

NEEDS ASSESSMENT OF INTERNATIONAL STUDENTS IN THE
COLLEGE OF HOME ECONOMICS COMPARED TO OTHER
INTERNATIONAL STUDENTS IN OTHER COLLEGES

By

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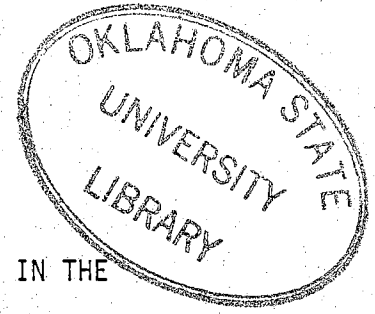
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CHAPTER I

INTRODUCTION

The movement of International students to and from centers of learning is of interest, especially in the United States, since this country is host to one of the largest populations of International students, scholars, and researchers (Das, 1969). Before World War II, when most of the countries of Asia and Africa were under the rule of Western Powers, students from these regions went to universities in colonizing countries. Today, the student who leaves his country, in most instances, comes to the United States for his studies.

International students have attended United States colleges and universities since the early 1920s. After World War II, many European students and a few students from other countries came to the United States for graduate education. Today, the trend has shifted to include undergraduate students as well.

During the last three decades, higher institutions with home economics units have been attempting to develop an international dimension within their curricula. The home economics profession has committed itself to expanding international and intercultural dimension in home economics programs. The extent of the international commitment in higher education varies from institution to institution.

The number of International students in the field of home economics in colleges and universities in the United States is increasing. The

educational level of the students who come to study home economics depends on the development of education in their own countries. Students from some countries have had only the equivalent of high school education and therefore, have to be in the United States for at least four years to earn a bachelor's degree in home economics. Students from other countries come to earn advanced degrees.

It was estimated that there were 326,300 International students studying in the United States in 1982, but only one percent of these were enrolled in colleges of home economics. The number rose from 1,600 in the 1978/1979 academic year to 2,680 in the 1980/1981 academic year, an increase of 61.4 percent in these four years (Deressa, 1983; "Foreign Students," 1982).

For many years, home economics in the United States has been involved in international education services by attracting International students to home economics study by extending home economics programs to international migrants, refugees, and student families in the community and by helping to expand the international awareness and expertise of home economics professionals (Deressa, 1983; Ellis & Brown, 1982; Han, 1975; Larson & Masoth, 1973; Lede, 1979; Mathews & Quattrochi, 1981). The home economics program has long recognized its role in providing education and other services to the international population. This focus has typically been on delivering services to individuals in developing countries, including training International students in the United States (Edwards, 1977; O'Toole, 1972).

Oklahoma State University has had International students since the late 1940s and enrollment has increased since the early 1950s. From 1981 to 1982, total enrollment increased from 1,775 to 2,010. There was a slight drop in 1985 (Fisk, 1985).

In the College of Home Economics at Oklahoma State University, enrollment of International students in the last five years has ranged from 42 in 1981 to 67 in 1983. The fall of 1985 showed an enrollment of 56 students from many different countries. This represents about three percent of the total enrollment of International students in the university.

Some of the International students in the College of Home Economics come from countries where the medium of instruction or primary language is English and where there are high schools or colleges offering home economics courses. Other students, however, may come from countries where English is not the language or where home economics is unheard of, hence the needs of academic or nonacademic advice or instruction for International students, specifically those in the College of Home Economics, will vary accordingly.

The results of this study may be used to evaluate on-going programs by the different colleges of home economics as well as the non-home economics International students to achieve their educational goals. In addition, it may assist faculty and administrators find what types of programs could help International students better adjust to the American lifestyle at Oklahoma State University. In the future, this assessment could give direction to the International activities of the College of Home Economics as well as other colleges. This will help in offering adequate support to International students by improving the curriculum and by widening International student involvement in the classroom. When these students go back to their respective countries, the knowledge the students gained in the United States might help alleviate some of the problems they have within their respective cultural backgrounds.

Purpose and Objectives

To satisfy the needs of the growing number of International students in the College of Home Economics at Oklahoma State University, it is important to identify the academic and nonacademic needs of International students. The purpose of this study was to discover the needs of International students enrolled in the College of Home Economics as compared with other International students at Oklahoma State University in the spring semester of 1986.

Specific objectives were to:

a) Identify the needs related to academic programs (i.e. language barriers, problems with advisement, credit transfer, etc.) of International students;

b) Identify the immigration status needs (i.e. visa problems, work permits, etc.) of International students;

c) Identify the social needs (i.e. problems of getting along with opposite sex, working together with other students in laboratories, etc.) of International students;

d) Identify the environmental needs (i.e. climate, food, clothing, etc.) of International students;

e) Compare the needs of home economics and non-home economics International students;

f) Develop recommendations based upon the needs assessment of International students in the College of Home Economics and other colleges for personnel services and other related offices at Oklahoma State University.

Hypotheses

The hypotheses postulated for this study were:

H₀1: There will be no significant difference in the means scores for academic, social, environmental, and visa of International students in the College of Home Economics based on the age of the students.

H₀2: There will be no significant difference in the means scores for academic, social, environmental, and visa of International students in other colleges based on the age of the students.

H₀3: There will be no significant difference in the means scores for academic, social, environmental, and visa of International students in the College of Home Economics based on the sex of the students.

H₀4: There will be no significant difference in the means scores for academic, social, environmental and visa of International students in other colleges based on the sex of the students.

H₀5: There will be no significant difference in the means scores for academic, social, environmental, and visa of International students in the College of Home Economics based on the area of study of the students.

H₀6: There will be no significant difference in the means scores for academic, social, environmental, and visa of International students in other colleges based on the area of study of the students.

H₀7: There will be no significant difference in the means scores for academic, social, environmental, and visa of International students in the College of Home Economics based on the academic status of the students.

H₀8: There will be no significant difference in the means scores

for academic, social, environmental, and visa of International students in other colleges based on the academic status of the students.

H₀9: There will be no significant difference in the means scores for academic, social, environmental, and visa of International students in the College of Home Economics based on the region of the world International students come from.

H₀10: There will be no significant difference in the means scores for academic, social, environmental, and visa of International students in other colleges based on the region of the world International students come from.

H₀11: There will be no significant difference in the means scores for academic, social, environmental, and visa of International students in the College of Home Economics as compared with a random number of International students in other colleges.

Assumptions

The following assumptions were formulated for this study.

a) All International students in the research sample completed the questionnaire without any difficulty.

b) There are academic and nonacademic problems (immigration status, environmental, and social) faced by International students in the College of Home Economics as well as in other colleges at Oklahoma State University.

Limitation

The study has one limitation. Only International students in the College of Home Economics and a random number of International students

in other colleges who matriculated for the first time in the fall semester of 1985 and enrolled in the spring semester of 1986 were included in the study. Results of this study can only be generalized to these groups.

Definitions

The following terms referred to throughout the study are defined and used as follows:

Academic Needs - needs that are related to performance in academic courses.

Developed Countries - affluent countries where the agricultural population is very small compared to the whole population, the gross national product is very high, and the general health, education, and nutritional status of the general population is relatively higher than the developing countries.

Developing Country - a country moving toward development, improving their gross national product and per capita income and relatively more advanced in technology than the underdeveloped country. Most oil producing countries and other countries in Southeast Asia can be categorized as developing countries (Meier, 1976).

Difficulty - is any puzzling or difficult situation or experience reported by a student.

Discrimination - involves being recognized as being different and being treated with partiality or prejudice.

Financial Problems - are any difficulties a student has pertaining to money. This can include difficulty with transferring money from one country to another.

International Student or Foreign Student - is an individual whose place of birth is other than the United States and who is presently enrolled at a U. S. institution of higher education. International student and foreign student are used interchangeably.

Language Problems - are difficulties with expressing and communicating emotions and ideas by language, spoken or written. Language problems may be due to fluency or pronunciation. The questionnaire used in this study focuses on expression and comprehension.

Least Developed Country - countries affected by a large variety of common socio-economic problems such as low level of education, limited agricultural training and research, lack of capital, and low income. The majority of the population live on subsistent farming (Morgan, 1978); there is malnutrition, disease, unemployment and inequalities (Meier, 1976).

Needs Assessment - a process of identifying problems, deciding and documenting the discrepancy between "what is" and "what ought to be." Assessment is a formal collection and priority ranking of the gaps (Deressa, 1983).

Nonacademic Needs - needs related to adjustment of students in the United States. These are environmental, social, and immigration status (visa-related) problems which may indirectly have impact on academic performance.

Visa - a visa is the stamp placed by a United States Consular office on a page of the passport. It indicates that the Consular officer has determined that the holder is qualified to apply for admission to the United States in a particular immigration classification.

CHAPTER II

REVIEW OF LITERATURE

Historical Perspective

The number of International students enrolled in the United States reported in 1980/1981 was 311,882, an 8.9 percent increase over 286,343 students in 1979/1980 (Institute of International Education, 1982). While the number of International students in the United States continue to grow, their total number still represents a very small fraction of all students in higher education.

Partly by choice and partly as a result of uncontrollable forces in the postwar, the United States has found it necessary to broaden its commitments in international affairs. The emergence of new countries and change in the balance of power among the family of nations have given the United States international involvements in expanded dimension. Since then, the lives and functions of American universities have reflected their efforts to assist the various private and public agencies concerned in this new commitment of American foreign policy (Wight, 1970).

International students who attend universities in the United States come from diverse social, economic, and academic backgrounds, however, these students have a common goal--to complete their education. In each of the foreign countries represented by International students in home economics, social, education, religious, and political organizations

exist that are different from those found in the United States. In order to participate in American society, International students are required not only to accommodate but also to adjust to the host country. The degree of adjustment among International students varies according to their cultural background.

Unfamiliar customs, different foods, a different educational system, loneliness and isolation, change of climate, and communication difficulties may cause problems. Often cited as barriers to the adjustment of International students to life in the United States and to academic life in the institutions in which they study are prejudice, confusion about holding relationships, an unfamiliar financial situation, a lack of knowledge about social and student behavior, and little information about American survival skills (Chutima, 1979; Deressa, 1983).

When International students choose to pursue their education in the United States, they face numerous adjustment problems. Among these are difficulties in language, social customs, and food choice and preparation. The students, often men, frequently have no experience in selecting and preparing food. It is not surprising then, that many International students experience health problems to which poor nutrition is a contributing factor because they were unable to cope with simple food preparation (O'Palka, Mitchell, & Martin, 1983).

A number of studies have been conducted to identify the problems of International students with the intent of alleviating constraints. A review of related research on International students revealed that previous studies vary in terms of population and in the subject matter dealt with. This study looks only at the problems of transient International students, and not of foreign persons who come to the United

States to live or to stay. The majority of the students come to the United States with the expectation to stay only for the duration of their study. For this reason, and because a university environment is a very special kind of environment, only literature concerning International students has been examined. In this review, the literature will include the relevance of each of the studies to assess needs of International students in general, and needs of International home economics students in particular.

Studies Related to International Students in General

Academic adjustments have been identified as one of the major problems of International students by different people who studied the International students (Beals, 1957; Chongolnee, 1978; Chutima, 1979; El-Lakany, 1970; Lee, Abd-Ella, & Burks, 1981; Nenyod, 1975; Selltiz, 1963; Sharmar, 1971). El-Lakany (1970) at Iowa State University conducted a study on academic achievement of foreign students. He investigated the association between the foreign students' academic achievement and the factors of age, sex, language, field of study, marital status, years of study, and source of support in an attempt to explore the predictive association between the variables and academic achievement. The study consisted of 454 foreign students attending Iowa State University during the 1969-70 school year. Personal interviews were used to supplement the information taken from the previous sources. The associations which were found to be significant with academic achievement were sex, age, and source of support. Native languages and marital status were found to be significant both at the

graduate and undergraduate levels. The only significant interaction was found between the marital status and the native language of the graduate student.

A similar study was conducted by Sharmar (1971) at the University of North Carolina, Greensboro. Sharmar identified adjustment problems of foreign non-European graduate students. The purpose of this study was to identify the adjustment problems experienced by foreign non-European graduate students enrolled in selected universities in the state of North Carolina and to investigate the relationships between the adjustment problems and selected variables of educational background, the nature of financial support, the types of academic programs pursued, age upon entering the United States, the length of residence in the United States, the campus of enrollment, and the usefulness of Student Personnel Services available to foreign graduate students.

The subjects for Sharmar's (1971) study were selected from four universities in the state of North Carolina. A total of 374 copies of the questionnaire were mailed. A total of 195 were completed and returned. These subjects represented the Far East, South Asia, the Middle East, Africa, and Latin America. The following academic problems were found to be the most severe: giving oral reports, participating in class discussions, taking appropriate courses, understanding lectures, and preparing written reports. Their most severe personal problems concerned homesickness, inadequate housing, inadequate funds, and finding companionship with the opposite sex. Their most severe social problems were related to becoming used to American social customs, making personal friends with American students, being accepted by the social group and inhibited participation in campus activities. All of

these problems require a long period of time for their resolution. The academic problem, however, has been found to be more severe than other problems and takes a much longer time for resolution than the other two types of problems. Further, there was a strong positive relationship among the academic, personal, and social adjustment of foreign non-European graduate students. In addition, there was some evidence that the Student Personnel Services are instrumental to students in their academic adjustment.

Lakshana (1979) surveyed International students all over the United States and found the greatest problems students had were related to finances, language, or difficulties with being separated from their families. The Educational Research Survey of 1979 found that the students from the Far East have the most problems with the English language. Selltitz (1963) came to similar conclusions about language in his study, i.e. non-Europeans have more difficulty with the English language than Europeans do. Selltitz also found that the more interaction foreign students have with American students, the fewer problems they have with language.

Research supports the idea that language problems are the starting point for other difficulties. The Educational Research Survey found that social problems stem from English language difficulties. Selltitz's (1963) study discovered that most academic problems are caused by inadequate proficiency of English. Beals (1957) found that students with language problems want to dissociate with people who speak their language and try to associate with English speaking people.

Nenyod (1975) at East Texas State University, analyzed problems perceived by foreign students enrolled in state colleges and universities

in the state of Texas. The purpose of this study was to determine whether there was a significant difference in the major problems as perceived by foreign students enrolled in small, medium, and large state colleges and universities in Texas. The sample was composed of 400 foreign students enrolled in four-year state colleges and universities in Texas. The colleges and universities were classified as small, medium, or large, according to the total enrollment during the fall semester, 1974. From the small colleges and universities, 78 names were chosen at random; 107 from the medium colleges and universities; and 215 from the large colleges and universities. A questionnaire was used as the method for gathering information. Within the limitation of this study, the following conclusions were drawn.

In general, the major problems of foreign students enrolled in small, medium, and large institutions are communication, academic, financial, housing and food, religious, social and personal. Of these, communication and academic problems of foreign students are attributed to the students' lack of proficiency with the English language. Adjustments to the American system and standard of education creates other academic problems. The majority of foreign students enrolled in colleges and universities in Texas are sponsored and supported primarily by their families, however, most of the foreign students from all institutions maintained that they had financial problems. This may be attributed to the high standard of living and to increased tuition. Nenyod (1975) concluded that some social, housing and food problems were due to a lack of proficiency in English.

Chongolnee (1978) examined factors affecting academic achievement of foreign students at Iowa State University. The purpose of the study

was to identify factors affecting the academic achievement of foreign graduate students at Iowa State University and to investigate the most valuable variables in predicting academic achievement. The data for the study were gathered from random sampling of 144 subjects selected from a population of 733 foreign graduate students attending Iowa State University during the Winter Quarter of 1977. The researcher personally administered a survey questionnaire to collect the data. Cumulative grade point average of the students was used as the measure of achievement in the study.

The findings indicated that there were statistically significant differences in the mean grade point average (GPA) when the foreign graduate students were categorized on the basis of present admission status, initial admission status, type of scholarship, degree sought, degree held, country of origin, and field of study. There were no statistically significant differences in the mean grade point average when International graduate students were categorized on the basis of sex, native language, and marital status.

Mäkelä (1983) at Oklahoma State University studied the problems faced by International students while adjusting to the American culture. The study presented in her survey was designed to identify problems the International students have, what problems they have the most difficulty finding help for, and what programs at Oklahoma State University they have found to be most helpful in solving their problems.

The research instrument used for this study was a mail questionnaire. The Michigan International Student Problem Inventory was chosen over other possibilities because of its simplicity and was designed to study International student problems. The questionnaire consisted of

three parts: demographic information, statements of possible problems, and open-ended questions about on-going programs. The sample consisted of all International undergraduate students at Oklahoma State University who first enrolled after the summer term of 1982 and who were enrolled at the time of the study. The total sample of 875 students was drawn from the university computer lists and 835 questionnaires were sent to those students who listed their addresses. Only 137 students responded to the questionnaire.

In the findings, the five most troublesome problem areas to all International students combined are English, placement, financial aid, academic problems, and social-personal problems. The problems International students at Oklahoma State University reported are very similar to problems reported by studies in different universities at different times. English, financial problems, discrimination, and homesickness are the four major problems of International students according to current literature, and they are also reported as troublesome by International students at Oklahoma State University. In addition, International students at Oklahoma State University report academic and placement problems.

James, Russell, & Duane (1961) surveyed African students all over the United States. The purpose of the study was to find out where the African students come from, what they study and at what academic level, what their problems are as general difficulties, academic difficulties, finance, social situations, and whether the problems have changed since they began their studies in the United States.

A mail questionnaire was sent to 1500 students who attended colleges and universities at both the undergraduate and graduate level.

One thousand students responded to the questionnaire. A number of the students complained of not knowing which courses to take or of not being able to take the courses they need. The students also reported inadequate counseling services at the institutions accepting African students. Adequate financial support was of concern to most of the African students, however, the research team discovered no relationship between the extent of a student's financial problems and his grades. Students who have been assured of adequate monthly stipends from government sponsors did not report better grades than those who must work part-time. As far as social difficulties were concerned, the study uncovered a sense of disappointment among the African students at what they perceived to be a lack of interest in them on the part of American Negroes. The gap between their expectations and their experiences in the United States seems wide. With regard to discrimination in general, they expected and found it to be true.

The African students were sharply critical of white Americans who treated them better after they had identified themselves as Africans rather than American Negroes. As far as housing is concerned, the survey revealed that 73 percent of the men and 81 percent of the women were generally satisfied with their housing. More than half of the students lived in college residence halls and approximately 75 percent of this group rated their accommodations as either mostly or completely satisfactory and most have American roommates.

The National Association for Foreign Student Affairs (NAFSA) under a contract with the Agency for International Development (A.I.D.) commissioned a national study to assess the needs of foreign students from developing countries who were studying in academic degree programs

at United States colleges and universities (Lee, Abd-Ella, & Burks, 1981). The principal investigator was Lee of Iowa State University.

The objective of this research project was to determine needs of International students from developing countries in the United States and to assess whether the self-perceived needs of A.I.D. sponsored students were different from or similar to those of other International students both sponsored and nonsponsored. The sample represented a population of 134,000 International students at United States universities and colleges where the foreign student enrollment was 300 or more. The survey population was composed of students from 102 nations excluding North America, Europe (except Turkey and Portugal), and Japan.

The findings indicated that needs were not satisfied to the level of students' expectations, even though most of the needs were satisfied to a certain degree. The degree of satisfaction felt by the students depend on: regions of the world from which they came, self-evaluation of command of English, and whether or not they had jobs waiting in their countries. The findings indicated that English proficiency was a strong predictor of satisfaction in progress toward achieving both primary and secondary goals as well as in facilitating course work.

Studies Related to International Home Economics Students

Montgomery (1973) conducted an exploratory investigation of factors related to academic advising of International graduate students in home economics at the University of Minnesota. The purpose of this study was to identify elements which appear to affect the interaction of the major area professor (academic adviser) and the foreign graduate student advisee.

The sample included 83 faculty members and 212 graduate students in ten universities. Faculty respondents indicated awareness but limited use of the institution's international facilities, although advisees were encouraged to use them. Advisers saw their role as similar to that of advising United States students. The adviser characteristics of sex, marital status, and employing institutions were significantly associated with differences in certain role behavior. Experienced advisers of foreign graduate students expressed concern about communication barriers and lack of time for graduate guidance.

A number of significant relationships were found between the cultural differences, interaction with adviser, language ability, and professional concerns categories and age, marital status, national origin, language spoken, adequacy of conferences, major area of study, and whether presently or formerly enrolled. In the ranking of problem items, lack of books and publications about their homeland, being away from family and friends, and ability to write in English were paramount. This investigation suggests the need for institutions enrolling foreign graduate students to have a well-defined rationale of international education, state policies which will guide departments and faculties regarding priorities and facilitate communication between units on international activities and concerns.

Kim (1973) at the University of Wisconsin conducted a study on an assessment of International home economics students related to academic achievement. He used a sample of 212 foreign home economics graduate students and their respective advisers, numbering 144 in 32 American universities during the second semester of 1973. The purpose of this study was to examine the International graduate home economics

students in the United States as to their selected academic and personal characteristics, as related to the professional goals of these International students, with the purpose of using their opinions and those of their respective advisers as a basis for improving the current home economics programs for International students.

Kim (1973) found major academic problems of International graduates and ranked them in the following order: study load, reading, written communication, verbal communication, time management, understanding lectures, taking examinations and quizzes. The students' personal problems were expressed and ranked in the following order: loneliness, homesickness, opportunities for leisure time activities with Americans, adjustment to the tempo of American life, understanding of cultural gaps, making friends, financial, and interpersonal relationships.

This study also revealed the main weaknesses of American home economics graduate programs for International students. These weaknesses were lack of orientation to the International programs, irrelevancy and inflexibility of programs available to International home economics students, lack of knowledge among faculty of the culture from which foreign home economics students came, need for careful selection of faculty, better screening of students, and lack of financial aid to foreign students.

Deressa (1983) at Iowa State University conducted a study on the needs of International home economics students. The purpose of the study was to identify the academic and nonacademic needs of home economics International students.

The population of this study included all International students (graduates and undergraduates) enrolled in the spring semester of 1982

in the College of Home Economics at Iowa State University. The questionnaire survey method was used for gathering information. The questionnaires were mailed to International home economics students who were enrolled in the spring semester of 1982 and 72 responses were returned. Five categories of needs formed the basis of the questionnaire as determined by the emphasis placed upon these categories in the literature. The categories were: academic needs, housing needs, social and personal problems, cultural values and systems, and financial needs.

One open-ended question was asked to discover what the respondents believed the College of Home Economics could do for International students. Most of the respondents believed that faculty should consider the language difficulties that International students have when asked to take essay examinations and when attending lectures.

The results of this study indicated that there are significant differences between the variables: region of the world from which the students come, academic major, intensive English studied in the United States, the effect of English language when taking examinations. There were also significant differences between variables: academic major, age group, enrollment status, degree goal, and housing needs. The study also revealed that International students have academic and non-academic needs, however, these varied according to the region of the world, the academic major, age, degree goal, and enrollment status.

CHAPTER III

METHODOLOGY

International students enrolled in the College of Home Economics and non-home economics International students at Oklahoma State University during the academic year 1985-1986 were assessed relative to four categories of needs. The research design; population/sample; data collection which includes instrumentation, procedure and scoring; and data analysis are included in this chapter.

Research Design

The status survey is the research design used in this study. The purpose in status survey research is to describe, analyze, and interpret conditions that exist. It involves comparison or contrast, and attempts to discover relationships between variables (Best, 1981).

In this study, the dependent variables are needs scores (academic, visa, social, and environmental) obtained from the completed instrument. The independent variables include selected personal variables (age, sex, area of study, area from where the students come, and academic status).

Sample and Population

The study sample is comprised of the total population of all International students enrolled during the academic year 1985-1986 in

the College of Home Economics and non-home economics International students in other colleges. The list of International home economics students (N=56) was obtained from the Director of Academic Affairs of the College of Home Economics. The list of names for non-home economics International students was obtained from the Office of Institutional Research. A list of 150 graduate and 250 undergraduate students, who were enrolled in the fall semester of 1985, was pulled from the computer with the names and local addresses of each student. A total of 34 graduate and 66 undergraduate students were selected at random using every fifteenth student in the lists.

Data Collection

Instrumentation

The research instrument was adapted from instruments previously used by other researchers and parts were developed by the researcher and her research committee based on the literature review. Part one of the questionnaire contained statements of concern to International students placed under four categories of needs (academic, visa, social, and environment). Part two contained general information about the student. A draft questionnaire was pretested using five International students residing at a residence hall to determine if instructions and format were clear and to offer suggestions. A few pertinent and appropriate comments were incorporated into the instrument. The researcher's graduate committee then checked the instrument for content validity, clarity, and format prior to printing.

Procedure

A cover letter explaining the study was developed to accompany the instrument. The cover letter and instrument for International home economics students was printed on green paper, while pink paper was used for the non-home economics students.

Questionnaires were distributed through the various departments in the College of Home Economics to those International students majoring in home economics. For the non-home economics International students who lived in resident halls, the questionnaires were distributed through the hall clerk and for those who lived off campus, questionnaires were mailed. Two weeks was allowed for the completion of the questionnaire. After two weeks, a reminder was sent to the different departments of home economics so that faculty could encourage the students to respond to the questionnaire. For the non-home economics International students, a follow-up letter was not written since most of the questionnaires were returned after one week.

Data Analysis

Scoring

The statements which describe problems are numbered from zero to five. Zero indicates no need and a five indicates highest need. Part I of the questionnaire contained academic related needs (items 1 to 22), environmental needs (items 23 to 43), social related needs (items 44 to 59), and visa related needs (items 60 to 63). The highest point for academic related needs is 110 points, for social needs a score of 80 is the maximum, for environmental needs 105 is the maximum score, and for the visa 20 is the maximum score.

Statistical Analysis

Scores were tallied according to the category of needs. Data from the questionnaires were coded and transcribed onto a computer using a PC-file. Statistical procedures including frequency tables, t-test, and analysis of variance (ANOVA) were used to analyze the data. The designated significance level was .05.

CHAPTER IV

RESULTS AND DISCUSSION

This study surveyed International students in the College of Home Economics and randomly selected International students in other colleges. Findings in this study are presented in three sections: characteristics of International students on selected variables, frequency tables on other general information, and statistical analysis and testing of hypotheses.

Characteristics of International Students

Five demographic characteristics were analyzed. These were: age, sex, area of study, region of the world respondents come from, and academic status.

Age and Sex

The age category was divided into four ranges (Table I), however, for statistical analysis the divisions were divided to two. The predominant age range for both groups of respondents were 20-30 years. In the College of Home Economics, two of the respondents were 40 or older. About four-fifths of the home economics students were female. In contrast, only one-third of the students in other colleges were female.

TABLE I
FREQUENCY AND PERCENT OF SELECTED DEMOGRAPHIC VARIABLES

Variables	Home Economics		Variables	Other Colleges	
	N	%		N	%
<u>Age Range</u>					
Under 20	2	5.0	Under 20	4	50.9
21-30	33	82.5	21-30	58	86.5
31-40	3	7.5	31-40	5	7.4
41 or older	2	5.0	41 or older	0	0.0
Total	40	100.0		67	99.8*
<u>Sex</u>					
Female	31	77.5	Female	22	32.8
Male	9	22.5	Male	45	47.8
Total	40	100.0		67	100.0
<u>Area of Study</u>					
Clothing, Textiles and Merchandising	6	15.0	Agriculture	6	8.9
Food, Nutrition, Institution Administration	8	20.0	Arts and Sciences	18	26.9
Family Relations and Child Development	4	10.0	Business	11	16.4
Home Economics Education and Community Services	4	10.0	Education	3	4.5
Housing, Interior Design and Consumer Services	5	12.5	Engineering	29	43.3
Hotel and Restaurant Administration	13	32.5	Technical Institute	0	0.0
			Veterinary Medicine	0	0.0
Total	40	100.0		67	100.0
<u>Academic Status</u>					
Undergraduate	24	60.0	Undergraduate	35	52.2
Graduate	16	40.0	Graduate	32	47.8
Total	40	100.0		67	100.0

*The total percentage is not equal to 100 because of rounding error.

Area of Study

The responses of College of Home Economics students by department showed that Hotel and Restaurant Administration had the highest enrollment of International students followed by Food, Nutrition and Institution Administration. In other colleges, however, the majority of the students were enrolled in the College of Engineering followed by the College of Arts and Sciences. The majority of the students are perhaps in engineering because most of them come from the recently industrialized and oil producing countries (Table I).

Academic Status

In both groups, the predominant type of students were undergraduates. In terms of numbers, there are twice the number of graduate students in other colleges as compared to those in the College of Home Economics. The trend has changed in recent years since now International students are both undergraduates and graduates.

Country of Origin of International Students

The predominant number of International students come from Asia followed by the Middle East. In the other colleges, however, there is a higher percentage of African students than in the College of Home Economics (Table II).

Staple Foods

Rice is the staple food indicated by a majority of the students. This is to be expected since a good number of the International students

come from Asia and the Middle East. Other staple foods mentioned were cassava root, and potatoes of different kinds (Table III).

TABLE II
COUNTRY OF ORIGIN OF INTERNATIONAL STUDENTS

Region	Home Economics		Other Colleges	
	N	%	N	%
Africa	2	5.0	8	11.9
Asia	29	72.5	36	53.7
Australia	0	0.0	0	0.0
Central America	1	2.5	2	2.9
Europe	0	0.0	1	1.5
Middle East	6	15.0	16	23.8
Latin America	5	12.5	3	4.5
Other	<u>1</u>	<u>2.5</u>	<u>1</u>	<u>1.5</u>
Total	40	100.0	67	99.8*

*Responses total less than 100 percent due to rounding.

TABLE III
FREQUENCY AND PERCENT OF STAPLE FOODS

Staple Food	Home Economics		Other Colleges	
	N	%	N	%
Rice	34	85.0	49	73.0
Cereal	5	12.0	17	25.0
Other	5	12.0	13	19.0

Region of the World

In both groups, the predominant number comes from the developing countries (Table IV). Perhaps the recent imports of technology into the developing countries has forced most students to come to the United States to study the new technology.

TABLE IV
FREQUENCY AND PERCENT OF STUDENTS BY REGION OF THE WORLD

Region	Home Economics		Other Colleges	
	N	%	N	%
Developed	3	7.5	4	6.0
Developing	35	87.5	58	86.6
Least developed	2	5.0	5	7.5

Religion and Day of Worship

About two-fifths of the students in both groups were Christians. The total number in the College of Home Economics who responded other religion was significant. Six respondents in other colleges had no religion. Some Communist countries are opening their doors for western education and may influence those with no religions to worship in different churches. (See Table V.)

Seventeen of the 40 students in the College of Home Economics and 22 students in other colleges worship on Sundays. Forty-five percent of the students from other colleges do not worship at all. Perhaps

this is due to the fact that there are no places of worship for these groups of students and transportation could also be a hindrance factor.

TABLE V
FREQUENCY AND PERCENT OF RESPONDENTS BY
RELIGION AND DAY OF WORSHIP

Religion	Home Economics		Other Colleges	
	N	%	N	%
Christian	19	47.5	29	43.3
Muslim	7	17.5	18	26.9
Other	14	35.0	14	20.9
No religion	0	0	6	8.9
Total	40	100.0	67	100.0
<u>Day of Worship</u>				
No worship	12	30.0	30	44.8
Friday	3	7.5	9	13.4
Saturday	1	2.5	2	3.0
Sunday	17	42.5	22	32.8
Everyday	7	17.5	4	6.0

Length of Time Respondents Have Been
in the United States

Most of the respondents in both groups have been in the United States from 1-5 years. Six students (15%) in the College of Home Economics have stayed in the United States for six to 10 years and an equal number for more than 10 years. In contrast, no one has stayed more than 10 years in the United States from the other colleges (Table VI).

TABLE VI
 FREQUENCY AND PERCENT OF TIME SPENT IN THE
 UNITED STATES BY RESPONDENTS

Time Frame	Home Economics		Other Colleges	
	N	%	N	%
Less than one year	3	7.5	7	10.4
1-5 years	25	62.5	55	82.1
6-10 years	6	15.0	5	7.5
More than 10 years	6	15.0	0	0

Years Respondents Have Been Students
 in the United States

More than one-half of the respondents in the College of Home Economics have been students from two to four years in the United States. The majority (76%) of those in other colleges have studied from one to three years (Table VII).

Marital Status

The predominant group among the respondents are single students. In both groups, no one is divorced, separated, or widowed. Perhaps it is easier for single students to get a Visa to study in the United States than married individuals. Some may have left their spouses at home (Table VIII).

Where Spouses Live and Number of Children

In both groups, many students did not respond to this question as indicated in Table VIII, because they were single. Those who answered

TABLE VII
 FREQUENCY AND PERCENT OF RESPONDENTS FOR NUMBER OF YEARS
 AS A STUDENT IN THE UNITED STATES

Number of Years	Home Economics		Other Colleges	
	N	%	N	%
0	1	2.5	2	3.0
1	3	7.5	21	31.3
2	10	25.0	13	19.4
3	8	20.0	17	25.4
4	6	15.0	6	9.0
5	3	7.5	3	4.5
6	6	15.0	3	4.5
8	1	2.5	2	3.0
12	2	5.0	0	0
Total	40	100.0	67	100.1*

*The number is greater than 100% due to rounding error.

TABLE VIII
 FREQUENCY AND PERCENT OF RESPONDENTS BY MARITAL STATUS

Marital Status	Home Economics		Other Colleges	
	N	%	N	%
Single	29	72.5	59	88.1
Married	11	27.5	8	11.9
Divorced/Separated	0	0	0	0
Widow/Widower	0	0	0	0
Total	40	100.0	67	100.0

indicated that their spouses live in Stillwater. As for the number of children respondents have, the predominant answer was none. Only one respondent in the College of Home Economics had more than three children. (See Table IX.)

TABLE IX
FREQUENCY AND PERCENT OF WHERE SPOUSES LIVE

Residence and Number of Children	Home Economics		Other Colleges	
	N	%	N	%
<u>Home of Spouse</u>				
No answer	28	70.0	57	85.1
In Stillwater	10	25.0	6	9.0
Elsewhere in USA	2	5.0	1	1.5
In your Home Country	0	0	3	4.5
Other	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	40	100.0	67	99.1*
<u>Number of Children</u>				
No answer	25	62.5	56	83.6
None	7	17.5	8	11.9
One	4	10.0	2	3.0
Two	3	7.5	1	1.5
Three	<u>1</u>	<u>2.5</u>	<u>0</u>	<u>0</u>
Total	40	100.0	67	100.0

*The total is not 100% due to rounding error.

Studied and Worked in a Foreign Country

Most of the respondents in both groups did not study in a foreign country before coming to the United States (Table X). Only about one-third have studied in other countries, and the majority of the respondents have not worked in a foreign country. Respondents in other colleges had a better work experience than the home economics respondents. Since most of the respondents in other colleges are undergraduates, they have had less opportunity to work prior to coming to the United States.

TABLE X

FREQUENCY AND PERCENT OF RESPONDENTS WHO STUDIED AND WORKED IN A FOREIGN COUNTRY BEFORE COMING TO THE UNITED STATES

	Home Economics		Other Colleges	
	N	%	N	%
<u>Studied in a Foreign Country</u>				
Yes	13	32.5	18	26.9
No	26	65.0	49	73.1
No answer	<u>1</u>	<u>2.5</u>	<u>0</u>	<u>0</u>
Total	40	100.0	67	100.0
<u>Worked in a Foreign Country</u>				
Yes	4	10.0	13	19.4
No	35	87.5	54	80.6
No answer	<u>1</u>	<u>2.5</u>	<u>0</u>	<u>0</u>
Total	40	100.0	67	100.0

Immigration Status

As expected, International students in both groups hold a student F-1 visa. A student J-1 visa is issued to students sponsored by government or agency who are required to return to their country after they complete the expected study. F-2 and J-2 visas are given to dependent wives and children if the holder of the F-1 or the J-1 visa is the husband. Students who hold other types of visas are on practical training for a brief period. (See Table XI.)

TABLE XI
FREQUENCY AND PERCENT OF RESPONSES BY IMMIGRATION STATUS

Immigration Status	Home Economics		Other Colleges	
	N	%	N	%
Student F-1	30	75.0	58	86.6
F-2	1	2.5	0	0
Student J-1	0	0	8	11.9
J-2	0	0	0	0
Other	<u>9</u>	<u>22.5</u>	<u>1</u>	<u>1.5</u>
Total	40	100.0	67	100.0

English As A Native Language

The majority of the respondents in both groups responded that English is not their native language. Most of the respondents were from Asia and the Middle East and English is not the medium of instruction in their schools. (Refer to Table XII.)

TABLE XII
 FREQUENCY AND PERCENT OF RESPONSES FOR ENGLISH
 AS A NATIVE LANGUAGE

English As Native Language	Home Economics		Other Colleges	
	N	%	N	%
Yes	4	10.0	1	1.5
No	36	90.0	65	97.0
No answer	<u>0</u>	<u>0</u>	<u>1</u>	<u>1.5</u>
Total	40	100.0	67	100.0

Self-Rating of English

Most of the respondents in both groups self-rated their English as either good or very good. Five respondents (12.5%) in the College of Home Economics did not respond to the question as opposed to three in other colleges. About 20 percent of the respondents in the College of Home Economics and about 15 percent in the other colleges self-rated their English as "excellent." These respondents might have come from countries where the native language is English or they may have been the ones who have lived in the United States for 10 years (Table XIII).

Intensive Language Study

Most students come to the United States without any English language training in their own countries and many have not had intensive language training in the United States (Table XIV). Since TOEFL (Test of English as a Foreign Language) is required for all International students whose first language is not English, the respondents must have put forth an effort to study English by themselves to pass the TOEFL.

TABLE XIII
 SELF-RATING OF ENGLISH IN THE COLLEGE OF HOME ECONOMICS AND OTHER COLLEGES

Self-Rating of English	Home Economics								Other Colleges							
	Speaking		Understanding		Reading		Writing		Speaking		Understanding		Reading		Writing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Excellent	8	20.0	10	25.0	10	25.0	5	12.5	10	14.9	15	22.4	14	20.9	11	16.4
Very good	11	27.0	11	27.5	9	22.5	8	20.0	15	22.4	21	31.3	21	31.3	16	23.9
Good	9	22.5	11	27.5	13	32.5	11	27.5	29	43.3	21	31.3	24	35.8	25	37.3
Fair	7	17.5	3	7.5	3	7.5	10	25.0	8	11.9	7	10.4	5	7.5	11	16.4
Poor	0	0.0	0	0.0	0	0.0	1	2.5	2	3.0	0	0.0	0	0.0	1	1.5
No response	<u>5</u>	<u>12.5</u>	<u>5</u>	<u>12.5</u>	<u>5</u>	<u>12.5</u>	<u>5</u>	<u>12.5</u>	<u>3</u>	<u>4.5</u>	<u>3</u>	<u>4.5</u>	<u>3</u>	<u>4.5</u>	<u>3</u>	<u>4.5</u>
Total	40	100.0	40	100.0	40	100.0	40	100.0	67	100.0	67	99.9*	67	100.0	67	100.0

*Less than 100% due to rounding error.

TABLE XIV

INTENSIVE LANGUAGE STUDIES IN RESPONDENTS' HOME
COUNTRIES OR IN THE UNITED STATES

Language Training	Home Economics		Other Colleges	
	N	%	N	%
<u>Intensive Language Study in Home Country</u>				
Yes	14	35.0	19	28.4
No	<u>26</u>	<u>65.0</u>	<u>48</u>	<u>71.6</u>
Total	40	100.0	67	100.0
<u>Intensive Language Study in the United States</u>				
Yes	11	27.5	29	43.3
No	28	70.0	38	56.7
No answer	<u>1</u>	<u>2.5</u>	<u>-</u>	<u>-</u>
Total	40	100.0	67	100.0

Educational Experience and Degree

Pursued in the United States

The educational experience of respondents of both groups show that few students come to the United States with a degree. Most respondents come after completing the secondary school to work on their first degree (Table XV). The majority of the respondents are working toward a bachelor's degree. In the other colleges, however, the majority of the respondents were degree holders before they came to the United States and there were two students who were working on a nondegree training program.

TABLE XV
EDUCATIONAL EXPERIENCE AND DEGREE PURSUED

	Home Economics		Other Colleges	
	N	%	N	%
<u>Educational Experience</u>				
Certificate	6	15.0	15	22.4
Diploma	12	30.0	17	25.4
Degree	11	27.5	27	40.3
Other	<u>11</u>	<u>27.5</u>	<u>8</u>	<u>11.9</u>
Total	40	100.0	67	100.0
<u>Degree Pursued in the United States</u>				
Bachelor's	24	60.0	32	47.8
Master's	10	25.0	23	34.3
Doctorate	6	15.0	10	14.9
Other	<u>0</u>	<u>0.0</u>	<u>2</u>	<u>3.0</u>
Total	40	100.0	67	100.0

Types of Schools Attended

The majority of International home economics students came from either the secondary school or the university in their countries, whereas the majority of the respondents in other colleges came from universities which indicates that a good number of them are pursuing either the masters or doctoral degrees. (See Table XVI.)

TABLE XVI
 TYPES OF SCHOOL ATTENDED BEFORE COMING
 TO THE UNITED STATES

School Attended	Home Economics		Other Colleges	
	N	%	N	%
Secondary school	14	35.0	21	31.3
Technical institute	2	5.0	2	3.0
College	6	15.0	10	14.9
University	14	35.0	32	47.8
Other	4	10.0	2	3.0
Total	40	100.0	67	100.0

Source of Income

About three-fifths of the International students in the study have their families as sole supporters. There are more scholarships in the other colleges than in the College of Home Economics. Scholarships in the technology areas are more available. Some respondents have more than one source of income, but when the respondents were asked to itemize the amount of money they receive each year, they were reluctant to state the amount (Table XVII).

Reason to Study Home Economics and Other Fields

Some respondents gave more than one reason why they study their particular field. Close to three-fourths of the students in both groups are in their area of study due to interest in the subject matter area. Some responded that they needed skill in the area of study and their

position required an advanced degree. Nine respondents (13.4%) in other colleges reported that they were required or forced by their government to enroll in a specific area of study (Table XVIII).

TABLE XVII
SOURCE OF INCOME

Source of Income	Home Economics		Other Colleges	
	N	%	%	%
Teaching Assistantship	3	7.5	13	19.4
Research Assistantship	7	17.5	10	14.9
Fellowship	0	0	0	0
Scholarship	5	12.5	17	25.4
Own income	11	27.5	11	16.4
Family allowance	26	65.0	40	59.7

TABLE XVIII
REASON TO STUDY PARTICULAR FIELD OF STUDY

Reason for Study	Home Economics		Other Colleges	
	N	%	N	%
Interested in major area of study	29	72.5	48	71.6
Government or sponsor forced me to study	0	0	9	13.4
Worked in major area of study	5	12.5	4	6.0
Employed in a position requiring further knowledge in this area	5	12.5	5	7.5
Position required an advanced degree	6	15.0	8	11.9
Needed skills in area of study	6	15.0	11	16.9
Other			1	1.5

Course Work Related to Home Country

Students from other colleges reported that less than 25 percent followed by 75 percent of course work in the United States is related to home country situation or cultural background. In home economics, respondents felt that their course work is about 25 to 50 percent related to their home country situation or cultural background. The predominant number of respondents in both groups believed that they are seldom allowed to do class work related to their home situation. "Never allowed" and "often allowed" were the second and third most common answers given by the respondents (Table XIX).

TABLE XIX

COURSE WORK RELATED TO HOME SITUATION AND HOW OFTEN ALLOWED

	Home Economics		Other Colleges	
	N	%	N	%
<u>Coursework</u>				
Less than 25 percent	7	17.5	18	26.9
About 25 percent	10	25.0	10	14.9
About 50 percent	10	25.0	13	19.4
About 75 percent	6	15.0	15	22.4
100 percent	6	15.0	5	7.5
No response	1	2.5	6	9.0
Total	40	100.0	67	100.1*
<u>Classwork Related to Home Situation</u>				
Always	5	12.5	4	6.1
Often	9	22.5	13	19.7
Seldom	16	40.0	29	43.9
Never	9	22.5	14	21.2
No response	1	2.5	6	9.1
Total	40	100.0	66	100.0

*More than 100% due to rounding error.

Usefulness of the Contact

About one-third of the home economics and three-fifths of the other college respondents have had discussion opportunities with American students (Table XX). Those who have had discussion opportunities evaluated the contact as somewhat useful or useful.

TABLE XX
DISCUSSION OPPORTUNITIES AND USEFULNESS OF THE CONTACT

	Home Economics		Other Colleges	
	N	%	N	%
<u>Discussion Opportunities</u>				
Yes	22	55.0	49	73.1
No	<u>18</u>	<u>45.0</u>	<u>18</u>	<u>26.9</u>
Total	40	100.0	67	100.0
<u>Usefulness of Contact</u>				
Very useful	7	17.5	14	20.9
Somewhat useful	12	30.0	26	38.8
Slightly useful	3	7.5	9	13.4
Not at all useful	1	2.5	0	0
No response	<u>17</u>	<u>42.5</u>	<u>18</u>	<u>26.9</u>
Total	40	100.0	67	100.0

Residence in Stillwater and

Access to Meal Ticket

The majority of the home economics respondents live in rented apartments followed by residence halls, while in other colleges the predominant group lived in residence halls. The groups who live in

single student housing have access to a meal ticket and ate at the cafeterias. Those who lived in rented houses or in married student housing did not respond to the question (Table XXI).

TABLE XXI
RESIDENCE IN STILLWATER AND ACCESS TO MEAL TICKET

	Home Economics		Other Colleges	
	N	%	N	%
<u>Place of Residence in Stillwater</u>				
Single student housing	10	25.0	53	79.1
Married student housing	6	15.0	6	9.0
Rented apartment or house	20	50.0	7	10.4
With American family	0	0	0	0
Other	4	10.0	1	1.5
Total	40	100.0	67	100.0
<u>Meal Ticket</u>				
Yes	10	25.0	50	74.6
No response	30	75.0	17	25.4
Total	40	100.0	67	100.0

Roommates and Types

A majority of the respondents in both groups have roommates. The types of roommates, however, are different in both groups. Home economics respondents have roommates from their home countries whereas in other colleges, respondents have roommates from other countries. About the same number have roommates from the United States or from their home countries (Table XXII).

TABLE XXII
ROOMMATES AND TYPES

	Home Economics		Other Colleges	
	N	%	N	%
<u>Roommate</u>				
Yes	22	55.0	45	67.2
No	11	27.5	20	29.9
No response	<u>7</u>	<u>17.5</u>	<u>2</u>	<u>3.0</u>
Total	40	100.0	67	100.0
<u>Type</u>				
Student(s) from home country	13	32.5	13	19.4
Student(s) from another country	7	17.5	19	28.4
Student(s) from the United States	5	12.8	14	20.9

Professional Meetings

Half of the home economics students had not attended any professional meetings (Table XXIII). Those who responded positively listed attendance at professional meetings related to their field of study. The majority of the other college respondents did not attend professional meetings. Many meetings are held out of Stillwater and the extra expense to attend is prohibitive to many of these students.

Place and Type of Orientation

The majority of the respondents in both groups received their orientation in the United States followed by in their home country. Six students (15%) in the College of Home Economics did not respond to the

question. Orientation to the American culture is carried out by the American Embassies and some students have received orientation through lecture and other types. More than half of the respondents in the College of Home Economics were oriented via lectures whereas the other colleges had film orientations (Table XXIV).

TABLE XXIII
ATTENDANCE AT PROFESSIONAL MEETINGS

Attendance at Meetings	Home Economics		Other Colleges	
	N	%	N	%
Yes	20	50.0	20	29.9
No	20	50.0	47	70.1
Total	40	100.0	67	100.0

TABLE XXIV
PLACE AND TYPE OF ORIENTATION

	Home Economics		Other Colleges	
	N	%	N	%
<u>Place of Orientation</u>				
Home Country	12	30.0	20	29.9
In the United States	22	55.0	47	70.1
No response	6	15.0	0	0
Total	40	100.0	67	100.0
<u>Type of Orientation</u>				
Film	8	20.0	20	30.0
Lecture	21	53.0	6	9.0
Tour	7	18.0	10	15.0
Other	10	25.0	10	15.0

Invitation to Faculty and
Community Homes

About three-fifths of the home economics students have been invited to the homes of faculty. The opposite is true for the other college respondents (Table XXV). As far as invitations to the community, the predominant number of respondents in the College of Home Economics have been invited to homes in the community. The opposite is true for other colleges.

TABLE XXV
INVITATIONS TO FACULTY AND COMMUNITY HOMES

	Home Economics		Other Colleges	
	N	%	N	%
<u>Faculty Home</u>				
Yes	23	57.5	31	46.3
No	<u>17</u>	<u>42.5</u>	<u>36</u>	<u>53.7</u>
Total	40	100.0	67	100.0
<u>Community</u>				
Yes	25	62.5	31	46.3
No	15	37.5	35	52.2
No response	<u>0</u>	<u>0</u>	<u>1</u>	<u>1.5</u>
Total	40	100.0	67	100.0

Membership in International Student

Organizations on Campus

Twenty-five of the 40 home economics respondents do not belong to International student organizations on campus. In contrast, over one-half of the other college respondents belong to an organization (Table XXVI).

TABLE XXVI
RESPONDENTS WHO BELONG TO INTERNATIONAL
ORGANIZATIONS ON CAMPUS

Membership	Home Economics		Other Colleges	
	N	%	N	%
Yes	15	37.5	36	53.7
No	<u>25</u>	<u>62.5</u>	<u>31</u>	<u>46.3</u>
Total	40	100.0	67	100.0

Services Needed by International Students

For the open-ended question on services needed, only about two-thirds of the home economics respondents (N=25) and about half of the other college respondents (N=33) suggested the services that could be useful to them. The first three services suggested by home economics respondents were tutoring sessions of English, more assistantships, and opportunities to get to know American students. In other colleges,

however, the top priority was work opportunities, assistantships, and scholarships. Other services were mentioned by three or four respondents (Table XXVII).

Statistical Analysis and Testing of Hypotheses

Age

International students in the College of Home Economics who were 30 years of age or younger tended to have more problems than those who were older in all four variables studied (Table XXVIII). In contrast, students in the other colleges who were older than 30 years tended to have more problems than the younger ones in all the variables. The mean scores for social and environmental problems for the non-home economics students also tended to be higher than those in the College of Home Economics.

Analysis of variance (ANOVA) procedure was performed to determine if the differences were significant ($p < 0.05$) for the home economics respondents and none of the differences were significant. For the other colleges, however, analysis of variance determination indicated that the differences between age groups for social and environmental problems were significant at $p < 0.05$ (Table XXIX).

From these results, the researcher failed to reject Hypothesis one for the College of Home Economics, but rejected Hypothesis two since there is a significant difference in the mean scores of social and environmental problems of respondents in other colleges.

TABLE XXVII
SERVICES SUGGESTED BY RESPONDENTS

Services Suggested	N*
<u>Home Economics Respondents</u>	
Tutoring session of English language and flexibility in grading grammar	10
More assistantships and scholarships for International graduate students	8
More opportunity to get to know American students/faculty and American educational system	8
Courses with cross-cultural emphasis	7
Clubs exclusively for International students	6
Exchange program from other countries	4
Information about home economics at other universities	3
Satisfied with the service they receive now	3
<u>Other College Respondents</u>	
Work opportunities, assistantships, and scholarships	14
Social involvement	4
Provide orientation to new comers when school starts	4
Reduced tuition fee for International students	4
Assistance in funding accommodation off-campus	3
Provide office for graduate students	3
Information of immigration/work permit formalities	3
Speech training and more hours in laboratory to become familiar with equipment	3

*Multiple answers were allowed.

TABLE XXVIII
MEAN SCORE OF NEEDS BY AGE AND BY COLLEGE

Variable	Mean Scores			
	Academic	Social	Environmental	Visa
	Home Economics			
Age <30 (N=35)	45.90	31.29	36.69	7.43
>30 (N=5)	40.00	26.40	32.80	3.60
	Other Colleges			
Age <30 (N=59)	48.88	35.03	43.13	8.10
>30 (N=8)	58.00	46.50	58.62	9.63

TABLE XXIX
ANALYSIS OF VARIANCE (ANOVA) ON FOUR VARIABLES BASED
ON AGE FOR THE COLLEGE OF HOME ECONOMICS
AND OTHER COLLEGES

Dependent Variable	Mean Square	F-Value	p>F
<u>Home Economics</u>			
Academic	175.70	0.87	0.3566
Social	154.32	0.68	0.4159
Environmental	248.49	0.26	0.6144
Visa	29.30	2.19	0.1473
<u>Other Colleges</u>			
Academic	315.23	1.86	0.1775
Social	163.51	5.66	0.0203*
Environmental	328.44	5.15	0.0266*
Visa	22.11	0.74	0.3930

*Significant at $p < 0.05$

Sex

The needs score by sex and by colleges showed that male respondents in the College of Home Economics tended to have more problems in all the four variables studied. In contrast, female respondents in other colleges tended to have more problems than the males (Table XXX). The scores for the females of other colleges tended to be even higher than the male respondents in the College of Home Economics indicating that they have more problems. This result is similar to results of El-Lakany (1970). The analysis of variance (ANOVA) procedure for other colleges indicated that academic differences are significant between the sexes (Table XXXI). The analysis of variance for the College of Home Economics showed that there are no significant differences on the four selected variables based on sex. Based on these results, the researcher failed to reject Hypothesis three for the College of Home Economics but rejected Hypothesis four for other colleges.

TABLE XXX
MEAN SCORES ON NEEDS BY SEX AND BY COLLEGES

Variable	Mean Scores			
	Academic	Social	Environmental	Visa
Home Economics				
Sex: Female (N=31)	44.67	29.29	34.35	6.22
Male (N=9)	46.88	35.44	42.33	9.44
Other Colleges				
Sex: Female (N=22)	56.50	37.68	46.18	8.63
Male (N=45)	46.77	35.77	44.40	8.11

TABLE XXXI
ANALYSIS OF VARIANCE (ANOVA) ON FOUR VARIABLES BASED
ON SEX FOR THE COLLEGE OF HOME ECONOMICS
AND OTHER COLLEGES

Dependent Variable	Mean Square	F-Value	p>F
<u>Home Economics</u>			
Academic	178.83	0.19	0.6648
Social	150.12	1.76	0.1926
Environmental	238.50	1.86	0.1805
Visa	29.09	2.48	0.1233
<u>Other Colleges</u>			
Academic	302.75	4.61	0.0355*
Social	176.93	0.30	0.5840
Environmental	353.72	0.13	0.7169
Visa	22.30	0.18	0.6704

*Significant at $p < 0.05$

Area of Study

The mean scores for the four dependent variables by area of study or by colleges are shown in Table XXXII. In general, students enrolled in Agriculture and Education tended to have higher mean scores than other students indicating a greater degree of problems in all four areas of needs. In Home Economics, FRCD and HEECS students have higher mean scores in academic needs but these were not as high as those in Agriculture and Education.

Using a t-test (LSD) determination, the mean scores for academic and social needs of Agriculture and Education students were found to be significantly different (higher) ($p < 0.05$) than the mean scores of

those in other colleges. Agriculture students' environmental mean scores were also significantly different ($p < 0.05$) than those enrolled in Business (Table XXXIII). The t -test for the four dependent variables comparing the six departments in the College of Home Economics indicated no significant difference ($p < 0.05$) between the means (Appendix C). Based on these results, the researcher failed to reject Hypothesis five but rejected Hypothesis six.

TABLE XXXII
MEAN SCORES OF NEEDS BY AREA OF STUDY AND BY COLLEGES

Area of Study	Mean Scores*			
	Academic	Social	Environmental	Visa
Home Economics				
CTM (N=6)	47.16	32.50	38.00	6.33
FNIA (N=8)	41.25	28.75	39.12	5.12
FRCD (N=4)	50.25	33.25	32.50	7.75
HEECS (N=4)	50.25	35.25	45.50	3.00
HIDCS (N=5)	41.00	21.80	27.60	7.00
HRAD (N=13)	45.15	32.23	35.00	9.30
Other Colleges				
Agriculture (N=6)	66.16	52.33	56.33	10.00
Arts & Sciences (N=18)	45.33	35.00	46.33	8.61
Business (N=11)	46.45	30.00	36.27	6.63
Education (N=3)	73.00	51.33	55.00	9.33
Engineering (N=29)	48.44	34.86	44.00	8.24

*Scoring is explained in Chapter III.

TABLE XXXIII

t-TEST (LSD) FOR THE DEPENDENT VARIABLES
COMPARING COLLEGES

Colleges	Differences Between Means			
	Academic	Social	Environmental	Visa
Education-Agriculture	6.833	-1.000	-1.333	-0.667
Education-Engineering	24.552*	21.333*	10.931	1.092
Education-Business	26.545*	16.471*	18.727	2.697
Education-Arts & Sciences	27.667*	16.333*	8.667	0.722
Agriculture-Education	-6.833	1.000	1.333	0.667
Agriculture-Engineering	17.718*	22.333*	12.264	1.759
Agriculture-Business	19.712*	17.471*	20.061*	3.364
Agriculture-Arts & Sciences	20.833*	17.333*	10.000	1.389
Engineering-Education	-24.552*	-21.333*	-10.931	-1.092
Engineering-Agriculture	-17.718*	-22.333*	-12.264	-1.759
Engineering-Business	1.994	-4.862	7.796	1.605
Engineering-Arts & Sciences	3.115	-5.000	-2.264	-0.370
Business-Education	-26.545*	-16.471*	-18.727	-2.697
Business-Agriculture	-19.712*	-17.471*	-20.061*	-3.364
Business-Engineering	-1.994	4.862	-7.796	-1.605
Business-Arts & Sciences	1.121	-0.138	-10.061	-1.975
Arts & Sciences-Education	-27.667*	-16.333*	-8.667	-0.722
Arts & Sciences-Agriculture	-20.833*	-17.333*	-10.000	-1.389
Arts & Sciences-Engineering	-3.115	5.000	2.264	0.370
Arts & Sciences-Business	-1.121	0.138	10.061	1.975

*Significant at $p < 0.05$

International students in the Colleges of Agriculture and Education appear to have academic, social and environmental needs. Specific problems in these areas need to be identified early, so that students can be relieved of these problems to allow them to complete their studies at designated times.

Region of the World

The mean scores for the four dependent variables by region or by colleges are shown in Table XXXIV. In general, students categorized as other (Central and South America, and Mauritius) in other colleges

tended to have higher mean scores than other students indicating a greater degree of problems in all four areas of needs. In home economics, African and Middle East students have higher means scores in academic needs and environmental needs.

TABLE XXXIV

MEAN SCORES ON NEEDS/PROBLEMS BY REGION OF THE WORLD
RESPONDENTS COME FROM AND BY COLLEGES

Region		Mean Scores			
		Academic	Social	Environmental	Visa
<u>Home Economics</u>					
Africa	(N=2)	57.50	38.50	51.50	3.00
Asia	(N=29)	43.51	29.03	31.89	6.44
Middle East	(N=2)	48.00	41.00	53.50	11.50
Other	(N=7)	47.00	32.28	44.42	8.85
<u>Other Colleges</u>					
Africa	(N=8)	48.75	40.12	49.37	8.00
Asia	(N=36)	48.22	33.00	40.19	6.80
Middle East	(N=16)	44.87	34.87	42.75	9.25
Other	(N=7)	72.00	53.14	69.71	14.00

Using a t-test (LSD) determination, the means score of environmental needs of students identified as other (Central and South American, and Mauritius) were found to be significantly different (Higher) ($p < 0.05$) in the College of Home Economics (Table XXXV). In the other colleges, however, the t-test (LSD) determination indicated that others (Central and South America, and Mauritius) have significant

difference in academic, social, environmental, and visa mean scores. Based on these results, the researcher rejected Hypotheses seven and eight.

TABLE XXXV

t-TEST (LSD) FOR THE DEPENDENT VARIABLES COMPARING
REGION FOR STUDENTS IN HOME ECONOMICS

Region	Differences Between Means			
	Academic	Social	Environmental	Visa
Africa-Mid-East	9.500	2.500	-2.000	2.643
Africa-Other+	9.785	8.714	7.071	5.052
Africa-Asia	13.983	11.966	19.603	8.500
Mid-East-Africa	-9.500	-2.500	2.000	-2.643
Mid-East-Other+	0.286	6.214	9.071	2.409
Mid-East-Asia	4.483	9.466	21.603*	5.857
Other+-Africa	-9.786	-8.714	-7.071	-5.052
Other+-Mid-East	-0.286	-6.214	-9.071	-2.409
Other+-Asia	4.197	3.251	12.532*	3.449
Asia-Africa	-13.983	-11.966	-19.603	-8.500
Asia-Mid-East	-4.483	-9.466	-21.603*	-5.857
Asia-Other+	-4.197	-3.251	-12.532*	-3.448

+Central and South America, and Mauritius. There are no students from Australia or Europe.

*Comparison significant at the 0.05 level.

International students who come from Central and South America and Mauritius appear to have academic, social, environmental and visa needs. Early identification of needs of these students could alleviate problems to allow them to complete their studies at designated times.

Academic Status

The needs score by academic status showed that undergraduate respondents have academic, social, and visa problems. Respondents from other colleges tended to have more problems on all the four variables based on academic status (Table XXXVI).

TABLE XXXVI
t-TEST (LSD) FOR THE DEPENDENT VARIABLES COMPARING
REGION FOR STUDENTS IN OTHER COLLEGES

Region	Differences Between Means			
	Academic	Social	Environmental	Visa
Other+-Africa	23.250*	13.018*	20.339*	4.750*
Other+-Asia	23.778*	18.268*	26.964*	6.000*
Other+-Mid-East	27.125*	20.143*	29.520*	7.194*
Africa-Other+	-23.250*	-13.018*	-20.339*	-4.750*
Africa-Asia	0.528	5.250	6.625	1.250
Africa-Mid-East	3.875	7.125	9.181	2.444
Asia-Other+	-23.778*	-18.268*	-26.964*	-6.000*
Asia-Africa	-0.528	-5.250	-6.625	-1.250
Asia-Mid-East	3.347	1.875	2.556	1.194
Mid-East-Other+	-27.125*	-20.143*	-29.520*	-7.194*
Mid-East-Africa	-3.875	-7.125	-9.181	-2.444
Mid-East-Asia	-3.347	-1.875	-2.556	-1.194

+Central and South America, and Mauritius. There were no students from Australia or Europe.

*Comparisons significant at the 0.05 level.

Analysis of variance (ANOVA) showed that respondents in the College of Home Economics have no problems based on their academic status and none of the differences were significant. For the other colleges, however, the analysis of variance determination indicated that academic status has an influence on visa problems at the level of $p < 0.05$

(Table XXXVII). From these results the researcher failed to reject Hypothesis nine for the College of Home Economics but rejected Hypothesis 10 since there is a significant difference in visa problems of respondents in other colleges.

TABLE XXXVII
ANALYSIS OF VARIANCE (ANOVA) ON FOUR VARIABLES BASED
ON THE ACADEMIC STATUS OF RESPONDENTS
AND BY COLLEGES

Variable	Mean Square	F-Value	p>F
<u>Home Economics</u>			
Academic	176.41	0.72	0.4031
Social	156.90	0.04	0.8418
Environmental	241.40	1.38	0.2470
Visa	30.81	0.23	0.6363
<u>Other Colleges</u>			
Academic	308.68	3.28	0.0749
Social	170.64	2.71	0.1047
Environmental	340.40	2.68	0.1064
Visa	20.49	5.93	0.0176*

*Significant at $p < 0.05$

Comparison of Home Economics
and Other Colleges

Based on the t-test, there is significant difference in academic scores between home economics and other colleges, however, there is no significant difference in social, environmental and visa problems

between respondents of the College of Home Economics and other colleges. Based on these results, the researcher rejected Hypothesis 11 (Table XXXVIII). When colleges were compared with the analysis of variance (ANOVA) individually, some independent variables have affected the dependent variables. The t-test analysis, however, did not reveal any significant difference between the College of Home Economics and other colleges on those selected variables with the exception of the academic variable.

TAVLE XXXVIII

t-TEST PROCEDURE TO COMPARE THE COLLEGE OF HOME ECONOMICS AND OTHER COLLEGES

College	N	Mean	Standard Deviation	Variances	<u>t</u> -Value	P>F	p> t
<u>Variable: Academic</u>							
Home Economics	40	45.18	13.23	Unequal	-1.5857	0.0453*	0.1160
Other Colleges	67	49.97	17.87	Equal	-1.4721		0.1440
<u>Variable: Social</u>							
Home Economics	40	30.67	12.37	Unequal	-2.2573	0.6591	0.0265
Other Colleges	67	36.40	13.23	Equal	-2.2191		0.0286
<u>Variable: Environmental</u>							
Home Economics	40	36.15	15.61	Unequal	-2.6278	0.2282	0.0100
Other Colleges	67	44.98	18.68	Equal	-2.5115		0.0135
<u>Variable: Visa</u>							
Home Economics	40	6.95	5.49	Unequal	-1.2810	0.2552	0.2043
Other Colleges	67	8.28	4.69	Equal	-1.3332		0.1854

*Significant at the $p < 0.05$ level

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The purpose of this research was to identify and compare the academic and nonacademic needs of International students enrolled in the College of Home Economics and other colleges at Oklahoma State University. Results will be shared with the College of Home Economics, other college students' personnel services, and the Office of International Service at Oklahoma State University.

Literature was reviewed concerning factors affecting academic and nonacademic (social, environmental and visa) needs of International students. Research involving International students in other universities and colleges was also reviewed.

The research questionnaire was composed of two parts: statement of concern to International students placed under the four categories of needs and general information about the respondents. The questionnaire was pretested for content validity, clarity, and format and the revised questionnaire was then mailed to 56 home economics and 100 randomly selected International students in other colleges. Forty students (71%) from home economics and 67 students (67%) from other colleges responded to the questionnaire.

Summary

The problems International students at Oklahoma State University

report are very similar to problems reported by studies in the literature review. Significant differences were found between variables, region of the world from where students came, academic major, age group, sex, and enrollment status in other colleges more than in the College of Home Economics. In other colleges all independent variables had effects on academic, social, environmental, and visa (immigration status) problems. Environmental problems were common for both.

One open-ended question was asked to discover what the respondents believed the College of Home Economics and other colleges could do for International students. The responses were grouped into eight categories. Consideration for assistantships, scholarships, and tutoring sessions of the English language were among the top priorities.

This study revealed that International students have academic and nonacademic needs. The degree of need, however, varied according to the region of the world International students came from, academic major, age, sex, and enrollment status in the College of Home Economics as well as in other colleges.

Recommendations

The following recommendations for future research are offered.

1. Study the International students along with their advisers and discern how advisers perceive their advisees with regard to academic adjustment.
2. Assess the needs of all International students during the fall semester every other year to discern problems and seek solutions for them.
3. Very often studies on International students are conducted while they are in the United States, but it would be a worthwhile

project to study the students once they have returned to their home countries with regard to their attitudes and the problems they have to often face on their return.

Recommendations based on the results of this study are as follows:

1. Create an awareness among faculty and advisers in the College of Home Economics and other colleges of the language difficulties that International students have, especially those whose first language is not English, during lectures and while taking examinations and attempt to find ways in which these difficulties can be minimized.

2. Disseminate the results of this study within the College of Home Economics and other colleges as well as to other organizations and others who are concerned with issues relevant to International students.

3. In addition to language institute, encourage International students to exploit all possible chances to learn English such as in community church groups, Zonta International, and individual tutors to alleviate the language constraints to academic pursuits.

4. Investigate ways in which the International students' coursework and research could be applicable to the needs of their home countries and future careers. Investigate what other universities in different parts of the United States are doing, especially those who have high International student enrollment and what they are doing with their students concerning coursework and research.

5. The College of Home Economics and other colleges, the International Program Office, and International student organizations should assist the International students who have financial difficulties to complete their degrees, to find part-time jobs, or assistantships which could enable these students to pursue their education with success.

6. There needs to be an association or club exclusively for International students to allow them to interact with other International students, share successes and challenges, and get support from each other.

7. Alumni in the community need to be tapped for assistance in hosting International students especially during the first semester at Oklahoma State University.

8. The university needs to sponsor travelogues and programs with slides and films about the various International students' countries to increase the awareness of American students, faculty and the community about these countries and various cultures. Alumni groups and/or faculty and administrators can participate along with their International students in these programs.

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APPENDIXES

APPENDIX A
QUESTIONNAIRES

NEEDS ASSESSMENT OF INTERNATIONAL STUDENTS IN THE COLLEGE
OF HOME ECONOMICS AT OKLAHOMA STATE UNIVERSITY

Part I

DIRECTIONS: Below are a number of statements which describe problems which have concerned some students from other countries. Respond to each statement by circling the number on the side of the statement.

- 0 - If the statement does not apply to you
 1 - If the statement is not at all a problem to you
 2 - If the statement is hardly a problem to you
 3 - If the statement is somewhat a problem to you
 4 - If the statement is quite a problem to you
 5 - If the statement is very much a problem to you

Does Not Apply
 Not At All
 A Problem
 Hardly A
 Problem
 Somewhat A
 Problem
 Quite A
 Problem
 Very Much
 A Problem

1. Understanding how to use the library	0	1	2	3	4	5
2. Taking notes in English	0	1	2	3	4	5
3. Speaking English	0	1	2	3	4	5
4. Organizing and writing term papers	0	1	2	3	4	5
5. Using text books and references	0	1	2	3	4	5
6. Selecting courses in home economics	0	1	2	3	4	5
7. Taking objective tests	0	1	2	3	4	5
8. Taking essay tests	0	1	2	3	4	5
9. Discussing in class and class presentation	0	1	2	3	4	5
10. Choosing an academic major	0	1	2	3	4	5
11. Communicating with academic adviser	0	1	2	3	4	5
12. Determining relevance of academic course for future career	0	1	2	3	4	5
13. Determining a program relevant to the present needs of my country	0	1	2	3	4	5
14. Maintaining adequate grade point average	0	1	2	3	4	5
15. Transferring credits for academic work done out of the United States	0	1	2	3	4	5
16. Obtaining practical experience as a part of course work	0	1	2	3	4	5
17. Understanding American educational system	0	1	2	3	4	5
18. Having adequate time to take exam when compensation for language is necessary	0	1	2	3	4	5
19. Opportunity for work experience in the field before returning home.	0	1	2	3	4	5
20. Having sufficient orientation program in home economics	0	1	2	3	4	5
21. Obtaining an adviser from International advisement office	0	1	2	3	4	5
22. Having opportunity for assistantship or scholarships	0	1	2	3	4	5
23. Having an office space as a graduate student	0	1	2	3	4	5
24. Having difficulties in receiving letters from home country	0	1	2	3	4	5
25. Finding a place to worship	0	1	2	3	4	5
26. Adjusting to seasonal change in climate	0	1	2	3	4	5
27. Having good employment working conditions if allowed to work	0	1	2	3	4	5
28. Worrying about political situations in home country	0	1	2	3	4	5
29. Shopping and reading labels	0	1	2	3	4	5
30. Having adequate housing facilities off campus or on campus	0	1	2	3	4	5

	Does not A problem	Not A A problem	A A problem	Somewhat A problem	Quite A problem	Very Much A problem
31. Being informed about legal rights and duties when signing contracts	0	1	2	3	4	5
32. Getting house, apartment or room at reasonable cost	0	1	2	3	4	5
33. Finding place to live as a newcomer	0	1	2	3	4	5
34. Finding school for children	0	1	2	3	4	5
35. Finding a baby sitter if both parents go to school	0	1	2	3	4	5
36. Finding place to live during semester break	0	1	2	3	4	5
37. Getting information regarding housing before leaving home country	0	1	2	3	4	5
38. Transferring currency from home country	0	1	2	3	4	5
39. Having enough funds for school expense	0	1	2	3	4	5
40. Having enough funds for living expenses	0	1	2	3	4	5
41. Obtaining guidelines for shopping	0	1	2	3	4	5
42. Meeting medical expenses	0	1	2	3	4	5
43. Having enough money to buy clothes for different seasons	0	1	2	3	4	5
44. Having opportunity to visit with faculty in the College of Home Economics	0	1	2	3	4	5
45. Feeling homesick	0	1	2	3	4	5
46. Feeling lonely	0	1	2	3	4	5
47. Becoming ill frequently	0	1	2	3	4	5
48. Experiencing racial discrimination	0	1	2	3	4	5
49. Understanding American or other culture	0	1	2	3	4	5
50. Getting accustomed to American food	0	1	2	3	4	5
51. Being accepted in social or recreational groups away from campus	0	1	2	3	4	5
52. Finding companionship with opposite sex	0	1	2	3	4	5
53. Having harmonious relationships with students from other countries	0	1	2	3	4	5
54. Making close friends with other nationalities	0	1	2	3	4	5
55. Meeting students from one's own country	0	1	2	3	4	5
56. Working together as partner in the laboratory	0	1	2	3	4	5
57. Having access to cultural activities	0	1	2	3	4	5
58. Adjusting to roommate	0	1	2	3	4	5
59. Having opportunity for privacy	0	1	2	3	4	5
60. Facing obligation to return home	0	1	2	3	4	5
61. Getting visa extended	0	1	2	3	4	5
62. Having immigration status changed	0	1	2	3	4	5
63. Obtaining work permit	0	1	2	3	4	5

82. Is English your native language?
 (a) Yes (b) No
83. If your answer to Number 82 is no, indicate your ability in the English language skills listed below. Circle your answer.
- | | Excellent | Very Good | Good | Fair | Poor |
|-------------------|-----------|-----------|------|------|------|
| (a) Speaking | 4 | 3 | 2 | 1 | 0 |
| (b) Understanding | 4 | 3 | 2 | 1 | 0 |
| (c) Reading | 4 | 3 | 2 | 1 | 0 |
| (d) Writing | 4 | 3 | 2 | 1 | 0 |
84. Did you study English in an intensive language program in your country before coming to the United States?
 (a) Yes (b) No
85. Did you study English in an intensive language program in the United States before beginning your study?
 (a) Yes (b) No
86. What was your educational experience and qualification before your arrival in the United States?
 (a) Certificate (c) Degree
 (b) Diploma (d) Other (please specify) _____
87. What degree are you pursuing?
 (a) Bachelors (c) Doctorate
 (b) Masters (d) Other (please specify) _____
88. What type of school did you attend before coming to the United States?
 (a) Secondary school (d) University
 (b) Technical institute (e) Other (please specify) _____
 (c) College
89. Which of the following describe your source of income? (Check all that applies to you)
 (a) Teaching Assistantship (d) Scholarship
 (b) Research Assistantship (e) Self-supporting
 (c) Fellowship (f) Funded by family
90. How much money do you receive per year from the following?
 (a) Teaching Assistantship (d) Scholarship
 (b) Research Assistantship (e) Own income
 (c) Fellowship (f) Family allowance
91. Please check which is most appropriate in explaining why you decided to study home economics. (Check all that applies to you)
 (a) Interested in home economics (e) Position required an advanced degree
 (b) Government or sponsor forced me to study home economics (f) Needed skills in home economics
 (c) Worked in home economics program (g) Other (please specify) _____
 (d) Employed in a position requiring the home economics program
92. Approximately what portion of your course work in home economics in the United States, including seminars, is closely related to your home country situation or cultural background?
 (a) Less than 25 percent (d) About 75 percent
 (b) About 25 percent (e) 100 percent
 (c) About 50 percent
93. Are you allowed in your classes to do term papers, special projects or reports, which are relevant to your home situation?
 (a) Always (c) Seldom
 (b) Often (d) Never
94. Do you have any opportunity to have discussions on classes or other areas of professional interests with American home economics students?
 (a) Yes (b) No
95. If the answer to Number 94 is yes, how useful is the contact?
 (a) Very useful (c) Slightly useful
 (b) Somewhat useful (d) Not at all useful
96. Where do you reside in Stillwater?
 (a) Single Student Housing (d) With an American family
 (b) Married Student Housing (e) Other (please specify) _____
 (c) Rented apartment or house
97. If answer to 96 is (a), do you have meal tickets? (a) Yes (b) No
 if not, do you have access to a cooking facility? (a) Yes (b) No

98. Where you reside, do you have a roommate(s)?
 (a) Yes (b) No
99. If the answer to Number 98 is yes, specify type of roommate(s).
 (a) Student(s) from home country (c) Students from the United States
 (b) Student(s) from another country
100. Have you ever attended professional meetings, national, state or international?
 (a) Yes (b) No
101. If your response to question Number 100 is yes, please indicate the name(s) of the meeting(s).

102. Where did you receive orientation programs to U. S. culture?
 (a) Home country (b) In the United States
103. What were the types of orientation you received?
 (a) Films (c) Tour
 (b) Lecture (d) Other (please specify) _____
104. Have you been invited to faculty homes?
 (a) Yes (b) No
105. Have you been invited to homes in the community?
 (a) Yes (b) No
106. Do you belong to any of the international organizations on campus?
 (a) Yes (b) No
107. What important services do you wish the College of Home Economics to provide for International students?
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

NEEDS ASSESSMENT OF INTERNATIONAL STUDENTS AT
OKLAHOMA STATE UNIVERSITY

Part I

DIRECTIONS: Below are a number of statements which describe problems which have concerned some students from other countries. Respond to each statement by circling the number on the side of the statement.

- 0 - If the statement does not apply to you
 1 - If the statement is not at all a problem to you
 2 - If the statement is hardly a problem to you
 3 - If the statement is somewhat a problem to you
 4 - If the statement is quite a problem to you
 5 - If the statement is very much a problem to you

	Does Not Apply	Not At All A Problem	Hardly A Problem	Somewhat A Problem	Quite A Problem	Very Much A Problem
1. Understanding how to use the library	0	1	2	3	4	5
2. Taking notes in English	0	1	2	3	4	5
3. Speaking English	0	1	2	3	4	5
4. Organizing and writing term papers	0	1	2	3	4	5
5. Using text books and references	0	1	2	3	4	5
6. Selecting courses in my major	0	1	2	3	4	5
7. Taking objective tests	0	1	2	3	4	5
8. Taking essay tests	0	1	2	3	4	5
9. Discussing in class and class presentation	0	1	2	3	4	5
10. Choosing an academic major	0	1	2	3	4	5
11. Communicating with academic adviser	0	1	2	3	4	5
12. Determining relevance of academic course for future career	0	1	2	3	4	5
13. Determining a program relevant to the present needs of my country	0	1	2	3	4	5
14. Maintaining adequate grade point average	0	1	2	3	4	5
15. Transferring credits for academic work done out of the United States	0	1	2	3	4	5
16. Obtaining practical experience as a part of course work	0	1	2	3	4	5
17. Understanding American educational system	0	1	2	3	4	5
18. Having adequate time to take exam when compensation for language is necessary	0	1	2	3	4	5
19. Opportunity for work experience in the field before returning home	0	1	2	3	4	5
20. Having sufficient orientation program in my major department	0	1	2	3	4	5
21. Obtaining an adviser from International advisement office	0	1	2	3	4	5
22. Having opportunity for assistantship or scholarships	0	1	2	3	4	5
23. Having an office space as a graduate student	0	1	2	3	4	5
24. Having difficulties in receiving letters from home country	0	1	2	3	4	5
25. Finding a place to worship	0	1	2	3	4	5
26. Adjusting to seasonal change in climate	0	1	2	3	4	5
27. Having good employment working conditions if allowed to work	0	1	2	3	4	5
28. Worrying about political situations in home country	0	1	2	3	4	5

	Does Not Apply	Not At All A Problem	Hardly A Problem	Somewhat A Problem	Quite A Problem	Very Much A Problem
29. Shopping and reading labels	0	1	2	3	4	5
30. Having adequate housing facilities off campus or on campus	0	1	2	3	4	5
31. Being informed about legal rights and duties when signing contracts	0	1	2	3	4	5
32. Getting house, apartment or room at reasonable cost	0	1	2	3	4	5
33. Finding place to live as a newcomer	0	1	2	3	4	5
34. Finding school for children	0	1	2	3	4	5
35. Finding a baby sitter if both parents go to school	0	1	2	3	4	5
36. Finding place to live during semester break	0	1	2	3	4	5
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39. Having enough funds for school expense	0	1	2	3	4	5
40. Having enough funds for living expenses	0	1	2	3	4	5
41. Obtaining guidelines for shopping	0	1	2	3	4	5
42. Meeting medical expenses	0	1	2	3	4	5
43. Having enough money to buy clothes for different seasons	0	1	2	3	4	5
44. Having opportunity to visit with faculty in my major department	0	1	2	3	4	5
45. Feeling homesick	0	1	2	3	4	5
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48. Experiencing racial discrimination	0	1	2	3	4	5
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54. Making close friends with other nationalities	0	1	2	3	4	5
55. Meeting students from one's own country	0	1	2	3	4	5
56. Working together as partner in the laboratory	0	1	2	3	4	5
57. Having access to cultural activities	0	1	2	3	4	5
58. Adjusting to roommate	0	1	2	3	4	5
59. Having opportunity for privacy	0	1	2	3	4	5
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62. Having immigration status changed	0	1	2	3	4	5
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82. Is English your native language?
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83. If your answer to Number 82 is no, indicate your ability in the English language skills listed below. Circle your answer.
- | | Excellent | Very Good | Good | Fair | Poor |
|-------------------|-----------|-----------|------|------|------|
| (a) Speaking | 5 | 4 | 3 | 2 | 1 |
| (b) Understanding | 5 | 4 | 3 | 2 | 1 |
| (c) Reading | 5 | 4 | 3 | 2 | 1 |
| (d) Writing | 5 | 4 | 3 | 2 | 1 |
84. Did you study English in an intensive language program in your country before coming to the United States?
 (a) Yes (b) No
85. Did you study English in an intensive language program in the United States before beginning your study?
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 (c) Fellowship (f) Family allowance
91. Please check which is most appropriate in explaining why you decided to study in your particular area. (Check all that applies to you).
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 (c) Worked in this area of study (g) Other (please specify) _____
 (d) Employed in a position requiring this area of study
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 (a) Less than 25 percent (d) About 75 percent
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100. Have you ever attended professional meetings, national, state or international?
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104. Have you been invited to faculty homes?
 (a) Yes (b) No
105. Have you been invited to homes in the community?
 (a) Yes (b) No
106. Do you belong to any of the international organizations on campus?
 (a) Yes (b) No
107. What important services do you wish your college to provide for international students?

1. _____

2. _____

3. _____

4. _____

5. _____

APPENDIX B

CORRESPONDENCE



Oklahoma State University

DEPARTMENT OF FOOD, NUTRITION AND INSTITUTION ADMINISTRATION
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078
HOME ECONOMICS WEST 425
(405) 624-3039

February 1986

Dear International Student:

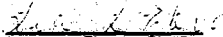
As an International student, I have encountered personal and academic challenges, and have made many adjustments to accomplish my academic goals. I have often wondered how other International students cope with their academic and nonacademic needs while pursuing their career goals in the United States.

I am a graduate student in FNIA, and for the research requirement, I would like to survey the academic and nonacademic needs of all International students in the College of Home Economics. You and your fellow International students are the only ones who can answer and furnish the necessary information for further expansion of study opportunities in the United States so that programs can be improved or new programs started to meet the needs of future International students. Hopefully, the results of this study might be used by faculty program planners and the International Student Service Office to plan and provide meaningful experiences for all International Students at Oklahoma State University.

Your participation and cooperation in completing this survey will be greatly appreciated. Kindly complete the enclosed questionnaire and return to your departmental secretary today or before February 15. Your responses will be treated confidentially and used only for research purposes. You need not sign your name as all data will be analyzed as a whole. Thank you for your assistance in this study.

Sincerely,


Tideg Debessu
Graduate Research Assistant


Lea L. Ebro, Ph.D.
Major Adviser





Oklahoma State University

DEPARTMENT OF FOOD, NUTRITION AND INSTITUTION ADMINISTRATION
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078
HOME ECONOMICS WEST 425
(405) 624-5039

March 21, 1986

Dear International Student:

As an International student, I have encountered personal and academic challenges, and have made many adjustments to accomplish my academic goals. I have often wondered how other International students cope with their academic and nonacademic needs while pursuing their career goals in the United States.

I am a graduate student in FNIA, and for the research requirement, I would like to survey the academic and nonacademic needs of all International students at Oklahoma State University. You and your fellow International students are the only ones who can answer and furnish the necessary information for further expansion of study opportunities in the United States so that programs can be improved or new programs started to meet the needs of future International students. Hopefully, the results of this study might be used by faculty program planners and the International Student Service Office to plan and provide meaningful experiences for all International Students at Oklahoma State University.

Your participation and cooperation in completing this survey will be greatly appreciated. Kindly complete the enclosed questionnaire and return to your departmental secretary today or before April 4, 1986. Your responses will be treated confidentially and used only for research purposes. You need not sign your name as all data will be analyzed as a whole. Thank you for your assistance in this study.

Sincerely,

Tidedebessu
Graduate Research Assistant

Lea L. Ebro, Ph.D.
Major Adviser





Department of Food, Nutrition and Institution Administration
College of Home Economics
Home Economics West 425, Extension 5039

MEMORANDUM

DATE: February 24, 1986

TO: Dr. Lynn Sisler, Dr. Carl Hall, Dr. Margaret Callsen,
Dr. James Moran, and Dr. Baker Bokorney

FROM: Lea Ebro

RE: "Needs Assessment of International Students in HEC"

Tideg Debessu has received about 1/2 of the questionnaires back.
Please request faculty to remind international advisees or students in
their classes to complete the questionnaires and to return them to FNIA
Dept.

Extra questionnaires are available from Tideg in Rm. 407 HEW.

Thanks for your assistance.



APPENDIX C

t-TEST (LSD) FOR DEPENDENT VARIABLES
BY DEPARTMENTS

NO DIFFERENCE (BY COLL) IN MEAN NEEDS SCORE BASED ON AREA
NEEDS SCORE: 1. ACADEMIC, 2. SOCIAL, 3. ENVIRONM, 4. VISA

63
14:46 SUNDAY, NOVEMBER 30, 1986

COLL=H

ANALYSIS OF VARIANCE PROCEDURE

T TESTS (LSD) FOR VARIABLE: VISA
NOTE: THIS TEST CONTROLS THE TYPE I COMPARISONWISE ERROR RATE.
NOT THE EXPERIMENTWISE ERROR RATE.

ALPHA=0.05 CONFIDENCE=0.95 DF=34 MSE=29.7567
CRITICAL VALUE OF T=2.03224

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY ****

GI69 COMPARISON	LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	UPPER CONFIDENCE LIMIT
HRAD - FRCD	-4.781	1.558	7.896
HRAD - HIDCS	-3.526	2.308	8.141
HRAD - CTM	-2.497	2.974	8.446
HRAD - FNIA	-0.799	4.183	9.164
HRAD - HEECS	-0.031	6.308	12.646
FRCD - HRAD	-7.896	-1.558	4.781
FRCD - HIDCS	-6.687	0.750	8.187
FRCD - CTM	-5.739	1.417	8.573
FRCD - FNIA	-4.164	2.625	9.414
FRCD - HEECS	-3.089	4.750	12.589
HIDCS - HRAD	-8.141	-2.308	3.526
HIDCS - FRCD	-8.187	-0.750	6.687
HIDCS - CTM	-6.046	0.667	7.379
HIDCS - FNIA	-4.445	1.875	8.195
HIDCS - HEECS	-3.437	4.000	11.437
CTM - HRAD	-8.446	-2.974	2.497
CTM - FRCD	-8.573	-1.417	5.739
CTM - HIDCS	-7.379	-0.667	6.046
CTM - FNIA	-4.779	1.208	7.195
CTM - HEECS	-3.823	3.333	10.489
FNIA - HRAD	-9.164	-4.183	0.799
FNIA - FRCD	-9.414	-2.625	4.164
FNIA - HIDCS	-8.195	-1.875	4.445
FNIA - CTM	-7.195	-1.208	4.779
FNIA - HEECS	-4.664	2.125	8.914
HEECS - HRAD	-12.646	-6.308	0.031
HEECS - FRCD	-12.589	-4.750	3.089
HEECS - HIDCS	-11.437	-4.000	3.437
HEECS - CTM	-10.489	-3.333	3.823
HEECS - FNIA	-8.914	-2.125	4.664

NO DIFFERENCE (BY COLL) IN MEAN NEEDS SCORE BASED ON AREA
NEEDS SCORE: 1. ACADEMIC, 2. SOCIAL, 3. ENVIRONM, 4. VISA

14:46 SUNDAY, NOVEMBER 30, 1986

COLL=H

ANALYSIS OF VARIANCE PROCEDURE

T TESTS (LSD) FOR VARIABLE: ENVIRONM
NOTE: THIS TEST CONTROLS THE TYPE I COMPARISONWISE ERROR RATE,
NOT THE EXPERIMENTWISE ERROR RATE.

ALPHA=0.05 CONFIDENCE=0.95 DF=34 MSE=253.826
CRITICAL VALUE OF T=2.03224

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY ****

GI69 COMPARISON	LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	UPPER CONFIDENCE LIMIT
HEECS - FNIA	-13.452	6.375	26.202
HEECS - CTM	-13.400	7.500	28.400
HEECS - HRAD	-8.013	10.500	29.013
HEECS - FRCD	-9.894	13.000	35.894
HEECS - HIDCS	-3.820	17.900	39.620
FNIA - HEECS	-26.202	-6.375	13.452
FNIA - CTM	-16.361	1.125	18.611
FNIA - HRAD	-10.424	4.125	18.674
FNIA - FRCD	-13.202	6.625	26.452
FNIA - HIDCS	-6.933	11.525	29.983
CTM - HEECS	-28.400	-7.500	13.400
CTM - FNIA	-18.611	-1.125	16.361
CTM - HRAD	-12.980	3.000	18.980
CTM - FRCD	-15.400	5.500	26.400
CTM - HIDCS	-9.206	10.400	30.006
HRAD - HEECS	-29.013	-10.500	8.013
HRAD - FNIA	-18.674	-4.125	10.424
HRAD - CTM	-18.980	-3.000	12.980
HRAD - FRCD	-16.013	2.500	21.013
HRAD - HIDCS	-9.638	7.400	24.438
FRCD - HEECS	-35.894	-13.000	9.894
FRCD - FNIA	-26.452	-6.625	13.202
FRCD - CTM	-26.400	-5.500	15.400
FRCD - HRAD	-21.013	-2.500	16.013
FRCD - HIDCS	-16.820	4.900	26.620
HIDCS - HEECS	-39.620	-17.900	3.820
HIDCS - FNIA	-29.983	-11.525	6.933
HIDCS - CTM	-30.006	-10.400	9.206
HIDCS - HRAD	-24.438	-7.400	9.638
HIDCS - FRCD	-26.620	-4.900	16.820

NO DIFFERENCE (BY COLL) IN MEAN NEEDS SCORE BASED ON AREA
 NEEDS SCORE: 1. ACADEMIC, 2. SOCIAL, 3. ENVIRONM, 4. VISA 61 14:46 SUNDAY, NOVEMBER 30, 1986

COLL=H

ANALYSIS OF VARIANCE PROCEDURE

T TESTS (LSD) FOR VARIABLE: SOCIAL
 NOTE: THIS TEST CONTROLS THE TYPE I COMPARISONWISE ERROR RATE,
 NOT THE EXPERIMENTWISE ERROR RATE.

ALPHA=0.05 CONFIDENCE=0.95 DF=34 MSE=158.341
 CRITICAL VALUE OF T=2.03224

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY *****

G169 COMPARISON	LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	UPPER CONFIDENCE LIMIT
HEECS - FRCD	-16.082	2.000	20.082
HEECS - CTM	-13.757	2.750	19.257
HEECS - HRAD	-11.602	3.019	17.641
HEECS - FNIA	-9.160	6.500	22.160
HEECS - HIDCS	-3.705	13.450	30.605
FRCD - HEECS	-20.082	-2.000	16.082
FRCD - CTM	-15.757	0.750	17.257
FRCD - HRAD	-13.602	1.019	15.641
FRCD - FNIA	-11.160	4.500	20.160
FRCD - HIDCS	-5.705	11.450	28.605
CTM - HEECS	-19.257	-2.750	13.757
CTM - FRCD	-17.257	-0.750	15.757
CTM - HRAD	-12.352	0.269	12.890
CTM - FNIA	-10.061	3.750	17.561
CTM - HIDCS	-4.785	10.700	26.185
HRAD - HEECS	-17.641	-3.019	11.602
HRAD - FRCD	-15.641	-1.019	13.602
HRAD - CTM	-12.890	-0.269	12.352
HRAD - FNIA	-8.010	3.481	14.972
HRAD - HIDCS	-3.026	10.431	23.888
FNIA - HEECS	-22.160	-6.500	9.160
FNIA - FRCD	-20.160	-4.500	11.160
FNIA - CTM	-17.561	-3.750	10.061
FNIA - HRAD	-14.972	-3.481	8.010
FNIA - HIDCS	-7.629	6.950	21.529
HIDCS - HEECS	-30.605	-13.450	3.705
HIDCS - FRCD	-28.605	-11.450	5.705
HIDCS - CTM	-26.185	-10.700	4.785
HIDCS - HRAD	-23.888	-10.431	3.026
HIDCS - FNIA	-21.529	-6.950	7.629

NO DIFFERENCE (BY COLL) IN MEAN NEEDS SCORE BASED ON AREA
NEEDS SCORE: 1. ACADEMIC, 2. SOCIAL, 3. ENVIRDNM, 4. VISA

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14:46 SUNDAY, NOVEMBER 30, 1986

COLL=H

ANALYSIS OF VARIANCE PROCEDURE

T TESTS (LSO) FOR VARIABLE: ACADEMIC
NOTE: THIS TEST CONTROLS THE TYPE I COMPARISONWISE ERROR RATE,
NOT THE EXPERIMENTWISE ERROR RATE.

ALPHA=0.05 CONFIDENCE=0.95 DF=34 MSE=187.927
CRITICAL VALUE OF T=2.03224

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY ****

G169 COMPARISON	LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	UPPER CONFIDENCE LIMIT
HEECS - FRCD	-19.700	0.000	19.700
HEECS - CTM	-14.900	3.083	21.066
HEECS - HRAD	-10.833	5.096	21.025
HEECS - FNIA	-8.060	9.000	26.060
HEECS - HIDCS	-9.439	9.250	27.939
FRCD - HEECS	-19.700	0.000	19.700
FRCD - CTM	-14.900	3.083	21.066
FRCD - HRAD	-10.833	5.096	21.025
FRCD - FNIA	-8.060	9.000	26.060
FRCD - HIDCS	-9.439	9.250	27.939
CTM - HEECS	-21.066	-3.083	14.900
CTM - FRCD	-21.066	-3.083	14.900
CTM - HRAD	-11.737	2.013	15.763
CTM - FNIA	-9.129	5.917	20.962
CTM - HIDCS	-10.703	6.167	23.036
HRAD - HEECS	-21.025	-5.096	10.833
HRAD - FRCD	-21.025	-5.096	10.833
HRAD - CTM	-15.763	-2.013	11.737
HRAD - FNIA	-8.615	3.904	16.423
HRAD - HIDCS	-10.507	4.154	18.814
FNIA - HEECS	-26.060	-9.000	8.060
FNIA - FRCD	-26.060	-9.000	8.060
FNIA - CTM	-20.962	-5.917	9.129
FNIA - HRAD	-16.423	-3.904	8.615
FNIA - HIDCS	-15.632	0.250	16.132
HIDCS - HEECS	-27.939	-9.250	9.439
HIDCS - FRCD	-27.939	-9.250	9.439
HIDCS - CTM	-23.036	-6.167	10.703
HIDCS - HRAD	-18.814	-4.154	10.507
HIDCS - FNIA	-16.132	-0.250	15.632

VITA

Tideg Debessu

Candidate for the Degree of
Master of Science

Thesis: NEEDS ASSESSMENT OF INTERNATIONAL STUDENTS IN THE COLLEGE OF HOME ECONOMICS COMPARED TO OTHER INTERNATIONAL STUDENTS IN OTHER COLLEGES

Major Field: Food, Nutrition and Institution Administration

Biographical:

Personal Data: Born in Gondar, Ethiopia, April 13, 1948, the daughter of Mrs. Woleteyesus Gebreyesus and the late Captain Debessu Roma.

Education: Received high school diploma from Harar Teacher Training Institute, Ethiopia, July, 1967; received two-year college diploma from Alemaya College of Agriculture, Ethiopia, July, 1972; received Bachelor of Science degree in Home Economics from Oklahoma State University, December, 1985; completed requirements for the Master of Science degree at Oklahoma State University in December, 1986.

Professional Experience: Graduate research assistant, January 1986 to December 1986; laboratory technician, May 1985 to December 1985, Food, Nutrition and Institute Administration, Oklahoma State University; instructor, College of Teacher Education, Addis Ababa, Ethiopia, 1976-84; instructor, Kotebe Teacher Training Institute, Addis Ababa, Ethiopia, 1972-76.

Professional Organization: American Home Economics Association.