe (number one), as number two, and as number three, such areas as Finances, Placement, and English Language. Female students on the other hand, tended to rank those areas as their number two, number four, and as number one, respectively.

Nationalities

Six countries were represented on the PU campus. Of this number, Nigeria and Iran, with four students each, had the highest number of respondents. Other countries that participated in the study were Micronesia, Malaya, Republic of China, and Saudi Arabia--each with one respondent.

The analyses of variance "F" tests, indicated that there were no strong relationship between nationalities and problems, at the .05 level, in any of the 11 problem areas.

The null hypotheses that there would be no strong relationship between foreign students' nationalities and the kinds of problems they experience, were supported in each of the 11 problem areas.

In addition to the analyses of variance "F" tests, the mean scores were also used to determine which 5 of the 11 problem areas were

perceived as being the most severe by respondents from Iran and Nigeria who were on the PU campus.

An examination of the data in Figure 58 indicates that in 3 of the 11 problem areas, respondents from both Iran and Nigeria, tended to be perturbed by similar problems, even if there were differences in levels of severity.

As can be seen in Figure 58, Nigerian respondents ranked as the third most severe problem, Orientation, while the Iranian respondents ranked as the second most severe, the same problem area. In the area of Social-Personal, the Nigerian students viewed the area as being the second most severe. The Iranians, on the other hand, ranked the area as being their fourth most severe problem. Finances, which was perceived among the Nigerians as being their most severe problem--ranked number one, was viewed by the Iranian respondents as being their fifth most severe problem.

Other problem areas such as Living and Dining, and Academic Advisement, were ranked as fourth and fifth most severe by the Nigerians while the same areas were not ranked among the five most severe problems by the Iranians. On the other hand, the Iranians' most severe problem --Placement--ranked number one; and the Iranians' third most severe problem--English Language--were not ranked among the five most severe problems by Nigerians.

Length of Time in U.S.

The PU international students were placed in time groups consistent with the state-wide pattern described on page 76 of this study. Nine respondents had spent between 1-18 months in the U.S. while two had spent

Variables	Countries	Mean Score	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. &	Nigeria	2.38	XXXXXXXXXXXXXXXXXXXXXX
Select.	Iran	2.53	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Orien.	Nigeria	3.72	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX_2^3
	Iran	3.64	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^2
Acade.	Nigeria	3.27	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^5
Adv.	Iran	3.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Soc-Per	Nigeria	3.83	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX_4XXXXXXXXXX^2
	Iran	3.29	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^4
Liv-Din	Nigeria	3.36	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^4
	Iran	2.87	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Health	Nigeria	1.66	XXXXXXXXXXXXXXXXXXXXXX
	Iran	1.82	ZZZZZZZZZZZZZZZZZZZZZZ
Relig.	Nigeria	2.09	XXXXXXXXXXXXXXXXXXXXXX
	Iran	0.59	ZZZZZZZZZZ
English	Nigeria	1.74	XXXXXXXXXXXXXXXXXXXXXX
	Iran	3.62	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^3
Student	Nigeria	2.43	XXXXXXXXXXXXXXXXXXXXXX
Activ.	Iran	2.67	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Place.	Nigeria	2.43	XXXXXXXXXXXXXXXXXXXXXX
	Iran	4.05	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^1
Finance	Nigeria	4.60	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^1
	Iran	3.26	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^5

Figure 58. Mean Scores and Graphic Presentation of Five Most
Severe Problem Areas as Viewed by Nigerians and
Iranian Respondents on PU Campus

between 19-36 months in the U.S. Only one respondent had spent 37 months or more in the U.S. Because of the small number of respondents in the third category—the 37 months or over group—only two time groups were analyzed.

The analyses of variance "F" tests indicated that there was a significant difference at the .05 level between respondents of differential lengths of time in the U.S., in only 1 of the 11 problem areas.

The null hypotheses that there would be no significant differences —no strong relationship between the respondent's length of stay in the U.S. and the kinds of problems he experiences were supported in all but 1 of the 11 problem areas. The obtained "F" test results (.057; equals .05, df=2) was significant, thereby indicating that there was a relationship between respondents' length of stay in the U.S. and the kinds of problems experienced. In the analyses of the data, respondents who were in the U.S. for 1-18 months tended to experience more problems than their counterparts who were in the U.S. for 19-36 months. This further indicates that a probability exists that in the area of Social-Personal problems, a relationship does exist between the student's length of stay and his ability to adjust to Social-Personal problems.

In Addition to the analyses of variances tests, the means also indicated which 5 of the 11 problem areas were viewed as being the most severe by the highest number of respondents in each of the time groups.

As seen in Figure 59, five problem areas were perceived by both time groups as being the most severe problem areas. In the area of English language, respondents who had spent between 1-18 months ranked that area as being their number one problem, while respondents who had spent between 19-36 months in the U.S., ranked the same area as their number

Variables	Time Groups	Mean Score	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. & Select.	1-18	1.56	XXXXXXXXXXXXXXXXXXXXXXX
	19-36	1.00	ZZZZZZZZZZZ^3
Orien.	1-18	1.33	XXXXXXXXXXX
	19-36	3.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^1
Acade. Adv.	1-18	1.67	XXXXXXXXXXXXXXXXXXXXX
	19-36	0.00	
*Soc-Per	1-18	1.89	XXXXXXXXXXXXXXXXXXXXXX^5
	19-36	0.00	
Liv-Din	1-18	2.22	XXXXXXXXXXXXXXXXXXXXXXX^4
	19-36	0.00	
Health	1-18	0.89	XXXXXXXXXXX$_4$
	19-36	0.50	ZZZZZZZZZZ^4
Relig.	1-18	0.78	XXXXXXXXXXX
	19-36	0.00	
English	1-18	3.89	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^1
	19-36	1.00	ZZZZZZZZZZZ^3
Student Activ.	1-18	1.67	XXXXXXXXXXXXXXXXXXXXX
	19-36	0.00	
Place.	1-18	2.56	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX$^3_1$
	19-36	3.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^1
Finance	1-18	3.22	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^2
	19-36	2.00	ZZZZZZZZZZZZZZZZZZZZZ^2

*Significant at the .05 level.

Figure 59. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being the Most Severe by Respondents Who Had Spent Between 1-18 and 19-36, Months in the U.S.

three problems. Placement Services, which was viewed as number one most severe problem by respondents who had spent between 19-36 months was ranked as the third most severe problem by respondents who had spent between 1-18 months in the U.S.

In the area of Finances, both groups--1-18 months and 19-36 months in the U.S.--ranked the problem as the second most severe. Other areas ranked by both groups can be found in Figure 59.

Language Backgrounds

The PU international students were placed in two language groups, consistent with the state-wide pattern described on page 84 of this study. Respondents whose language preference was English were represented by four respondents, while respondents whose first preference was other languages were represented by eight respondents.

The 't' tests results indicated that there were no significant differences at the .05 level, between respondents of different language backgrounds. The null hypotheses that there would be no significant relationship between respondents' ability to speak English and his ability to adjust to his problems, were supported in each of the eleven problem areas.

In addition to the 't' tests, the means were used to determine which 5 of the 11 problem areas were perceived as being the most severe, by the largest number of respondents in both language backgrounds. The analyses of the data revealed that in four problem areas, respondents whose first preference was English and respondents whose language preference was other languages, were universally perturbed by these problems, irrespective of their ability to speak English.

In three areas: Placement, Social-Personal, and Academic Advisement problems, respondents whose first preference was English, and respondents whose first preference was "other" languages, both ranked those problem areas as their third, their second, and their fifth most severe problems, respectively, as seen through Figure 60.

In the area of Finances, however, respondents whose first preference was English tended to rank this as their number one problem, while their counterparts with non-English background did not view this as one of the five most severe problems. While on the one hand, respondents whose first preference was English ranked Living-Dining as their fifth most severe problem, which respondents with non-English backgrounds did not rank as a problem; respondents whose first preference was non-English also ranked Orientation as their fourth most severe problem--a problem which the English background respondents did not rank among the first five problems.

Geographical Regions

The PU foreign students were placed in geographical regions consistent with the pattern described on page 68 of this study. Only three of the five geographical regions were represented on the PU campus. Africa was represented by four respondents; the Middle East was represented by five respondents, while the Oriental countries were represented by three respondents.

The analyses of variance "F" tests indicated that there were no significant differences at the .05 level between respondents of different geographical regions. The null hypotheses that there would be no strong relationship between respondents' geographical regions and the kinds of

Variables	Language Backgrounds	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. &	Eng.	1.51	XXXXXXXXXXXXXXXXXXXX
Select.	Others	1.71	ZZZZZZZZZZZZZZZZZZZZ
Orien.	Eng.	1.39	XXXXXXXXXX
	Others	2.90	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[4]
Acade.	Eng.	2.56	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[5]
Adv.	Others	2.89	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[5]
Soc-Per	Eng.	3.25	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[2]
	Others	4.11	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]
Liv-Din	Eng.	2.45	XXXXXXXXXXXXXXXXXXXXX[5]
	Others	1.85	ZZZZZZZZZZZZZZZZZZZZ
Health	Eng.	1.30	XXXXXXXXXX
	Others	1.21	ZZZZZZZZZZ
Relig.	Eng.	1.90	XXXXXXXXXXXXXXXXXXXX
	Others	1.70	ZZZZZZZZZZZZZZZZZZZ
English	Eng.	2.75	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[4]
	Others	4.25	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]
Student	Eng.	2.55	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Activ.	Others	2.90	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Place.	Eng.	2.89	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[3]
	Others	3.20	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[3]
Finance	Eng.	4.29	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	Others	2.72	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ

Figure 60.   Mean Scores and Graphic Presentation of Five Problem Areas Perceived as being Most Severe by Respondents Whose Language of First Preference was English and non-English.

problems they experience, were supported in each of the 11 problem areas.

Besides the ANOVA tests, the mean scores were also used to determine which 5 of the 11 problem areas were perceived by the largest number of respondents from the three geographical regions, as being most severe to them. In Figure 61 one observes that three problem areas were viewed as being universally troubling to respondents of all geographical regions. In the area of English Language, both the Oriental and Middle Eastern students ranked it as being their number one problem, while the African students ranked the same areas as their third most severe problem. In Placement Services, African and Orientals tended to rank this area as their second most severe problem while the Middle Eastern students ranked this area as fourth. Finances tended to perturb respondents from each of the three regions: African students ranked it as their most severe problems--number one; the Middle Eastern students tended to view the area as being their second most severe and the Oriental respondents ranked it as their number three problem.

Other problem areas which were perceived as being most severe problems were: Living and Dining, ranked as third by both African and Oriental students, but viewed as no severe problem by the Middle Eastern students, and Social-Personal problem which was ranked as third most severe by the Africans, fourth by the Orientals, and as no severe problem by the Middle Eastern students.

In the area of Admission and Selection, only the Orientals tended to experience some problems--ranking the area as their fourth problem-- while Africans and Middle Easterners did not view the area as a severe problem. Africans also ranked as their fourth and fifth problems Academic Advisement and Orientation. Both the Middle Easterners and the

Variables	Geographic Regions	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0+
Adm. & Select.	Africa	1.00	XXXXXXXXXX
	Middle E	2.00	///////////////////////
	Orient	1.33	ZZZZZZZZZZZZZZ[4]
Orien.	Africa	1.25	XXXXXXXXXXXX[5]
	Middle E	3.00	/////////////////////////////////////[3]
	Orient	.00	
Acade. Adv.	Africa	1.75	XXXXXXXXXXXXXXXX[4]
	Middle E	2.00	///////////////////////
	Orient	.33	
Soc-Per	Africa	2.00	XXXXXXXXXXXXXXXXXXXX[3]
	Middle E	1.80	ZZZZZZZZZZZZZZZZZZ
	Orient	1.33	/////////////[4]
Liv-Din	Africa	2.00	XXXXXXXXXXXXXXXXXXXX[3]
	Middle E	1.60	/////////////////
	Orient	2.33	ZZZZZZZZZZZZZZZZZZZZZZZ[3]
Health	Africa	.25	
	Middle E	1.60	XXXXXXXXXXXXXX
	Orient	.33	
Relig.	Africa	.00	
	Middle E	1.00	XXXXXXXXXX
	Orient	.66	??????
English	Africa	2.00	XXXXXXXXXXXXXXXXXXXX[3]
	Middle E	4.00	///[1]
	Orient	4.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]
Student Activ.	Africa	.75	XXXXXXXX
	Middle E	2.20	XXXXXXXXXXXXXXXXXXXXXX[5]
	Orient	.67	///////[5]
Place.	Africa	2.50	XXXXXXXXXXXXXXXXXXXXXXXXX[2]
	Middle E	2.60	//////////////////////////[4]
	Orient	3.30	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]
Finance	Africa	3.75	//[1]
	Middle E	3.20	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	Orient	2.33	ZZZZZZZZZZZZZZZZZZZZZZ[3]

Figure 61. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being the Most Severe by Respondents from Africa, Middle East, and Orient

Oriental students did not include Academic Adivsement among the five most severe problems. However, African students and their Middle Eastern counterparts did rank as fifth and third, respectively, Orientation, which the Orientals did not view as being among the five most severe problems.

Age

The PU respondents were placed in three age groups consistent with the pattern used state-wide and described on page 80 of this study. Two respondents represented the age groups 17-21; eight respondents represented the 22-32 years old, while the respondents aged between 33 years or older were represented by three students.

The analyses of variance "F" tests indicated that there were no significant differences between respondents of different age groups at the .05 level, in each of the 11 problem areas.

The null hypotheses that there would be no significant relation between the student's age and the kinds of problems he experiences were supported in each of the 11 problem areas. Thus, the international student's ability to adjust to his problems did not seem to be related to how old he was.

In addition to the analyses of variance "F" tests, the mean scores were also used to determine which 5 of the 11 problems areas were perceived as being the most severe by respondents in each of the age groups. An examination of Figure 62 tends to indicate that there were four problem areas in which respondents of all age groups ranked between most severe, severe, and non severe, irrespective of age groups.

In the area of Living and Dining, respondents whose age groups were

Variables	Age Groups	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			.0.0 .0.5 .1.0 .1.5 .2.0 .2.5 .3.0 .3.5 .4.0
Adm. & Selet.	17-21	1.00	XXXXXXXXXX
	22-32	1.75	/////////////////[5]
	33+	1.00	ZZZZZZZZZZ[5]
Orien.	17-21	.00	
	22-32	2.13	XXXXXXXXXXXXXXXXXXXXX[4]
	33+	1.50	ZZZZZZZZZZZZZZZZ[4]
Acade. Adv.	17-21	.50	XXXXXX
	22-32	1.75	//////////////////[5]
	33+	1.50	ZZZZZZZZZZZZZZZZ[4]
Soc-Per	17-21	2.00	XXXXXXXXXXXXXXXXXXXXX[4]
	22-32	1.63	/////////////////
	33+	2.00	ZZZZZZZZZZZZZZZZZZZZ[3]
Liv-Din	17-21	2.50	XXXXXXXXXXXXXXXXXXXXXXXXXX[3]
	22-32	1.75	//////////////////
	33+	2.00	ZZZZZZZZZZZZZZZZZZZZZ[3]
Health	17-21	.00	
	22-32	.88	////////
	33+	.00	
Relig.	17-21	.00	
	22-32	.88	////////
	33+	.00	
English	17-21	7.50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	22-32	2.38	////////////////////////[3]
	33+	3.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[2]
Student Activ.	17-21	.50	XXXXXX
	22-32	1.75	////////////////////[5]
	33+	.50	ZZZZZZ
Place.	17-21	1.50	XXXXXXXXXXXXXXX[5]
	22-32	3.25	///////////////////////////////////////[1]
	33+	2.00	ZZZZZZZZZZZZZZZZZZZZ[3]
Finace	17-21	5.00	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX[1]
	22-32	2.63	/////////////////////////////[2]
	33+	3.50	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ[1]

Figure 62. Mean Scores and Graphic Presentation of Five Problem Areas Perceived as Being Most Severe by Respondents Aged 17-33 Years and Older

17-21 and 33 years or older both ranked the area as being their third most severe problem, while respondents aged between 22-32 years of age ranked the same area as being only a minor problem. English Language was the number one problem to respondents aged 17-21; while respondents aged 33 years or older ranked the same area as their second most severe problem, those aged 22-32 ranked the problem as third most severe problem area. In Social-Personal problems, respondents aged 17-21 years ranked the area as just a problem; the students aged 33 years or older also ranked the area as just a problem, while those aged 22-32 years did not view the area as being among the five most severe problems.

Placement problem was the most severe problem--the number one--to respondents aged 22-32 years; the same problem was ranked as severe problem by respondents aged between 33 years or older while the respondents who were 17-21 years of age ranked the area as very little problem.

While Finances was ranked the most severe problem by both the 17-21 and 33 years or older group, the problem was viewed as the second most severe problem by the age group 22-32 years.

Other problem areas identified were Admission and Selection, and Orientation ranked as minor problems, by age groups 22-32 years or older, and fourth respectively, by the 22-32 years of age. On the other hand, the 33 years of age or older ranked the two areas as minor problems, respectively. The 17-21 years of age, did not view these areas as being among the five severe problems. Other rankings of the problem areas can be seen in Figure 62.

Academic Majors

The respondents on the PU campus were placed in academic disciplines

consistent with the state-wide pattern described on page 79 of this study. There were nine respondents from the Arts and Sciences and related areas, and two respondents from the Engineering and related studies area.

The analyses of variance "F" tests indicated that there were no significant differences between respondents of different academic disciplines, at the .05 level, in any of the 11 problem areas. The null hypoetheses that there would be no strong relationship between the respondent's academic discipline and the kinds of problems he experiences, were supported in each of the 11 problem areas.

Besides the ANOVA tests, the mean scores were also used to determine which 5 of the 11 problem areas were perceived as being the most severe by respondents in both the Arts and Sciences, and Engineering. An examination of the data in Figure 63 indicates that there were eight problem areas which fell within the most severe problem, the severe, and non-severe.

In the area of English Language, both the Engineers and the Arts and Sciences respondents ranked the problem as their most severe--the number one problem. In Finances, however, while the Arts and Sciences students ranked this area as another number one problem, the Engineering students viewed the area as their second most severe problem. The Arts and Sciences students also ranked as their second, Placement problems while identifying Orientation and Living-Dining as minor problems, respectively. The Engineers on the other hand, ranked the three areas as their fourth to them, Academic Advisement, Student Activities and Placement. Religion was to them, a severe problem.

While the Arts and Sciences students identified both Admission and

Variables	Academic Majors	Mean Scores	Average Number of Problems Checked (Corrected to the nearest whole no.)
			0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0
Adm. & Select.	A & S	1.44	XXXXXXXXXXXXX^4
	Engrs.	2.50	ZZZZZZZZZZZZZZZZZZZZZZZ^4
Orien	A & S	1.78	XXXXXXXXXXXXXXXXX^3
	Engrs.	2.00	ZZZZZZZZZZZZZZZZZZ^5
Acade. Adv.	A & S	1.44	XXXXXXXXXXXXX^5
	Engrs.	2.50	ZZZZZZZZZZZZZZZZZZZZZZZ^4
Soc-Per	A & S	1.44	XXXXXXXXXXXXX^5
	Engrs.	3.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^3
Liv-Din	A & S	1.67	XXXXXXXXXXXXXXXX^4
	Engrs.	3.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^3
Health	A & S	.78	XXXXXXXX
	Engrs.	1.50	ZZZZZZZZZZZZZZ
Relig.	A & S	.33	
	Engrs.	2.00	XXXXXXXXXXXXXXXXXX^5
English	A & S	3.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^1
	Engrs.	5.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^1
Student Activ.	A & S	1.22	ZZZZZZZZZZZZ
	Engrs.	2.50	XXXXXXXXXXXXXXXXXXXXXXX^4
Place.	A & S	3.11	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^2
	Engrs.	2.50	ZZZZZZZZZZZZZZZZZZZZZZZ^4
Finance	A & S	3.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX^1
	Engrs.	4.00	ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ^2

Figure 63. Mean Scores and Graphic Presentation of Five Most Severe Problem Areas as Seen by Arts and Science and Engineering Respondents

Selection, and Academic Advisement, as minor problems, the Engineers also ranked both problem areas as their fourth most severe. Other rankings by both academic disciplines may be seen in Figure 63.

Other Types of Questions

In addition to the 132 questions in the main study, the PU international students were asked some questions in which they were requested to express their feelings on any aspect of problems not covered in the study. The opinions expressed at the end of the questionnaire in the space provided can be found in Appendix H.

In question one, the respondents were asked: "Do you feel that the statements which you have marked on Pages 2 and 3 (of the questionnaire) provide a fairly complete picture of the problem areas currently troubling you? Yes___ No___." Twelve (80 percent) of the respondents stated that the statements had provided them a fairly complete picture of the problem areas currently troubling them, while three (20 percent) felt that the statements did not provide a fairly complete picture of their problem areas, as seen in Table X on page 87.

In question two, the respondents were asked: "Do you feel that this procedure of helping you identify problem areas are worthwhile, even though you might not have enjoyed checking the statements? Yes___ No___." Thirteen respondents (86.67 percent) of the 15 responses received stated that the research procedure was worthwhile, while two (13.33 percent) did not think so. The wide margin by which those who answered in the affirmative responded, seemed to indicate that the research instrument was useful for the purpose for which it was intended, as seen in Table XI, page 88.

In question three, the respondents were asked: "To whom do you most frequently go for help in resolving problems which have confronted you? For example, counselors, foreign student advisor, fellow students from home country, faculty, etc. Please list in order of preference." The respondents' first choice were: "Fellow Students from Home Country," and "Foreign Student Advisor." Both received seven points (26.92 percent) each; their second choice, "Faculty Adviser/Counselor; Relatives," and "Friends: Americans and other nationals," received six points (23.08 percent), respectively. (See Table XII, page 89).

In the last question, respondents were asked if they would like to discuss their individual concerns with someone. Four respondents answered "Yes" and were sent letters in which they were informed that the date April 25, 1980, between the hours of 9:30 a.m and 9:30 p.m. had been set aside for discussing their problems and concerns through the telephone. A copy of the letter may be found in Appendix K.

<div align="center">Discussion: Most Severe Problem Areas</div>

Overall, some problem areas were perceived as being more severe than others, campus-wide, by the PU respondents. Whenever this occurred, those problems tended to earn more points than others, mean-score-wise. Five problem areas which were perceived by the highest number of respondents at the PU campus were: English Language (3.33), Financial problems (3.17), and Placement problems (2.75). Other problem areas were Living-Dining (1.92), and Social-Personal problems (1.75). Table XII, page 89 of this study has furnished a panoramic view of each problem area.

Discussion: Specific Problem Types

Besides identifying the problem areas, an effort was made at identifying specific problem types that tended to bother the PU international students, just as their counterparts in other institutions.   Such problems, in the form of statements tended to receive the highest number of points.   The statements below will show what percentage of respondents marked them as a severe problem "*" or as a <u>very severe</u> problem "**." each statement is followed by the problem area in which the statement can be found--in parentheses.

1. a) Unexpected financial needs--33%*; 16.67%** (Financial).

    b) Uncertainties in the world today--41.67%*; 8.33%**
       (Placement).

2. Giving oral reports in class--25%*; 16.67%** (English).

3. a) Writing or typing term (semester) papers--25%; 8.33%**
       (Academic);

    b) Homesickness--25%*; 8.33%** (Personal);

    c) Attitude of some U.S. to skin color--8.33%*; 25%**
       (Personal).

4. a) Unfavorable remarks about home country--8.33%*; 16.75%**
       . (Orientation).

    b) Concept of being a "foreign" student--16.67%*; 8.33%**
       (Orientation).

    c) Trying to make friends--8.33%*; 16.67%** (Social);

    d) Lack of opportunities to meet more U.S. people--16.67%*;
       8.33%** (Student Activities).

5. a) Being lonely--16.67%* (Social);

    b) Concerned about grades--16.67%* (Academic Records).

c) Differences in U.S. and home education systems--16.67%*

(Selection, Pre-arrival Orientation).

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter is devoted to the presentation of the summary of the study, drawing some conclusions and making necessary recommendations for further study.

The basic thrust of this study was to investigate the kinds of problems faced by international students attending selected Oklahoma universities and colleges. Specifically, the study aimed at helping international students to identify those problem areas which concern, bother, or perturb them. Efforts were made at determining specific types of problems, in addition to problem areas, as well as identifying the most severe problem areas in each of the six institutions.

To accomplish these objectives, the six institutions in the state of Oklahoma with the highest number of foreign students from the highest number of foreign countries were selected for this study. Thus, an institution which had a large number of international students, but failed to have a large number of countries, was dropped in favor of one that had both. This approach was necessary in order to diversify the types of respondents as much as possible.

The study was limited to those institutions which were willing to participate in the study. Also, only those international students who

were enrolled in the fall 1979 semester and whose names and addresses appeared in the fall 1979 listing of international students in their respective institutions, were sampled.

Ten demographic variables were treated as independent variables--age, sex, academic classifications, marital status, length of time in the U.S., geographical region, language backgrounds, nationality, and type of institutions, and academic major--were all treated as independent variables.

The 11 problem areas tested as dependent variables were: Admission and Selection, Orientation, Academic Advisement and Records, Social-Personal, Living and Dining, Health Services, Religion, English Language, Student Activities, Placement Services and Financial problems.

The sample consisted of 710 international students drawn from six institutions--five universities and a junior college. Fifteen percent of the population of foreign students from each of the six campuses were drawn through statistical randomization. Altogether, 325 (49.46 percent) responses were received. No effort was made at stratifying the respondents prior to contacts according to sex, academic classifications or nationality since most institutions would not furnish more than just the names and addresses of the prospective respondents.

Each of the 710 respondents was mailed an introductory letter in which he was informed (1) why he was being selected for the study, (2) that his cooperation was extremely necessary, and (3) that a questionnaire was being mailed to him after two days from the date of the introductory letter. Respondents were then mailed a four-page questionnaire accompanied with another letter in which an appeal for cooperation was re-made. Ten days after the questionnaire was sent, another letter of

appeal was sent to those who did not return their questionnaires. The reminders were sent with another set of questionnaires. Final reminders were done through telephones, approximately 30 days from the date of first contacts. By the time the last reminders were made, 325 responses had been received.

The instrument used was the Michigan International Student Problem Inventory, designed by John Porter.

Findings and Conclusions

This study was designed so that the hypotheses that appear below are re-stated first, before the results were reported. Only the findings in the state-wide study will be reported. The findings for each separate campus can be found in section two.

HO_1 The perceived problems of foreign students in Oklahoma univer-
sities and colleges will not be different from those reported
elsewhere in the literature as found in the United States.

Results: Foreign students' problems in selected Oklahoma universities and colleges were similar to those found elsewhere in the literature. Of the 11 problem areas, seven were found to be most severe on each of the six campuses--Academic Advisement, Finances, Orientation, Social-Personal, English Language, Placement Services, and Living and Dining--were the most severe problem areas. The null hypothesis was, therefore, accepted.

HO_2 Severe problems such as English Language, Financial, and
Academic, which feature prominently across the nation will
not be perceived as severe problems in Oklahoma.

Results: Although these problem areas were not necessarily the most

severe, they were, indeed among the five most severe problems on each campus. The null hypothesis was, therefore, accepted.

HO$_3$ There will be no significant difference between the international students' problems in state and public institutions, in both kind and severity or problems.

Results: There was a significant difference in only one of the 11 problem areas. The null hypotheses were rejected in only 1 of the 11 problem areas and supported in 10 others. International students in state institutions seemed troubled by religious services while those in private institutions were not.

HO$_4$ There will be no significant relationship between international students' sex and the kinds of problems they experience.

Results: The analysis of the data revealed that there was a strong relationship between respondents' sex and the kinds of problems he experienced in three areas--Orientation, Living-Dining, and Student Activities. Male students consistently tended to be more concerned with those problem areas, hence a probability that these problems could have been related to sex.

HO$_5$ There will be no strong relationship between international students' age and the kinds of problems they experience: students who are aged between 17-21 years, those aged between 22-32 years, and students who are 33 years of age or older will not experience significantly more problems than their counterparts.

Results: The analyses of variance tests indicated that there was a significant difference in the area of religion, where there was a strong relationship between the respondents' age and the kind of problem he

experienced. The younger students, age 17-21 years, tended to be far

less concerned with religious services than the older students aged

between 33 years or older. The null hypothesis was rejected in this

problem area and supported in all others.

HO_6 In academic classifications, there will be no strong relation-

ship between the respondents' academic standing and the kinds

of problems he experiences.

Results: The analyses of the data revealed that in six problem areas,

there existed a probability that the respondents' problems were related

to their academic classification in: Admission and Selection, Orienta-

tion, Academic Advisement, Social-Personal, Living and Dining, and Student

Activities. While the undergraduates consistently experienced, or were

very concerned with these areas, their graduate counterparts were not

so concerned. The null hypotheses were rejected in the six problem areas

and supported in five other areas.

HO_7 Respondents' language background--English and non-English,

will have no relationship with his ability to adjust to

the kinds of problems he experiences.

Results: The analyses of the data revealed that there were strong

relationships between the respondents' language background and his

ability to adjust to his problems. While respondents with the English

language background tended to be more concerned with the Orientation,

Student Activities and Finances, respondents with non-English background

tended to be more concerned with English language. The null hypotheses

were rejected in four areas and accepted in seven problem areas with no

significant differences.

HO_8 With regard to the geographical regions of the world from which

the respondents come there will be no strong relationship

between the respondents' region of origin and the kinds of

problems he experiences.

Results: The analyses of the data indicated that there was a probability

that a relationship existed between the respondents' problems and the

region from which he comes, in areas of Orientation, Social-Personal,

Living-Dining, Religion, and English Language. While some respondents

seemed to have more problems in some of the problem areas above, others

tended to have far less problems. The null hypotheses were rejected in

five problem areas with significant differences and supported--accepted--

in others.

HO_9 There will be no strong relationship between the respondents'

problems and his marital status.

Results: There was a significant difference between married and single

students in the area of Living and Dining. While single students tended

to experience more problems, the married students tended to experience

far less problems. The null hypotheses were rejected in this area and

accepted in all other areas.

HO_{10} With regard to length of time in the U.S., there will be no

significant relationship between the students' length of stay

in the U.S. and his ability to adjust to his problems; respon-

dents who had spent between 1-18 months in the U.S., those

who had spent between 19-36 months and those who had spent

between 36 months and more, will not experience more or less

problems.

Results: The analyses of the data indicated that in two problem areas,

there were significant differences between respondents of who had spent

between 1-18 months in the U.S. and those who had spent 37 months or more. While respondents who had spent between 1-18 months tended to experience more problems in the area of Living and Dining, those who had spent 37 months or more tended to have experienced far less problems. A similar situation seemed to have prevailed in the area of English Language. The null hypotheses were, therefore, rejected in 2 of the 11 problem areas with significant differences and accepted in nine other areas with no significant differences.

HO_{11} With regard to nationality, there will be no strong relation-
ship between country of origin and the kinds of problems he
experiences.

Results: The analyses of the data relating to this area indicated that there was a strong relationship between the students' country of origin and the kinds of problems he experiences in such problem areas as Orientation, Living and Dining, English Language, Student Activities, and Finances. Because of the large number of countries involved in this section, the reader is referred to pages   75   of this study for details of countries and the types of problems the students from the countries are likely to experience.

Implications of Study and Recommendations

Some of the most glaring implications of this study were the facts that:

1.   There was a consistent pattern in the problems of foreign students, as well as the specific types of problems that tended to trouble most foreign students, irrespective of types of institutions, nationality, sex, age, etc.

2. The most severe problem areas in Oklahoma institutions of higher
   learning were more Social-Personal or Orientation rather than
   Academic or Financial. The largest percentage of foreign
   students in the study--61%--would like to be treated as a
   "person" or an "individual" rather than as a "foreigner."

3. Concurrent economic problems--world-wide inflation--and politi-
   cal trends--The Iranian-American Crisis--seemed to have affected
   the outcome of this study. This investigator, nevertheless,
   recommends that:

   a) University officials, administrators, and foreign students'
      advisors review the section on individual opinions in
      Appendix H of this study. Specific types of problems
      are also highly recommended to workers in this field.

   b) Since it is inconceivable that a satisfactory solution
      to any of these problems could be based on national,
      regional, sex, age differences or academic classification,
      each institution should administer the inventory to all
      of its international students to determine individual needs,
      at least once per school year.

   c) Each institution should help graduating seniors or graduate
      students to locate jobs whether for practical training
      or with the home government of the student--through their
      placement services.

   d) To alleviate "homesickness" and "loneliness," each insti-
      tution could and should develop programs that keep the
      students busy during breaks, holidays, and vacation

weekends. The cultural advantage and mutual education of each participant in these programs cannot be overemphasized.

e) Social activities, church-related activities, civic activities arranged with the goal of promoting inter-action, rather than for lionizing or proselytical purposes should be the hallmark of each institution on continuous basis.

f) Typing is a serious problem for many international students, therefore, each institution should make a list of available typists and post such a list conspicuously for those who may need such services.

g) Conscious efforts should be made at introducing inter-national students to American families on a continuous basis--especially those students who need such families.

h) Campus jobs to the needy and scholarships by the insti-tutions, which sometimes look like a favor, could have positive long-range effects. It is suggested that every institution of higher learning in Oklahoma should explore and initiate these "investments" on a continuous basis.

Recommendations for Further Research

Since this and similar studies address foreign students' problems as a whole, one group of people--the spouses of foreign students--have been neglected. It would be useful for future research to explore the problems experienced by this group.

Besides, it would be helpful to determine which group(s) of students

seem to experience financial problems, for that surfaced as one of the five most severe problems. Such a study should consider both government-sponsored and self-sponsored students. Are such problems caused by exchange control restrictions or are the allowances too low as a result of the fluctuating value of the dollar?

Another aspect of future research that would provide useful information is English language background as a factor in the student's ability to cope with his situation. So far, this study has failed to establish such a relationship due to the fact that the statement regarding the student's ability to speak the English language was either vague or ambiguous. The statement on page 1 of the questionnaire that reads: "Language you speak most easily" should be modified in any future research.

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APPENDIXES

APPENDIX A

LETTER REQUESTING POPULATION FIGURES OF INTER-

NATIONAL STUDENTS FOR FALL 1979 FROM

OKLAHOMA UNIVERSITIES AND COLLEGES

Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION
STILLWATER, OKLAHOMA 74074

STILLWATER, OKLAHOMA 74074
ROOM 309 GUNDERSEN HALL
(405) 624-7244

September 24, 1979

International Student Adviser

_____

_____

Dear sir:

I am conducting a study titled "An Investigation of Foreign
Students Problems in Oklahoma Universities and Colleges," as a par-
tial requirement for my Doctor of Education degree at Oklahoma State
University, Stillwater, Oklahoma. The study will cover those colleges
and universities which have the highest populations of foreign students.

In order to determine whether or not your college/university
should be included in this study, I would appreciate it if your office
would furnish me with: a) the most recent enrollment figures of your
university/college — (fall and spring figures); b) the enrollment
figures for foreign students during the same academic year and c) the
total number of countries represented on your campus.

A letter of introduction from my adviser and the Head of the
Department of Educational Administration and Higher Education, as
well as s self-addressed postcard are enclosed. Thank you for your
prompt action. I appreciate your assistance.

Sincerely,

Efiong David Akpan-Iquot

Sent through:

Dr. Thomas Karman, Prof. & Head
Dept. of Educ. Adm. & Higher Ed.
Oklahoma State University

APPENDIX B

A LETTER FORMALLY INTRODUCING THE INVESTIGATOR

TO OKLAHOMA UNIVERSITY AND COLLEGE

ADMINISTRATORS AND ADVISERS TO

INTERNATIONAL STUDENTS

Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION
STILLWATER, OKLAHOMA 74074

STILLWATER, OKLAHOMA 74074
ROOM 309 GUNDERSEN HALL
(405) 624-7244

September 21, 1979

Dear Administrators of Oklahoma Colleges and Universities:

The purpose of this letter is to introduce Mr. Efiong Akpan-Iquot, who is a doctoral student in this Department. Mr. Akpan-Iquot is a citizen of Nigeria, and he is conducting a dissertation study which focuses on problems encountered by international students who are enrolled in institutions of higher learning in Oklahoma.

Mr. Akpan-Iquot and I hope you will be of assistance in the data collection phase of the study. The study is designed to identify areas of concern as well as areas of successful interaction with internationals. It is anticipated that the study will result in recommendations of programming efforts which will be valuable to institutions which serve large numbers of internationals.

We appreciate your help.

Sincerely,

Thomas A. Karman
Professor and Head

phs

APPENDIX C

INITIAL LETTER OF INTRODUCTION TO

SUBJECTS SELECTED FOR STUDY

Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION
STILLWATER, OKLAHOMA 74074

STILLWATER, OKLAHOMA 74074
ROOM 309 GUNDERSEN HALL
(405) 624-7244

7th. November, 1979

Dear International Student:

 I am conducting a study titled "An Investigation of Foreign Students' Problems in Major Oklahoma Universities," as a partial requirement for my Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma. The study will cover those universities which have the highest number of international students.

 The purpose of this study is to assist foreign students attending Oklahoma universities by identifying problems that concern them.

 Within the next three days, you will be receiving a questionnaire which will take you about 25 minutes to complete. Your answers will help future planners of international student programs to know the things that most perturb, disturb, distress, grieve, annoy or worry international students and to try to do something to alleviate the situation.

 Your name appeared in a scientifically drawn sample, and you represent more than 3,000 other international students in Oklahoma. So, I must emphasize that your cooperation in completing the questionnaire and returning same within 7 (seven) days is very important to the success of this study, to all international students in Oklahoma universities and to college and administration officials.

 All answers will be held in strict confidence and will be used for this research only. It will be appreciated, therefore, if you will return the completed questionnaire in the enclosed post-paid envelope on or before _____ 1979.

 Thank you for your cooperation in making this study a success! Thank you on behalf of the international students who will benefit from this study.

I am your friend,

Etiong David Akpan-Iquot
Research Consultant

Sent Through:

Dr. Thomas A. Karman
Professor and Head

APPENDIX D

A COVERING LETTER ACCOMPANYING THE

MISPI QUESTIONNAIRE

Oklahoma State University / STILLWATER, OKLAHOMA 74074
ROOM 309 GUNDERSEN HALL
(405) 624-7244

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION
STILLWATER, OKLAHOMA 74074

9th, November, 1979

Dear International Student:

You probably have received my introductory letter by now. As an international student attending a college or university in Oklahoma, there are probably certain things that bother, perturb, grieve, distress or annoy you.

The statements in this questionnaire reflect the things that occasionally perturb (trouble, distress or worry) international students. You are not being tested. There are no right or wrong answers. So, please follow the instructions on the questionnaire and respond to the statements. After you are through, return the questionnaire in the enclosed postage-paid envelope on or before Nov. 17 _____ 79.

Do not sign your name at the end of the questionnaire.

Thank you for making this study a success.

I am your friend,

Effong David Akpan-Iquot
Research Consultant

Sent through:

Dr. Thomas A. Karman
Professor and Head

IMPORTANT NOTICE: Please help me keep from bothering you with reminders. Mail back completed questionnaire on or before the date specified.

Enc.

APPENDIX E

THE INTERNATIONAL STUDENT PROBLEM INVENTORY

MICHIGAN INTERNATIONAL STUDENT PROBLEM INVENTORY

John W. Porter
and A. O. Haller

Date of Birth _____ Sex _____ Today's Date _____

Country of Citizenship _____ Country of Residence_____

Class in College _____ Fresh., Soph., etc. Marital Status _____ Single, Married

Present College Course of Study _____ Education, Social Science, Engineering, etc.

Number of ___ years and ___ months at present College. At a previous U.S. College ___ years ___ months

Number of ___ years and ___ months in the U.S. Language you speak most easily _____

PLEASE READ THESE *DIRECTIONS* CAREFULLY

You are not being tested. There are no right or wrong answers. This is a list of statements about situations that occasionally trouble (perturb, distress, grieve, annoy, or worry) students from other countries who are attending colleges in the United states. The statements are related to areas of admissions, academic work, language, religion, and so forth.

PLEASE FOLLOW THESE THREE STEPS

Step One Read the list of statements carefully, pause at each statement, and if it suggests a situation which is troubling you, circle the number to the left of the statement, as follows, ㉓ "Giving Oral Reports in Class."
Continue through the entire list in this way.

Step Two After completing Step One, go back over the numbers you have circled, and place an X in the circle of the statements which are of *most concern* to you, as follows, ⊗ "Giving Oral Reports in Class."

Step Three After completing Steps One and Two, please answer the questions on Page 4.

Step One Read the list of statements below carefully, if a statement suggests a situation which is troubling you, circle the number to the left of it, as follows ⑨ Writing or typing term (semester) papers.

1. Evaluation of my former school credentials
2. Concern about value of a U.S. education
3. Choosing college subjects

4. Treatment received at orientation meetings
5. Unfavorable remarks about home country
6. Concept of being a "foreign" student

7. Frequent college examinations
8. Compulsory class attendance
9. Writing or typing term (semester) papers

10. Concern about becoming too "westernized"
11. Insufficient personal-social counseling
12. Being in love with someone

13. Taste of food in United States
14. Problems regarding housing
15. Being told where one must live

16. Poor eye sight
17. Recurrent headaches
18. My physical height and physique

19. Religious practices in United States
20. Attending church socials
21. Concern about my religious beliefs

22. Speaking English
23. Giving oral reports in class
24. Ability to write English

25. Regulations on student activities
26. Treatment received at social functions
27. Relationship of men and women in U.S.

28. Lack of money to meet expenses
29. Not receiving enough money from home
30. Having to do manual labor (work with hands)

31. Finding a job upon returning home
32. Not enough time in U.S. for study
33. Trying to extend stay in United States

34. Getting admitted to U.S. college
35. Registration for classes each term
36. Not attending college of my first choice

37. Relationship with foreign student advisor
38. Leisure time activities of U.S. students
39. Law enforcement practices in the U.S.

40. Competitive college grading system
41. Objective examinations (true-false, etc.)
42. Insufficient advice from academic advisor

43. Being lonely
44. Feeling inferior to others
45. Trying to make friends

46. Costs of buying food
47. Insufficient clothing
48. Not being able to room with U.S. student

49. Hard to hear
50. Nervousness
51. Finding adequate health services

52. Finding worship group of own faith
53. Christianity as a philosophy
54. Variety of religious faiths in U.S.

55. Reciting in class
56. Understanding lectures in English
57. Reading textbooks written in English

58. Dating practices of U.S. people
59. Being accepted in social groups
60. Not being able to find "dates"

61. Saving enough money for social events
62. Immigration work restrictions
63. Limited amount U.S. dollar will purchase

64. Becoming a citizen of the United States
65. Changes in home government
66. Desire to not return to home country

A
O
A
S
L
H
R
E
S
F
P

TOTALS

Do not write in Spaces Below

	67. Understanding college catalogs
S	68. Immigration regulations
	69. Lack of knowledge about U.S.

67. Understanding college catalogs
68. Immigration regulations
69. Lack of knowledge about U.S.

100. Differences in purposes among U.S. colleges
101. Difference in U.S. and home education systems
102. Not being met on arrival at campus

70. Campus size
71. U.S. emphasis on time and promptness
72. Understanding how to use the library

103. College orientation program insufficient
104. Trying to be student, tourist and "ambassador"
105. Attitude of some students toward "foreign" students

73. Too many interferences with studies
74. Feel unprepared for U.S. college work
75. Concerned about grades

106. Doing laboratory assignments
107. Insufficient personal help from professors
108. Relationship between U.S. students and faculty

76. Sexual customs in United States
77. Homesickness
78. Feeling superior to others

109. U.S. emphasis on personal habits of cleanliness
110. Not feeling at ease in public
111. Attitude of some U.S. people to skin color

79. Bathroom facilities cause problems
80. Distances to classes from residence
81. Relationship with roommate

112. Finding a place to live between college terms
113. Changes in weather conditions
114. Lack of invitations to visit in U.S. homes

82. Dietary problems
83. Need more time to rest
84. Worried about mental health

115. Feeling under tension
116. Service received at health center
117. Health suffering due to academic pace

85. Having time to devote to own religion
86. Spiritual versus materialistic values
87. Doubting the value of any religion

118. Criticisms of home land religion
119. Accepting differences in great religions
120. Confusion about religion and morals in U.S.

88. Understanding U.S. "slang"
89. My limited English vocabulary
90. My pronunciation not understood

121. Insufficient remedial English services
122. Having a non-English speaking roommate
123. Holding a conversation with U.S. friends

91. Activities of International Houses
92. U.S. emphasis on sports
93. Problems when shopping in U.S.

124. Activities of foreign student organizations
125. Lack of opportunities to meet more U.S. people
126. Concern about political discussions

94. Finding part-time work
95. Unexpected financial needs
96. Money for clothing

127. Costs of an automobile
128. Finding employment between college terms
129. Finding jobs that pay well

97. Uncertainities in the world today
98. Desire enrolling at another college
99. U.S. education not what was expected

130. Insufficient help from placement office
131. Staying in U.S. and getting a job
132. Wonder if U.S. education useful for job at home

Side column letters: S, S, R, P, D, S, S, L, A, A, S

Step Two Now go back over the numbers you have circled, and place an X in the circle of statements which are of most concern to you, as follows ⊗ Writing or typing term (semester) papers.

Step Three   Please answer the following questions.

1. Do you feel that the statements which you have marked on Pages 2 and 3 provide a fairly complete picture of the problem areas currently troubling you?   Yes _____   No _____

   If there are additional problems which trouble you, and they are not specifically listed on Pages 2 and 3, please indicate what they are in the space below.

2. Do you feel that this procedure of helping you identify problem areas is worthwhile, even though you might not have enjoyed checking the statements? Yes _____   No _____   Can you explain the reason for your answer?

3. To whom do you most frequently go for help in resolving problems which have confronted you?

   For example, counselors, foreign student advisor, fellow students from your home country, faculty, etc. Please list in order of preference

   (1) _____

   (2) _____

   (3) _____

4. Would you like to discuss your concerns with someone? Yes _____   No _____

   If "Yes", please write your name here _____

APPENDIX F

LETTERS REQUESTING APPROVAL AND

AUTHORIZATION TO USE THE

MISPI INSTRUMENT

Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION
STILLWATER, OKLAHOMA 74074

STILLWATER, OKLAHOMA 74074
ROOM 309 GUNDERSEN HALL
(405) 624-7244

October 23, 1979.

Dr. John W. Porter, President,
Eastern Michigan University
Ypsilanti, Mich. 48197

Dear Dr. Porter:

I am conducting a study titled "An Investigation of Foreign Students Problems in Oklahoma Universities and Colleges," as a partial requirement for my Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma.

Since my study is similar to the one you conducted at Michigan State University, Lansing, in 1962, I would like to utilize the "Michigan International Student Problem Inventory" which you developed.

To this end, I am requesting your permission to use the instrument for my study and to quote relevant portions of your dissertation that describe the instrument and how it was developed.

Thank you for your prompt action. And, Congratulations on your recent appointment as the President of Eastern Michigan University!

Sincerely,

Dr. Thomas A. Karman,
Prof. & Head
Dept. of Educ. Admin.
and Higher Education.

Etiong David Akpan-Iquot
Research Consultant
Dept. of Educ. Admin. & Higher Educ.

EASTERN MICHIGAN UNIVERSITY
YPSILANTI MICHIGAN 48197

JOHN W PORTER
PRESIDENT

October 31, 1979

Mr. Efiong David Akpan-Iquot
Research Consultant
Department of Educational Administration
   and Higher Education
Oklahoma State University
Stillwater, Oklahoma 74071

Dear Mr. Akpan-Iquot:

I am in receipt of your letter dated October 23, 1979 and do hereby authorize permission to use the "Michigan International Student Problem Inventory" and Handbook for your study.

Since 1962, I have been priviledged to have on the average of one letter a month requesting information about my dissertation or seeking permission to replicate the study. Obviously, this has been very gratifying.

Now that I am at the University, arrangements are being made to bring the seventeen years of research on the problems of foreign students up-to-date. We will therefore be interested in receiving the results of your study.

Sincerely,

John W. Porter
President

Enclosures

cc: Bette White

APPENDIX G

AN EIGHT-PAGE DISCUSSION OF THE PURPOSE AND USE

OF THE MISPI INSTRUMENT, BY JOHN PORTER

PURPOSE AND INTENDED USE OF THE INVENTORY

"The Foreign Student" is perhaps an appropriate and legitimate term for an immigration officer to use since it does describe a legal and administrative category of persons. But for purposes of study, for college and university faculties, and especially for student personnel workers to treat a great variety of foreign students as a single category is a human error and a scientific monstrosity. In reality, those who come to the United States from other lands to pursue their education are of an infinite variety of nationalities, temperaments, cultures and backgrounds. If colleges and universities desire to have students from other lands on their campuses, and if these institutions are interested in "foreign" students reaching their potential, it would seem only wise to work with them as individuals.

This inventory is one attempt to help persons at the colleges and universities to better understand the "whole student" who sojourns to our U.S. campuses. At the center of this concept is the idea that to understand students better, especially students with somewhat "different backgrounds," college personnel officers should employ methods of systematically discovering what problems are troubling them, if any. Knowing these problems, those of each individual student and those of a particular group of students will better enable a college to marshal its resources (counseling, curricula, health, financial and others) to better rectify the problem area or at least provide better referrals.

It is believed the MISPI can contribute to this process as a problem fact-finding instrument upon which better plans of action can be taken.

There is nothing mysterious about the MISPI as an instrument to identify problem areas. The instrument was developed based upon hundreds of interviews and contacts with students who had sojourned to the states. Their problems were put together and retested on other similar groups of students, and the results indicated the problems of these students, individually and by group, were quite different in many respects from the problems of the "typical" U.S. student on campus. A competent counselor can elicit an expression of a client's problems over a period of interviews. Perceptive teachers infer problems of their students from day-to-day behavior and from conversation. The MISPI attempts to systematize these slower methods of identification and provide a faster initial analysis, in addition to identifying other problem areas which might have been overlooked through the sole use of one of the slower methods.

The MISPI is not a test. It does not measure scope or intensity of student problems. It will identify problem areas and provide the interviewer with clues as to which problem areas are of greater concern.

The purpose and intent of the MISPI can be divided into four general categories:

I. To conduct research on the problems of students and groups of students from other countries.

II. To facilitate counseling interviews.

III. To provide a means for group surveys which might help identify needed college program changes.

IV. To provide faculty members and other student personnel workers with an instrument for orientation and discussion.

DESIGN OF THE MISPI

There is only one form of the Inventory and that is the college form. The Inventory consists of eleven major categories related to recognized student personnel services. These are:

I. Admission-Selection Problems

II. Orientation Service Problems

III. Academic Record Problems

IV. Social-Personal Problems

V. Living-Dining Problems

VI. Health Service Problems

VII. Religious Service Problems

VIII. English Language Problems

IX. Student Activity Problems

X. Financial Aid Problems

XI. Placement Service Problems

The Inventory is further divided with twelve problems being listed for each of the eleven recognized student personnel services, making a total of 132 items on the Inventory.

The Inventory is designed to obtain an initial identification of problem concerns. A compilation of these concerns according to the eleven services would provide some clues as to the matters troubling the student. The student is asked to circle the statements which are troubling him or her.

The Inventory is also designed to identify those problems which are of most concern. The student is asked to place an "X" in the problem that has been one which is most troubling.

This process will enable the interviewer to obtain two responses.

ADMINISTRATION OF THE INVENTORY

General

The Inventory is self-administering. The only directions needed are on the cover page. Students sometimes mark the lists outside of class. When the lists are marked in class, it is convenient to read the directions out loud while the group listens. When students begin it is well to have supervision to protect each student from interference by others. In supervising the group, however, the instructor should take care not to give the impression to the students that he or she may be curious about the problems they are identifying. Remember the students are making a personal report and will do best under conditions in which their private relationship to the task is carefully respected.

Time

There is no time requirement. However, experience indicates that about two-thirds of a group will finish the checking in 35 minutes and practically all of the group in 50 minutes. Individuals who are much slower should be given an opportunity to complete the check list; these persons might be just the ones most deeply involved in their problems.

Anonymity

For many survey and research purposes, it may be desirable to secure responses without requiring the student to reveal his or her identity. Class, age, sex, or other educational and social variables often are all that is needed. Where clerks and teachers, in general, are to count the problems, such anonymity may be greatly desired and in these instances the students should be so informed at the time the purpose of the study is explained to them.

Counting Problems

The checked problems are summarized very easily because of the format of the check lists and the arrangement of items. Open the sheet so the two center pages are visible. The eleven blocks of five items each across the top are the items for the first problem area which is coded in the boxes. Count the circled items and enter the number in the box. Then count the items which are only (X); add this count to the number circled, and enter the sum in the total box. Do this for each of the problem areas, i.e., for each set of eleven blocks of twelve items each. Then total the counts for all the areas and record at the bottom. If desired, these values can be transferred to the spaces on the front cover.

THE INVENTORY FOR INDIVIDUAL ANALYSIS

When using the Inventory to understand an individual case, the aim is to analyze the student's problems in relation to his total life situation and to develop some plan of action, where necessary, for the guidance of the individual or for the improvement of his or her situation. The significance of the items which the student marks on the Inventory become apparent only when they are considered in relation to the whole case record of the student.

The counselor must keep in mind that the Inventory is not a test. It does not yield scores on traits or permit any direct statements about the adjustment status of the person who made the responses. Rather, the Inventory is a form of simple communication between the counselor and counselee designed to accelerate the process of understanding the student and his or her real problems.

Ordinarily the counselor will want to study the counselee's responses prior to the counseling interview in which these problems may become the focus of the discussion. A useful procedure in preparing to interpret the Inventory in relation to other available data is as follows:

1. Examine the identifying data on the first page.

2. On the two pages of problems count and record the number of items marked in each area and the total number of marked items.

3. Note the areas having the greater concentration of problems marked, and those with the lesser.

4. Examine the items circled, one area at a time, noting in particular the items with (X) in the circle.

5. Read the answers to the summarising questions (Step 3) to secure a better understanding of the student's attitudes and conception of himself or herself.

6. Examine the relationship between the summarizing statements and the items marked.

7. Examine any additional data that may be available, such as academic record, aptitude and achievement test scores, extracurricular activities, interests, etc.[1]

---

[1] A case in point here is to note the nature of the problem of students who are not in the usual collegiate level for their age.

8. Interrelate all this material and set up some hypothesis
    as to the direction that the counseling situation may most
    profitably take. Formulate some tentative plans for help-
    ing the student to meet his difficulties more adequately.

The use of the Inventory does not assume any single counseling technique.
The data from the check lists are useful in counseling which must be
short and necessarily limited, in counseling which is deeper and more
therapeutic, and in counseling with directive or nondirective orientation.

The Inventory facilitates understanding of the case by the counselor.
Furthermore, the counselor has, in the problems marked, a "green light"
for discussion. He or she has a reasonable certainty that little
resistance will be encountered in bringing up these problems in the
counseling situation.

For the counselee, the process of "sorting out" his or her problems often
may be immediately helpful to him or her in understanding one's self. In
fact, in the summarizing statements many students have spontaneously
attested to the value of merely filling out the check list.

When the Inventory is used as an aid in understanding the individual, or
as a basis for counseling, a number of points should be kept in mind:

1. The items marked by the individual should be considered as
    symbols of the experiences and situations which comprise
    his or her problem world. The items or problems checked
    should not be mistaken for the problem world itself.

2. Two students may mark the same problem or an identical
    pattern of problems, and yet the problem world of the two
    would not be identical because the orientation of each is
    in terms of his or her own unique experience.

3. Some problems may be marked with only vague notions as to
    their specific meaning in concrete situations, while others
    may be marked with very clear reference to specifics.

4. Problems marked are not of equal significance; one item
    may prove to be more indicative of a substantial blockage
    in the life of an individual than a dozen others which he
    or she may also have marked.

5. The fact that a student has a problem is not in itself
    "bad." Whether a problem is to be taken as "bad" or
    "good" or "neutral" in an individual case depends on
    whether it signifies a point in progression toward growth
    or signifies a point of imbalance toward excessive
    frustration. The same items in one case may be "bad" and
    in another case "good."

6. Students who cannot recognize their problems or who fear to express them may well be in a worse situation than those who are free in their recognition and expression.

7. An outside observer may see that a given problem exists for a student, though the student himself may not recognize that such a problem exists for him or her.

8. Students will check only those problems which they are willing to acknowledge under the specific circumstances in which the Inventory is given. If they are afraid the data will not be treated fairly, if they become confused by some extraneous circumstances at the time of administration, or if they generally misunderstand what they are to do with the check list or the purposes for which the data are to be used, they will limit their responses.

In the light of such points, it is clearly necessary to evaluate the problems marked by the individual in terms of his or her particular environmental and psychological situation and in terms of the particular circumstances under which the Inventory was given. Only then can interpretation result in a realistic appreciation of the individuals problem world and, subsequently, in guidance that is appropriate in concrete situations. Merely counting problems is not enough for these purposes.

ESTIMATES OF THE VALIDITY OF THE M.I.S.P. INVENTORY

The question of test validity concerns what a test measures and how well it measures what it purports to measure. The validity of a test is its most important aspect since it tells what function the test is fulfilling, and how well it is fulfilling that function.

The results recorded from administering the Mooney Problem Check List—College Form showed a difference significant at the .05 level between the mean scores of the United States students and foreign students. The United States students' mean score of 21.24. The results from administering the M.I.S.P. Inventory showed that a difference significant at the .05 level existed between the mean scores of the 108 foreign students and the fifty United States students, the mean scores being 15.06 and 11.26 respectively. These results tend to establish the concurrent validity of the M.I.S.P. Inventory.

A relevant question when computing the validity of an instrument is how well the individual items contribute to the total validity. The writer hypothesized that an item inspection would reveal that the number of statements checked at least once by a group of foreign students on the M.I.S.P. Inventory would be significantly higher than the number of statements checked at least once by a group of United States students. This type of item inspection is merely another form of illustrating the significant difference between the two groups illustrated previously.

The results of the Chi-square test reveal a difference significant at the .05 level between the proportion of items checked at least once by the two groups and is another way to measure significant differences between the two groups. The results of this test support the writer's assumption that although the items on the M.I.S.P. Inventory are identical in many instances to the items on the Mooney Problem Check List—College Form prepared for United States students, many of the items are measuring problems and concerns that are unique to foreign students.

The above item inspection adds considerably to knowledge about the validity of the M.I.S.P. Inventory, and suggests that the instrument is valid for differentiating between the problems of foreign students and the problems of United States students.

ESTIMATES OF THE RELIABILITY OF THE M.I.S.P. INVENTORY

Because the blanket term, "test reliability," does not adequately convey the type of error variance taken into consideration when applied to a test, the writer deemed it desirable to review the various methods used for computing test reliability. In order to effectively accomplish this task, various sources of error variance had to be considered, and the principal techniques for determining the reliability of a test examined. The American Psychological Association's Technical Recommendations for Psychological Tests and Diagnostic Techniques and a reference by Anatasi were used as principal sources. It was found that the reliability of a test refers to the consistency of scores obtained by the same individual on different occasions or with different sets of equivalent items. This concept of reliability enables one to assess the error of measurement of a single score by estimating the range of variance likely to occur on an individual's score as a result of irrelevant chance factors.

Although the M.I.S.P. Inventory is not a test, it is of value to have some indication of the reliability of the instrument.

A reliability estimate of .58 was found for the M.I.S.P. Inventory by use of the Kuder-Richardson Formula for the total scale, and a total scale reliability estimate of .67 was found by using the Spearman-Brown split-half method. Sub-scale reliability estimates ranged from .47 to .76 using the Kuder-Richardson Formula.

Results of t-tests scores based upon seven variables taken from the sample of 108 foreign students revealed that female foreign students checked more problems than males, and undergraduate foreign students checked more problems than graduate students. It was also found that foreign students on campus for thirteen months or longer checked more problems than those foreign students on campus for one year or less, and that foreign students who did not speak English as a first preference checked more problems than those who did speak English as a first preference. It was further found that those foreign students who were

classified as "non'Western" checked more problems than those foreign students classified as "Western." These differences were significant at the .05 level.

Although not significant at the .05 level, it was found that single foreign students checked slightly more problems than married students, and the younger foreign students, age twenty-five or younger, checked an average of more problems than the older foreign students.

Item analysis revealed that in comparing the scores of the forty students (37 percent) checking the highest number of items and the forty students checking the lowest number of items, three items were not checked by either group. There were no items checked more times by the low score group than were checked by the high score group. Sixty-five, or 49 percent, of the items differentiated significantly at the .05 level between the students with the highest scores and the students with the lowest scores.

The sub-scale of Financial Aids had the largest number of discriminating items, a total of ten out of a possible twelve. The sub-scale of Religious Services had the least number of discriminating items, two out of twelve.

Measures of central tendency for the 108 foreign students showed an average of 15.06 items checked. The median number of items checked was 12.50, and the mode was 17.00. Of the 132 items on the M.I.S.P. Inventory, 127 of the items were checked by at least one student. The highest number of items checked by an individual was fifty-three.

Seventy-six percent of the students felt that the M.I.S.P. Inventory provided a complete picture of the problem areas currently troubling them. Eighty-five students, or 79 percent, felt that the procedure was worthwhile.

In establishing the reliability of a test with several scales, one of the important considerations is how well each sub-scale relates to other sub-scales. The MISTIC Computer was used to find the intercorrelations of the sub-scales of the M.I.S.P. Inventory. Sub-scale correlation coefficients above .16 are significant at the .05 level for degrees of freedom of 106.

No attempt was made to determine the significance level for sub-scale total correlations since the determination of such a value would not add appreciably to interpretation. Guilford states that when an item (or sub-scale) is correlated with the total score of which it is a part, the value of it tends to be inflated.

The correlation coefficients for the sub-scales total are spurious due to the part-whole effect. It was noted that these sub-scale total co-efficients range from .49 on the English-Language--Total Scale to .78 for the Admission-Selection--Total Scale. These data would suggest that English-Language sub-scale is measuring problems and concerns which tend to be independent of the other sub-scales.

APPENDIX H

RESPONDENTS' OPINIONS AND FEELINGS FROM THE

SIX INSTITUTIONS SELECTED FOR THE STUDY

The individual opinions expressed by International Students on the pages that follow, were made by the respondents attending the six Oklahoma institutions of higher learning selected for this study. The statements were copied word verbatim, and no corrections were made on the sentence structures. The questions answered are listed on page 284, Appendix E of this study.

Responses to question 1 are identified as (a); question 2 responses are listed as (b). Most foreign students responded to the first question only and their input are identified as (a) and (b). Still others expressed opinions beyond the two questions. Such responses are listed as a, b, c, d, e, f, etc.

Opinions from Oklahoma State University Respondents

(OSU-STU1)

1. (a) It will depend on whether the people concerned will take positive action, or it is merely done for the sake of formality and degree requirements.

Zambia undergraduate; 24 months in U.S.

2. (a) This study is worthwhile in that if considered with responses by other students, it might provide a basis for some positive action in the future. Also, it will help the person working on the project to get at what he wanted to do.

Nigeria undergraduate; 40 months in U.S.

3. (a) Differences in cultures (not languages).
Differences in values (Americans vs. foreigners).
Misconcepts of most Americans on the intent of most foreign students studying in the USA (not for education but as a step to seek residence). American student's attitude towards studies and their lectures/instructors (foreign or domestic).

(b) This may help the Americans identify their problems. They can't say not being returned a favor. Most of them think they've done a great favor to educate foreign students. Yet the foreign students also pay their tuitions and do research here -- in other words, a mutual help.

Hong Kong graduate; 63 months in U.S.

4. (a) Yes, the identification of problems will at least give you an impression of the situation we are in now, which may lead to a solution of these problems, hopefully. And if this process does not end in solution to the problems, I have, at least, for a moment, felt comfort in complaining about them. Here, Boethevs' is worthwhile to quote who said, "Speak out, hide it not in thy heart. If thou lookest for the physician's help, thou must needs disclose thy wound."

Iran graduate; 36 months in U.S.

5. (a) This study is really worthwhile because I envisage some of the problems will be solved one day.

Nigeria undergraduate; 25 months in U.S.

6. (a) Because, I knew the problems which I have and it would not help by writing those on the paper.

Iran undergraduate; 48 months in U.S.

7. (a) It seems to me that American people are educated people but they do not understand the problems of the third world people. They should try to learn some more about Asian and African culture. I think it is going to be useful for their own life.

   Iran undergraduate; 24 months in U.S.

8. (a) I think my only problem is being in the South.

   Libya graduate; 24 months in U.S.

9. (a) Lack of knowledge by U.S. student of other countries. U.S. student visualize all the troublesome issues in the world as another Steve Martin's joke. U.S. students in the majority are not open minded. The U.S. educational system promote the egocentric view of the world by american students.

   (b) We must look at the problems of International Students from a positive side and even strong statement can provide a good result if they are well and objectively received.

   Puerto Rico graduate; 18 months in U.S.

10. (a) The procedure is fine but it kind of limits the problems students have. Also not everybody has the problems, e.g. I might be one out of all students in OSU. I'm not saying that I am, but I guess you know what I am trying to explain.

    Iran undergraduate; 39 months in U.S.

11. (a) Feeling of being discriminated: such as competing to get a scholarship with local student, it's usually losing for a foreign student.

    (b) I've already known what are the problems for me, while there is no good solution.

    China graduate; 23 months in U.S.

12. (a) My only problem has been language. I've been bothered in so many occasions by not being able to express myself properly only because of not knowing enough English, and as a result I think I've become very quiet especially in my classes.

    (b) Since my problem is only language, I don't think anybody can do anything about that. It's all up to me. Having such problem is natural. And anybody would have the same problem if he suddenly starts studying in a second language after using his mother tongue for 19 years.

    Iran undergraduate; 39 months in U.S.

13. (a) Home sickness is the most important thing that is bothering me.

(b)   I come from a country that has more or less the same
       customs and way of thinking of the U.S. But I can imagine
       that it is very difficult for "Orientals" to adjust themselves
       since it means a completely different way of living. There-
       fore any help the foreign students can receive will be very
       welcomed.

                     Brazil graduate; 15 months in U.S.

14. (a)   The cultural barrier and the lack of interest by American
            students in international affairs and cultural issues.
            The difficulty of establishing friendships with American
            male students; whereas it is comparatively easy to communi-
            cate with girls. In other words, girls are more friendly
            whereas some boys seem hostile to foreigners. The use of
            derogatory terms (like C.J.) and the discrimination
            exhibited by some students towards foreigners which may
            show trends of racism (which is quite different from
            patriotism). Lack of news about my country in the news
            media.

     (b)   First of all, this is not helping me identify problem
            areas since I and many other foreign students know these
            problems and usually discuss them with others. As for its
            worthiness or value, I don't think it will bring about any
            change, slight or radical in the dilema the international
            students are going through. A list of suggestions or
            recommendations on how to cope with these difficulties should
            have been included in the questionnaire.

                     Iraq graduate; 15 months in U.S.

15. (a)   Having instructors that dislike foreigners.

                     Jordan undergraduate; 3 months in U.S.

16. (a)   There are some students and <u>instructors</u> who discriminate
            against foreign students.

17. (a)   Our future developments in our home country are uncertain.

                     Iran undergraduate; 24 months in U.S.

18. (a)   My reason is that the initiators of this effort have
            desired to utilize the results of this endeavor, in the
            first instance, for the better. If so, this exercise is
            of paramount importance for progress in the future admin-
            istration of International students programs.

                     Nigeria graduate; 62 months in U.S.

19. (a)   Because some statements were in my mind, but I never thought
            of them before, If my answer and others tell you about my
            trouble and you can do something about that to help me and
            others that will be good for both you and me.

                     Thailand graduate; 18 months in U.S.

20. (a) I feel the laws concerning automobile (and all) insurance are <u>unfair</u> and ridiculous.

    (b) There is nothing that can be done about most of these questions; e.g.: "Changes in weather conditions" or "Unexpected financial situations."

    <div align="right">Venezuala undergraduate; 36 months in U.S.</div>

21. (a) At least somebody worries about international students. Even we pay more money.

    <div align="right">Venezuala undergraduate; 48 months in U.S.</div>

22. (a) The major problem that makes me feel not at ease in U.S. is that usually the American people are cold, and is difficult to make friends, and it happens due to the fact that they don't like foreign people.

    (b) Because through this I could tell my feelings toward U.S.

    <div align="right">Brazil undergraduate; 40 months in U.S.</div>

23. (a) English evaluation of new students when they first come to learn the language. TOEFEL test given by the International program and the English instruction are nothing but business to make money. Tuition fees are too high for out of state students.

    (b) I think it is worthwhile but there are not enough questions that you can relate to. In some other aspects there are, like bad instructors and teaching assistants. Too much workload in some courses.

    <div align="right">Venezuala undergraduate; 52 months in U.S.</div>

24. (a) Based on the studies being conducted, I believe it is worthwhile. But how much could be done to improve the situations is doubtful. However, it may be worth trying.

    <div align="right">Nigeria undergraduate; 35 months in U.S.</div>

25. (a) Yes, because it helps the people of U.S. to understand problems of the international students. And by this procedure they can find the solution and help foreign people.

    <div align="right">Iran undergraduate; 16 months in U.S.</div>

26. (a) It is really interrsting that somebody could try to read the minds of international students. I enjoy every bit of the questionnaire and the procedure.

    <div align="right">Nigeria undergraduate; 51 months in U.S.</div>

27. (a) The idea of foreign students getting carried away by the
          social life in the U.S., thereby forgetting the fact that
          they came here to study in order not only to benefit them-
          selves but their countries as well. It appears that most
          foreign students are not as cooperative as their common
          identity have indicated.

     (b) Because by finding out each individual's likes and dislikes,
          it may be possible to pinpoint trouble areas with a view to
          correcting them. Even though conditions can't always be
          perfect.

                    Nigeria graduate; 30 months in U.S.

28. (a) At last, it gives us an opportunity of expressing our
          views since we cannot go to the school press for our
          grievances. It also gives us an air of relief to learn that
          some people might be interested in knowing the problems
          international students face in this country.

                    Nigeria undergraduate; 16 months in U.S.

29. (a) Taking the final test two or more at the same day. The
          relationship of some teachers, their attitude toward some
          foreign students.

     (b) By taking into account my problems.

                    Venezuala undergraduate; 54 months in U.S.

30. (a) Some of the professors behave badly and they make hard
          relationships with international students. They do not care
          about the international students and their problems. Where
          they teach them, they think that nobody understands or knows
          anything. They try to show their ego, and they are tempered
          people.

     (b) When you have experienced a problem, you try to find
          somebody to solve it.

                    Iraq graduate; 31 months in U.S.

31. (a) I don't see that you can do anything about it because it is
          all up to the American people. You cannot change all of
          them. The students' attitude toward foreign students is
          such that they feel their personality will be hurt if they
          get friendly with us. Because most of the students don't
          like to be friends with us.

                    Iran undergraduate; 40 months in U.S.

32. (a) Lack of adequate source of entertainment in my area of
          residence, and the operation of the city laws to the detriment
          of the residents qith regard to closure of bars and liquor
          stores on Sundays, thus making Sunday the most boring of the
          7 days.

(b) Well, the obvious reason is that sometimes it does not occur to one to think up such problems. In other words, this procedure helps one to be aware of the existing problems and therefore put on his good guard.

<div style="text-align: center;">Ghana undergraduate; 30 months in U.S.</div>

33. (a) Almost no help is available when you need one badly. I feel rushed by professors, looked down upon by professors because of background and they feel you are outrightly stupid and they do not give you a chance or even listen to you they jump right into your conversation the same apply for my advisor.

(b) Because nobody will do anything about it after your findings.

<div style="text-align: center;">Sierra Leone undergraduate; 45 months in U.S.</div>

34. (a) Difficulties in reading textbooks in English because it is my second language.

(b) I said 'yes' because I hope that any problem facing foreign students can be solved so that everybody can work for the benefit of human beings.

<div style="text-align: center;">Saudi Arabia undergraduate; 8 months in U.S.</div>

35. (a) How a teacher can hurt international student by lowering their grades. Not correcting their tests fairly. Being neglected in class by teacher. Not being able to ask question in class because teacher will get angry. Since he does not know the answer. Not being able to object the teacher's mistake because of being an international student.

(b) I think may be sometimes a human being show up to help international student with these problems.

<div style="text-align: center;">Iran undergraduate; 69 months in U.S.</div>

36. (a) I believe it is going to help international students if these problems are solved. I think most of the international students have these problems.

<div style="text-align: center;">Jordan undergraduate; 13 months in U.S.</div>

37. (a) Not really, but I think more scholarships should be given to international students because our school expenses are really high.

<div style="text-align: center;">Iran undergraduate; 34 months in U.S.</div>

38. (a) You see, I have been out of my country for about three years. I spent two years studying in England and one year here in the states. So what I mean is that now I have no problem with the language, change in customs or even trying to adapt

myself to foreign laws. Being a Christian, there is no
change on the spiritual atmosphere. What I mean by this is
that a brand new student coming to the U.S. will definitely
have difficult answers than I do. So I don't think my
answers reflects the image of all foreigners in Oklahoma.

Jordan undergraduate; 14 months in U.S.

39. (a) Adaptation in USA (with respect to the weather and also,
it changes too much). Communication with the people (the
most of the American persons are not friendly).

(b) Of course, this procedure of identifying any problems is
worthwhile; but I know that I think so that the real
problem is how to solve it? It's difficult to give a general
answer since the questionnaire can give different result
depending where the student is from. Anyway it's necessary
to know the result of the sample.

Venezuela graduate; 21 months in U.S.

40. (a) There is also the attitude and ill feelings of some
instructors. Prejudice and personal feelings had made some
instructors to place a limit to one's grade.

(b) I think the American society are misformed about inter-
nationals in their midst. International studies are other
culture-oriented programs should be encouraged in order to
narrow the gaps and misconceptions between both parties.
The question is lack of dialogue and alienation by persons
supposed to be your host.

Nigeria undergraduate; 26 months in U.S.

41. (a) No, because I don't fully understand what this questionnaire
is really all about and how it can help me.

Iran undergraduate; 50 months in U.S.

42. (a) Transportation from Stillwater to Tulsa or Oklahoma City
airport (or vise versa) is not very convenient. This problem
is not carefully explained in the information package
furnished to foreign students in 1976 and today. It will
be very helpful to new foreign students if bus and limousine
schedules are contained in the information package.

China graduate; 39 months in U.S.

43. (a) The high cost of tuition. The payment of out of state fees
is too much and unnecessary when one compares this country
and Nigeria where we don't ask internationals to pay for
out of state fee in our colleges.

(b) This procedure is good if it will be used to review some
policies that affect the internationals in the U.S. colleges.

Nigeria undergraduate; 11 months in U.S.

44. (a) Yes, I feel that this procedure is worthwhile because I am having the opportunity to express my feeling in a foreign country and let others know how an international student feels and thinks away from his home country and away from everything he loves and cares for.

Lebanon graduate; 18 months in U.S.

45. (a) It might be useful if being reported to international student advisor or some other jurisdiction offices.

Iran undergraduate; 35 months in U.S.

46. (a) Sometimes it takes quite some time before the money arrives.

(b) From this, I know that someone is helping to improve this for the next group of people coming to the states.

Malaysia undergraduate; 24 months in U.S.

47. (a) Although I had to get help from my roomate to understand some questions, it was helpful for me to think of my problems. It will probably be helpful for you to understand our problems, if you may want to do something about it. However, I don't think my ideas and problems can really represent 3000 other students.

Iran undergraduate; 23 months in U.S.

48. (a) The questionnaire does not reflect my understanding and feeling about the people and my friends in U.S. All it concerns are some obvious questions which in general cannot be sufficient. For example you did not give me the chance to express my view about behavior of U.S. people toward foreign students.

(b) Because those questions that I checked (in my view) most of them can be solved easily. Both those that I think are more complex and not easy to solve them are not there. For example you did not ask any like: Do you feel that your U.S. classmates re sometimes ignorant toward you because you are not American.

Iran graduate; 72 months in U.S.

49. (a) It helps one when you discuss your problems with others.

Nigeria undergraduate; 5 months in U.S.

50. (a) The questionnaire would have been more effective and sincere if names are not written. There may be certain things which i feel some people would like to disclose if names were not written.

Nigeria graduate; 48 months in U.S.

51. (a) Some foremen have no discretion for foreign students looking
        for jobs. Foreign students really tell the truth about
        poverty, social injustice, superstition, and other plagues in
        their country.

    (b) I guess the researcher is an international student. I
        usually blame foreign students who chose to develop inter-
        national topics just because it is much easier than to study
        their homeland problems. If such is not the case with
        Mr. Akpan-Iquot, I am sorry. But I strongly believe that
        international students should manage to solve their own
        problems. Adaptation will be always difficult at the
        beginning.

                    Haiti graduate; 30 months in U.S.

52. (a) Not being respected by American people.

    (b) Right now being terrified and threatened by Americans.

    (c) Rise of expenses.

    (d) Because there are still several areas which this questionnaire
        does not cover such as: treatment which we receive from
        American and not being understood mentally.

                    Iran undergraduate; 38 months in U.S.

53. (a) This procedure is worthwhile because I realize that I am
        probably not the only one with these problems. This
        questions I feel are representative.

                    Bangladesh graduate; 40 months in U.S.

54. (a) One thing that really hurts me and the rest of international
        students is that large number of American people are
        prejudiced against people from Middle East; they prefer
        their race better than the rest. They also do not understand
        much about politics of Middle East. I do not blame them
        because that is the way they want them to be. For example,
        in Iran I have been living at the time of shah and I have
        known him for all my life and we know Khomeni too, but what
        they are interpreting for American people about these two
        guys is not true. It is misinterpreted. The political
        situation right now going on has made the people to hate
        Iranians. I do not blame them because that is what your
        government is trying to do. I feel sorry because the time
        they know what is going on is too late and they can't do
        anything about it.

    (b) No, I do not think this procedure is much worthwhile because
        you have to be rich to live in America and the most important
        problem that the international student have got is financial
        problem. Having financial problem for international student

means having all kinds of problems without any explanation.
Why this is not much worthwhile is because your system in
this country does not allow any student to work and if they
do not more than twenty hours. Twenty hours work in this
country is not anything at all. The system is not working
for international students. There is no kind of scholarship
or financial aids for international students.

Iran undergraduate; 64 months in U.S.

55. (a) The statements that I circled only bother me a little bit.
I enjoy very much in the states.

Mexico Undergraduate; 39 months in U.S.

56. (a) Distance from parking lots to classes and also the violation
tickets are very high.

(b) Because it makes me to notice the problems that was bothering
me without paying any attention.

Iran undergraduate; 22 months in U.S.

57. (a) In so many possible problems, I only have so few problems
bothering me.

China graduate; 28 months in U.S.

58. (a) Because the person concerned found these problems from
different people they will look into it carefully. And it
might help some other students too.

Saudi Arabia undergraduate; 32 months in U.S.

59. (a) As an international student, I care about all the matters
that will improve our student status.

Elsalvador undergraduate; 20 months in U.S.

60. (a) I have filled many papers like this before. As far as I
am concerned nothing has been done or changed.

Iran undergraduate; 24 months in U.S.

61. (a) The main problem to me is homesickness, especially because in
Lebanon, the family ties are stronger than any other country.
Again as Lebanese, I am worried about my country's news, as
every day, there are about 25 deaths in fighting between
Lebanese and neighboring forces (Arabs, Israelis, radicals,
communists). I don't think hat any power on earth can change
the situation of internations in Oklahoma.

(b) I think the statements were very general. Even some of the
things that annoy internationals would exist anywhere outside
home. Moreover, part of the bad attitude fo Americans
towards internationals can be logical. Some internationals
cheat in all their work; not aware of the fact that class

letter grades are based on class average, the thing that makes the Americans made and sometimes they would give the internationals names to the instructors.

Lebanon undergraduate; 15 months in U.S.

62. (a) This study should be worthwhile for future international students (if results are obtained efficiently).

Venezuela undergraduate; 54 months in U.S.

63. (a) Educational system does not emphasize very important aspects in a course. Too much of a rush. Most of the classes I have taken are geared after covering the syllabus but not to the accurate knowledge and understanding of the student, but exams. What the student is tested on shows that he must understand the application (which is not taught in class), only the theory is taught in class.

(b) If these problems can be looked into, and rectified by the school authority, it would prove beneficial.

Nigeria undergraduate; 30 months in U.S.

64. (a) Well, I feel that this procedure is worthwhile to some extent. At least I've been given a chance to make my immediate problems to be known by those who care. However, solving them (my problems) which I think is the ultimate goal of this questionnaire, remains nostalgic to me at this point in time.

Nigeria undergraduate; 21 months in U.S.

65. (a) American people's failure to understand the problems of the third world and the fact that they attribute this failure to "lack of cooperation with the U.S."

Pakistan graduate; 41 months in U.S.

66. (a) I think it will help me in coping with the problem if the problem areas are identified.

Indian graduate; 66 months in U.S.

67. (a) If this procedure will help someone to understand the problems of foreign students, I think it is worthwhile.

Venezuela undergraduate; 7 months in U.S.

68. (a) You are given the chance to indicate each problem separately. There are problems facing us every day, but some persons are not aware of them.

Lebanon graduate; 41 months in U.S.

69. (a) Most of these statements are a true concern about many foreign students.

      Saudi Arabia graduate; 47 months in U.S.

70. (a) The business attitudes towards foreign students in super markets and banks especially the dirty trick of "let's get all the foreign money" by the Americans. In other words, reaping off foreign students. The illiteracy of most Americans (students) in foreign affairs. This has always created the wrong concept of the foreigners by the Americans. Hypocricy smile in the face, hatred in heart.

    (b) This will enable the administration to amend their policies to at least minimize the popular problems indicated above which were long ignored by the administrative personnel and the American public. It is also a fair opportunity for the foreign students to identify their problems, even if nothing is done about it.

      Nigeria undergraduate; 34 months in U.S.

71. (a) It can help make foreign students feel better in the future.

      Costa Rica graduate; 6 months in U.S.

72. (a) The questionnaire, sort of, covered most areas of concern to most foreign students, especially those from the third world countries. The problems, especially the immigration laws aspect, are of most concern to me. I feel the laws should be more humane as regards permission to work for some time after graduation before one goes back home.

      Nigeria graduate; 15 months in U.S.

73. (a) I speak fairly good English, with a true "English" accent however, when talking to Americans a lot, they tend to occasionally take exception to something I say which to means nothing rude but to them is unacceptable, and this bothers me because some of them take offense to this when I do not mean them to. Also, I would like to meet many more people Americans as well as the other international students I know.

    (b) It helps me to realize what bothers me because I have to think about it, whereas before it was just something in the back of my mind which was bothering me.

      British undergraduate; 3 months in U.S.

74. (a) In the department that I was studying before -- Education Department -- they had discriminations against foreigners especially married women. I would never forget the first time that I met the head of the department. He said why do you want to get Ph.D.? My wife doesn't have a diploma and she has 4 kids and she is happy! I was shocked to hear such a thing from a head of department in USA and that was the reason I left that department.

(b) I am not sure what sort of help you are talking about. Do you mean asking what problems I have?

Iran graduate student; 40 months in U.S.

75. (a) Most Americans (both educated and uneducated) have limited knowledge about other countries. I guess they don't get to study about other countries in high school. For this reason, they always ask very dummy questions about other countries. For instance, one American college graduate told me of how he is saving money to travel to Nigeria by bus. Most Americans think that U.S. is the only civilized and industrialized nation in the world. To them, other countries especially developing countries are very primitive (go about naked, live in caves, and mingle with wild animals). I think the Americans should try and study and portray better images of other countries' ways of life.

(b) No, this questionnaire did not help this respondent in identifying his problems. Identifying the problems is very good. I hope it will not be the end of it. We need to have solutions to the problems. One of the ways these problems can be solved is to better educate the Americans about other countries. They need to study about other countries just as many foreign students study about USA before coming here. Other countries are not as primitive as they think. Better relations between the American and foreign students will be established when the Americans have learned to acknowledge and appreciate other countries' ways of life. This may be way out of your question but I need to voice my opinion.

Nigerian graduate; 7 years in U.S.

76. (a) The lack of knowledge that the average U.S. citizen and the U.S. college student have about other countries but the USA.

(b) The lack of interest that the majority of U.S. citizens show when an international student begins to talk about his or her home country.

(c) Whether this questionnaire is worthwhile to the international student for anything else than to make him or her feel that somebody cares about what happens to him or her, I do not know. However, I can say that the questionnaire made me realize that there are a few people that try to understand international students and that I should be more than glad for that fact.

Venezuela Junior; 31 months in U.S.

77. (a) I wish that there is a program that after receiving a degree, you have training period whereby you practice what you have learned. So, that education in the U.S. can be helpful when we go home. Also, police should be more understanding than what they are now.

(b) This procedure helped this respondent. Yes, at last someone is trying to help future students.

(c) Even, I am not from Iran, every once in a while I receive threat on my life and my family too. Can someone tell these people we have nothing to do with what our government does. If you ask me how, I tell you use the TV, newspaper and churches to tell the people that we are here to go to school. Have nothing to do with what goes back home and after all you are a host country.

Saudi Arabia graduate student; 10 years in U.S.

78. (a) most of the professors and faculty look at hair and color of skin in time of grading, really I don't know why? I can't find good friends or family, because they stay just for two or three days.

(b) Yes, this procedure is worthwhile, because right now with this situation and conflict between two governments I can't answer some questions.

Iran junior; 19 months in the U.S.

79. (a) There is discrimination even within the administration especially regarding housing. People of the same category who apply late and have influence in the administration get houses whereas international students who are waiting for years are denied. I am a victim of this so even when I spoke to administration director he could not change the system even though he agreed it was a mistake on the part of the housing. But I have not felt any discrimination from my professors here but outside the campus it is rampant. Conclusion: Discrimination is widespread here in this part of USA. It is much better inside campus. But outside campus it is far from it. No wonder, Oklahoma is considered a backward state. People mistake all Asian students to be Iranians and peer from moving cars which really hurts our feelings.

(b) I think I am helping the research consultant with his work by completing this form. For about a year back I was mailed a questionnaire from our International Office and even the results were not published! Also, I received a questionnaire from OU Education Department and the results of that one also yet to be published!

India graduate student; 3 years in U.S.

80. (a) An additional problem for this respondent was: Reading article in professional journal.

Thailand graduate student; 15 months in U.S.

81. (a) Realizing and recognition of the problem being sensed would be one step forward toward alleviation.

    (b) Inventory of these problems faced most by a specific group would help in dealing with that group. If sometimes, if someone wants to alleviate those problems, this information would be helpful.

    (c) The process was not worthwhile, on the other hand, to this respondent, Because sometimes people think that indicating (disclosing) that problem is a weakness.

    Pakistan graduate student; 3 years in U.S.

82. (a) I would say that this procedure of identifying my problems is worthwhile if only this can help me to solve my problems. But if they wouldn't help in solving these problems of mine, I will definitely say 'no' because knowing my problems and not being able to at least solve some will make me more tensed and worried.

    Nigerian senior; 3 years in the U.S.

83. (a) Most foreign students who seek admission into graduate schools are frustrated since most schools require a 3.0 grade point average for admission. Some students who graduate with a 3.0 GPA notably know more than students with a 3.00-4.00 GPA. Sometimes, these students with lower GPA do better in graduate school. Could we find a more adequate means of evaluation, taking into account the student's needs, his problems and challenges? The Graduate Record Examination has been unable to resolve this problem. Could you?

    (b) The procedure is not worthwhile because it is not nationwide. The U.S. colleges have to work concertedly to alleviate foreign student problems.

    Nigerian senior; 3 1/2 years in U.S.

84. (a) Now I find out that there are some people who care about others and respect their ideas and find solutions for problems. That is great.

    Iran senior; 6 years in U.S.

85. (a) I have my problems identified. No, the procedure is not worthwhile.

    Venezuela graduate student; 3 years in U.S.

Opinions from University of Oklahoma Respondents

(OU-STU2)

1. (a) I received my B.Sc. degree in Petroleum Engineering in 1970. I'm expecting to receive my M.Sc. degree in Chemical Engineering in December 1979, and I have 8 years solid working experience with Iranian Oil Industry. Still I can't find a job here because I'm not a U.S. citizen and have not a Permanent Visa (and I believe there are many companies who need a man with my qualifications).

Iran graduate; 17 months in U.S.

2. (a) I think one can help by improving the people's mentality.

India graduate; 22 months in U.S.

3. (a) Most institutions do not care to identify these areas to find how foreign students can be aided towards a better and profitable stay in the U.S. They just take their money and that is it.

Ghana undergraduate; 12 months in U.S.

4. (a) Presently due to the trouble in Iran, Americans are very much against Iranians and call them different names. And as we look like Iranians, i.e. having same complexion and hair color, so we are also being abused and remarks are passed on us while walking the roads, etc. But we are not Iranians. Americans should not call names if they cannot distinguish between us and Iranians. It bothers me very much.

(b) I think this is a very good way of solving some of our problems.

Pakistan undergraduate; 9 months in U.S.

5. (a) Prejudice practice.

(b) May be I am a little persimistic.

Iran undergraduate; 10 months in U.S.

6. (a) The most important problem, regarding foreign students in America in my opinion is that they are facing a society in which, most of the public don't have enough social or cultural information about the rest of the world.

(b) Researching about these problems is a good start. But the other problem is that how this research can be useful? Also who is going to use or practice the results of this survey. If you are aiming to do so, you are going to have difficult task. My personal comment on your procedure (survey) is

that not only you need written questionnaire, but also for better results and more accurate findings you could have some interviewers with the international students.

<div align="center">Iran graduate; 36 months in U.S.</div>

7. (a) No one can really help foreign-students because most problems are personal problems. Being a foreign-student isn't an advantage at all.

<div align="center">Thailand undergraduate; 6 months in U.S.</div>

8. (a) Taking care of my staff (car, bike, luggage, cloth, etc.) is the very important element you didn't mention. Last year someone robbed my apartment and stole all my cloth and almost everything; again my bike disappeared just last week. Another problem, I had accident, I paid the expenses by myself and the insurance never covered it -- I don't know why. Also I have to mention that the insurance cost me $75 for that accademic year when the accident happened.

    (b) I'm sure you would not waste your time; any research has a goal and as far as I know yours is helping foreign students. By publishing these statistics, officials could reach better policy toward foreign students. I hope so.

<div align="center">Iran graduate; 24 months in U.S.</div>

9. (a) Different customs.

    (b) The first, responsibility in returning this data. I might be able to help someone. It lets me answer freely.

<div align="center">Iran graduate; 24 months in U.S. ·</div>

10. (a) The questionnaire is the best answer.

<div align="center">China graduate; 19 months in U.S.</div>

11. (a) I think, the most important problem foreign students have to face in this country is the fact that Americans believe we are inferior people. In other words, they believe they are much superior and usually do not like us. Every time they can, they try to show us this is not our country. At the university, in social life, everywhere we are discriminated. I don't care at all. I have my wife, my foreign friends, my children, and I will finish in one year; it will be it! I will go back to Colombia. But what about those single foreign students?

    (b) I guess this is a good research, but you cannot do anything about these problems. We foreign people are not accepted here and you will not change the situation through this paper. You will know what is going on around but no American is going to change because of your conclusions.

<div align="center">Colombia graduate; 19 months in U.S.</div>

12. (a) There are many different levels in the standards at which different universities operate. It would be very helpful if a prospective foreign student count know just what the level of academic education at a particular university is, as compared to other universities. Preferably graded on a 1 to 5 ycale.

(b) Housing should be better looked after. The pairing student is fully occupied without having to worry or dreading going to his alarm because of his lack of assimilations with Americans (students). Special care should be taken in assigning roomates and dorms where there is not too much racism.

(c) This checklist is not going to provide any immediate relief. The identification of problems to the students himself will enable him to clearly see each problem rather than all combined. It enables him to try to solve and deal with each separately. The ambiguity of the different problem areas is a major source of frustration.

Pakistan undergraduate; 4 months in U.S.

13. (a) I wish the Americans were more interested in the foreigners. There are so many things we could like to share with them. But they are just not interested. They have a 'condescending' attitude which can at times be irritating.

(b) Any procedure is good enough, as long as you are genuinely interested in solving the problems of foreign students.

India graduate; 25 years in U.S.

14. (a) In my case, me and my family are living on a scholarship and one of the things that worries us very much, is that we do not receive any grant in time.

(b) Although it mentioned different possible troublesome areas, and such as religion, health, housing, etc. I couldn't find any other. It goes from one point to the next, without any sequence.

Venezuela graduate; 8 months in U.S.

15. (a) Not in my case because I'm graduating in December 1979. I have only about a month more to go before I leave this country. Which means that I know exactly what my problem areas are and what to do to solve them. I can't consider myself a representative of the international student population.

Panama undergraduate; 58 months in U.S.

16. (a) Being raised in two different countries with two different cultural backgrounds bring a lot of other problems which prevent people understanding each other even if there is a

lot of compromising.

<div align="center">Iran graduate; 42 months in U.S.</div>

17. (a) Objectively this questionnaire could help identify the problems of international students.

<div align="center">Iran graduate; 31 months in U.S.</div>

18. (a) You helped me to identify some of the most common problems which many foreign students now are facing in the U.S. I hope studies such as this will help to find ways to solve these problems.

<div align="center">Iran graduate; 101 months in U.S.</div>

19. (a) The knowledge of American people about other countries. Proving the action of their own government toward other countries before having any reasons. Reaction of them toward students during the political situations.

(b) They probably will be considered.

<div align="center">Iran graduate; 46 months in U.S.</div>

20. (a) First of all, I have not been bothered by checking the statement. I, in turn, feel that this procedure is helpful because I am assured that at the end of your studies there might be some practical solutions at least for some of the foreign students' problems which are faced in the U.S. universities.

<div align="center">Saudi Arabia graduate; 35 months in U.S.</div>

21. (a) I didn't realize I had so many things troubling me, now that I know what perturbs me, I can try to correct them myself little by little.

<div align="center">Venezuela undergraduate; 39 1/2 months in U.S.</div>

22. (a) Thank God I don't have problems. I have enjoyed checking the statements which I considered as suggestions to be more facilitated. Those which I checked or circled are not, in real, problems at all. Thank you anyway for your help.

<div align="center">Lebanon undergraduate; 39 months in U.S.</div>

23. (a) The grading between International student compared to Americans.

(b) Respect between professors and American student compared to that of internationls.

(c) Some teachers don't even care about you simply because of the fact that you are from another country. Sometime they tell you please withdraw from graduate program because you won't

make it. Instead of encouraging you as they do the Americans.

(d) It is a very good procedure if it will be useful to the internationls.

Nigeria graduate; 78 months in U.S.

24. (a) Will help me in choosing another school, which will at least, not be in Oklahoma.

Bangladesh graduate; 48 months in U.S.

25. (a) First of all, I do not agree with the liquor laws in Oklahoma. I believe these laws belong to some long forgotten century. Also, I do not agree with bars closing at 2:00 a.m., after all Fridays and Saturdays are only once a week, and people should be allowed to have some fun. (This is a student town, you know?) Second, I believe that the police force should put more emphasis in catching thieves, burglers, murderers, rapists, drug smugglers, and distributors, etc., and give a break to those who go 5 miles/hour over the speed limit every once in a while. I mean, it's not worth buying a sport's care here, well for that anywhere in the U.S.

(b) No, because I don't think I can do anything about the taste of food, class attendance, law enforcement practices (as I explained it previously), changes in weather conditions, attitude of Americans towards foreign students (much less now with the Iranian situation). I do not like to be referred to as an intruder, I do have to admit that I am leaving much more than they can every imagine, but I am paying for it, I amy buying this knowledge.

Venezuela undergraduate; 38 months in U.S.

26. (a) As far as I'm concerned, the number of problems I have now is small and further I am able to solve them for myself. So I feel this questionnaire neither helps me identify problem areas nor is worthwhile. However, it is worthwhile in the sense that by reading this I became familiar with the problems other international students would confront.

Japan graduate; 13 months in U.S.

27. (a) I think that this questionnaire covered all the problems which may disturb the foreign students in the United States.

Jordan undergraduate; 4 months in U.S.

28. (a) The statements are really well-organized. It concerns the whole areas around foreign students and all the problems which they will face in the future.

Iran graduate; 18 months in U.S.

29. (a) Anything that is good in order to solve problems for foreign students will be good to me.

Venezuela undergraduate; 54 months in U.S.

30. (a) The areas identified do not pose as problems to me personally, However, as I have no intentions of hanging around here after graduation. It's a pity that most of the projected U.S. image abroad is only a farce. The <u>press</u> and the <u>news media</u> present very poor pictures of actual world pictures which effectively brainwash and shackle the people of the U.S.

(b) To me the people running this country are the Fords, Rockerfellers, and Kissingers not the general masses. Programming of .the people is orchestrated to perpetuate these people. I do not see onoy change per se of this type of attitudes and behavior so deeply entrenched until there is genuine freedom of the press.

Trinidad undergraduate; 22 months in U.S.

31. (a) There is a problem concerning my wife's life. If she doesn't stay home, everything she does is expensive.

(b) It is a broad picture of the problems that might affect other foreign students and that at present do not affect me but could affect me or my wife in the future.

Mexico graduate; 2 months in U.S.

32. (a) I like to add that the statements were not that much dealing with international students, because you didn't ask about something more important for them. For instance, like student feeling about political situation.

(b) I have a scholarship, but I have to tell the admissions office every semester.

Saudi Arabia graduate; 24 months in U.S.

33. (a) I think the most problem for me and other foreign students is the same American behavior with us. This matter makes us to count those kind of people as uneducated ones.

(b) If you are really able to solve those problems, not only me but also all the foreign students would be appreciative. But, in my opinion you are not able to change the way that Americans behave to foreign students, specially with Iranians, because of the present situation.

Iran undergraduate; 12 months in U.S.

34. (a) The statements might be able to prevent these problems happening to other foreign students in the future.

Libya undergraduate; 50 months in U.S.

35. (a) The results will assist in <u>realizing</u> and <u>solving</u> problem areas for future international students.

        Trinidad undergraduate; 47 months in U.S.

36. (a) Immigration regulations are too restrictive.

        Nigeria graduate; 48 months in U.S.

37. (a) The reason for my answer is that some solution would be found to problems like this one I'm encountering, to serve, not only me, but the largest number of international students.

        Lebanon undergraduate; 32 months in U.S.

38. (a) I should indicate that because of my religious belief being that of a Christian and I'm living with my parents that limits a lot of my problems that could have if it couldn't have been so. I personally think that any answers may not solve the problems that would hurt the other students although what really troubles me is just the exceptions that <u>some</u> people put between <u>foreign</u> and U.S. students.

(b) Yes, because with checking the statements I've found out that I don't have very many problems of staying in a country which is totally different than what I used to live in. I think what depresses me is language problems and <u>some</u> people.

        Iran undergraduate; 48 months in U.S.

39. (a) With this procedure, everybody can know what the problems of foreigners in the United States are.

40. (a) Because if I tell my problems to anyone they wouldn't care. Everybody thinks about themselves, nobody helps someone else except if something good is in it for themselves.

        Iran undergraduate; 36 months in U.S.

41. (a) Personal growth problems -- although troubling, I think they are basic, healthy, important, and <u>personal</u>.

(b) Hard to answer. I feel this procedure is worthwhile. However, it's not this procedure which helped me identify problem areas. I am happy to provide some data for a research and hope it is a good one.

        Taiwan graduate; 74 months in U.S.

42. (a) Lack of public transportation.

        Japan graduate; 12 months in U.S.

43. (a) Because the U.S. people (colleges) should know what troubles us, and how uneasy we are in this country.

Pakistan undergraduate; 11 months in U.S.

44. (a) Institutions here in the South have a pronounced rate of discrimination against the blacks, especially the foreign students. Their failure to provide reasonable considerations, or any scheduled form of help to foreign students who may be and who are always in need of such help justifies the point I have raised above. I feel your questionnaire should show specifically a thing like that. Students in the Northern states like Oregon, Utah, to mention a few do enjoy such considerations and help.

(b) It is very comprehensive and precise. It would take much more time than it does with the questionnaire trying to write the report to cover the area you have covered in your questions.

Nigeria undergraduate; 24 months in U.S.

45. (a) Not being secured.

(b) Not being able to become friends with Americans, and I believe Americans are not friendly as I thought before.

(c) Being mistreated.

(d) Being threatened.

(e) Yes, if they are taken seriously and not left out or if the questions are not only for statistical information.

Iran undergraduate; 24 months in U.S.

46. (a) It shows my personality, and it also shows what difficulties I have. It is worthwhile because I might be helped to solve my problems.

Iran undergraduate; 34 months in U.S.

47. (a) By answering the questions above, I might help to change things in these universities.

Indonesia undergraduate; 28 months in U.S.

48. (a) Yes, while I am doing the questionnaires, I have to try to ask myself and think about all these problems if I am bothered by them. This helps me to realize what kinds of problems I have, and how I am going to do so that I can solve the problem. It helps me to make decisions for myself.

China graduate; 23 months in U.S.

49. (a) The statements almost include all the situation which a foreign student might encounter. But it doesn't have many items concerning the U.S. culture, and the aspect of recreation that a foreign student might have.

China graduate; 18 months in U.S.

50. (a) The lack of knowledge by American people about politics worry me. They behave like they are the only great nation in the world, and all other countries are not. They do not know what the U.S. Government did to my country for more than 25 years and even if they understand this, still they believe this is the U.S. right because of being a great nation. In view of the situation in Iran, the U.S. government talks about the condition which is in its favor. Some news on TV and radio say the truth about the condition but most of them are not honest. Me and most Iranians do not agree on taking hostage by Iranians. Although this may be a lesson for U.S. government to change it's policy toward other countries. And now, the important problem is that, the American people are annoyed with Iranians.

(b) This kind of test for myself, shows my personal condition. And I may expect you to contact me about my problems.

Iran undergraduate; 28 months in U.S.

51. (a) I don't think there is enough room here! (Also I don't have enough time to write all of them.)

(b) I hope that by doing this, I would make more people aware of the conditions that a foreign student has to face here.

Algeria graduate; 72 months in U.S.

52. (a) The other problem that concerns me is that when I am meeting some Americans or let's say any other friends who can't speak English well, is that sometimes you just can't express yourself because of the language problem so they think you are dumb.

(b) Yes, if this research is for those who are involved with the foreign students.

Iran undergraduate; 70 months in U.S.

53. (a) Yes, if you explain how to overcome these problems (psychological) at later step.

(b) No, I know what kind of problem I have and it wouldn't change anything if you reminded me the problems again.

Japan undergraduate; 40 months in U.S.

54. (a) There are several status of international student who are
studying in USA. Those who are government students in
their country -- usually these students do not have problems
with money because they get fellowship and their salary from
their country. The problem is the tension that they will
fail to finish the study, e.g. because of poor grades, etc.
This will affect their career when they return home.
Those who have jobs in private enterprise in their country.
The same problem will arise as in item one. Those who come
here by their own expenses. There are two kinds of these
students. The rich students usually have no problems, if
they fail from one university, they go to another. The
common students who came here just able to buy the ticket and
a couple of dollars. Usually they have problems with money.

(b) Concerning the attitude of some U.S. people to skin color,
there are several reasons why some U.S. people don't like
skin color.

(c) Some or most of skin people (foreigner) do not have ability
to solve homework problems by themselves, so they copy from
their friends or U.S. people.

(d) Cheating in the examination.

(e) Does not observe rule in the traffic, etc.

(f) Over-reacting due to this feeling of inferiority complex.

Indonesia graduate; 42 months in U.S.

55. (a) The reception I received anywhere I go.

(b) So many misconceptions people have or hold about foreign
students, especially those from Africa.

(c) The economic exploitation of international students.

(d) Although going through a piece of questionnaire, and checking
out any feelings does not change anything, it makes sense at
least to see that people are not absolutely ignorant of these
problems. May be good forces have been overpowered and
subdued in event of trying to sort out and solve these
problems. At least it makes me feel as if there is someone
that cares and may be someday things will take a different
turn. Whatever intention was behind this venture, it served
many useful purposes.

Nigeria undergraduate; 9 months in U.S.

56. (a) Dealing with American law such as car accident, traffic court.
Some kind of legal help for foreign students with legal
problems.

Korea graduate; 42 months in U.S.

57. (a) Situation of home country (economic, political stability, threats from other countries).

(b) Aggressive religious attitudes of some friends who are of different religion.

(c) Your research may reveal the problems which foreign students are faced with.

(d) To help your research.

Taiwan graduate; 10 months in U.S.

58. (a) Money does not arrive on time from back home due to transfer of funds problem.

(b) Due to the above problem, I cannot pay fees on time or have to borrow money.

59. (a) Because it might help to bring about better relations between international and American students and people in the future.

Turkey graduate; 34 months in U.S.

60. (a) Trying to get political gains by issuing statements by some local leaders. Though the geopolitical situation of the world give rise to certain differences between governments of different countries (these might be due to interests of countries-economical in nature or otherwise) but when smart (low-level) politicians start bringing such differences to (common) people who generally don't know the real situation (most of the time), it gives rise to a "phenomena" called 'hostility.' Whatever the nature of this phenomena be, it is creating the concept of a "foreign student." Most of the time because of this pehnomena, "a foreign student" cannot achieve whatever he would have achieved (educationally, technically or otherwise).

(b) Sure, it's worthwhile! Though this procedure does not allow me to explain some problems yet it gives enough idea of·the areas where international students are getting or feeling some or enough problems. More over this procedure helps to identify the problems and tries to separate them from each other thus leaving little to think for replying. However there is one thing to consider -- the statements not checked (by me) may not be of concern (to me) at this time but they may reflect my problems whenever (say, by chance) I had to get into a situation in future!

Pakistan graduate; 27 months in U.S.

61. (a) As a student looking forward to graduating from the college at the end of this semester, I find it too hard to find a job in the U.S. because I am a foreigner. This puts me in a lot of tension and concern about my future.

Jordan graduate; 24 months in U.S.

62. (a) Having some problems with the chairman of the department over the matter of credit hours transferred from my country. I am not satisfied with the 30 hours assigned by the varsity for my 3 years at home. As I am prepared to transfer to another institution, I follow my own course selection without seeking his advice. Hence he was rather annoyed with me. But unfortunately, my transferring to other school was not successful.

    (b) Well, I don't know how many people will have the same problem as mine. But according to my experience, most of my ethnic group do find how the same problem especially on the matter of meeting and talking to Americans. There seems to be some discrimination on the color skinned people. Therefore, I believe with this survey, you can put out something that will enable the people to be aware of the problems that are facing the foreign students.

                Malaysia undergraduate; 11 months in U.S.

63. (a) If you have more meaningful, specific questions, then, it might help students.

                India graduate; 99 months in U.S.

Opinions From Respondents With No Demographic Variables

1. (a) In identifying the problems 'yes' but I don't understand
   what you want to do with these problems. Besides I don't
   think you are going to take any step in solving these.

   From OSU; 3 months in U.S.

2. (a) The policy of the graduate college is that grade (C) is
   not acceptable for graduate students. Can you convince them
   to change their policy?

   (b) Not everything I am studying here is applicable or is of
   benefit for my country because of many differences between
   our systems and other things.

   (c) Homesickness is a personal problem, it is increased by
   decreasing the cooperation of U.S. students with foreign
   students.

   From STU1 - OSU

3. (a) Because you can't change the way Americans feel.

   From STU1 - OSU

4. (a) You may be a help to future international students.

   From PRU1 - Phillips

5. (a) International students school-bill is higher than expected,
   comparing with the citizens.

   (b) The good news is that the problem-areas are worthwhile for
   your research. And the bad news is that you can do but
   nothing to change the problems. It's every day process
   everywhere in the world.

   From PRU2 - Oklahoma City S.W. College

6. (a) The program of training foreign students for one year after
   graduation. Nobody wants to hire foreign people.

   (b) My reasons are: I have a hope that this research be
   considered by U.S. authorities.

   From OU STU2 undergraduate

7. (a) The relationship between my own country (iran) and the U.S.
   and the danger of it turning into a war which is the last
   thing anybody wants. One man who is known as a murderer all
   over the world is not worth the lives of 40 people or the
   lives of millions of people through war.

   (b) If this and others like it can help foreign students to get
   along better, then I consider this to be worthwhile.

   From PRU3 - Phillips

8. (a) I feel most Americans that I meet are not very sincere. They
         only say "hi" or "how are you" but they don't really mean
         that. Some of them are nice but they do not have time to
         spend with me because a lot of them have boyfriends. It
         might be that I am a type of person that does not like
         social activity.

    (b) It is hard to express my feeling in English.

                    From PRU3 - Phillips

9. (a) For most of my answer I think it's due to an internal
         personal feeling about me being here and I was supposed to
         graduate this year if I came to U.S. in 1975. The year I
         graduated from high school but the civil war in my home
         country played an important role on shifting my attitudes
         toward many things. That is a concern to me as an individual.

                    From STU1 - OSU

10. (a) It is worthwhile, but in my opinion, the biggest problem is
         not only with international students but rather it is a
         problem of the U.S. as an individual or as a whole, simply
         because of U.S. racism, racial discrimination among everybody,
         whites vs. whites, blacks vs. whites, etc.

                    From STU2 - OU

11. (a) Political disturbance in Iran makes me more concerned, even
         though I am not an Iranian student.

    (b) Scholarship money is not enough to maintain in educational
         institutes.

    (c) Educational institutes do not provide amny special services
         to foreign students.

                    No information given

12. (a) In this university which I am, I have problem to enroll for
         spring, because all the courses that I need to graduate are
         closed (before midterm). The teacher of my major courses is
         not nice and does no justice in grades (no more than C)
         for Persian or he is prejudiced. So that makes me angry and
         there is nothing that we could do about this.

                    From CSU STU3 - Edmond

13. (a) The world is becoming smaller and smaller. Anything happening
         here will affect the whole world. There is no political
         stability in any part of the world. I would like to see the
         super power nations to step down their activities in the
         world. Especially in the third world countries.

                    From CSU STU3 - Edmond

14. (a) As a matter of fact I only observed those marked as troubling my mind sometime but on the other hand I don't really worry as none of them disturbs my studies. They only give unexpected practices in the society.

(b) Even if you identify what the problems are I am of the opinion that there is just nothing you can do about them. Many of those problems are the habits of the majority of the people which have seen with them for decade and cannot be corrected.

From OU STU2 - Norman

15. (a) It would give the authorities concerned a fairly good idea as regards the pressing problems of the foreigners pursuing their education here in the U.S.

From OSU STU1 - Stillwater

Opinions From Oklahoma City University Respondents

(OCU-PRU1)

1. (a) I don't believe I have any problem, to me it is a challenge
        and I try to confront it head on. I am not on scholarship;
        I work my way through it is a matter of ready to accept the
        challenge then it won't be a problem.

            Sierra Leone graduate; 15 months in U.S.

2. (a) I don't think so (that is, the questionnaire procedure did
        not help this respondent to identify his problem areas)
        because to me I do know the most problem that a foreign
        student faces them so its not new to me.

            Iran sophomore; 27 months in U.S.

3. (a) Living in a foreign country without permission for working.

    (b) Being far from our family. I hope these answers would be
        worthwhile. This is good for us, international students to
        tell someone our problems. I wish you success.

            Iran graduate; 18 months in U.S.

4. (a) You may be a help to future interantional students.

            Name and nationality not given.

5. (a) Lack of social knowledge of American people.

    (b) Lack of acceptance of foreigners for living here.

    (c) Feeling of having super power in comparison with foreigners.

    (d) Every American people thinks that foreigners are slaves and
        rely on them and so forth.

    (e) American people think that foreigners must speak English.
        (This respondent also felt that the questionnaire helped him
        to identify his problems). That is right because I have
        confronted those problems practically and those were
        sensitive points of our difficulties.

            Iran graduate student; 24 months in U.S.

6. (a) If we survey how many international students in most
        Business Schools and colleges and universities, we find the
        majority specially in universities. This field is very
        important to international students. What is needed is
        modifications in the programs to include international
        business, culture, social psychology to give the inter-
        national student to broaden his knowledge within his other
        studies among other subjects he studies in the U.S. And

this will give other students from the U.S. who will be future business leaders a good knowledge about attitudes and cultures. You should have a question on whether any modification is needed in programs or lectures given by colleges and universities.

6. (a) I do agree this procedure is very useful for those who are interested in international students. To know what they can adjust in their ethacis [sic] to the benefits of international relations and encouraging more students to enroll to U.S. colleges and universities.

Libya graduate student; 7 months in U.S.

7. (a) This questionnaire did not help this respondent to identify his problem areas because "it is prepared with prejudice and favor toward American."

Iran graduate student; 40 months in U.S.

8. (a) When I marked the statement that talks about immigration regulations, I meant that foreign students would like to work; in other words would like to be free to work not only on campus but out of it; because as students we need spare money and as you should know; in campus work doesn't pay too good.

(b) As long as you all do something about the situation and besides, if you all know the problems or the average problems you will find solutions for it. Because nobody can solve a problem that he doesn't know.

Ecuador sophomore; 24 months in the U.S.

9. (a) Being unable to hear news often from the U.S. news media concerning developments in my country. Becoming sick and subsequent hospital bills.

(b) It is very much detailed.

Nigeria graduate student; 47 months in U.S.

10. (a) I would like to mention that if you concentrate your study by trying to send a letter to the TV or to the news to give chance to some foreign student to explain to the people about their feeling and their life also by sending letters to the U.S. citizens to give people chance or to make them feel that they are not foreigner and they are humans. Also the U.S. citizens need to distinguish between the people.

(b) Before I came to U.S. I thought I will find everybody friendly and educated and ehlpful to the foreign student, but now my idea changed. I found about 70% of them unfriendly even with U.S. citizens. I also found out that they don't

have enough education and they don't know anything about the foreign countries. When you stop someone to ask him, he will be worried and hesitate to give you answer. Also after a while they might be helpful but if they knew you and trusted you.

Saudi Arabia graduate student; 6 months in U.S.

11. (a) I can't see how you can help me in my problems.

Greece Freshman; 3 months in U.S.

12. (a) I think it is worthwhile because most people don't realize the problems that foreign students have, because sometimes they are not patient with the student that have problems, trying to be understood by the people.

Honduras sophomore; 18 months in U.S.

13. (a) It is worthwhile to let you know about what we are suffering from. But who is going to help us and how?

Saudi Arabia Freshman; 4 months in U.S.

14. (a) The U.S. professors have not enough concern about foreign students' problems. The U.S. people don't hurt foreigners.

(b) I think that this procedure is worthwhile because it shows that there are some Americans who are concerned about the problems that a foreigner might face in his country. That is a big step to solve at least a few of these problems. Although most of these problems are related to the feelings of the people, and for solving them they have to change the feelings.

Iran graduate student; 6 months in U.S.

15. (a) I would thank you for being concerned about the international students and for the questions that I usually answered have concerned me a lot so I put an (x). By doing step 2,3 on one time, and I really enjoyed answering these questions, especially now I feel that there are people who really would like to know what we are suffering from and concerning of.

(b) And I am ready if you asked me next time to write for you the reason for these questions I answered, why they are really the most that I am concern of. And I will be glad and grateful to you.

Jordan freshman; 4 months in U.S.

16. (a) The professors don't grade the exam papers correctly. Most of them don't feel any responsibility.

(b) Because I don't think anybody is trying to help foreign students.

Iran graduate student; 36 months in U.S.

17. (a) Because I hope from all the units in all of the sample from all population will help to obtain the result of the procedure.

Saudi Arabia graduate student; 19 months in U.S.

18. (a) No. 13 of question should read: Tsste of food and restrictions on certain foods due to religion.

(b) It is worthwhile if steps are taken to improve on conditions that are constantly troubling me, an international student, but unfortunately, these kinds of questionnaires serve no purpose.

Iran sophomore; 11 months on campus.

Opinions from Oklahoma City Southwestern College Respondents

(OCSWC-PRU2)

1. (a) Because most of the statements kind of coincide with my own thoughts or problems in U.S.

   Nigeria undergraduate; 27 months in U.S.

2. (a) It helps in improving specific and general problems of international students.

   Nigeria undergraduate; 7 months in U.S.

3. (a) Will help students with serious problems.

   Venezuela undergraduate; 46 months in U.S.

4. (a) I am not sure.

   Jordan undergraduate; 12 months in U.S.

5. (a) These answers can be brought to the attention of others, who don't know the difficulties foreign students encounter in the U.S.

   Ghana undergraduate; 15 months in U.S.

6. (a) Paying much more money per credit hour than U.S. students. Not having a bus or metro station to facilitate travelling especially for students.

   Lebanon undergraduate; 11 months in U.S.

7. (a) Paying more money than U.S. students for credit hours in college or university.   Not having a bus or metro for travelling.   Not having special prices for students as it is in Europe, France and England.

   Lebanon undergraduate; 11 months in U.S.

8. (a) I think it is worthwhile because I am not really out of place with these kinds of problems. It makes me feel that some people might also have same problems that I have so it is some sort of relief.

   Nigeria undergraduate; 30 months in U.S.

Opinions From Phillips University Respondents

(PU-PRU3)

1. (a) It takes a few days to be familiar with a new environment. Therefore, after feeling it better to change some decisions, such as housing and boarding, some restrictions come ahead.

   (b) Another problem is no definite mailing address which is associated with records, such as bank, security for auto, tax for auto, etc.

   China graduate; 4 months on campus

2. (a) Other important thing is the relation between Iran and U.S. Everyday we have some problems between our political relation. And these problems affect us Iranian students and I am one of these Iranian students. This is the problem that just Iranian students have.

   (b) In fact, because you said that, this is not a test. And I liked to tell you the fact. And really, I like to transfer to your university and study at Aerospace College, although I have the problems that I have. I hate Phillips University. Because Phillips University is . . .!

   Nationality not given
   Undergraduate; 4 months in U.S.

3. (a) Although these statements cover fairly well, my problems, I still think there is a better way to do it. Each individual has his/her own problems, and this method may not be useful for them.

   Marshall Islands student
   Undergraduate; 18 months in U.S.

4. (a) Lack of understanding between some American people and some foreigners.

   (b) Lack of a responsibility feeling in some of the professors.

   (c) Pressure of some assignments in a short period of time which American students can do more quickly.

   (d) Considering class participation (in some cases) by professors which ends with lower grade level for internationals.

   (e) Yes, but I hope it is more than a research project, and its actual result would be reported to all universities in Oklahoma in order to create a better and more comfortable level of living and studying in the U.S. for all international students.

   Iran graduate student; 15 months in U.S.

5. (a) Because I am not the only foreign student in U.S. their problems will be absolutely my concern too, and also I would like to do anything that I can do, to solve some of the problems to help the future foreign student live better in U.S.

Iran undergraduate; 60 months in U.S.

6. (a) There are no problems that are troubling me.

    (b) Sometimes, I cannot decide which I need it.

Saudi Arabian graduate student; 24 months in U.S.

7. (a) We blacks are badly discriminated by whites. Tuition fee is too high for international students. Americans are not interested to know about other countries except asking useless questions.

    (b) My reason for indicating or marking 'yes' is based on the fact that all aspects of my problem area have been tough.

8. (a) Well, the number of people looking for an accomodation outnumbered the available accomodation that people will be squizzing in (about 3) themselves in one room due to lack of palces to live.

    (b) Secondly the weather of this country is quite different from what we have back home in my country. So it is really giving me some concern to adapt to it.

    (c) Right now I don't have much problem as regards the items listed.

Nigerian Undergraduate; 6 months on campus

9. (a) Sudden increase in tuition fees. For example 1 credit hour costs $65 now and may be by next academic session it will be increased to $70 per credit hour. This causes some financial embarrassment.

    (b) I think this procedure helps in a lot of ways in that this will enable one to understand himself and his surroundings. Personally for me, I feel less disturbed by any situation as I have my family with me, but for other international students, I think a sort of help can be achieved by this questionnaire.

Nigerian undergraduate; 15 months in U.S.

10. (a) Foreign students should be allowed to work if there is need and this will go along way to alleviate sufferings. After all when the students work, the state and the federal government benefit because of the taxes.

(b) I am only saying 'yes' with the hope that you will use your questionnaire for the benefit of all foreign students in the United States. Any foreign student who does not have some of these problems you have mentioned above, I should say came yesterday. But if he stays two days he will certainly experience these difficulties. Please use your questionnaire wisely. I know you will.

Nigerian undergraduate; 11 months in U.S.

11. (a) Basically my problem is the lack of opportunity of getting my citizenship as American.

(b) I understand the main objective of this survey is to find the difficulties the foreign students have to go through. I think this questionnaire is pretty accurate and fulfills the purpose of it.

Mexican undergraduate; 24 months in U.S.

12. (a) Instability at home government which has caused lots of problems for international students specifically for Iranians.

(b) I recommend that you publish your dissertation in order to identify international students' problems and introduce them to Americans. This might help to decrease or to avoid aggravating the terrible relationship existing between Americans and international students.

Iran graduate; 28 months in U.S.

Opinions from Central State University Respondents

(CSU-STU3)

1. (a) I attended college in the U.S. twice within the last 3 years.
        First as an exchange student on a scholarship, and second as
        full-time student after my return to the U.S. in order to
        marry. I don't consider myself as a foreign student anyway.
        I've never experienced any difficulties being a "German"
        student. My main concern was the difference in quality and
        demand in undergraduate studies between West Germany and the
        U.S. Basically I don't feel that I should be included in this
        survey.

    (b) In my opinion the attitude of Americans towards Europeans
        like Englishmen, Germans, French are much more positive than
        towards Easterners and South Americans - Iranians,
        Venezuelans, Vietnamese, etc. To those students, I think,
        this survey is a good opportunity for them to express their
        frustrations and concerns.

                German graduate; 21 months in U.S.

2. (a) One thing that bothers me too much is that a lot of time I
        get the feeling that I am looked upon as second class
        citizen. For example, even if I have the same qualification
        and experience in comparison to a white man, I may be denied;
        or, I know this girl likes me very much, but won't go out
        with me in public; I go to a restaurant and get lousy
        service; or subordinates at work sometimes resent the fact
        that a foreigner is their boss.

    (b) I think it is not easy for any nation of different culture to
        accept somebody else socially, so easily.

                Bangladesh graduate; 48 months in U.S.

3. (a) High cost of living. Difficulty of foreign students to rent
        low cost homes off campus.

    (b) I cannot explain why because I have always known these
        problems.

                Nigeria graduate; 47 months in U.S.

4. (a) This is the first time I have stayed in U.S. I really have
        a lot of problems. But hard to speak them out. Thank you
        for this procedure to let me identify problem areas.

                China gradaute; 3 months in U.S.

5. (a) You don't make me believe it is worthwhile. How can I know.

China graduate; 4 months in U.S.

6. (a) I don't know what major I am going to take, and if I take a major, what I am going to do after I graduate, and how about if I don't like the job?

7. (a) There are a lot of problems I personally encountered when I first came here that I found very hard to deal with. For instance, when you are new, it is hard to know who to trust and who you can rely on. There were many times when I needed someone to talk to but didn't have anyone. It is especially difficult leaving your family and starting on independent life in another country.

   (b) I am not really sure if it can help.

China graduate; 4 months in U.S.

Ghana undergraduate; 42 months in U.S.

8. (a) Because it includes all the aspects that most internationals could meet in a foreign country.

China graduate; 72 months in U.S.

9. (a) Housing: The school authorities knowing that we African students have different culture should try to provide a single room apartment for foreign students especially those who are married at home but could not bring their wives over to the U.S.

   (b) Immigration Laws: There is an injustice by the way the Immigration Department enforces their rules and laws towards African students. While the Iranian students could come into U.S. with visiting Visa and studied with it for 10 years in this country and could get highly paid jobs but these facilities are being denied African students. Afterall, Nigeria has the same relationship they have with Iran.

Nigeria undergraduate; 27 months in U.S.

10. (a) Here at Central State, Americans don't want to see their girls with Africans and other nationals. They blackmail us that we are not out to marry them but only want them for fun. This is not true and there are many Americans (both whites and blacks) I know of in Nigeria whose husbands are Nigerians. It is only in big cities that one can really mix freely. Example: Detroit, New York, Baltimore, etc.

   (b) I feel it's worthwhile, most Americans still view other nationals as people they should not mix with. To be candid some Americans are very good (I mean students) and they will like to know about your country. The greatest praise goes to the instructors here.

Nigeria undergraduate; 9 months in U.S.

11. (a) Actually, I really would like to be able to answer 'yes,' but the attitudes of American people, especially people of Oklahoma, towards foreign students is something, which cannot be changed or at least very difficult to be changed because of being prejudiced about foreigners.

Iran undergraduate; 38 months in U.S.

12. (a) I wonder why Americans (people) specially American students have not enough general information. Why they don't care about anywhere else except their state or at most their country. Why they don't have enough information about the rest of the world and what is going on in other places? Is that what American Government wants or American people are naturally like that. This is what I feel and it may not be right.

(b) One of the biggest problems for you to help us is the lack of knowledge about the things that are bothering us. So I guess if you know what is bothering you will try to help us.

Iran undergraduate; 30 months in U.S.

13. (a) Students are not allowed to cook at the dormitories, but the limited food quantity the school cafeteria provides is not enough for most of the boys, or sometimes we want to make some home taste to find comfort when missing home. So the 'no cooking' regulation is troubling us all the time. Most important of all, it is hard to break through the invisible barrier between American students and foreign students. Most of the American students don't seem to start friendship with foreign students, they make groups, friends with their own people. To foreign students, the problem is not the lack of opportunity to meet more U.S. people – we can meet hundreds of them in a day, the problem is we can't make friends with them, so the situation is that although we live in America, live with Americans, we still don't know much about Americans.

(b) The paper did not help me identify the problems. I just give out what I have already known, the paper didn't provide me more about what mh problems are, and I don't think that checking the statements will help me or the incoming foreign students in solving their problems.

Taiwan undergraduate; 3 months in U.S.

14. (a) Because at least someone had made the effort to listen to other problems and concerns. It might not cover all the troubles, but yet it is a starting point.

Iran undergraduate; 62 months in U.S.

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15. (a) I have problem on taking notes from lectures of instructors
even if I can understand the lectures about 80%.

(b) I believe your questionnaire can provide for U.S. people
. ch an understanding about the situation of foreign students
a..d I enjoyed checking the statements.

China graduate, 11 months in U.S.

16. (a) The effort being done by faculty to make communication
between different countries (students) is not efficient.

(b) From the personal view point, I think that your problems are
enough to cover all the conditions which we have to weather
during the period we stay in U.S.

Taiwan graduate; 12 months in U.S.

17. (a) Having difficulty in communication with American people
because of different accent.

Iran graduate; 42 months in U.S.

18. (a) When I was a senior in my home country, I had many chances to
visit some big companies or industries. I thought I still
had these chances before I came to U.S. But I don't think
so now. It makes me very disappointed. All I need is
practical experience about what I major in, not just class-
attendance. That is why I cam to the U.S.

(b) I can feel that some of you Americans are concered about us
international students. The statements remind me about the
purpose of my coming here.

Taiwan undergraduate, 3 months in U.S.

19. (a) There are so many foreign students at the college in the U.S.
Therefore, the management or the faculty at the colleges
should know what kinds of troubles or problems the foreign
students have, and try to help them to enjoy their college
life in the U.S.

Japan undergraduate; 27 months in U.S.

20. (a) It is not that this stuff really bother me, but I think that
this questionnaire has been made for students that come from
a culture totally different from the one you have in E.E. UU,
it really does not match my concerns. For example, "How do
you like to be confused with people from another country?"
Or ignorance even from the teachers about where your country
is located.

(b) I did not find anything that I didn't know before. This is
a questionnaire for freshmen.

Colombia undergraduate; 36 months in U.S.

21. (a) I think a shuttle bus service needs to be provided for students to and from grocery/Oklahoma City. This will eleviate difficulty encountered in getting food on weekends and shopping until one is financially fit to buy a good car.

    (b) Identification of one's problems helps one to look for possible solution. So I feel that this procedure of helping me identify problem areas is worthwhile.

    Nigeria undergraduate; 17 months in U.S.

22. (a) I am glad somebody is conducting a study like this. And I hope it would be one of the means of identifying and doing something about some of the problems that are faced by international students.

    Nigeria graduate; 20 months in U.S.

23. (a) I enjoy checking all the statements and I think that all the problems that face international students are included in the statements.

    Thailand graduate; 18 months in U.S.

24. (a) The crisis in my country is putting me in more trouble, that I cannot express. I am afraid of future, I am worried about what will happen to the world economy, lives and people and we foreigners.

    (b) It covers some of the trouble, I have as a foreigner.

    Iran graduate; 55 months in U.S.

25. (a) Because it gives an idea to the newcomers of what they will find in the U.S.

    Cyprus undergraduate; 24 months in U.S.

26. (a) It will be necessary or important if some of these problems are declared.

    Nigeria undergraduate; 36 months in U.S.

27. (a) In all my problems, in the past and up to the present, I have been able to identify and get solutions for them all. In other words, I try my best to solve my problems by myself.

    Pacific undergraduate; 15 months in U.S.

28. (a) There is no provision for vegetarians in university cafeterias for pizzas, burritos and fruits (all expensive)! I would starve in this land of plenty if we are not.

    (b) The fact that relationships between men and women are so casual seems to indicate a lack of commitment. Arranged marriages work perfectly in my culture because both the man and the woman enter the relationship with commitment and determination to make it work.

(c) The feeling of being a 'foreigner' hurts most in classroom situations because one's future is at stake. Some professors are rather unkind.

(d) I am doing an MBA. This university is basically an education college and this fact didn't come home strongly enough when i was applying because of a good promotion job done by the administrative department. Now I find the business school isn't good!

(e) By identifying problem areas, I tend to be more positive about it and do something rather than sit and complain.

India graduate; 5 months in U.S.

29. (a) If this questionnaire is really related to the concerned party to understand and know what the foreign students' problems are, it is worthwhile.

Taiwan undergraduate; 18 months in U.S.

APPENDIX I

A LETTER REQUESTING PARTIAL SPONSORSHIP

OF THE STUDY FROM THE DIRECTOR OF

OSU'S INTERNATIONAL PROGRAMS

Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION
STILLWATER, OKLAHOMA 74074

STILLWATER, OKLAHOMA 74074
ROOM 309 GUNDERSEN HALL
(405) 624-7244

October 23, 1979.

Mr. William S. Abbot, Director
International Programs
221 USDA Building
Oklahoma State University
Stillwater, Okla. 74074

Dear sir:

I am conducting a study titled, "An Investigation of Foreign Students
Problems in Oklahoma Universities and Colleges," as a partial requirement for
my Doctor of Education degree at Oklahoma State University, Stillwater, Okla-
homa. The study will cover those universities and colleges--both public and
private--which have the highest number of international students.

The purpose of this study is to assist foreign students attending Okla-
homa colleges and universities in identifying problems that concern, bother,
grieve or worry them. The findings, it is hoped, will be immensely beneficial
to university and college administration officials that directly or indirectly
plan programs that affect international students.

I am, therefore, requesting you to assist me in sponsoring this study. As
a token of my appreciation, a copy fo my dissertation will be furnished to your
office for future reference. An estimated cost fo the study is attached to this
letter.

Thank you for your assistance.

Sincerely,

Dr. Thomas A. Karman,
Professor & Head
Dept. of Educ. Admin.
and Higher Education.

Efiong David Akpan Iquot
Research Consultant
Dept. of Educ. Admin. & Higher Educ.

APPENDIX J

LETTER OF ACCEPTANCE TO CO-SPONSOR THE STUDY

BY MR. WILLIAM S. ABBOTT, DIRECTOR

OF OSU'S INTERNATIONAL PROGRAMS

OKLAHOMA STATE UNIVERSITY · STILLWATER

Office of International Programs
(405) 624-6535
Cables: INTPROSU

74074

October 24, 1979

Mr. Efiong David Akpan Iquot
Research Consultant
Department of Education Administration
   and Higher Education
Room 309 Gundersen Hall
Oklahoma State University
Stillwater, OK 74074

Dear Efiong,

This is in answer to your letter of October 23rd. This office will provide the needs listed up to the dollar amount indicated for (1)Stamps and, (2) Envelopes.

In order to effect this support you will need to follow procedures which will be outlined to you by Mrs. Clare Wadsworth. We will want to furnish envelopes to you, and we will want to arrange for the postage to be charged through one of the two mailing facilities on the campus.

We are pleased that your dissertation is directed to the problems of foreign students and we look forward to the results of the study.

Sincerely,

William S. Abbott, Director
International Programs

WSA:cw

cc: Dr. Thomas A. Karman

APPENDIX K

LETTER INFORMING RESPONDENTS TO CALL

INVESTIGATOR FOR DISCUSSION OF

THEIR CONCERNS

Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078
309 GUNDERSEN HALL
(405) 624-7244

April 15, 1980

Dear International Student:

Thank you for completing and mailing back my questionnaire mailed to you between November and December 1979.

I am just now beginning to compile the research findings on "Foreign Students' Problems in Oklahoma Universities and Colleges." I sincerely hope that as a result of this study, some action will be taken by all concerned to alleviate some of the major problems faced by international students in this state.

On page 4, paragraph 4 of my questionnaire you returned to me, you indicated that you "would like to discuss your concerns with someone."

Because of the large number of international students involved and the many campuses across the state, it is difficult for me to meet in person all those students who expressed interest in meeting me. I have, therefore, set aside Friday, April 25, 1980, between the hours of 9:30 a.m. and 9:30 p.m. for receiving telephone calls from all who would like to discuss their concerns with me. You may reach me at: (405) 372-2089.

Would you like to call me on that date and discuss your concerns? Let me reiterate my earlier assurance to you that whatever you discuss will be held in strict confidence.

Again, thank you for your cooperation.

Very truly yours,

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