This is to certify that the

thesis entitled

THE DEVELOPMENT OF AN INVENTORY TO DETERMINE THE PROBLEMS OF FOREIGN STUDENTS

presented by

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ABSTRACT

THE DEVELOPMENT OF AN INVENTORY TO DETERMINE THE PROBLEMS OF FOREIGN STUDENTS

by John W. Porter

The purpose of this research study was: (1) to develop an inventory which would enable the investigator to determine if the problems of foreign students could be generalized from the problems of foreign students as reported in the literature and elsewhere; (2) to determine if these problems and concerns once identified would be considered unique as compared to the problems of United States students; and, (3) to determine if significant problem differences existed among selected groups of foreign students.

The Michigan International Student Problem Inventory, or M.I.S.P. Inventory, which has eleven sub-scales corresponding to certain student personnel services, was developed as the principal instrument for the study. The Mooney Problem Check List-College Form was also used in this study to aid in determining the validity of the M.I.S.P. Inventory.

The investigation was conducted on the campus of Michigan State University, although other Michigan campuses were visited during phases of the study.

Subjects included 108 foreign students and fifty United States students. Each student was given the M.I.S.P. Inventory, and forty-six of the foreign students and forty-seven United States students were also given the Mooney Problem Check List-College Form. This procedure was followed to establish the concurrent validity of the M.I.S.P. Inventory.

The results recorded from administering the Mooney Problem Check List-College Form showed a difference significant at the .05 level between the mean scores of the United States students and foreign students. The United States students' mean score was 44.97 as compared to the foreign students' mean score of 21.24. The results from administering the M.I.S.P. Inventory showed that a difference significant at the .05 level existed between the mean scores of the 108 foreign students and the fifty United States students, the mean scores being 15.06 and 11.26 respectively. These results tend to establish the concurrent validity of the M.I.S.P. Inventory.

A reliability estimate of .58 was found for the M.I.S.P. Inventory by use of the Kuder-Richardson Formula for the total scale, and a total scale reliability estimate of .67 was found by using the Spearman-Brown split-half method. Sub-scale reliability estimates ranged from .47 to .76 using the Kuder-Richardson Formula.

Results of t-test scores based upon seven variables taken from the sample of 108 foreign students revealed that female foreign students checked more problems than males, and undergraduate foreign students checked more problems than graduates. It was also found that foreign students on campus for thirteen months or longer checked more problems than those foreign students on campus for one year or less, and that foreign students who did not speak English as a first preference checked more problems than those who did speak English as a first preference. It was further found that those foreign students who were classified as "non-Western" checked more problems than those foreign students classified as "Western". These differences were significant at the .05 level.

Although not significant at the .05 level, it was found that single foreign students checked slightly more problems than married students, and the younger foreign students, age twenty-five or younger, checked an average of more problems than the older foreign students.

Item analysis revealed that in comparing the scores of the forty students (37 per cent) checking the highest number of items and the forty students checking the lowest number of items, three items were not checked by either group. There were no items checked more times by the low score group than

were checked by the high score group. Sixty-five, or 49 per cent, of the items differentiated significantly at the .05 level between the students with the highest scores and the students with the lowest scores. The sub-scale of Financial Aids had the largest number of discriminating items, a total of ten out of a possible twelve. The sub-scale of Religious Services had the least number of discriminating items, two out of twelve.

Measures of central tendency for the 108 foreign students showed an average of 15.06 items checked. The median number of items checked was 12.50, and the mode was 17.00. Of the 132 items on the M.I.S.P. Inventory, 127 of the items were checked by at least one student. The highest number of items checked by an individual was fifty-three.

Seventy-six per cent of the students felt that the M.I.S.P. Inventory provided a complete picture of the problem areas currently troubling them. Eighty-five students, or 79 per cent, felt that the procedure was worthwhile.

The major conclusions based upon the study are as follows:

1. The results of this study suggest that it can be concluded as tenable that the M.I.S.P. Inventory can differentiate between the problems of foreign students and United States students.

2. There is evidence to conclude that the M.I.S.P. Inventory can be used as a tool to help foreign students express their areas of concern according to recognized student personnel services.

3. There is further evidence to conclude that the M.I.S.P. Inventory can be used to show differences which exist among groups of foreign students regarding their problems and concerns.

4. It can be concluded further that a majority of the students in this sample felt that the M.I.S.P. Inventory covered most of their areas of concern, and that the procedure was worthwhile.

Since this was the first administering of the M.I.S.P. Inventory, these conclusions must be viewed as tentative, and they are confined only to the foreign student population at Michigan State University.

THE DEVELOPMENT OF AN INVENTORY TO DETERMINE THE PROBLEMS OF FOREIGN STUDENTS

by

John W. Porter

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Special gratitude is extended to Dr. Arvo Juola for his assistance in the statistical procedures, and to Homer Higbee, Assistant Dean of International Programs for his assistance and interest in the research. Grateful acknowledgment is directed to International Programs, Michigan State University, for financial support of a portion of this study.

To the many students and to the foreign student advisors who voluntarily participated, the writer is also especially indebted.

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

"The Foreign Student" is perhaps an appropriate and legitimate term for an immigration officer to use since it does describe a legal and administrative category of persons. But for purposes of study, for college and university faculties, and especially for student personnel workers to treat a great variety of foreign students as a single category is a human error and a scientific monstrosity. In reality, those who come to the United States from other lands to pursue their education are of an infinite variety of nationalities, temperaments, cultures and backgrounds. If colleges and universities desire to have students from other lands on their campuses, and if these institutions are interested in "foreign" students reaching their potential, it would seem only wise to work with them as individuals.

United States institutions of higher education enroll thousands of foreign students annually, and send faculty members who are specialists overseas to assist in raising standards of living, and in planning new schools. The Federal Government has instituted numerous programs to assit foreign

countries at home, and to encourage them to send representatives to this country for further education. The Government has been active in this field since the Good Neighbor Policy of the late 1930's, which encouraged Latin-American students to come to this country for study. In 1959, the Department of State established a Bureau of Intercultural Relations, which reflects the increasing emphasis by the United States Government on the development of understanding between the peoples of this country and the peoples of the rest of the world through a medium other than diplomatic negotiations. American families also participate actively in intercultural exchange--hundreds of foreign students are invited to family dinners, church socials, and asked to speak before civic groups. Many of these overseas students spend considerable time living in the homes of American families. Even private business participates by assisting the Government and institutions of higher education in providing services to the foreign sojourner for numerous reasons.

The evidence, on the surface at least, indicates that Americans do desire to be helpful and to be understood by the foreign sojourner. The evidence also indicates that the group of persons that the Federal Government, the institutions of higher education and the American people have come in contact with are primarily not the rank and file persons

from abroad, but in many instances are the best academically that the sending countries have to offer and are highly acceptable. The evidence further indicates that there are problems involved in being a foreign student, problems which exist in spite of all of the surface activities of Americans who have hopes of making the students' sojourn pleasant. Many of these foreign students are by and large seeking more education and more technical skill in order to assist their countries in developing their natural resources. Anything that can be done to facilitate this process beyond providing superficial services to the student should be undertaken. Therefore, the colleges and universities have a vital role to play, assuming that the American institutions of higher education are the focal point in the activities of the students from overseas. Systematic study of the literature reveals a growing three-pronged problem.

First, in reviewing the quantitative changes in the foreign student population of the United States, it seems appropriate to reflect upon the past thirty years. In 1930 the impact of the depression years had not yet made itself felt and it, therefore, can be considered as "normal" for a basis of comparison. There were 9,643 foreign students studying in this country in that year. By the first half of the academic year 1948-49, the first normal year follow-

ing the Second World War, there were a total of 26,759 students from 151 countries, colonies, and dependencies enrolled in 1,115 colleges, universities and technical schools in every state and territory of the United States. By 1953, the number had grown to 33,647, which represents a three hundred per cent increase over the 1930 population, as compared to an increase of slightly more than one hundred per cent for the enrollment of American students for approximately the same period. In 1961, there were 69,683 foreign students and educators studying in the United States, more than double the number enrolled eight years previously.[1] The literature suggests that many institutions of higher education have not been geared to effectively meet the post war increases of foreign students which inevitably has caused problems.

Second, in reviewing the activities of institutions of higher education in regard to this ever-increasing number of students, it can be noted that no general pattern of agreement has been reached in regard to admitting these students, assisting them or evaluating their work. Many of the colleges

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[1] Open Doors 1961, Report on International Exchange (New York: Institute of International Education, 1961), p.7.

and universities seem to believe that they should be treated no differently than any other student once admitted. Others have established elaborate International Centers to provide a haven of refuge for these students. Because of the increasing numbers asking to be admitted, many institutions are in a period of transition and are constantly changing procedures without thorough study of the problem areas. There is still no agreement among the institutions on who should be generally responsible for the foreign students. Many institutions of higher education have a "foreign student advisor" who is expected to be a "jack-of-all-trades," but ends up only a master of visa processing. Most academicians have insufficient time in their schedules to help resolve the individual problems of the foreign students because of increasing numbers in their classes and other problems. Most administrators have been concerned with expansion and obtaining funds, and although interested have not formulated policies regarding the foreign students on campus. Because of these factors, the special problems of the foreign students on many campuses have by natural gravitation largely been directed to the people responsible for student personnel services. These services are categorized by many authors into about twelve areas: (1) Admissions, (2) Records and Reports, (3) Orientation, (4) Counseling and Guidance, (5) Living and Dining,

(6) Health Services, (7) Remedial Services, (8) Religious Services, (9) Student Aid, (10) Student Activities, (11) Student Conduct, and (12) Student Placement.

An abundance of literature reports that foreign students have repeatedly expressed problems in each of these twelve areas. The literature also suggests that student personnel programs have not been geared to meet their newly acquired and growing responsibilities. Many colleges and universities have a Dean of Students or administrative head who is responsible for the coordination of these student personnel activities, but to have personnel from these divergent areas come together more than once a year to consider the related problems of the foreign students, would be a project of great proportions. So, it seems that in the past each area has been responsible for the student when he is at the point of being involved with the particular activity it is concerned with and not before.

Third, in reviewing the literature, it can be noted that the kind, type and color of the foreign student has changed significantly. Not so long ago foreign students appeared to many college administrators as a marginal luxury. They brought to the campus a touch of exoctic color. They enriched the educational milieu of the United States students, and there was no apparent "foreign student problem".

Since the war, however, and especially during the past five years, the rapidly increasing number of foreign students has come from "under-developed countries", possessing different characteristics than the students from the Western cultured countries. Their concerns, anxieties and goals are different. They bring along problems not before of major consequence. Their number will increase. Their needs are individual needs. They cannot be classified as "The Foreign Students". This problem, as indicated by the literature, is one of gearing the nation and the colleges and universities to accept the fact that those who now need our help most are a little different than we are in many respects.

John A. Hannah revealed insight into this problem area several years ago when he said:

> It is disturbing to see that even among those who have accepted intellectually the necessity of our involvement with people and nations everywhere in the world, there is continuing reluctance to lift their vision beyond our own country, our own continent, and Western Europe. We still are hypnotized by domestic events, and those in France, the British Isles, Germany, Italy, and the Scandinavian countries. We read, hear, see, and think too little about Central and South America, the Middle East, Asia, and Africa. Yet those are the areas in which the future is being shaped to an extent that should alarm all of us and stir us to action.[2]

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[2] John A. Hannah, "International Education", Business Topics, VI (September, 1958), p.2.

Standardized tests of scholastic aptitude, achievement, and special ability, and social-personal and problem check lists have been used extensively to ascertain the aptitudes, abilities, successes, personality characteristics and problems of American students. Primarily due to the relatively recent skyrocketing of the population of foreign students on American campuses, similar tests have not been prepared for this group. Foreign students are being given in many instances the same American designed tests that the United States students receive when there may be a need for measuring unique characteristics and problem areas of individual foreign students. The literature is replete with indications that the problems of foreign students, although similar to those of the American students in many respects, are definitely more diversified and complex.

I. STATEMENT OF THE PROBLEM

The major concern of this study was to investigate the problems of a sample of foreign students at Michigan State University by means of a Problem Inventory to determine whether the problems of foreign students as reported in the literature are experienced by these students, and whether their problems are atypical from the problems of United States students enrolled at Michigan State Univer-

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sity. This investigation was designed to determine by use of the scientific method, the answers to four areas of concern:

1. What are the problems of foreign students as reported in the literature and elsewhere?
2. Does a sample of foreign students at Michigan State University experience these problems?
3. Are these same problems experienced by a sample of American students?
4. Do certain groups of foreign students experience more, or less, of certain types of problems than other groups of foreign students?

II. LIMITATIONS OF THE STUDY

This study was made within certain limitations:

1. This study was limited geographically to the campus of Michigan State University, East Lansing, Michigan. This limitation was placed upon this study due to the complexity and nature of the study. This limitation, however, does not prohibit another institution of higher education, public or private, in Michigan or anywhere in the United States from either replicating the study, or using the instrument to conduct a similar study.

2. The subjects for the study were limited to a sample

of foreign students as listed in the 1961 foreign student directory at Michigan State University. Also included in the study was a sample of students who were residents of the United States attending Michigan State University. Limiting the sample in this way provided more similarity of age and amount of experience at Michigan State University among the experimental groups.

3. A further limitation was that one of the instruments used was developed by the investigator, titled, "The Michigan International Student Problem Inventory." The construction of the instrument is similar to the Mooney Problem Check List for college students.

4. There was a limitation on the number of instruments used. Only two instruments were used in this study, and both instruments were administered to both experimental groups.

5. There were also time limitations on this study which need to be considered. This study was limited to obtaining from foreign students and students who are residents of the United States, data on problems they have experienced during their college days. This information was obtained in the Winter Term of 1962. At one sitting each student was asked to complete two instruments, the Mooney Problem Check List and the Michigan International Student Problem Inventory

(hereafter referred to in this paper as the"M.I.S.P. Inventory".) This method was necessary to control the time of responses and thus to prevent one segment of the population from experiencing additional problems during the interval of time elapsing between sittings.

6. Another limitation upon this study was the inability of some foreign students to interpret certain items on a problem inventory or check list due to language barriers and cultural differences. Follow-up interviewing of students who were administered the instruments used would assist in determining any language or cultural difficulties which had been encountered by a foreign student as he completed the check lists. Because of the pressure of class assignments upon the students, follow-up interviews were not scheduled.

III. ASSUMPTIONS UNDERLYING THE STUDY

This study was undertaken on the basis of certain well-known premises which currently exist about foreign students who study on United States campuses. These assumptions are that:

1. An extensive review of literature indexing foreign student problems according to student personnel service areas would be a valuable contribution to the field of student personnel work.

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2. Because of the increasing number of foreign students, individuals engaged in performing student personnel services should be aware of the problems of foreign students.

3. Counseling centers and foreign student advisors need specific tests and inventories which would assist them in better serving the increasing number of foreign students.

4. Information obtained from this study regarding the problems of foreign students will provide a basis for further research in the field of cross-cultural exchange.

5. Results of this study regarding the problems of foreign students may contribute to the area of counseling.

6. A problem inventory which has been tested for validity and reliability will be a way of ascertaining the problems of foreign students at Michigan State University.

IV. QUESTIONS CONSIDERED

This study was concerned with the gathering of information to attempt answering the following questions:

1. Can the problems of foreign students, as reported in the literature and elsewhere, be generalized to the foreign student population at Michigan State University?

2. What is the nature and the extent of the problems and concerns of a sample of foreign students at Michigan State University?

3. Are the problems and concerns of this sample of foreign students different in any way than the problems and concerns of a sample of students who are residents of the United States and are studying at Michigan State University?

4. Are there any differences in the problems and concerns of this sample of foreign students as to:

(a) Sex
(b) Age
(c) Marital Status
(d) Grade Level
(e) Months at Michigan State University
(f) Language
(g) Culture and Country

Answers to these questions may enable others to view the foreign students as individuals with unique problems and concerns.

V. THEORETICAL SETTING FOR THIS STUDY

The University and World Affairs

In a study of the students from India, Coelho notes:

> The wandering student is not a new phenomenon. From the twelfth century on, thousands of students from all over Europe swarmed to Paris and Bologna. In the year 1200, the majority of the 10,000 students in Bologna were probably foreigners. They came from England and Ireland, from Germany and Bohemia, from Spain and the Levant. They organized themselves into national associations from whose name is derived the term university. Some returned home with their new knowledge to establish new centers of learning and thus propelled such movements of thought as scholasticism, science, and humanism into

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civilization-wide revolutions.[3]

Today, there can be seen a resurgence of travel among foreign students. We are also witnessing major world powers other than the United States gear their institutions of higher education to provide these foreign students with experiences which will be profitable in their own lands and which may help in promoting understanding between the respective countries involved. This has come as another challenge to the institutions of higher education in the United States.

Because of these new challenges, American colleges and universities have been especially sensitive to their role in international affairs. In 1950, the Carnegie Endowment for International Peace began a program of studies focused on the relation of American universities to world affairs. Eight institutions of higher education cooperated with the Endowment in exploratory surveys of their resources and activities bearing on international relations. The results of their exploration were reported in a small volume on Universities and World Affairs, published in 1951.

The report stressed the fact that the modern univer-

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[3]George V. Coelho, Changing Images of America: A Study of Indian Students' Perceptions (Glencoe, Illinois: The Free Press, 1958), The Preface.

sity's involvement in world affairs is not limited to the formal teaching of international relations. In addition to providing instruction, both for the general students and for specialist-to-be, a college or university has heavy and complex responsibilities for advancing research bearing on the conduct of international relations.

It can be noticed that campus voices also have strong influence upon adult education concerning world affairs, and universities conduct consequential programs reaching large off-campus audiences in an effort to expand the thinking of the American public at large.

Dr. John Hannah, speaking on "Education for the World of Today and Tomorrow," said:

> A fact of life, of which many Americans are not fully aware, is that the United States is permanently and inevocably committed to an active interest in the affairs of peoples and nations throughout the world. Isolation dies slowly, even in the face of facts, and there are still those among us who would have us withdraw behind our ocean barriers and let the rest of the world go hang.[4]

Dr. Hannah went on to discuss the need for a reorientation of American education to produce both specialists who are fully qualified to serve the national interest in overseas posts of responsibility, and a national attitude of mind

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[4] Hannah, op. cit., p. 7.

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and spirit that will serve as a solid foundation for a fully effective program of helping other countries help themselves. All of the evidence points to the fact that our universities should play a vital role in the cultural exchange program.

Thus, the arrival of a great number of foreign students and professors has been received as an outstanding phenomenon in the relationship of colleges and universities in the United States to the contemporary American situation in the world and its affairs. But, this general enthusiasm and acceptance cannot be measured consistently throughout our country. Because of the independence and autonomy of most larger United States institutions of higher education, no consistent pattern could be found regarding the institution's role to the foreign student.

Need for This Study

Michigan's four year publicly supported institutions of higher education admit approximately seventy-seven per cent of all the foreign students enrolled in the State. These nine institutions had enrolled for the Fall of 1961, 2,738 of the 3,754 foreign students enrolled in some fifty-two institutions of higher learning in Michigan.[5]

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[5] Open Doors 1961, op. cit., p. 41.

More specifically, Michigan State University had enrolled in 1961 over eighteen per cent, or 678, of the 3,754 foreign students in the state. But, at Michigan State only one professional person has been responsible for the administration of the foreign student program. Very recently, however, the position of this person was transferred from that of a student personnel service to a part of the Office of International Programs. This change was made to provide more leadership for the foreign student advisor, and better coordination of services to foreign students. Whether or not this change will assist the program for foreign students at Michigan State University is not yet known.

This study is designed in part to provide ways of identifying problems and concerns of these students as a first step toward assisting them. The Michigan State University Counseling Center is open to foreign students, as for any other students at the University, for counseling and therapy, but at the present time there have been no specific tests or problem inventories designed which would assist counselors at the Center in working with the foreign students.

This research might provide the Counseling Center with data which could justify hiring a specialist in the counseling of foreign students; or, on the other hand, with data which would indicate that the problems of foreign students are not

significantly different than those of United States students, and special services are not needed at this time. This was a significant purpose for conducting the study, but not the only reason that this study was needed at this time.

Public institutions of higher education in the State of Michigan have been in great need of more financial assistance for the past several years. Legislators have been faced with difficult choices when allocating funds. Suggestions for limiting the enrollment of non-Michigan residents because of insufficient funds for staff and facilities, has been one of the results of this unfortunate situation.

Some representatives of publicly supported institutions of higher education contend, however, that the foreign student is a key figure on the campus because he brings to the campus a way of life apart from that to which American students are accustomed, providing an educational experience in itself. Other representatives of these institutions further contend that although the foreign student population only represents four per cent of the State's enrolled students in 1961, the number may well present more possibilities in terms of world leadership than does the remaining ninety-six per cent of the college and university population.

Officials at the institutions, using some new approaches, can help citizens and Legislators become aware of this aspect

of the foreign student's attendance at Michigan's colleges and universities.

In preparing to meet the demands of the current decade, institution representatives will need to examine their offerings and services to the foreign students. In terms of international relationships, these foreign students are important personalities, yet from a survey by the investigator relatively few efforts have been made to assure them of any extra assistance in reaching their specialized objectives.

Needed is basic research which will begin to lay a foundation of information before the people who have concern about and responsibility for the services to foreign students.

It was most appropriate that this study was conducted on the Michigan State University campus, for it is important not only because of the school's reputation in the field of international education, but also because of recent changes at the University in the organization of the office providing services to foreign students.

Because of the nature of the research which has been conducted on the foreign students during the past ten years, a few fragments of information have been assembled. However, sufficient basic research on differences among individual foreign students has not been conducted. The writer believes that it is important to have this kind of information about

the students' needs and problems available.

The research reported in this thesis was a step toward categorizing information about foreign students in America. The importance of this study was recognized several years ago when similar research was proposed at an International Communication's Study Seminar at Michigan State University in October of 1958. Again, during the summer of 1960, a representative group of persons who were associated with foreign students recommended this particular research at a ten-day conference at Waldenwoods, Michigan.[6] Also, the investigator was told by the chairman of the National Association of Foreign Student Advisors Committee on Research and Evaluation that this research was needed and would be an important contribution to the field.

All of the immediate evidence would indicate that this study is significant and should provide some important guide lines for those working with foreign students.

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[6] Josef A. Mestenhauser (ed.), Seminar on the Utilization of Research in Programs for Foreign Students (Waldenwoods, Michigan: Sponsored by the National Association of Foreign Student Advisors and The Danforth Foundation, August 14-27, 1960), pp. 35-111. (Dittoed).

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VI. DEFINITIONS OF TERMS

Experienced. If a foreign student when reading one of the problems on the M.I.S.P. Inventory circles it, it will signify that he has experienced this as a problem area, or is, overtly concerned (troubled, worried) about the problem area.

"Foreign Student". Any one of the several students who come to this country for further education, but who is not a permanent resident of the United States, nor a citizen of the United States.

Literature. All reports, studies, dissertations, books and research regarding problems of foreign students available to the investigator.

Michigan State University. Defined as the main campus in East Lansing, Michigan, with a total student population in the Winter of 1962 of nearly 20,000 of which approximately 678 were classified as "foreign students."

M.I.S.P. Inventory. The Michigan International Student Problem Inventory, an instrument developed from the problems of foreign students as reported in the literature and elsewhere, compiled by the investigator and used for research purposes in this study.

Problems. Any troubles, worries, fears, concerns, or frustrations which have been experienced by students while

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attending a college or university in the United States.

Sojourn. A length of time that a student from another country stays in the United States.

Student Personnel Services. Defined as college and university services which are within the areas of (1) Admissions, (2) Records and Reports, (3) Orientation, (4) Counseling and Guidance, (5) Living and Dining, (6) Health Services, (7) Remedial Services, (8) Religious Services, (9) Student Aid, (10) Student Activities, (11) Student Conduct, and (12) Student Placement.

Unique Problems. Defined as problems which are experienced by foreign students at Michigan State University, but are not experienced by United States residents studying at Michigan State University.

United States. Refers to the fifty states that comprise the United States of America.

VII. SUMMARY

This chapter begins with an introduction to the study, followed by a statement of the problem which was to determine whether or not the foreign students' problems at Michigan State University are similar to the problems reported in the literature for foreign students at various institutions of higher education in the United States; and, to determine if

the problems are unique as compared to the problems of resident United States students.

Limitations of the study are discussed, followed by the assumptions underlying the study and questions raised. A major feature of the first chapter is a section on the theoretical setting of United States' institutions of higher education in their role as world agents, with special emphasis upon Michigan institutions and Michigan State University. Considered in this section are the reasons why the investigator believes this to be an important study and one which should be logically approached in this manner. A definition of terms follows as the last section of Chapter I.

Chapter II presents a review of the literature and pertinent information on studies which have been conducted regarding the problems of foreign students. In Chapter III, the design and methodology of the study are discussed, including a description of the instruments used in the study.

Chapter IV provides an analysis of the validity and reliability estimates of the M.I.S.P. Inventory, and Chapter V is an analysis of the results obtained from the experimental sample.

The summary, conclusions, and implications for future study are contained in Chapter VI.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of Chapter II is to present a review of the literature regarding reported problems of foreign students who come to the United States for higher education. Problems will be categorized according to the service areas of a student personnel program and also other significant areas. The ascertaining of problems of foreign students as reported in the literature and elsewhere will be the basis for the development of the problem inventory which is discussed in Chapter III.

Beebe, who conducted extensive research on the problems of foreign students in New York City, states:

> There is another problem which is revealed when we look at the gap between the existing services at many institutions and the students' statements of their use of these services and of their need for help. It does appear that there should be re-checks occasionally with the foreign student population at any institution to make sure that the more obvious problems of all students as well as specific problems of a foreign group are not being overlooked. This is to say that most of them do become integrated after several months in the United States; that many of them, for reasons of personality and because of different philosophy of social behavior, do not raise problems because they do not perceive the

> problems or because they consider it an imposition to discuss personal matters impersonally with people that they know are busy and often over-committed. It appears that after the pressure of the first week or two, no matter how much counseling skill has been offered, most foreign students seek no further assistance from their counselors. Acute problems or the need for guidance frequently does not show up until the student is ready to leave, or at least to change his course of action or his enrollment in a given institution. Then there is sometimes revealed a complex of problems which could be labeled preventable. [1]

An assumption in the United States is that the burden of responsibility for seeking personal guidance should rest with the student. But, we may err in applying this policy so strictly to foreign students, especially since errors are so hard to retrieve and the impact of these problems easily becomes magnified when foreign students return home. This chapter will provide a background which will enable those responsible for personnel services to consider whether the needs of these students are being met.

In the first section of this chapter, an attempt will be made to orient the reader to the general problems of foreign students who sojourn in the United States. The second section will consider the problems of specific nationality groups, primarily Indian, Japanese, Mexican and Scandinavian

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[1] George A. Beebe, A Study of Foreign Students in Greater New York (New York: Greater New York Council for Foreign Students, 1955), p. 15.

students. These four groups were selected because the most complete and comprehensive research in this relatively new field was conducted using these four groups for study during the early part of the 1950's. Next, the investigator will review patterns of adjustment of foreign students while in the United States, taking into account the now famous U curve theory which divides the adjustment patterns of foreign students into four phases. The fourth section of this chapter will deal with the problems of foreign students as viewed from a high or low status perception of their home country. This section is designed to highlight some of the inherent problems of being a foreign student from a country with non-Western values. Section five will consider the problems of foreign students as they might be influenced by the size of the college campus or size of the university community. The last section of this chapter will be devoted to research and literature references pertaining to the problems of foreign students as they relate to the sex of these students.

These six sections do not represent the only way of approaching and categorizing the problems of the foreign students. The writer considered adding two further categories, one of the problems of graduate and under-graduate students, and another regarding the problems of married foreign students as contrasted to single foreign students. However, the liter-

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ature provides virtually no information in these two areas, and those references which do refer to these classifications are covered within the other six sections. The instrument developed for this study, it is believed, will provide an index in these and additional areas.

To the knowledge of the investigator, no present work has been completed that would enable student personnel workers to be aware of what the literature says are the problems that trouble or disturb foreign students as they pertain to student personnel work. Several studies have been conducted to determine whether foreign students have problems, but these studies have not concluded that there are necessarily specific problems of the foreign students that differ from those of the American students nor have they been classified according to the areas of a student personnel program.

Peterson and Neumeyer prepared a set of foreign student problems in 1948, and determined by use of a questionnaire that these were problems experienced by foreign students at Indiana University.[2]

In 1951, Forstat replicated the study with some minor revisions in the questionnaire and found that of a total

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[2] James A. Peterson and Martin H. Neumeyer, "Problems of Foreign Students," Sociology and Social Research, XXXII (1947-48), pp. 787-792.

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of 182 international students at Purdue University representing thirty-seven countries, that every item on the questionnaire was checked a number of times which would indicate that the foreign students felt they had experienced problems, (difficulties and troubles.)[3] Thirty items were used in making the instrument, and form a basis for the problem inventory which was developed by the writer for this study. These thirty items were as follows:

1. Finding suitable dates.
2. Being permitted to work by immigration office.
3. Reciting or speaking in class.
4. Giving oral reports.
5. Having enough funds for school expenses.
6. Writing reports.
7. Finding adequate housing.
8. Getting visa extended when doing part-time work.
9. Receiving money value in currency exchange.
10. Competing with American students for grades.
11. Finding part-time work.
12. Getting registered.
13. Understanding examination procedures.
14. Understanding lectures.
15. Getting acquainted with American educational methods.
16. Finding eating facilities within budget limitations.
17. Finding housing without racial or religious restrictions.
18. Finding adequate worship group of own religion.
19. Being accepted in social or recreational groups away from campus.
20. Securing adequate counseling.
21. Getting adequate evaluation of credits.
22. Participating freely in athletic and extra-curricular activities.

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[3] Reisha Forstat, "Adjustment Problems of International Students," Sociology and Social Research, XXXVI (September-October, 1951), pp. 25-30.

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23. Becoming used to American customs and laws.
24. Feeling welcome at college functions.
25. Part-time job interfering with school work.
26. Making personal friends of American students.
27. Having too little time to complete studies because of immigration laws.
28. Being accepted in a friendly group.
29. Understanding textbooks.
30. Finding adequate health and hospitalization facilities at Purdue.[4]

Some experts in the field accept the fact that these above listed items and others might constitute problems for some foreign students, but they in turn believe very strongly that many of the items would also constitute problems for a large number of American students. Thus, this review of the literature will be the basis for determining the answers to several questions which were raised in Chapter I.

I. FOREIGN STUDENT PROBLEMS AS RELATED TO STUDENT PERSONNEL SERVICES

The problems of foreign students as related to student personnel services can be divided into the twelve service areas defined in Chapter I. Each of these twelve areas will be considered with regard to problems of foreign students as reported in the literature.

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[4] Ibid.

Selection and Admission

Many writers agree that the problems of the "foreign student" begin in many instances prior to his arrival. Blegen and others state that the foreign student has:

> . . . all the difficulties which American students have of fitting into an academic institution, plus many special and unexpected problems which are to be found in the selection and placement of students from abroad. An academic badkground different in content and method of instruction, a new language, unfamiliar social customs and traditions are added to the obstacles normally faced by our own students.[5]

This report on Counseling Foreign Students explains why these initial problems might arise because of the possible differences between the objectives set by the educational institution and those of the individual foreign student. Each must understand the other's purpose. If the college accepts the student merely for the sake of gaining prestige and enrollment without due regard for the fact that he will want to feel he has accomplished something tangible, or if the student is coming with his mind closed to all values outside of technical knowledge and improved professional competence, problems may naturally arise. Persons associated in this field have stated that the college should therefore insure itself that the three criteria listed below are satisfied

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[5] Theodore Blegen and Others, Counseling Foreign Students (Washington, D.C.: American Council on Education Series, 1950), p. 7.

before the student arrives on campus if it is interested in initially reducing the number of problems confronted by the overseas student: (1) that proper methods of selection have been used in determining the student's admissibility; (2) that the college can provide the type of training desired by the student; and, (3) that all possible measures have been taken before the student's arrival to prepare him for adjustment to the society in which he will spend some of the most important years of his life.[6]

Cieslak found in a nation wide study of foreign students that in the process of being admitted some students were troubled in the following ways: (1) by the lack of proper evaluation of their credentials, (2) by the size of the institution, and (3) the age differential with American students.[7]

Other studies cited problems of foreign students as: (1) misunderstanding of college catalog, (2) the strange and rigid routine of registering, (3) distances to classes, (4) academic red tape, and (5) lack of freedom of choice of courses.

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[6] Ibid.

[7] Edward C. Cieslak, The Foreign Student in American Colleges (Detroit: Wayne University Press, 1955), pp. 38-90.

DuBois emphasized the salient factors in pre-arrival attitudes. She noted that when a student's felt national status ranked considerably higher than the status accorded his country by people in the United States the adjustment required may diminish his self-esteem. She further indicated that he may find upon arrival that he cannot understand or speak English as well as he had thought, and the damage again may be more serious to his self-esteem than to his studies, although his complaint may be about his studies and the quality of his instructor's speech.[8]

Beebe in discussing the problems of foreign students' admittance says:

> Thus the students are constantly annoyed to discover that each time their credentials are weighed, the total is different. In their shopping around in the city and nation, they become cynical concerning the mysterious arts of evaluation and incline to personalize the whole experience. (University X is either more desperate for students or likes me better, in any case it gives me more credit than University Y.)[9]

Orientation

Once the student has been admitted to the college, he plans for his arrival. Many students report their desire to

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[8] Cora DuBois, Foreign Students and Higher Education in the United States (Washington D.C.: American Council on Education, 1956), pp. 38-54.

[9] Beebe, loc. cit., p.11.

be met upon arrival on our shores. An effective orientation program at this point might do much to eliminate many problems reported in the literature.

Danckwortt lists some problems which have arisen during the first few days after arrival:

1. Disappointment in idealized expectations.
2. Differences in food and language.
3. Gaps in students' academic knowledge.
4. High cost of living and many unrealized extras.
5. Nostalgia and loneliness.
6. Feeling of constantly being watched on account of one's color or dress.
7. Uncertainty of the rules of behavior.
8. Unsuccessful attempts to find lodging.[10]

Because of the initial cultural shocks faced by many foreign students upon arrival, DuBois suggests that persons responsible for organizing orientation sessions be prepared to operate them with the greatest possible flexibility. Each member of a group should be sensitively interviewed upon arrival at an orientation center, and made to feel from the beginning that he is appreciated as an individual.[11]

Blegen indicates that all orientation information should be forwarded to the student with his admission papers.[12]

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[10]Dieter Danckwortt, The Young Elete of Asia and Africa as Guests and Pupils in Europe (Hamburg: Euroraische Kulturstiftung, 1959), p. 42.

[11]DuBois, op. cit., pp. 149-150.

[12]Blegen and Others, op. cit., pp. 13-14.

Several studies have indicated that foreign students were subjected to problems once school had begun because of a lack of information regarding: (1) objective examinations, (2) kinds of examinations, (3) paternalism of American education, (4) strong Western orientation of classes, (5) frequency of examinations, and (6) competitive grading system.

The relative merits of campus orientation centers and of orientation for foreign students based on a month in an American home have been discussed in a study by the Department of State. The subjects were fifty-five German students who had received six weeks of orientation at university centers and ninety-eight German students who had been placed for four weeks in homes. Implications were that both types were satisfactory devices for getting the German students to learn more about the American way of life.[13]

Bennett, Passim, and McKnight warn, however, that an orientation program which is not geared to the sophistication, needs, and goals of the overseas student can be as damaging as not having a program.[14] Much reference has been

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[13]The University Centers and the Experiment in International Living Family Program Compared, International Educational Exchange Service (Washington, D.C.: Department of State, 1953). Mimeographed.

[14]John Bennett, Herbert Passim and Robert McKnight, In Search of Identity: The Japanese Overseas Scholar in America and Japan (Minneapolis: University of Minnesota Press, 1958), pp.307-310.

made in the literature regarding the inadequacy and ineffectiveness of orientation programs for foreign students in this country.

Living and Dining

One of the early problems confronting many foreign students is that of finding suitable housing. Without assistance the student from abroad can scarcely be expected to make a wise choice of housing. Sympathetic aid is particularly needed if the student's race, color, religion, dress, or speech should mark him as notably different from Americans.[15] DuBois discussed the various kinds of living arrangements proposed for housing foreign students and the problems involved.[16]

Beals and Humphrey indicate that a number of problems are evident regarding housing facilities which include:

1. Distances to college from residence.
2. Transportation.
3. Discrimination by home owners.
4. Discrimination by other students.
5. Unnaturalness of dormitory.
6. Paying high rent.
7. Lack of privacy.
8. Not being able to live with fellow countryman.
9. Thievery.
10. Opposite sex not allowed in dormitory.

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[15]Blegen and Others, op. cit., pp. 19-23.

[16]DuBois, op. cit., pp. 178-181.

11. Policies of fraternities and sororities.
12. International house.
13. Noise and horseplay.[17]

In view of the fact that most foreign students come to the United States for academic instruction and learning, living quarters which are conducive to study and which encourage the student's academic goals appear essential. In a research study conducted by the investigator, it was discovered that one of the acute problems of foreign students at several of Michigan's smaller campuses was finding suitable housing during the frequent vacation periods.

Beebe stresses the acuteness of the problem of housing of foreign students when he states that this is another of those areas so often encountered where the gesture sufficient for the domestic student is almost worse than nothing when the foreign student comes into the picture. One evidence of the degree to which this housing problem is distracting and wasting the time of foreign students is the frequency with which they move during a one-year stay.[18]

Closely associated with the housing problem is the one of eating. Inability to adjust to American-styled food is a

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[17]Ralph Beals and Norman Humphrey, No Frontier to Learning: The Mexican Student in the United States (Minneapolis: University of Minnesota Press, 1957), pp. 63-78.

[18]Beebe, op. cit., pp. 22-23.

reason cited by foreign students to justify their off-campus housing arrangements. Among the problems of foreign students reported in the literature regarding eating, are: (1) dissatisfaction with American family dinners, and (2) tastelessness of American food. There has not been a great deal of research on the problems of foreign students' eating taste, but this problem seems to be one of the enduring areas of concern for many foreign students.

Student Aid

Financial problems of foreign students are discussed by Blegen and others, who state that among the causes of financial embarrassment to the students from abroad are:

1. The dollar shortage and the consequent limitation by foreign governments of dollar purchases by students or their representatives.
2. Incomplete and misleading budget information in college and university catalogues and bulletins.
3. National emergencies and catastrophies.
4. Inflation of foreign currencies.
5. Inflation of the dollar.
6. Family emergencies affecting the source of the student's funds.
7. Personal emergencies such as illness.
8. Unexpected travel needs.
9. Delay in authorization of foreign exchange.

Because of these problems, Blegen also suggests that financial counseling begin before the student leaves his homeland.[20] The investigator has been told that some still manage

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[19]Blegen, and Others, op. cit., p. 19.

[20]Ibid., pp. 20-23.

to arrive with less than $25.00 and, surprisingly enough, work their way through college. Financial problems are closely associated with emotional, personality, and health problems of students.

Beebe found that another aspect of the financial problem, which the universities might study, is the need for the establishment of more generous scholarship and fellowship aid. He found many students who received an award frequently believe that it will go farther than it does toward meeting the incidental costs of study.[21]

Other reports on the problems of overseas students regarding financial difficulties included: (1) insufficient money, (2) financial difficulties at home, (3) budgeting, (4) inflation of the dollar, and (5) unexpected financial needs.

Health Services

Discrimination, strange social customs, dietary problems, the difficulty of maintaining proper immigration status, the shortage of dollars, national emergencies, worry about the family back home--are but a sample of the circumstances and forces that can take a heavy toll on the foreign student's physical stamina. Any one of these difficulties,

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[21]Beebe, op. cit., pp. 19-20.

or a combination of several, can lead to an ailment prevalent among foreign students--that of homesickness. This condition, which is known by American students, is accompanied by a variety of symptoms, vague or definite, ranging from palpitations, abdominal or chest pains, nauses, vomiting and diarrhea, to hysterics.[22]

Cieslak found in his survey that foreign students experienced health problems of: (1) poor eyesight, (2) bad hearing, (3) recurrent headaches, (4) nervousness, (5) stature, and (6) poor health in general.[23]

Blegen states:

> The problems posed in the past by foreign students suffering from physical and mental ailments make imperative a thorough medical examination of each student. The incidence of tuberculosis in students from the Eastern Hemisphere has prompted the United States Government to require chest X-Rays of all students now entering the country. Since the immigration law leaves no alternative except deportation of students suffering from contagious diseases.[24]

Beebe stated that high among the problems that harass the foreign students in New York are those that concern health. A serious problem in New York is the scarcity of low-cost mental health facilities. It was suggested that perhaps the

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[22]Blegen, and Others, op. cit., pp. 23-25.

[23]Cieslak, op. cit., pp. 114-143.

[24]Blegen and Others, op. cit., p. 11.

college health staff should go farther in checking to see that the foreign students follow the advice given at orientation sessions.[25]

Early identification and proper referral regarding problems of health may help the student maintain his mental effectiveness.

Religious Services

Religion is another area where foreign students have problems. Scott found in a study of Swedish students that they were troubled about:(1) the insincerity of Americans in church attendance, and (2) having to attend church socials.[26] Other studies indicate that foreign students resent the exclusive allegiance of Americans to Christianity, and their insistence that Christianity is the only true religion.

Student Activities

For the foreign student there are a broad range of activities outside the classroom which form meaningful parts of his sojourn. Many of these activities can and do create problems for foreign students. One of the perplexing problems is dating. DuBois states that many foreign students

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[25]Beebe, op. cit., p. 21.

[26]Franklin D. Scott, The American Experience of Swedish Students (Minneapolis: University of Minnesota Press, 1956), pp. 83-85.

find not only that our "dating" customs are baffling in different ways and for different reasons, but there are repeated indications that this is an area of considerable maladjustment.[27] Beals found when studying problems of Mexican students that the males were troubled by the : (1) behavior of American girls, (2) loneliness, and (3) discrimination in campus activities.[28]

Beebe found that one of the stated problems of foreign students in New York City was that they had no time for leisure activities. However, he found that in actuality they created this problem to compensate for a larger concern, one of feeling uneasy with activities such as social dancing and spectator sports.[29]

Many foreign student organizations have been created to assist students in combating problems created through extra-curricular activities. The domestic racial strife is a constant thorn in the side of many Asian, African, South American, and middle Eastern students, who bring with them a color and customs sometimes not acceptable to many Americans. Additional research is needed in this field to deter-

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[27]DuBois, op. cit., p. 181.

[28]Beals and Humphrey, op. cit., p. 62.

[29]Beebe, op. cit., pp. 16-18.

mine what bearing student activities have in affecting the adjustment of foreign students, but a present hypothesis is that a student that looks different is treated differently, thus causing social problems for him.

Student Conduct

The conduct of foreign students is a subject which has not received much attention in the literature. However, the investigator in a cursory survey of the problems of foreign students on Michigan campuses found that the conduct of foreign students is a problem. Such problems as his conduct when owning an automobile have caused headaches for several foreign student advisors.

Remedial Services

One of the biggest problem areas of foreign students seems to be their inability to cope with the English language.

DuBois discusses language facility as one of the problem areas of foreign students. A low ability in aural, oral, reading or writing English is a serious handicap. Fifty-one per cent of 1,042 first-year foreign students in a 1951-52 study who were queried about their language problems reported some difficulty. Poor language acquisition may serve to isolate the student from supportive American

contacts on both personal and academic levels. It greatly increases the strain of education, and may reduce the chances of goal achievements that are so essential to satisfactory adjustment. It must be remembered that fluency and verbal speed can easily be mistaken for competence, whereas in fact a whole aural and contextual readjustment may be necessary.[30]

Beebe states:

> Because of an inadequate working knowledge of English, or perhaps more precisely the American language as practiced in the academic environment, many foreign students were subjected to disappointment, and in fact, loss of time and money.[31]

Several studies indicate that overseas students have problems of: (1) adjustment due to language barriers, (2) difficulty in class, (3) being misinterpreted, and (4) a problem of communicating what has been acquired in English. Since there is no national policy on proficiency of English when admitting overseas students, it can be expected that language will continue to be a major problem area.

Academic Records and Reports

Academic standings, grades and other records indicate that the foreign student also has problems in this area.

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[30] DuBois, op. cit., pp. 81-85.

[31] Beebe, op. cit., pp. 20-21.

Several studies have indicated foreign students having difficulty:

1. Understanding lectures.
2. Understanding textbooks.
3. Doing laboratory exercises.
4. Writing term papers.
5. Giving oral reports.
6. Using the library.
7. Taking examinations.
8. Reciting in class.
9. Accepting compulsory class attendance.[32]

These problems fall in a student personnel area which has not been clearly defined on many campuses, but their solution generally rests with the academic advisor if not serious, and with the foreign student advisor or counseling staff when more acute.

Placement

Placement problems are very much a part of the foreign student's behavior pattern, and cannot be overlooked in providing the foreign student with the services of a student personnel program. Placement of the foreign student is twofold. He naturally needs placement upon his arrival on campus, but his placement upon preparing to return home can create unexpected problems. DuBois says that the returning student may face either the problem of "my place is no longer available at home" or "my place is still here, but I no longer

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[32]Forstat, op. cit., pp. 26-27.

feel at ease in it, but there are other roles for me to assume." In the former case, the individual may feel no rejection but sees no opportunities. In the latter case, his reactions may range from constructive discontent with his lot to rejection of his native milieu.[33]

Useem and Useem note that the quality of the experiences abroad undoubtedly affect a foreign student's post-return adjustment.[34]

Placement problems which concern foreign students include: (1) premature readjustment difficulties to home culture, (2) insecurity in ability to capitalize on foreign-return status, (3) change in home government, and (4) worrying about finding a job upon returning.

DuBois discusses three interlocking points which are significant determinants in post-return adjustment:

> First, if the foreign student's decision to study abroad has been dominated by escape motive, it can be expected that he will have difficulties in readjusting to his home country; Second, and closely allied to the first, if the sojourn abroad is a liberating and generally satisfying experience compared to the home situation, return may present serious difficulties; and,

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[33] DuBois, op. cit., pp. 102-109.

[34] John Useem and Ruth Useem, The Western-Educated Man in India: A Study of His Social Roles and Influence (New York: Dryden Press, 1955), pp. 25-76.

> Third, a foreign student will be reluctant to return home if the sojourn abroad is prolonged to the point at which the student's significant personal relations and expectations have a host country setting.[35]

From this discussion, it can be assumed that not only does the student bring problems and acquire problems but more often than not he takes many home with him.

Counseling Services

Counseling is explicit in each of the foregoing student personnel services as can be noted from the problems which arise. Personal and social counseling, however, appear to take on special meaning when dealing with some of the problems of foreign students, and should be turned over to persons experienced in handling these kinds of problems. There appears to be some disagreement in the literature as to the percentage of foreign students who have problems of adjustment, academic or non-academic. DuBois estimated that ninety-five per cent of all foreign students will do very well without any advisors at all.[36] A small local study suggested, on the other hand, that only sixty per cent of the foreign students will not have problems of adjustment with which they will need special assistance.[37]

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[35]DuBois, op. cit., pp. 190-101.

[36]Ibid., p. 1.

[37]Michael J. Flack, Sources of Information on International Educational Activities (Washington, D.C.: American Council on Education, 1958), p.11.

Regardless, the literature is replete with problems of foreign students which take on a personal or social characteristic. These problems range from a feeling of personal inadequacy to the frustrating challenge of an international marriage. Located in the literature were these problems:

1. Personal relationship with students.
2. Personal relationship with faculty.
3. Withdrawal from American cultural setting.
4. Behavioral alienation from home country.
5. Personal inconvenience and embarrassment.
6. Feeling basically inferior.
7. Hearing remarks about personal traits of home people.
8. Low social position in America.
9. Parental ties at home.
10. Accepting American value system threatens home identification.
11. Cultural background.
12. Race issue.
13. Having to sift educational goals.
14. Having to sift life goals.
15. Accepting Americans as equals.
16. Speaking before service clubs and groups.
17. Discrimination because of color.
18. Discrimination when traveling.
19. Escape from home country.
20. Cities of the United States being a certain shock.
21. Americans touchy and insincere in their invitation to accept criticism.
22. American friendliness being superficial.
23. Seeing and hearing anti-semitism.
24. Playing role of student, tourist and unofficial ambassador.
25. The classroom not seeing the world view.
26. American professors being ignorant of the rudiments of foreign culture.
27. American lack of respect for aged.
28. American pretense as to knowledge about home country.
29. Study abroad too short.
30. Hearing remarks about division of home country.
31. Hearing remarks about social structure of home country.

32. Hearing remarks about inhumane and unenlightened home country.
33. Hearing critical remarks that home country is undemocratic.
34. Americans claiming home country doesn't live up to its moral principles.
35. Remarks about population increase of home country.
36. Determining length of stay.
37. Assessing country's world status.
38. Changes in international relations.
39. Changes in home government.
40. Home country political system.
41. Conflict with home country ideology.
42. Chivalry.
43. Losing identity with people at home.
44. Understanding American jokes and humor.
45. Parental control.
46. Low national status.
47. International marriage.
48. Different sexual roles.

Larzabal writing in the Foreign Student Speaks, states:

> I want to write on a subject that for some American people will be a surprise and for others will sound a little ridiculous. But my subject is a real one. It deals with a genuine problem. It concerns the connotation of the word "foreigner." I realize perfectly well what people mean when they call me a foreigner, but most of the time I am shocked by the word.[38]

This initial section of the review of the literature has reported the problems of foreign students, as they relate to student personnel service areas. The next section will review research which has focused upon the problems of specific nationality groups.

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[38]Joaquin Larzabal, "Argentina University of Washington," The Foreign Student Speaks (Seattle, Washington: University of Washington Press, 1958), p.4.

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II. PROBLEMS RELATED TO NATIONALITY GROUPS

Considered by most to be the pioneering study on cross-cultural education of nationality groups was the one by Loomis and Schuler in 1948. They studied changes in attitudes, opinions, and information about the United States as viewed by Latin Americans through agricultural contacts. This study reported that more favorable attitudes were not automatically produced and in some areas attitudes toward the United States actually became less favorable.[39]

These results apparently prompted great concern among educators and administrators of exchange programs. Soon there appeared a great deal of literature on nationality groups of foreign students' attitudes and problems of adjustment, some of it based on sound research, most of it based on "impressions". Most of the research carried on consisted of simple questionnaire data and surveys of attitudes and problems. There was little attempt to understand the basic processes of adjustment and attitude formation and change, and very little, if any, of the research was concerned with social-psychological theory. It was carried out for the

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[39]Charles P. Loomis and Edgar Schuler, "Acculturation of Foreign Students in the United States," Applied Anthropology, VII (Spring, 1948), pp. 17-34.

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purpose of providing practical advice for those involved in educational exchange programs.

Late in 1950, the Social Science Research Council was given a grant by several different foundations to "plan and stimulate research that might lead to better understanding of the complex process involved in cross-cultural education". This study was done in two main parts. First, students from four different countries on American campuses were intensively interviewed on the assumption that differences in cultural background are important factors in determining the consequences of foreign educational experiences. Other former students who had returned home were also interviewed in order to study readjustment to the home society. The second phase of the study dealt with more systematic study of certain hypotheses developed from the results of the preliminary studies.[40]

The results of the Social Science Research Council studies which have thus far been published have served to stimulate other research in the field of cross-cultural education. The types of problems studied by the Social Science Research Council can be divided into four general, but not necessarily mutually exclusive, categories:

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[40]Cora DuBois, "Research in Cross-Cultural Education" XXVIII (Institute of International Education News Bulletin, June, 1953) p. 60.

(1) personality and motivations of the individual who journeys to another culture; (2) the process of adjustment to the host culture; (3) attitudes and attitude change as a result of the sojourn; and, (4) readjustment to the home culture.

The preliminary studies of the Social Science Research Council consisted of questionnaire data and intensive interviews with small numbers of Indian, Japanese, Scandinavian and Mexican students at the universities of Pennsylvania, Ohio State, Wisconsin, and California, and with former students who had returned home. The members of the research teams were social-psychologists, sociologists and anthropologists, and thus represent a truly interdisciplinary approach.

One of the major interests was in finding out the influence of the student's social and cultural background upon his American experience. Wide differences between nationality groups were found in problems of academic adjustment, and although these problems were important for the Asians too, they were overshadowed by social problems. To the extent that nationalism was coupled with problems bearing on international relations between America and the home country, defensive reactions pressing toward over-all acceptance or rejection of American experiences were more common,

This was particularly true of the highly nationalistic Indian and Japanese students. The Scandinavian students, on the other hand, were more inclined to be objedtive and choose certain features of American life that interested them.[41]

Bennett, Passim, and McKnight further state that, ". . . diffictulties in intercultural communication are founded on contrasting norms and expectancies in the cultures of the two societies, (Japanese and American) and are accentuated by images and attitudes based on the historical relations of the two countries." [42]

The Japanese tend to look upon the United States as both a tutor nation and a rival, and are ready to accord Americans a high status in their rigid hierarchy of statuses prescribed by Japanese social norms. American egalitarian behavior and the lack of definite status distinctions confused them, and they tended to withdraw from social contact with Americans. These ambivalent views of the United States were found to underlie many of the defensive reactions and problems of self-esteem, and adjustment problems were found to be more threatening to the self-esteem of the Japanese students than of others.[43]

The social background and personality factors of the

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[41]M. Brewster Smith, "A Program of Research on Student Exchange", IIE News Bulletin, XXVIX (May, 1954), pp. 2-6.

[42]Bennett, Passim and McKnight, op. cit., pp. 179-224.

[43]Ibid.

individual were also found to have a great influence on the American experience. The authors conclude that for the Japanese, ". . . perhaps the single most influential factor in perception and learning of American culture is their perceived status in their own culture vis-a-vis their role as Ameridan educated persons." There were also great differences between men and women among the Japanese. The women had a sense of liberation and their main adjustment problems tended to occur after return, whereas the men suffered a loss of self-esteem while here and readjustment problems were major only for those who had lost their place in the home network of personal relationships.[44]

Age was also found to be an important factor. Younger persons tended to adjust more easily but were also more likely to become alienated from the home culture. This was also true of those people who were far advanced in their careers.[45]

Misunderstandings in communication between Japanese and Americans were seen by Bennett, Passim and McKnight as essentially problems in social perception. They suggest four variables that are of importance in predicting and explaining the social behavior:

> (a) . . . the nature of preferred normative principles of interpersonal behavior . . . preference for Japanese or American principles; (b) perceptual tendencies toward maximization or minimization of differences between self and others, or between own culture and other

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[44] Ibid., pp. 244-250.

[45] Ibid., p. 248.

> cultural patterns; (c) the nature of the subjects' needs in the area of learning in America . . . whether he desired . . . knowledge of the culture or was solely interested in academic knowledge; (d) the degree of flexibility exhibited . . . in actual behavior with Ameridans and Japanese . . . the extent to which he might be able to adopt behavioral patterns appropriate to the cultural situation.[46]

Bennett, Passim, and McKnight noted numerous problems which the students experienced while studying in the United States:

1. Worry over changes in international relations of countries.
2. Changes in home government.
3. Home country educational system.
4. Home country political system.
5. Remaining in the United States.
6. Fear of Western impact on home country institutions.
7. Interpersonal behavior patterns of Americans.
8. Becoming too Westernized.
9. Parental ties at home.
10. Accepting American values.
11. Low social position.
12. Americans intensifying differences in cultures.
13. Own cultural background.[47]

Lambert and Bressler in studying Indian students found negative and unfavorable criticisms of the United States are often caused by the operation of the visitors ego-defenses when his interaction with Americans involves verbal references to certain "sensitive areas" specific to his own culture. They discovered that Indian students' high sensitivity

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[46] Ibid., pp. 226-247.

[47] Ibid., pp. 136-153.

could be classified inductively into seven major headings, as follows:

1. Indians are basically inferior. Westernization is superficial. India will never be the equal of the Western countries.
2. India is an undesirable place in which to live.
3. Indians have objectionable personal traits.
4. India is too divided to form a nation.
5. India's social structure is undemocratic, inhumane, unenlightened.
6. The bases on which India expects acclaim from the West are hypocritical and not in accord with Indian practice.
7. Indian population increase is a threat to the world; soon they will embark upon an explorative imperialism of their own.

These perceived assaults damaged Indian students' morale and caused defensive mechanisms.[48]

In addition to the sensitive-area-complexes, Lambert and Bressler have identified many other problemswhich seemed to trouble Indian students during their sojourn. These were:

1. Trying to play role of student, tourist and unofficial ambassador.
2. Trying to adopt new patterns of English to communicate newly acquired understandings.
3. Withdrawal from American cultural setting.
4. Insecurity about returning home.
5. Alienation from home country.
6. Classroom teachers not seeing world view.
7. American family dinner invitations.
8. Contrast of family systems.
9. Lack of respect of Americans for aged.
10. Situations experienced which caused personl inconvenience and embarrassment.

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[48]Richard D. Lambert and Marvin Bressler, Indian Students on an American Campus (Minneapolis: University of Minnesota Press, 1956),pp. 73-80.

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11. American religion.
12. Pretense of Americans to have knowledge of home country.
13. Feeling inferior.
14. Hearing home country undesirable place to live.
15. Hearing remarks about personal habits of Indians.
16. Remarks about divisions of home country.
17. Remarks about social structure of home country.
18. Remarks about population increases.
19. Americans' attacks on moral principals of India.

It can be assumed that every Indian student does not have these problems, but the research indicates that these problems have occured during the sojourn of some Indians interviewed.[49]

Beals and Humphrey in studying Mexican students found that the greatest initial adjustment problem of the student unquestionably was linguistic. Most students interviewed by the authors had undergone unpleasant or inconvenient experiences early in their visit to the United States. The authors stated that a majority felt unnecessarily inconvenienced by, or sensed hostility from, immigration or custom officials or both. Others had early unpleasant experiences with individual Americans.[50]

They found that Mexican students seemed to find that their greatest area of difficulty, as with other groups, was in relationships with the opposite sex. Men, even after

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[49] Ibid., pp. 29-73.

[50] Beals and Humphrey, op.cit.,p.6.

several years in the United States, still found themselves baffled by the behavior and attitudes of American girls, particularly with respect to dating patterns and casual affectionate responses. A kiss or even holding hands is to the Mexican part of a serious courtship or an invitation to sexual relations. When neither comes about, the Mexican male is wounded in a most sensitive part of his ego. It was also found that some women students arrived with an idea that the American boys would make good husbands. The lack of formality by American boys was an affront at first to the Mexican girls.[51]

Another area of concern was with American food for although they felt that American food was healthful, it was considered tasteless and undesirable.[52]

It was found that the Mexican students tended to take the academic advisor's suggestions as final and often were not aware that there were electives or options in meeting requirements. As a result, they sometimes did not take the courses of most interest and value to them.[53]

It was also found that the problem of securing recognition for study in the United States varies significantly from one field to another and depends upon whether work is

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[51] Ibid., p. 62. [52] Ibid., p.63. [53] Ibid., p. 69.

at the undergraduate or the graduate level. Undergraduates are apt to be frustrated or resentful because the bachelor's degree from an American university is equated with the "bachellerato," a secondary school diploma in Mexico.[54]

Beals also found that the problems of the Mexican students included the following:

1. Insufficient money.
2. Distaste of American food.
3. Distances to college.
4. Hostility of immigration and customs officials.
5. Housing vexations.
6. Dealings with government and university bureaucrats.
7. Adjustment to language.
8. Lack of special English classes.
9. Naive and ignorant remarks or questions about home country.
10. Behavior and attitude of American girls.
11. Loneliness.
12. Discrimination in eating, housing, transportation, on campus and in the community.
13. Lack of preparation for competitive grading system.
14. Frequent examinations.
15. Objective examinations.[55]

The Mexican students could conceivably overcome many of these problems if an effective orientation program was established.

Scott found that most Swedish students that he studied did not come to the United States for the sake of learning something that would be helpful to Sweden, but their reasons

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[54] Ibid., p. 102.

[55] Ibid., pp. 60-68.

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were more personal, since Sweden is far from being an undeveloped country. One of the problems expressed by the Swedish student was that of having to take specific courses. Coming from the very free studies at Swedish universities makes it difficult to explain to American authorities that one's aim is not to take "courses", but to carry out "free studies". Paternalism of the United States education is resented. Swedish students also resent the foreign student advisor, a man who they feel may know American education, but who does not know foreign education.[56]

Scott states that even the Swedish students who are very much Westernized had problems during their sojourn. Some of these were:

1. Escapism.
2. Language.
3. Academic red tape.
4. New kinds of examinations.
5. Personal relationships.
6. Campus adjustment.
7. Evaluation of credentials.
8. Dissatisfaction with college.
9. Living at International House.
10. Unnaturalness of dormitories, fraternities and sororities.
11. Paternalism of the American system of education.
12. School regulations.
13. Shock of first seeing United States.
14. Realization that American degree means little in Sweden.

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[56]Scott, op. cit., pp. 16-22.

15. Americans touchy and insincere in their invitation to accept criticism.
16. Superficial American friendliness.
17. Lack of sex acceptance.
18. International marriage.
19. Religious activities.
20. Discrimination.
21. Anti-semitism.[57]

Sewell and Davidsen while studying the Scandinavian students found that they were troubled by what they considered to be a lack of genuineness about the characteristically open and informal way in which friendliness is expressed in the United States; by their perceptions of intellectual and aesthetic immaturity of Americans; and, the contradictions between American institutional norms and personal behavior--especially those concerning boy-girl relationships. The authors indicated that most of the students at one time or another encountered adjustment problems in one or more of these areas. In addition, while the Scandinavian students had little doubt about their national worth, a few had experiences which apparently threatened their academic, professional and personal self-esteem. American academic life, however, seemed to be the area which caused the most difficulty, especially in the initial period. The Scandinavian students found it quite

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[57] Ibid., pp. 50-61.

difficult to adjust to: (1) the relatively rigid routine of registration, (2) the advisement system, (3) required courses, (4) compulsory class attendance, (5) frequent examinations, (6) objective tests, (7) laboratory exercises, (8) term papers, and, (9) university regulations governing campus behavior, housing, and dormitory living.[58]

Sewell and Davidsen support other research studies that discuss the pattern of foreign students' adjustment. They found that students' over-all attitudes, as measured by the Index of Affect, followed a distinctly U-shaped pattern. In the typical case of students studying for one year, attitudes tended to be most favorable during the first few months, to become less favorable toward the midpoint of their stay, and finally to become more favorable as the time for return approached. Most Swedish students were able to make normal adjustments while here and readjustments to home country, but most were conscious of definite problems.[59]

A survey of the achievements and problems of African students, sponsored by the Institute of International Education, revealed that the problem of finding satisfactory food

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[58]William H. Sewell and Oluf M. Davidsen, "The Adjustment of Scandinavian Students," Journal of Social Issues, XII (Number 1, 1956), pp. 9-19.

[59]Ibid., pp. 18-19.

loomed large during the first few weeks of an African student's sojourn. Academic difficulties, lack of adequate finances, and the social situation were other areas of disappointment. The gap between their expectations and their experiences in the United States seemed wide. With regard to discrimination, they expected it and found it. In general, the African students experienced problems similar to those of the other four principal nationality groups studied.[60]

III. PATTERNS OF ADJUSTMENT OF FOREIGN STUDENTS

Thus far, consideration has been given to the variety of problems experienced by foreign students according to student personnel services, and the problems of certain nationality groups. Another significant area of problem adjustment is that of the stages or period of the sojourn of the student. These stages have been said to be roughly analogous to those in psychiatric treatment.

DuBois quotes one perceptive person as saying: "If you live in a country three months, you love it; if you live in it for a year, you hate it; if you live in it for two years, you are used to it."[61]

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[60] James M. Davis, Russell G. Hanson, and Duane R. Burnor, IIE Survey of The African: His Achievements and His Problems (New York: Institute of International Education, 1961), pp. 5-6.

[61] DuBois, op. cit., p. 66.

From the bulk of latitudinal research conducted, DuBois' statement seems to have merit. It isn't suggested, however, that the steps here presented have been assigned value judgments or operate with an absolute time span. The problems of a student are associated often with many complex and interlocking factors and adjustment would vary with each individual. However, for this study it is of value to pause to note that these phases do seem to exist, and may have direct effect upon the problems experienced by a foreign student. The adjustive process has been broken down into four phases by DuBois and others assigned to the Social Science Research Council Studies. These are the spectator phase, the adaptive phase, the "coming to terms phase," and the pre-departure phase.

1. The spectator, or "strange" phase, is characterized by psychological detachment from the new experience. Things happen which are noted as "expected", "strange", or "novel". While the student's experiences may be interesting, exciting, confusing or even humilating, the stranger is protected from serious distress or major influence since he is not yet personally involved in the new scene. This period may last until the first task or the first role as a participant in the American scene is undertaken. During the spectator period the stresses of adjustment are assumed to exist

primarily in the more superficial aspects of the personality. Nervous fatigue may result from the frustrations involved in neither fully understanding or being able to express oneself in an unfamiliar language.

2. The adaptive, or "learner" phase, is characterized by active involvement in the problem of adjustment to the life of the host country. This is the period when the student first participates in American activities, when he enters upon tasks which require adaption to American institutions, customs, habits and ways of life. During this phase the student may in the face of threat to his self-esteem seek more secure and familiar surroundings. This suggests that if a sojourn is terminated early, negative reactions may color the recall of the host country because the sojourn was terminated during the period of unresolved conflict, when the so-called "culture shock" may be most acute.[62]

Coehlo states that, "because of these reasons, foreign students probably require more than a year to be sensitized to the various aspects of the host culture outside the academic milieu."[63]

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[62] Ibid., p. 69.

[63] George V. Coelho, Changing Images of America; A Study of Indian Students' Perceptions (Glencoe, Illinois: The Free Press, 1958), p.

3. The "coming to terms" phase sets in when the adaptive issues and problems raised by the individual during the adaptive phase have been brought into equilibrium. This period according to DuBois may be characterized by either marked positive or negative attitudes or by objective judgments of the host country.

4. The "pre-departure" phase sets in shortly before the individual leaves the host country. The student may look toward home with expectancy or apprehension, problems may develop as he views the host country and the sojourn period with a somewhat altered perspective.[64]

There are other forms of adjustment which have been studied, and these should be mentioned at this point because the type of persons coming to this country would, it is believed, exhibit different kinds of problems, and at differing times.

Sewell and Davidson have noticed different patterns of adjustment among Scandinavian students which, although differing in specific reactions, correspond in general characteristics to those outlined by Coelho and DuBois. The "detached observers" who do not involve themselves socially or emotionally in the host country, usually have

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[64]DuBois, op. cit., p. 73.

a secure position in the home country and their purposes in coming to the United States are usually of a strictly academic nature. They seek companionship among their fellow countrymen and do not experience severe adjustment problems either while here or upon return. The "promoter" of the home culture likewise has no desire to become involved in American life, but because their conception of their own role forces them to participate in American life, they do have more severe adjustment problems. The "enthusiastic participants" are able to detach themselves emotionally, at least temporarily, from their home country. Their purposes in coming are usually not so specifically academic and their expectations on return are not so clearly defined. They have little difficulty in adjusting, although adjustment is somewhat superficial, but they usually have greater readjustment problems on return. These students are most likely to advocate American ideas. The "settlers" are not attached to their home cultures and usually lack a secure position in it. Their adjustment is not as rapid as that of the "enthusiastic participants" but seems more thorough. If they do return home, they are likely to be dissatisfied, and although they are strongly in favor of American ways, because of their own lack of identification with the home country, they are not likely to advocate their adoption

at home.[65]

These categories are not rigid ones encompassing all types of adjustment, but it is believed that they are patterns which sufficiently warrant their further testing in other investigations of foreign students' adjustment. The sojourn experience itself may also cause a change from one pattern to another. The assumption that acceptance of a culture accompanies learning in a direct relationship has been found not to be the case. The "ideologist" often develops anti-American attitudes at the same time that he is becoming deeply acculturated in American norms and behavior, and many "alienated" individuals, who actually learn very little, are very strongly identified with America, as is the case with many Japanese women who cannot internalize American behavior.

A U-shaped curve of morale and satisfaction was found to parallel these stages, with the greatest frustration during the adjustive phase.[66] These findings support earlier findings of Lysgaard.[67] In a separate study, Coelho found that the curve of attitudes toward the United States

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[65]Sewell and Davidsen, op. cit., pp. 16-18. [66]Ibid.

[67]Sverre Lysgaard, "Adjustment in a Foreign Society: Norwegian Fulbright Grantees Visiting the United States," International Social Science Bulletin, VII (Number 1, 1955), pp. 45-51.

was paralleled by a curve of attitudes toward the home country. As Indian students became more critical of the United States, they also became more critical of India.[68]

Of course there are great differences in the timing of these different stages as well as in the reactions during the period of greatest frustration, depending upon the individual and nationality. Some comments have already been made about different types of individual patterns of adjustment. It was found that, in general, the greater the differences between cultures, the longer the period of time spent in the adjustive phase. There were also national differences in reactions to frustration; for example, Japanese tended to withdraw while the Indians became more critical and outwardly hostile, and the Germans studied by Watson and Lippitt became more aggressive. There were also different rates of learning for different individuals and nationalities and for different categories of behavior.[69]

Sewell and Davidsen found that for the Scandinavians, several personal and situational factors were of importance in determining the rate of passing through the stages of

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[68]Coelho, op. cit., p.8.

[69]Ronald Lippitt and Jeanne Watson, "Some Special Problems of Learning and Teaching Process in Cross-Cultural Education," International Social Science Bulletin, VII (Number 1, 1955), pp. 59-65.

adjustment: (1) language facility, (2) extent of contact with Americans, (3) previous contact with other cultures, (4) personality charact eristics, and (5) informal guidance. Of these, the extent and intimacy of contact with Americans seemed to be the most important.[70]

IV. ATTITUDE FORMATION ACCORDING TO LOW AND HIGH STATUS NATIONALITY GROUPS

For most students, who have lived in one country all their lives, nationality is not one of the criteria with which they are judged, nor does it play an important role in the formation of their self-esteem picture. There may be heightened political or economic awareness of national status position relative to other countries, but this placement is generally not applied to, or felt by, the individual personally. But, suddenly, foreign students are faced with the fact that their nationality alone may determine the personal status granted them by relevant others.

The process of attitude formation is seen to differ between nationals of high and low status countries. Lambert and Bressler conclude that factors of a personal and experiential nature are more likely to be important for visitors

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[70] Sewell and Davidsen, op. cit., pp. 12-15.

from perceived high status countries, while, although they influence those of perceived low status countries, "individual variation will be restricted by a historically and culturally imposed set of perceptions", and these are operative "only within a very narrow range among those with perceived low status." Visitors from countries of perceived low status form their attitudes toward the host culture largely by means of a "looking glass" process, based on their perceptions of American attitudes toward their country.[71]

Lambert and Bressler continue, stating:

> The visitor perceives hostility as an active component of low status ascription when interaction includes verbal references to certain 'sensitive areas'. The latter are the subjects of long-standing criticism of his culture by colonial powers, the mere mention of which recalls his personal identification with the prestige of his home country and he reacts by erecting a set of mechanisms in defense and praise of his country. In social interaction with Americans, and particularly with well informed Americans, they will inadvertently refer to these 'sensitive areas', and the mere mention, even in a neutral or favorable way, will cause the visitor to perceive hostility which will in turn arouse his hostility and defensive mechanisms.[72]

Morris studied the effects of differing perceptions of national status on adjustment to the United S tates. The subjects of this study were 318 students representing sixty-five nationalities. A high correlation was found between the

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[71]Lambert and Bressler, op. cit., pp. 88-89.

[72]Ibid., p. 82.

level of economic development and subjective national status measured by the student's feeling about the relative standing of his own country on several criteria. Subjective national status was negatively correlated with favorableness of attitudes toward the United States--students who rated their own countries low, tended to be more favorable.[73]

It was also hypothesized that gain or loss in national status would be even more important than the actual subjective national status, based on status mobility research and theory which points out the importance of changing positions Gain or loss was measured by the difference between subjective status and estimates of the status attributed the home country by Americans. A positive correlation was found between national status gain and favorableness of attitudes toward the United States. Another aspect of mobility theory applied to this research and supported by the data holds that the differential effects of movement depend upon the starting position in the scale. Those with low subjective status who felt a status gain had the most favorable attitudes while those with high subjective status who lost status had the most unfavorable attitudes.[74]

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[73]Richard Morris, "National Status and Attitudes of Foreign Students," Journal of Social Issues, XII (Number 1, 1956), pp. 20-25.

[74]Ibid., p. 24.

In conclusion, those persons who "see Americans assigning their country lower status than they themselves do are unfavorable, particularly if they are highly involved with their own nation . . . those who gain by the comparison (feel that Americans accord their country higher status than they themselves do) . . . are more likely to be favorable, especially if they are highly involved.[75]

Other independent variables included in the total study were: "The extent and nature of contact with Americans and personal status changes, comparing status at home with status in this country;" and, dependent variables were: "Perceptions of America as compared with characteristics of the home country, satisfaction with the sojourn, and satisfaction with academic matters."[76]

V. PROBLEMS AS RELATED TO SIZE OF CAMPUS

Some of the problems of foreign students which have been reported from reviewing the literature conceivably originate from large campuses. Several studies have indicated that the foreign student adjusts better to the sojourn when more involvement and personal contacts are made. These

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[75] Ibid., p. 25.

[76] Ibid., p. 21.

studies indicate, however, that the conflict occurs when the student would like the atmosphere of the smaller school, but is faced with the responsibility of attending the larger institutions because they offer the specialized training needed by the students.

DuBois suggested that even on a campus with less than a dozen foreign students, a part time faculty member should be assigned to the duties of an advisor, but that a parallel person in the administration be fully informed on conditions governing regulations and admissions. DuBois further suggests that a person be given full-time responsibility when the number of students reaches one hundred. The complicated minutiae that beset foreign students and problems that arise make it imperative that someone be responsible for helping them resolve areas of concern.[77]

Selltiz, Hopson and Cook have conducted a study on personal interaction between foreign students and Americans, and the influence of such interaction on the foreign students' attitudes toward various aspects of the United States. The settings for the study were three types of educational institutions: (1) small colleges in small towns, (2) large universities in large cities, and (3) large universities in small

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[77]DuBois, op. cit., p. 171.

towns. Certain hypotheses were drawn for each of these settings. The authors predicted that foreign students in small colleges in small towns would be most likely to find themselves in contact situations with high interaction potential, and those in metropolitan universities would be least likely to be in such situations.[78]

The basic theory here which is relevant for this present study is that students who feel able to inter-act more are able to resolve more problems than those not in a setting providing this opportunity. The results indicated that four variables, "type of college, nationality, interaction-potential of living arrangements, and interaction potential of other situations" were related to actual personal interaction. Most of the differences between colleges can be explained in terms of differences in the living arrangements and in the extent to which they encourage participation in activities in which Americans participate. Situations with high interaction potential did lead to more frequent, varied and intimate associations with Americans, however, there was no difference in the feeling of having close American friends. Nationality was another important factor. Europeans were more likely to be in situations with high interaction potential, and at

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[78] Claire Selltiz, Anna Lee Hopson, and Stuart W. Cook, "The Effects of Situational Factors on Personal Interaction Between Foreign Students and Americans," Journal of Social Issues, VII (Number 1, 1956), pp. 33-44.

any level of interaction potential, they were more likely to have more intimate associations with Americans.[79]

Goldsen studied the characteristics of American students who associated the most with foreign students as compared with those who had the least contact at Cornell University. The social norms on the campus favored cross-cultural interaction, and this research was designed to discover what factors account for different rates of interaction. Three factors were found to be of importance: (1) general community participation, (2) a friendly and outgoing personality, and (3) contact opportunity.[80]

This study by Goldsen refutes, at least for institutions like Cornell with a student body of over 9,500, the frequently heard contention that the Ameridan students who interact with foreign students are mainly deviant types of people--that is, members of the little enclaves outside the main stream of campus life. The students who associated with foreign students the most were found to be conforming, well integrated individuals, more likely to be fraternity members and participants in extra-curricular activities, more likely to have a friendly, outgoing personality and to attach a deeper meaning to friendship. The two groups did not differ

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[79] Ibid., p.44.

[80] Rose Goldsen, Edward Suchman, and Robin M. Williams, Jr., "Factors Associated with the Development of Cross-Cultural Social Interaction," Journal of Social Issues VII (Number 1, 1956), pp. 26-32.

in political attitudes or in prejudice toward minority groups. The complete study, of which this was but a small part, was designed to investigate the whole nature of intergroup contacts and the part played by personal values.[81]

VI. PROBLEMS AS RELATED TO THE SEX OF FOREIGN STUDENTS

A number of studies mention the differences of foreign male and female students' problems during their sojourn. Probably the most complete were the findings of Bennett who discovered that for most of the Japanese women who studied abroad, America was the land of their dreams. It was not the economic and political aspects of America that attracted their attention, but rather those things that bore directly on their problems--the role of men and women, family life, feminine rights, competition with the men, and the rearing of children. At home she was usually meek, shy, and reserved. In America, she became much more outgoing than her male countryman. However, not all of them were equally successful in making such a transition, and were unable to overcome their inhibited behavior and to surrender themselves to American life. They found problems of American racial prejudice and discrimination and language barriers, and were shocked in discovering how lightly the American girls regard kissing. The Japanese woman who

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[81] Ibid., p. 26.

becomes liberated during her sojourn may face difficult adjustment problems on the return home.[82]

Scott found that for both sexes of Swedes, the American social milieu created a problem. Scott states, "Sex produces more frustration and unhappiness for young Swedish students in the United States than any other problem of adjustment."[83]

Unless they are warned in advance, Swedish students may assume that America is as much like Sweden in this respect as in many other respects, and become involved in a misunderstanding. Some Swedish women upon returning home expressed much concern about the nature of sex in the United States.[84]

VII. SUMMARY

This chapter was a review of the literature concerning the problems of foreign students as they are related to: (1) student personnel services, (2) certain nationality groups, (3) adjustment patterns, (4) status of home country, (5) size of campus, and (6) sex of student.

These identified problems form the basis for the development of the problem inventory which was used in this study.

The review of literature indicates that the foreign students seem to experience many problems similar to those

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[82]Bennett, Passim and McKnight, op. cit., pp. 154-176.

[83]Scott, op. cit., pp. 74-83.

[84]Ibid.

experienced by United States students, but that a large number of their concerns are unique because of being a foreign student. The review also suggests that the foreign students have experienced problems in each of the recognized areas of a student personnel program.

In reviewing the literature, it was found that the color, language and culture of the foreign students play an important role in how well their adjustment to the United States is achieved. It was found that Europeans and Scandinavians adjust better than Indians, Mexicans, and dark-skinned Africans, and that United States families tend to accept the Europeans and Scandinavians more easily into their homes. It was found that for many foreign students there is a U-shaped curve of morale and satisfaction paralleling the students' stages of adjustment to the United States way of doing things. The stages of adjustment have been identified in several ways, but principally these fall into the four categories of: (1) "spectator", (2) "learner", (3) "coming to terms", and (4) "pre-departure".

The investigator discovered a scarcity of large sample research regarding the problems of foreign students, that is, research which would enable one to draw inferences

about certain populations of foreign students.

Chapter III will consider the design and methodology of this study.

CHAPTER III

DESIGN AND METHODOLOGY

The design and methodology for this research study have been developed over a period of years. During the Summer of 1959 while enrolled at Michigan State University, the investigator reviewed student personnel services at selected universities. The work was conducted under the direction of C. Gilbert Wrenn, visiting professor from the University of Minnesota. This review of the personnel services revealed that the foreign student advisor's role in the realm of personnel activities was in a state of transition. It was also found that counselors at various institutions of higher education in the United States were without specialized techniques or tools for working with foreign students, although the number of foreign students has been rapidly increasing during the past ten years as noted in Chapter One. That observation combined with the writer's interest in international affairs led to further investigation regarding the responsibilities of advisors of foreign students and the problems of the students.

During this period of time a seminar on International

Education was held at Michigan State University which produced a report of topics pertaining to the office of the foreign student advisor that required further study. The report also recommended research regarding the activities and problems of foreign students at Michigan State University.[1] The recommendations in this report were congruent with the study being considered by the investigator.

Assistance from A.O. Haller, one of the seminar members and a faculty member at the University, helped the investigator delimit this problem. In addition, a national study which was being conducted by Homer Higbee of Michigan State University for the National Association of Foreign Students Affairs ~~Advisors~~ further contributed toward delimiting this problem.[2] Since Higbee's research covered the activities of advisors of foreign students, the advisor's qualifications, experiences, and college relationships, the writer believed the study to be too thorough to replicate. The investigator further discussed the proposed study with advisors of foreign students and others

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[1] Proposals for International Communications, Seminar in International Communications (East Lansing: Michigan State University, 1958), pp. 63-65. (Mimeographed.)

[2] Homer D. Higbee, The Status of Foreign Student Advising in United States Universities and Colleges (East Lansing: Institute of Research on Overseas Programs, Michigan State University, 1961), Chapter I.

interested in this area to determine their reactions as to the creditability of the contribution. The discussions revealed that these people believed that many foreign students have problems which are similar to those of college students who are residents of the United States, but that they also have additional problems which are unique because of their foreign backgrounds.

Therefore, following the belief that a study of the problems of foreign students would be meaningful, the writer began reviewing the literature and soon concluded that several important objectives might be accomplished through research which would assist in: (1) determining if some foreign student problems are unique, (2) helping foreign students better identify their concerns, and (3) providing a tool to assist those who work with foreign students.

In outlining steps which might be taken to achieve the three objectives, it first seemed necessary that: (1) the literature be extensively reviewed to determine the scope of problems reported as confronting foreign students who sojourn in the United States; (2) these reported concerns be compared to the problems listed in published check lists of the concerns of college students in the United States; and, (3) a determination be made of similarities and differences existing between the reported problems of foreign students and the

reported problems of college students who are citizens of the United States.

I. PROCEDURES AND METHODS USED IN DESIGNING THE STUDY

In developing the design and methodology for determining the problems of foreign students and whether these problems are unique, numerous activities were necessary. Since these activities did not occur in a systematic pattern, they are here presented in sequential order to enable the reader to understand better the detailed methods to be reported later:

1. In the Fall of 1959, the investigator began compiling from the literature a list of problems which were identified as concerns of foreign students in the United States. These problems were classified by a matrix according to problem areas and according to the home country of the student if specified.

2. Following this procedure the investigator reviewed several inventories and check lists which were designed to determine the problems of students who are residents of the United States. From this investigation it seemed apparent that foreign students report having problems "foreign" to those of students from the United States, and that current

counseling tools in the area of measurement of attitudes are not specifically designed to assist the personnel worker in helping the foreign student identify his problems and concerns.

3. As a third step of the design, it seemed that since observable differences did exist between the problems of foreign students and the problems of United States students, some type of instrument designed to identify those problems might serve a useful purpose in assisting persons engaged in working with foreign students. This hypothesis was supported by the opinions of counselors and foreign student advisors whom the writer subsequently contacted. Persons interviewed indicated that a need did exist to shorten the span between initial contact and identification of problems.

4. To help meet this need, the investigator with the help of others, developed a problem check list called the Michigan International Student Problem Inventory or the M.I.S.P. Inventory. (See Appendix A, Form 1 for a copy of the M.I.S.P. Inventory.)

5. Two years of study, under the general direction of Buford Stefflre and A.O. Haller, were devoted to developing the M.I.S.P. Inventory, and led to the design and methodology outlined later in this chapter.

6. In preparing the design and methodology of this

study, focus was placed primarily upon determining the reliability and validity of the M.I.S.P. Inventory.

II. THE DESIGN

The design of this study necessitated the use of two problem check lists. The MI.S.P. Inventory was the principal instrument used, and after examining several attitude and problem inventories which have been developed in the United States, the investigator chose to also use the Mooney Problem Check List-College Form. The principal reason for the use of the Mooney Problem Check List-College Form was to have an instrument that was similar to the M.I.S.P. Inventory which would facilitate the determination of the validity of the M.I.S.P. Inventory. A description of the Mooney Problem Check List-College Form follows to enable the reader to better understand the rationale underlying the development of the M.I.S.P. Inventory.

The Mooney Problem Check List-College Form

The Mooney Problem Check List-College Form which is discussed below has been used to compare the problems of students who are residents of the United States with the problems of foreign students, under the assumption that this instrument would reveal that both groups indicate areas of

concern. In addition, the Mooney Problem Check List-College Form was used as a model for the development of the M.I.S.P. Inventory, and it is therefore of some value to have certain facts about the Mooney Problem Check List-College Form presented.

Description. Mooney's Problem Check List-College Form (Appendix A, Form 2) was developed during the early 1940's to help college students express their personal problems. The procedure is relatively simple. Students read through the check list, underline the problems which are of concern to them, circle the ones of most concern, and write a summary statement regarding their feelings and problems. There is nothing mysterious nor projective about the check-list method of determining students' problems.

The authors state that competent counselors can elicit an expression of a counselee's problems over a period of interviews, and observant faculty members continually detect problems from the daily behavior of students and from their conversations on academic matters. However, both of these slower methods of determining the student's problems may be accelerated by means of the check-list, and previously overlooked areas needing attention may be brought into focus.[3]

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[3] Ross L. Mooney and Leonard V. Gordon, The Mooney Problem Check Lists (New York: The Psychological Corporation, 1950 Revisions), p. 3.

The Mooney Problem Check List is not a test. It does not measure the scope or the intensity of a student's problems in such a way as to yield a test score. The usefulness of the check-list approach lies in its economy for appraising the major concerns of a group, and for bringing into the open the problems of each student in the group.

The authors indicate that the reasons for which the Mooney Problem Check Lists are administered fall into five broadly defined categories: (1) To facilitate counseling interviews; (2) To make group surveys leading to plans for individual actions; (3) To assist resident hall advisors, group guidance counselors, and personnel working on orientation programs; (4) To increase teacher understanding in regular classroom teaching; and, (5) To conduct research on the problems of college students.[4]

The form is divided into eleven problem areas: (1) Health and Physical Development; (2) Finances, Living Conditions, and Employment; (3) Social and Recreational Activities; (4) Social-Psychological Relations; (5) Personal-Psychological Relations; (6) Courtship, Sex and Marriage; (7) Home and Family; (8) Morals and Religion; (9) Adjustment to College Work; (10) The Future: Vocational and

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[4] Ibid.

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Norms for the Mooney Problem Check List-College Form. The authors report that no national norms are available for the Mooney Problem Check List-College Form.[5] They suggest the development of local norms which would be of value in identifying areas of concern, and in determining whether local concerns vary over a period of time or remain constant.

The lack of norms is not a deterrent for the purpose of this study since the Mooney Problem Check List-College Form is here used to determine only if it yields a similar score on problem areas for United States students and for foreign students.

Research Related to the Mooney Problem Check Lists. The authors state that the Mooney Problem Check Lists are not constructed as tests, and therefore a single overall index of the validity of the check lists would be quite meaningless.[6] Regarding reliability, Mooney states that for survey purposes others have used the check lists in test-retest situations, and they provided rank order correlation coefficients varying from .90 to .98. [7]

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[5] Ibid., p. 9.

[6] Ibid., p. 7.

[7] Ibid., p.9.

Buros lists the Mooney Problem Check Lists as non-projective tests.[8] In the third, fourth and fifth Mental Measurement Yearbooks, there are references to a total of fifty-six studies conducted using a Mooney Problem Check List as an instrument of measurement. Most of the references listed are unpublished masters' and doctoral studies. Each available reference was reviewed by the writer.

Ralph C. Bedell says in reviewing the Mooney Problem Check Lists that the Manual is unusually complete.[9] He further states that due to the technical development of the instrument, construction differs from traditional methods and thus the usual concepts of reliability and validity cannot be appropriately applied to the check-lists.

Buros in the Fifth Mental Measurement Yearbook does not have a review of the Mooney Problem Check Lists, but cites sixteen related studies conducted since 1950.[10] Several of these studies for the first time make reference to the determination of the validity of the Mooney Problem Check Lists.

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[8]Oscar Buros (ed.), "The Mooney Problem Check List", The Fifth Mental Measurement Yearbook (New Jersey: The Gryphon Press, 1959), p.89.

[9]Ralph C. Bedell, "The Mooney Problem Check List", The Third Mental Measurement Yearbook, Edited by Oscar Buros (New Brunswick: Rutgers University Press, 1949), p.67.

[10]Buros, "The Mooney Problem Check List," The Fifth Mental Measurement Yearbook, Loc. cit.

McIntyre attempted to determine the validity of the High School Form of the Mooney Problem Check Lists by computing the mean number of problems checked in particular problem areas by a group of high school students who were classified into various discrete groups.[11] The study was based upon the assumption that the essential test of the validity of an instrument of this kind consists in determining whether or not the students can recognize their own problems, find these problems represented on the Mooney Problem Check Lists, and record them. This assumption led to the classification of seven hypotheses based upon a rationale of sociological and psychological characteristics of the group studied. It was predicted that some groups would check more problems in certain areas than other groups. Of the seven hypotheses tested, six were found significant at the .01 or .05 levels. McIntyre concluded that these findings present prima facie evidence for the validity of the Mooney Problem Check List, High School Form.[12]

Singer and Stefflre conducted a study to determine the concurrent validity of the Adult Form-Mooney Problem

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[11]Charles McIntyre, "The Validity of the Mooney Problem Check List," Journal of Applied Psychology, XXXVII (August, 1953), pp. 270-272.

[12] Ibid.

Check List.[13] The Adult Form was administered to an unselected group of veterans consecutively presenting themselves for vocational counseling in a large metropolitan area.

During this vocational counseling process, about half of the subjects selected a vocational objective toward which they planned to work. Four correlations were computed regarding occupational problems between this group and those veterans who were unable to select an objective. It was found that the selection of a vocational objective was inversely and significantly related to the admission of problems in the area of Occupation, $r = -0.34$, which is significant at the .01 level.

Regarding the areas of Courtship and Sex, the authors analyzed the data of fifty-five married veterans out of 146 veterans, and found that correlations between being married and the number of problems admitted in Courtship and Sex was -0.15 and 0.07, respectively. Singer and Stefflre concluded from examining the items in the two categories, that they might well concern both single and married veterans.

In analyzing correlations between scores on the Guilford-Zimmerman Temperament Survey and the total number of

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[13]Stanley L. Singer and Buford Stefflre, "Concurrent Validity of the Mooney Problem Check List," Personnel and Guidance Journal, XXXV (January, 1957), pp. 298-301.

serious problems for 109 veterans, the authors suggest that veterans who check many problems tend to be withdrawn, unsociable, emotionally unstable, subjective, less friendly and less cooperative. In concluding, the authors feel that the open check lists will play an increasing role in counseling situations, and the Mooney Problem Check List-Adult Form does measure what it purports to measure.

The above studies and three others have measured satisfactorily the validity and reliability of the Mooney Problem Check Lists.[14,15,16] In addition, the investigator examined several other references to determine if any studies using the Mooney Problem Check List-College Form as the principal instrument were conducted during the past five years. From this investigation, the writer concluded that the above listed references provided a representative review of the research conducted on the Mooney Problem Check Lists.

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[14]Leonard V. Gordon, "The Reflection of Problem Changes by the Mooney Problem Check List," Educational and Psychological Measurement, IX (Winter, 1949), pp. 749-752.

[15]Stanley S. Marzolf and Arthur Hogg Larsen, "Statistical Interpretation of Symptoms Illustrated with a Factor Analysis of Problem Check List Items," Educational and Psychological Measurement, V (August, 1945), pp. 285-294.

[16] Gordon L. Stone, "Student Problems in a Teachers College," Journal of Educational Psychology, XXXIX (November, 1948), pp. 404-416.

The summary of the research regarding the Mooney Problem Check Lists provided the investigator with a point of departure for developing and validating the M.I.S.P. Inventory, which is discussed below.

Michigan International Student Problem Inventory

The M.I.S.P. Inventory was developed as an instrument which would help foreign students in the United States at the college level better express their concerns.

Description. The procedure for using the instrument is similar to that of the Mooney Problem Check List-College Form. The student is asked to read through the items, and to circle the numbers of those items which identify areas of concern. If a statement suggests a problem area which is extremely disturbing, the student is asked to add an "X" to his circled number. The M.I.S.P. Inventory provides space on the last page for the student to express himself in his own words regarding his problems and concerns. Personal information about the student is required on the front cover for research purposes only. Students who wish counseling assistance may indicate their desire for it on the last page where a question is directed to this point.

The M.I.S.P. Inventory was designed to provide a means by which the foreign student as an individual could better

recognize personal areas of concern and record these concerns, thereby reducing the time between his initial interview with a counselor and the consideration of problems which concern him.

The M.I.S.P. Inventory is not a test. It does not measure the scope or the intensity of a problem in such a way as to yield a test score. The reasons for administering the M.I.S.P. Inventory are similar to the five broadly defined purposes cited in the previous section regarding the Mooney Problem Check Lists, however, the writer believes that additional reasons may become apparent through further usage. One function of the M.I.S.P. Inventory may well be that of providing a release of tension. Discussion with persons directly associated with foreign student programs indicated that they believed this to be one effective method of approaching areas of anxiety. In other words, the value of the device for some students may be in the process itself of identifying and indicating his anxieties, rather than in any subsequent analysis of his responses by counselors.

Although somewhat similar to the Mooney Problem Check Lists, the M.I.S.P. Inventory has been constructed quite differently. The M.I.S.P. Inventory is designed to present problem areas which confront foreign students according to recog-

nized areas of student personnel services.[17] Twelve statements are given for each of the eleven areas which were selected to correspond to the following eleven student personnel services: (1) Admissions and Selection, (2) Orientation, (3) Academic Advising and Records, (4) Counseling and Guidance, (5) Room and Board, (6) Health Services, (7) Religious Services, (8) Remedial Reading Programs, (9) Student Activities, (10) Financial Aids, and (11) Placement. A twelfth area, "Student Conduct", had to be eliminated during the initial stages of the construction of the M.I.S.P. Inventory due to the ambiguity of the statements. Most of the statements were re-distributed in other areas.

Administration and Scoring. The M.I.S.P. Inventory is self-administering and self-scoring. All directions needed for using the instrument are printed on the front cover. For self-scoring, the directions are provided verbally by the person administering the instrument. Most foreign students can complete the M.I.S.P. Inventory in less than thirty minutes. The twelve statements in each of the eleven areas, totaling 132, are listed in blocks of three across Pages Two and Three.

The eleven areas are coded for scoring as follows:

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[17] C. Gilbert Wrenn, Student Personnel Work in College (New York: The Ronald Press Company, 1951), p. 24.

(1) A-S, Admissions and Selection; (2) O-S, Orientation Services; (3) A-R, Academic Advising and Records; (4) S-P, Social and Personal; (5) L-D, Living and Dining; (6) H-S, Health Services; (7) R-S, Religious Services; (8) E-L, English Language; (9) S-A, Student Activities; (10) F-A, Financial Aids; and (11) P-S, Placement Services.

Location of Source Materials and Identification of Problems for Developing the M.I.S.P. Inventory. The statements for the M.I.S.P. Inventory evolved from several sources. The investigator compiled a comprehensive list of problems of concern to foreign students who come to the United States for further education, from a review of the literature, from the opinions of persons who have been associated with foreign students, from selected statements by foreign students, and from the findings of research studies which employed extensive interview and questionnaire techniques. (Appendix B, Form 1, contains a list of these statements as initially recorded by the investigator from the above listed sources.)

1. Review of the Literature. The process of locating source information of this kind in the literature necessitated the review of over three hundred publications which contained references to foreign students. Many of these publications provided no usable material since the investigator was looking

primarily for references pertaining to the problems of the foreign students. This scarcity of pertinent material seems to be due to the fact that very little published research has been conducted in this field during the period since World War II. Most of the reported problems of foreign students can be located within one hundred publications. (See Selected Bibliography.)

In the process of reviewing the literature, the problem areas were initially set up in a matrix; all countries having students currently enrolled in the United States were used to complete the matrix. This list of countries was taken from Open Doors, 1959.[18]

Problem areas were listed across the top of the matrix and the countries were listed vertically along the left side. When a problem area and the country of the student expressing the problem intersected, a code number was placed indicating whether the source was based on (a) research or (b) an expression of opinion of someone other than a foreign student, or (c) a foreign student's reaction. The problems were approximately one hundred in number.

2. Initial Contacts. Contacts were then made by the

Open Doors, 1959, Report on International Exchange (New York: Institute of International Education, 1959), pp. 23-25.

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writer through letters and interviews with some of the well known personnel in this country who are working with foreign students. The investigator indicated his area of study and requested assistance in the form of suggestions and references. In addition, requests for references were made to organizations in the United States that are engaged in International work. The responses to these requests revealed that most of the literature on the subject had already been covered in the review.

3. Personal Interviews with Foreign Student Advisors. Following the development of a list of problems associated with foreign students, the investigator categorized the problems into twelve recognized student personnel service areas, and recorded the statements on 5 x 7 index cards. Interviews were arranged with the Foreign Student Advisors at the following universities, Eastern Michigan University, Michigan State University, Wayne State University, Western Michigan University, and the University of Michigan. The investigator discussed with these advisors the problem areas as compiled, and asked if there were other problems to be included. These persons made numerous suggestions, many of which were incorporated into the first inventory of problem areas. (Appendix B, Form 2.)

In addition to the personal contacts, the revised list of problems accompanied by an explanatory letter was sent to

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each institution of higher education in the State having foreign students enrolled, asking the person responsible for foreign student services for assistance in the form of suggestions, corrections, and comments regarding the problem areas as stated. All suggestions were considered for possible incorporation into the inventory of problem areas.

4. Foreign Student Interviews. Concurrent with the above procedures, interviews with several foreign students were arranged through the office of the foreign student counselor at the University of Michigan. The investigator discussed the inventory of problem areas with the students and asked them about concerns which had confronted them.

The purposes of the initial contacts with the foreign students were: (a) to determine if a sufficient number of problem areas were included, (b) to determine if the items were worded clearly, and (c) to gather information regarding other problem areas prior to the preliminary administration of the instrument. Several significant changes were made in the instrument as a result of these interviews.

Refining of the Statements for the Instrument. Through a process of careful analysis and item revision which extended over a period of time, the statements as listed in Appendix B, Form 2 were re-phrased, grouped, and transferred to the first

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draft of the instrument. This first form of the M.I.S.P. Inventory, called at that time the Halport Problem Check List, was administered to a selected group of foreign students. (Appendix B, Form 3.)

Concurrent with these initial phases of the study, the criteria for selecting and phrasing items was developed to include the following:

1. Each statement should be identifiable with a student personnel service.

2. Each statement should be clearly stated so that it could be understood and translated correctly by the foreign students.

3. Each statement should be short so that it could be read quickly.

4. Each statement should concern a problem common enough to elicit responses from a large number of foreign students.

5. Each statement should be sufficiently comprehensive in "sensitive complex areas" to permit the student to check the statement yet feel that he had not revealed his specific area of concern.

Using these criteria, ten judges, selected by the investigator because of their position, interest and participation in foreign student activities, were asked to react to each statement in the Halport Problem Check List. The responsibility of the judges was to evaluate the writer's final choice of statements, and their phrasing and cataloging.

The judges were the following persons:

Roy Edelfelt - Former Director of the International Center; Associate Professor of Education, Michigan State University.

Edward T. Erazmus - Director, English Language Center; Assistant Professor, Department of English, Michigan State University.

Donald J. Gemmel - Educational Exchange Coordinator, Office of International Programs, Michigan State University.

Archie O. Haller - Professor, Sociology and Anthropology, College of Science and Arts, Michigan State University.

Homer D. Higbee - Assistant Dean of International Programs, Office of International Programs, Michigan State University.

Arvo E. Juola - Associate Professor, Office of Evaluation Services, University College, Michigan State University.

Robert Klinger - Counselor of foreign students, International House, University of Michigan; Chairman of the Research Committee of the National Association of Foreign Student Advisors.

Hideya Kumata - Associate Professor, Department of General Communication Arts, College of Communication Arts, Michigan State University.

Samuel Pettigrew - Former Counselor, Counseling Center, Michigan State University; Diagnostician, Office of Psychological Services, Lansing Public Schhols.

Lois H. Porter - Former Counselor, Lansing Public Schools; Educator with two years of resident experience in Colombia, South America.

Directions were prepared and given to each judge. (Appendix C, Form 1.) Several follow-up contacts with each

judge were made during the period of revising the instrument. A consensus by the judges regarding the selection of and phrasing of each item was desired if it were to be included in the final instrument. There were five revisions in the instrument from the initial construction in August, 1961 to the final form which was completed in February, 1962. Each of the ten judges had an opportunity to review each of the five revisions of the M.I.S.P. Inventory during the period of evaluating the items. The final form of the M.I.S.P. Inventory was printed only after each judge had approved, either verbally or in written form, each of the 132 statements to be included in the instrument. The approval of each item by the ten judges was based upon their analysis of the item according to the five criteria used for selecting and phrasing items.

Although the ten judges unanimously agreed that each of the statements met the five criteria, two of the judges qualified their agreement. One judge noted that some of the statements asked for a personal involvement response and others asked for the respondent to react to a non-personal situation. A second judge questioned the value of obtaining an expression of problems and areas of concern in this manner. Each of the other judges felt that this approach was a valid way to assist in identifying the problems and areas of concern

of foreign students.

During this period the name of the instrument was changed from the "Halport Problem Check List" to the "Michigan International Student Problem Inventory" (M.I.S.P. Inventory), at the suggestion of one of the judges.

III. ANTECEDENTS TO THE FINAL STUDY

During the month of January 1962, a preliminary survey was conducted at four Michigan universities to (1) pretest the questions raised in Chapter One, (2) evaluate and analyze the best methods for compiling and reporting the statistical data, and (3) determine if minor changes or revisions were needed in the M.I.S.P. Inventory or in the approach being taken.

The survey was conducted at Eastern Michigan University, University of Michigan, Wayne State University, and Western Michigan University. These institutions were used so that the population of foreign students at Michigan State University which was to constitute the focus of the study could remain uncontaminated. Letters were sent to each of the four foreign student advisors requesting their assistance. Favorable responses were obtained from the four advisors, and meetings were arranged. This survey by the

investigator was undertaken concurrently with the work being contributed by the judges, which was discussed previously.

The precaution of involving the four foreign student advisors and foreign students was taken to determine what selected others not associated with Michigan State University thought of the M.I.S.P. Inventory; to have an opportunity to do some preliminary administering of the instrument; and, to get some personal reactions of foreign students. This procedure enabled the investigator to obtain the reactions of students and advisors simultaneously.

The instrument was administered to twelve foreign students at the University of Michigan, Revision #1; three at Western Michigan University, Revision #2; six at Eastern Michigan University, and eight at Wayne State University, Revision #3, for a total of twenty-nine students. (A fourth and fifth revision of the M.I.S.P. Inventory were necessary to incorporate the suggestions of the judges which were being made concurrently.)

The twenty-nine students in the survey were representative of many different classifications, such as sex, grade level, course of study, age, nationality, language, marital status, and number of years and months in the United States.

Following each interview, changes were made in the statements. In analyzing the results of the survey, including

suggestions made by the advisors, it was noted that every statement listed in the final revision had been circled or suggested by at least one of the twenty-nine foreign students. It was also noted that the students were apparently in favor of this approach to expressing their problems and concerns, and several indicated an interest in follow-up counseling.

The writer believes that the results of this preliminary survey were valuable and provided numerous improvements in the instrument.

During this phase of the study, International Programs, Michigan State University, which had been initially involved in the study, agreed to finance a portion of the research including the printing of the M.I.S.P. Inventory and the recording of the data on I.B.M. cards. This support did not affect the research design, but did necessitate modification of the methodology.

IV. METHODOLOGY, POPULATIONS, SAMPLES, AND STATISTICAL ANALYSIS USED

Because of the interest and support by International Programs, the method of approach, the populations, samples, and statistical analysis for this study were revised from previous plans.

Methodology

Support by International Programs made it possible to contact by letter each of the 678 foreign students enrolled during the Winter Term of 1962 at Michigan State University to invite them to participate in the study. By this support International Programs hoped to secure from this study a problem census on a large number of the foreign students at Michigan State University.

It was decided that if one hundred foreign students were present for the initial administration of the instrument, the sample would be sufficient, provided that the sample was fairly representative of the foreign student population at Michigan State University. If fewer than one hundred students were present, regardless of the representation, a follow-up letter would be sent to all foreign students on campus.

It was also part of the methodology to administer both the M.I.S.P. Inventory and the Mooney Problem Check List-College Form to the first fifty students participating.

On January 24, 1962, letters were mailed by International Programs to the 678 foreign students on campus. (Appendix D, Form 1). A total of sixty-one foreign students appeared for the first meeting. This necessitated a follow-up letter which was again mailed to each of the 678 foreign students on February 22, 1962. In addition, a special letter was sent at that

time to each president of a foreign student organization on campus requesting his cooperation. (Appendix D, Form 2 and Appendix D, Form 3 contain examples of the letters used for the follow-up.)

The procedure for administering the instrument to the foreign students was as follows:

1. At the request of International Programs, students voluntarily assembled at a designated place.

2. The investigator reviewed for the students the purposes of the research, explained the M.I.S.P. Inventory, and answered questions.

3. The M.I.S.P. Inventory was distributed, completed by the students, and returned to monitors who had been selected by the investigator.

Populations and Samples. The total population of students at Michigan State University for the Winter Term, 1962, as recorded by the registrar's office, was 19,836 of which 678 (or three per cent) were students designated as "foreign" students. Students had to be selected from each of the two populations-foreign and native-for the statistical analysis.

Table I provides an overview of the composition of the foreign student population, and the sample of foreign students

who volunteered for the project. A chi-square test of significance was used to determine how close the sample approximated the total foreign student population proportionately.

Table I illustrates that the foreign student sample of 108 is proportionately representative of the total population of foreign students at Michigan State University in the classifications of sex and level of education. The chi-square test of significance reveals that the sample proportion for marital status is not proportionately representative of the foreign student population at Michigan State University in regard to marital status.

TABLE I

COMPOSITION OF THE POPULATION AND A SAMPLE OF FOREIGN STUDENTS AT MICHIGAN STATE UNIVERSITY (WINTER TERM 1962)

Classifications	Total N-678	Per cent of Total	Sample N-108	Per cent of Sample	X^2	$X^2_{.05}=3.84$
Female	106	16	12	11	1.82	
Male	572	84	96	89		
Married	215	32	49	45	7.01	
Single	463	68	59	55		
Graduate	402	59	67	63	3.51	
Undergraduate	276	41	39	37		
Canadians	115	17	9	8		
Indians	109	16	21	19	.60	

Chi-square tests were also made to determine the representativeness of the two largest groups of foreign students on campus, Canadians and Indians. This precaution was taken to prevent a bias in the scores if a significantly higher proportion of Canadian or Indian students were in the sample. Information obtained from the review of literature and from personal contacts indicated that different outcomes would be possible when trying to obtain a census of problem concerns of foreign students if (1) the Canadian students were over represented, or (2) the Indian students were under or over represented in the sample.

In the case of the Indian students, the review of literature indicated that the Indian students possessed many social-personal problems and problems in "sensitive complex areas". It was felt that a significantly large number of Indian students comprising the sample might tend to skew the results in the direction of showing more problem concerns than would normally exist among a representative sample of foreign students. On the other hand, a significantly smaller representation might bias the results in that some social-personal problem areas of importance might be omitted or not given proper emphasis.

In regard to the Canadian students, the review of literature indicated that many Canadian students adjust to campus

experiences in the United States as easily as most resident United States students. Thus, a significantly large number of Canadian students might skew the results obtained in the direction of yielding few problem concerns. The writer was not primarily concerned with the under-representation of the Canadian students since he had already been informed that many Canadian students do not identify themselves psychologically as "foreign" students, and thus although classified by the admission's office as "foreign", are reluctant to participate in "foreign" student activities. The writer therefore hypothesized that a proportionately smaller representation of Canadian students would participate in this study.

The Chi-square test of significance indicated that no difference significant at the .05 level existed in the proportion of Indian students in the sample as compared to the proportion of Indian students enrolled at Michigan State University during the Winter term, 1962. The Chi-square test of significance also indicated that a difference significant at the .05 level existed between the proportion of Canadian students in the sample as compared to the proportion of Canadians enrolled at Michigan State University. However, the proportion of Canadian students in the sample is significantly smaller as was hypothesized by the investigator.

The research methodology further calls for the sample

of foreign students to be divided approximately into equal halves for cross-validation purposes. The response to the two invitations mailed enabled the investigator to divide the sample of foreign students into two groups, one of fifty and the other fifty-eight. The first fifty students were given both the M.I.S.P. Inventory and the Mooney Prolem Check List-College Form. The second group of fifty-eight students was given only the M.I.S.P. Inventory.

Using the Chi-square test, a comparison of the proportion of item responses of the two foreign student samples of fifty and fifty-eight showed no differences significant at the .05 level.

The design also called for a number of United States resident students to participate in the study, and A.O. Haller ag reed to administer both instruments to a group of resident students enrolled in a Sociology class. A total sample of fifty students was selected and given both the Mooney Problem Check List-College Form, and the M.I.S.P. Inventory. Additional information about the sample of United States students is reported in Table II.

Table II illustrates some characteristics which were analyzed to determine the representativeness of the sample of United States students.

The results of the Chi-square test of significance to

determine the representativeness of the United States student sample show that the sample proportions cannot be assumed to be representative of the population from which it was drawn. The fact that the sample proportions are not representative of the Michigan State University student population in the classifications of sex, level of education, and marital status does not affect the statistical analysis performed in Chapter IV, which is related to the determination of the validity of the M.I.S.P. Inventory.

TABLE II

COMPOSITION OF A SAMPLE OF UNITED STATES STUDENTS ENROLLED IN A SOCIOLOGY CLASS AT MICHIGAN STATE UNIVERSITY (WINTER TERM, 1962)

Classifications	Population N=19,158	Per cent of Population	Sample N=50	Per cent of Sample	X^2	$X^2_{.05}=3.84$
Female	6,726	35	35	70	27.53	
Male	12,432	65	15	30		
Graduate	3,448	18	1	2	8.64	
Undergraduate	15,710	82	49	98		
Single	14,429	75	46	93	7.69	
Married	4,729	25	4	7		

The non-representativenss of the sample does, however, limit the drawing of inferences about the student body at Michigan State University regarding the results of this study. To cross-validate the scores obtained by the first sample of United States students on the M.I.S.P. Inventory, a second group of thirty-eight United States students were given the M.I.S.P. Inventory, and the results showed no differences significant at the .05 level in the proportion of the two groups responding to the items in the M.I.S.P. Inventory. It was concluded from these results that only the first sample of fifty United States students was necessary for the analysis of the data to be reported in Chapter IV.

Statistical Analysis. The statistical techniques used to test the validity and the reliability and other related data recorded from the M.I.S.P. Inventory were determined in cooperation with Arvo Juola, Evaluation Services, Michigan State University, and Buford Stefflre, the investigator's major advisor.

The techniques are varied due to the nature of the data being analyzed, but are based upon the concepts of statistical analysis presented in most text books on the subject.

A brief description of the statistical concepts and the reasons for their use are presented as an introduction to

each section in Chapter IV, which reports the estimates of reliability and validity of the M.I.S.P. Inventory and other statistical analyses.

Limitations on the Design and Methodology

The most conspicuous limitations upon this research design known to the writer concerned: (1) the sampling procedures which do not allow for the drawing of inferences concerning the United States student population, (2) the method for selecting the foreign student sample which made it difficult to obtain complete representativeness, and (3) the limiting of the study to the primary goal of developing the instrument, and estimating reliability and validity.

Although the sampling procedure for selecting foreign students for this study was not random, there is no evidence to suggest that the sample is biased, and therefore it is assumed that the sample of foreign students is representative of the foreign student population at Michigan State University. This assumption is made because the investigator found that the sample was statistically representative of the parent population in two of the three classifications available on foreign students from the Office of International Programs. Only the classification of marital status showed a statistical difference significant at the .05 level in the proportion of

married-single students in the sample as compared to the proportion of married-single foreign students on campus.

Further evidence regarding the representativeness of the sample can be assumed from the proportion of students in the sample representing different countries. At Michigan State University during the Winter Term, 1962, there were enrolled foreign students from seventy-six different countries. This sample had students representing forty-seven, or nearly sixty-two per cent of all countries represented in the parent population. In addition, there were represented in the sample, thirty-two different languages. This statistic is based upon the responses of the students who indicated their first language preference.

A second general limitation results from the design of the study. Many suggestions have been made relative to various statistics which could be computed, but the design was limited to developing an instrument to determine if foreign students' problems can be generalized, and if their problems in some respects uniquely differ from those of United States students. This limitation has prevented the investigator from being inclined to search for answers to other interesting questions at this time.

V. FOLLOW-UP OF STUDENTS' REQUESTS FOR COUNSELING

Of the sixty-one students who participated in the first series of meetings for the final study, fourteen wrote their names in the designated location on Page Four of the M.I.S.P. Inventory requesting an opportunity to discuss their problems with someone.

Although follow-up of this nature was not a part of the research design, the investigator recognized a responsibility to these students. Therefore, an interview was scheduled with Rowland Pierson, Acting Director of the Counseling Center, Michigan State University. Pierson agreed that the Counseling Center had a responsibility for follow-up, but pointed out that staff limitations might necessitate some screening. He agreed to assume the responsibility for contacting these fourteen students. It was further decided that some information regarding the Counseling Center's services could be supplied in the form of a letter to any subsequent students participating in the research project who indicated a desire for counseling.

This letter was prepared by Rowland Pierson, and the investigator presented copies at the second series of meetings

to those who requested further assistance. A few students who read the letter at the second session removed their request from the M.I.S.P. Inventory, seemingly indicating a desire for discussion of a somewhat different nature than what the Counseling Center was offering. (See Appendix E for a copy of Rowland Pierson's letter.) A total of twenty students requested additional assistance.

VI. SUMMARY

This chapter begins with an introduction to the design and methodology for this study, accompanied by a description of the two instruments used for the statistical analysis made in Chapter IV. A brief description of the Mooney Problem Check List-College Form, and a review of the research regarding the validity and reliability of the Mooney Problem Check Lists are presented with reference to the reasons for the development of the instrument.

The method used in developing the M.I.S.P. Inventory, which was designed for use with foreign students, is presented next. Sources of information for developing the M.I.S.P. Iventory are discussed and also the methods used for obtaining the consensus of a group of judges, which added to the development of the instrument. The method of involving foreign

student advisors and foreign students of other universities is also discussed.

The method of conducting an antecedent investigation is described briefly and the results presented. The method used in drawing the two samples for statistical analysis is discussed and their representativeness of the parent populations is considered. The process of determining which statistical analysis would be used is also discussed, and the limitations of the research design are reported. Mention is also made of the cooperation of Michigan State University's Counseling Center in following-up certain students who requested counseling.

Chapter IV will be concerned with estimating the reliability and validity of the M.I.S.P. Inventory.

CHAPTER IV

ESTIMATES OF THE VALIDITY AND RELIABILITY OF THE MICHIGAN INTERNATIONAL STUDENT PROBLEM INVENTORY

Chapter IV is confined to a description of the computational procedures used in this study, and estimates of the validity and reliability of the M.I.S.P. Inventory. All analyses in Chapter IV are designed to provide a more accurate measure of the validity and the reliability of the instrument developed.

Due to the quantity of the data available as a result of this study, Appendix F, which pertains to the original data and code details, was included to facilitate replication.

I. THE COMPUTATIONAL PROCEDURES

All raw scores from the administering of the M.I.S.P. Inventory to 108 foreign students were placed on International Business Machine cards. This procedure was made possible by the financial support of International Programs, Michigan State University.

The basic data for each foreign student, including his case number, birth date, sex, country of citizenship, college class, marital status, course of study, years and months at

Michigan State University, years and months at a previous college in the United States, years and months in the United States, and all raw scores from the M.I.S.P. Inventory were punched into IBM cards. Four cards for each student were needed to record all of the information necessary to complete the statistical analysis. A fifth card was needed to compute intercorrelations of the sub-scales, which was done by use of the MISTIC. The MISTIC, property of Michigan State University, is an integral computer which has the capacity to calculate any type of mathematical formula fed into it, within certain limits, to obtain statistical analyses, such as Chi-squares, correlation coefficients, net work analysis, and analysis of variances.

The cards for each foreign student who took the M.I.S.P. Inventory were then coded and grouped by: (1) college level (graduate or undergraduate), (2) sex, (3) language spoken, (4) the number of months at Michigan State University, (5) cultural background, (6) marital status, and (7) age.

In order to obtain the necessary data for statistical purposes, the cards were passed through the IBM electronic calculating punch, type 604, to obtain a mean score for the statements "of concern" for the sub-scales and total scores. The IBM 604 was used to calculate all of the basic statistics necessary for obtaining the sum of squares and variances for

each sub-scale and the total score. All subsequent computations were performed on a mechanical calculator which produced the necessary statistics for the t-test of significance.

Further use of the IBM 604 was made to obtain the number responding to the questions on the fourth page of the M.I.S.P. Inventory. These totals were compiled so that all information could be adequately examined, and the results are summarized in Chapter V.

As a check on the accuracy of the IBM 604, the scores for one sub-scale were calculated by hand on a mechanical computer. Appendix F shows the original data and code details for making the necessary calculations. By referring to Appendices F and H, the reader can compute the t-test, Chi-square, and product moment coefficient of correlations presented in this study for the foreign student sample.

Similar calculations for the fifty United States students who were given both instruments were computed on a hand calculator.

Following the compilation of the data, the results were summarized.

II. ESTIMATES OF THE VALIDITY OF THE M.I.S.P. INVENTORY

The question of test validity concerns what a test measures and how well it measures what it purports to measure. The

validity of a test is its most important aspect since it tells what function the test is fulfilling, and how well it is fulfilling that function.

To effectively measure the validity of the M.I.S.P. Inventory, the investigator used various techniques, as will be shown. Since it was discovered that many kinds of analysis could be calculated to support the validity of the instrument, the investigator felt that it was desirable to review the basic forms of testing for validity. The writer reviewed the basic recommended procedures which are reported in Technical Recommendations for Psychological Tests and Diagnostic Techniques, and determined which would be most appropriate.[1]

This procedure was followed by calculating a number of additional statistical analyses which were quite meaningful and provided additional evidence as to the validity of the M.I.S.P. Inventory.

Test validity is principally divided into two classifications--empirical and theoretical. Empirical validity is normally based upon some statistical manipulation involving one or more criteria. Two common types of empirical validity

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[1] Technical Recommendations for Psychological Tests and Diagnostic Techniques (Vol. LI of the Psychological Bulletin, Number 2, Part 2; Washington: American Psychological Association, Inc., 1954), pp. 13-28.

are predictive and concurrent validity. Theoretical validity is not usually based upon statistical computation, except for the use of factor analysis, but rather upon what one person or a group of persons believe or feel. Some forms of construct and content validity have been classified in this category. Each of these types of validity measures had to be reviewed to determine the most appropriate method to use in this study.

One type of validity is referred to as construct validity, and it is said that it measures theoretical concepts or traits. Examples of such constructs are intelligence, mechanical comprehension, verbal fluency, speed of walking, neuroticism, and anxiety. This technique for estimating the validity of a test, focuses on a broader, more enduring and more abstract kind of behavioral description than other types of validity. Construct validation required the gradual accumulation of information from a variety of sources. Most projective tests depend upon construct validity. For this study and the validating of the instrument, the method is not appropriate since (1) the M.I.S.P. Inventory cannot be said to measure psychological traits or characteristics, and (2) the instrument is designed to elicit specific concerns, problems or anxieties of the foreign students and not general maladjustment.

Another type of validity is content validity which involves the systematic examination of test content to determine if it covers a representative sample of the behavior domain to be measured. The use of content validity is appropriate for this study and the validation of the M.I.S.P. Inventory since: (1) the investigator carefully perused the literature to ascertain the problems of foreign students; (2) the writer believes that the statements covered in the M.I.S.P. Inventory are representative of a majority of the problems of foreign students sojourning in the United States; and, (3) ten judges were used to substantiate the content of the instrument.

One type of empirical validity is that of predictive validity which measures the effectiveness of a test in predicting some future outcome. Tests of scholastic aptitude or special abilities are usually designed to predict some later success in a field of study or work. This procedure for measuring the validity of the M.I.S.P. Inventory was not used since (1) the instrument was not designed for predicting future outcomes, and (2) the process of counseling to resolve problem areas would in many instances invalidate predictions.

The method of concurrent validity was the principal measure used for determining the validity of the M.I.S.P. Inventory. Concurrent validity indicates the correspondence

or relationship between the more or less immediate behavior or performance of two contrasted groups. The major difference between concurrent and predictive validity is primarily a matter of time.

Concurrent validity is used quite frequently in the validation of personality tests. The basic assumption underlying this practice is that the differences in the backgrounds of the contrasted groups will be measured by a yield of different responses to a set of statements, questions, or problems which are designed specifically for the one group and not the other.

Contrasted groups were established by selecting samples of students, (1) who were citizens of the United States and were attending Michigan State University, and (2) foreign students, nationals of other countries, who were attending Michigan State University. Each group was given the M.I.S.P. Inventory, and a portion of both samples was given the Mooney Problem Check List-College Form.

A t-test of significance was used to determine the concurrent validity of the M.I.S.P. Inventory. The t-test was used because it is a statistical measurement which enables one to determine if the number of items recorded by one group differs significantly from the number recorded by a second group.

The writer hypothesized that since the Mooney Problem Check List-College Form was constructed on the basis of the stated problems of United States college students, that a sample of United States college students would check more items on the Mooney Problem Check List-College Form than a similar size sample of foreign students. If this proved true, then it would seem appropriate to have a different instrument which would better identify and differentiate the problems of foreign students. This assumes that fewer problems checked by foreign students on the Mooney Problem Check List-College Form would mean that their concerns were not being identified adequately by that instrument.

It was therefore hypothesized that an instrument properly designed and constructed to elicit the problems of foreign students should show the reverse of the results which it was believed would be obtained from administering the Mooney Problem Check List-College Form.

Concurrent Validity of the M.I.S.P. Inventory

An initial concern of the investigator was whether the mean score difference on the Mooney Problem Check List-College Form of a group of United States students would be significantly higher than that of a group of foreign students. Since the instrument was developed to ascertain the problems of United

States students, the writer hypothesized that the instrument would not identify many of the problems and concerns of foreign students, and therefore the foreign students would check fewer items.

Based upon this hypothesis, the Mooney Problem Check List-College Form was administered to the first fifty foreign students of the sample of 108, and to the same fifty United States students who took the M.I.S.P. Inventory. Several of the tests were not usable, leaving a total of forty-seven United States students and forty-six foreign students with usable scores on the Mooney Problem Check List-College Form. Table III shows the results of the t-test of the difference between mean scores on the Mooney Problem Check List-College Form.

TABLE III

RESULTS OF THE t-TEST OF THE DIFFERENCES BETWEEN MEAN SCORES OF UNITED STATES STUDENTS AND FOREIGN STUDENTS ON THE MOONEY PROBLEM CHECK LIST-COLLEGE FORM

Group	N	$\bar{X}$	S^2	F5%	df	t	t5%
U.S.Students	47	44.97	828.76	1.62	85	4.67	1.67
Foreign Students	46	21.24	375.74				

The results of Table III show that a sample of United States students had a difference significant at the .05 level in the number of items checked on the Mooney Problem Check List-College Form in comparison to the number of items checked by a sample of foreign students. These results tend to support the hypothesis of the investigator regarding the use of the Mooney Problem Check List-College Form as an instrument for identifying most of the problems of foreign students.

Administration of the Mooney Problem Check List-College Form was a prerequisite to the investigation of the primary concern of the writer which was whether the mean score differences of the same two sample groups would differ significantly when given the M.I.S.P. Inventory. It was hypothesized that the sample of foreign students would have higher mean scores on the M.I.S.P. Inventory than the sample of United States students. Such results, if obtained, would tend to support the concurrent validity of the M.I.S.P. Inventory as an instrument better able to identify problems of foreign students. The M.I.S.P. Inventory was administered to both samples and the results are summarized in Table IV.

Table IV shows the results of the t-test based upon the mean scores of 108 foreign students and fifty United States students who were given the M.I.S.P. Inventory.

TABLE IV

RESULTS OF THE t-TEST OF THE DIFFERENCES BETWEEN MEAN SCORES OF UNITED STATES STUDENTS AND FOREIGN STUDENTS ON THE M.I.S.P. INVENTORY

Group	N	$\bar{X}$	S^2	F5%	df	t	t5%
Foreign Students	108	15.06	29.17	1.52	134	5.08	1.65
U.S.Students	50	11.26	14.41				

The variances of the two groups were not homogeneous as measured by an F-test. Welch's formula for obtaining the degrees of freedom was employed. The test of difference between the two groups is significant beyond the .0005 level.

This finding tends to verify the applicability of the M.I.S.P. Inventory for assessing the problems of foreign students. The M.I.S.P. Inventory appears to elicit a greater number of problems from the foreign student sample than the United States student sample. Although this evidence can only be considered as tentative, the results strongly suggest that the use of the M.I.S.P. Inventory may prove to be more useful than any instruments now known to exist in helping the foreign students identify areas of concern.

The M.I.S.P. Inventory is divided into eleven sub-scales

which were also used to provide mean scores between the two groups. Since the M.I.S.P. Inventory has not been factor analyzed, the test has not been sufficiently standardized as to the sub-scales, a statistical analysis was not made on the sub-scales. An examination of the scores on the eleven sub-scales, however, reveals that the foreign students had a higher mean score on eight of the eleven sub-scales. The United States students scored higher in the areas of: (1) Academic Problems, (2) Health Services, and (3) Religious Services. Table IV-A illustrates these mean score differences.

TABLE IV-A

EXAMINATION OF THE DIFFERENCE BETWEEN MEAN SCORES OF 50 U.S. STUDENTS AND 108 FOREIGN STUDENTS ON ELEVEN SCALES OF THE M.I.S.P. INVENTORY

Sub-Scale	Foreign Student $\bar{X}$	U.S. Student $\bar{X}$	Difference
Admission and Selection	1.33	.62	.71
Orientation Services	1.31	.56	.75
Academic Records	1.82	2.98	-1.16
Social and Personal	1.38	.86	.52
Living and Dining	1.66	.92	.74
Health Services	1.10	1.72	- .62
Religious Services	.68	.74	- .06
English Language	1.89	.70	1.19
Student Activities	.95	.46	.49
Financial Aids	1.64	1.10	.54
Placement Services	1.31	.60	.71

From Table IV-A it can be seen that the highest mean score was made by the United States students on the sub-scale of Academic Problems. The foreign students had the highest mean score on the English-Language sub-scale. These results suggest the possible utility of the sub-scales in differentiating concerns of foreign students according to student personnel areas.

These results also support the writer's review of the literature which suggested that many of the problems of foreign students stem from an inadequate knowledge of English. It can be concluded from these findings that there is evidence of the validity of the M.I.S.P. Inventory as an instrument which can be used to help foreign students identify areas of concern as related to most student personnel services.

Item Inspection of the M.I.S.P. Inventory Using a Sample of Foreign Students and a Sample of United States Students

A relevant question when computing the validity of an instrument is how well the individual items contribute to the total validity. The writer hypothesized that an item inspection would reveal that the number of statements checked at least once by a group of foreign students on the M.I.S.P. Inventory would be significantly higher than the number of statements checked at least once by a group of United States

students. This type of item inspection is merely another form of illustrating the significant difference between the two groups illustrated previously.

Appendix H shows that the sample of forty-six foreign students checked a total of 127 out of 132 items, and the sample of forty-seven United States students checked only 92 out of 132 items.

A Chi-square test was used to determine if a significant difference existed in the proportion of items checked. Table V shows the results of this test.

TABLE V

CHI-SQUARE TEST TO COMPARE THE PROPORTION OF ITEMS CHECKED BY A SAMPLE OF FOREIGN STUDENTS AND A SAMPLE OF UNITED STATES STUDENTS

Response	Foreign Students	U.S. Students	Total	X^2	X^2.05
Checked	127 /.96	92/.70	219/.83	31.59	3.84
Not Checked	5/.04	40/.30	45/.17		
Total	132	132	264		

The results of the Chi-square test reveal a difference significant at the .05 level between the proportion of items checked at least once by the two groups and is another way

to measure significant differences between the two groups. The results of this test support the writer's assumption that although the items on the M.I.S.P. Inventory are identical in many instances to the items on the Mooney Problem Check List-College Form prepared for United States students, many of the items are measuring problems and concerns that are unique to foreign students.

The above item inspection adds considerably to knowledge about the validity of the M.I.S.P. Inventory, and suggests that the instrument is valid for differentiating between the problems of foreign students and the problems of United States students.

Although not of immediate relevance for this study, the writer did compare the responses of a group of fifty-eight foreign students with the responses of fifty foreign students on the M.I.S.P. Inventory, and found no differences between these two groups of foreign students significant at the .05 level. A similar Chi-square test was made on the scores of thirty-eight United States students on the M.I.S.P. Inventory whose responses were compared to the responses of the fifty United States students referred to in Table IV. Again, no differences were found in the responses of the two United States groups which were significant at the .05 level. These results would suggest that the differences found between the

foreign student sample and the United States student sample were not caused by the use of atypical groups.

III. ESTIMATES OF THE RELIABILITY OF THE M.I.S.P. INVENTORY

Because the blanket term, "test reliability", does not adequately convey the type of error variance taken into consideration when applied to a test, the writer deemed it desirable to review the various methods used for computing test reliability. In order to effectively accomplish this task, various sources of error variance had to be considered, and the principal techniques for determining the reliability of a test examined. The American Psychological Association's Technical Recommendations for Psychological Tests and Diagnostic Techniques and a reference by Anastasi were used as principal sources.[2,3] It was found that the reliability of a test refers to the consistency of scores obtained by the same individual on different occasions or with different sets of equivalent items. This concept of reliability enables one to assess the error of measurement of a single score by esti-

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[2] Ibid., pp. 28-31.

[3] Anne Anastasi, Psychological Testing (second edition; New York: The Macmillan Company, 1960), pp. 105-134.

mating the range of variance likely to occur on an individual's score as a result of irrelevant chance factors.

Although the M.I.S.P. Inventory is not a test, it is of value to have some indication of the reliability of the instrument. In considering the use of a technique to measure the error variance of the M.I.S.P. Inventory, the investigator had to consider the principal sources for finding error variance underlying the common measures of test reliability.

One source of error variance is temporal stability, which is to be found in the random fluctuations of performance occuring from one test session to another. Temporal stability indicates the degree to which scores on a test are affected by random fluctuations in the conditions of the subject or of the testing environment. Because of the time limitations and the difficulties involved in securing students to participate, this source of error variance was not measured.

A second source of error variance comes from item sampling. Item sampling error variance can be explained as the extent to which a person's score on a test depends upon factors specific to the particular selection of items used in the test. Thus a student may feel that he studied the right sample of content when scoring high on an examination on one occasion, whereas at another time a similar situation might reveal that the same person's sampling of content for an examination was

not as favorable. Another way to view item sampling is to have two persons prepare a test by taking samples from the same body of information independently. The comparing of the items of the two persons will reveal that the same items were not selected in every instance. Item sampling reveals, therefore, the extent to which scores on a test depend upon factors specific to the particular selection of items. The writer believes that by involving a group of judges in the final selection and phrasing of items, this source of error variance was lessened.

A third source of error variance considered by the writer was homogeneity of items. Test homogeneity refers essentially to consistency of performance on all items within a test. For example, if one test includes only items on addition and another includes items on addition, subtraction, and multiplication, the former test would be considered as having more inter-item consistency or homogeneity. It is apparent that test scores will be less ambiguous when derived from relatively homogeneous tests. A highly relevant question, however, is whether the criteria that the test is trying to measure is itself relatively homogeneous. Considering this problem, the M.I.S.P. Inventory has been allocated only one criterion--does it help the "foreign" student indicate most of his problems, concerns, and anxieties. Attempts have been made to lessen the effects

of this type of error variance by the open-ended questions on the last page of the instrument, one of which asks the student if the statements covered most of the problems and concerns he has encountered while in the United States.

A fourth source of error variance is examiner and scorer reliability. Due to the technique of self-administration and self-scoring of the M.I.S.P. Inventory, and the academic sophistication of those responding to the statements in the instrument, there was no attempt to measure these two types of error variance.

In reviewing these four types of error variance, the writer was cognizant of the fact that only two types could be measured statistically in this study, those of item sampling and homogeneity of items. The other two measures required the use of techniques not appropriate for this study. Since the several types of reliability coefficients do not answer the same questions, they had to be carefully distinguished. For example, a measure based upon internal analysis of data obtained on a single trial of a test is referred to as a coefficient of internal consistency. One of the more prominent of these is the analysis of variance, Kuder-Richardson method. A correlation between two scores from two forms given at essentially the same time is referred to as a coefficient of equivalence, of which the

odd-even (split-half) method is appropriate. The correlation between test and retest, with an intervening period of time is referred to as a coefficient of stability.[4]

Several methods for computing the reliability of an instrument are available, and many publications indicate that there are four generally used methods.[5] One method is the parallel form method which may be both a measure of temporal stability and consistency of responses to different item samples. This method is virtually the same as splitting a test into two short forms, such as between odd and even items. Although equivalent forms are not possible because two forms of the M.I.S.P. Inventory are not available, the second method -split-halves- would prove satisfactory. The investigator used a split-half (odd-even) technique to obtain a measure of equivalence and item sampling.

A third method employed to determine test reliability is based upon the consistency of the subjects' responses to all items in the test. This has been labeled an inter-item consistency method. Such a reliability coefficient provides a measure of both equivalence and homogeneity. The most common procedure for finding inter-item consistency is that

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[4] Technical Recommendations for Psychological Tests and Diagnostic Techniques, op. cit., p. 28.

[5] Anastasi, op. cit., pp. 118-123.

developed by Kuder and Richardson. As in the split-half method, the inter-item consistency reliability coefficient is found from a single administration of the instrument. Rather than requiring that the scores be halved, such a technique is based upon an examination of performance on each item. This technique of test reliability was used by the writer since it gave the proportion of persons responding to each item on the instrument thus providing information on homogeneity of items as well as equivalence.

The fourth and most obvious method of finding the reliability of a test is by means of <u>test-retest method</u> which considers temporal fluctuations. Such a reliability coefficient is known as the coefficient of stability. Only tests that are not appreciably affected by repetition lend themselves to the retest technique. For some psychological tests the retest method is not suitable, but for this study the method could be used. However, because of the limitations of time and the unavailability of students, this process did not prove to be feasible.

After consultation with staff members in Evaluation Services at Michigan State University, the writer decided to use the Spearman-Brown split-half (odd-even) and Kuder-Richardson inter-item consistency methods to obtain an estimate of the reliability of the M.I.S.P. Inventory. The writer

was aware that only reliability coefficients for internal consistency and equivalence were possible for this study due to the limitations placed upon the research design.

Using the Kuder and Richardson Formula to find the reliability estimate of the scores of the 108 foreign students, a correlation of .58 was found for the full scale.[6]

The Kuder-Richardson formula was also used to find the reliability estimates for each of the eleven sub-scales. This technique yielded correlation coefficients ranging from .47 for the sub-scale of Orientation Services to .76 for the sub-scale of Financial Aids. These results suggest a certain degree of stability or reliability for each of the sub-scales, as well as for the total scale, since none of the reliability estimates of the sub-scales dropped appreciably.

These results must be viewed as tentative, however, since this is the first administration of the M.I.S.P. Inventory. These reliability estimates could be increased substantially by item analysis if the least differentiating items were replaced, and/or the number of items substantially increased.

Table VI provides information on the means, standard deviations, and reliability coefficients of the eleven sub-scales of the M.I.S.P. Inventory.

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[6] Ibid., p. 122.

TABLE VI

SUB-SCALE RELIABILITY COEFFICIENTS, MEANS, AND STANDARD DEVIATIONS FOR THE M.I.S.P. INVENTORY

Sample N = 108

Sub-Scale	Mean	S.D.	Reliability Coefficients
Admission and Selection	1.33	1.53	.56
Orientation Services	1.31	1.41	.47
Academic Records	1.83	1.63	.52
Social and Personal	1.38	1.47	.54
Living and Dining	1.66	1.79	.64
Health Services	1.10	1.40	.57
Religious Services	0.68	1.19	.61
English Language	1.89	2.15	.74
Student Activities	0.95	1.29	.53
Financial Aids	1.64	2.08	.76
Placement Services	1.32	1.60	.61

In addition to using the Kuder-Richardson Formula, the writer used the Spearman-Brown Formula to find the split-half (odd-even) reliability of the scores of the sample of 108 foreign students. This resulted in a total scale reliability estimate of .67. [7]

[7] Ibid., p. 122.

Although the Kuder-Richardson correlation coefficient results are to be used by the reader when interpreting subsequent data, the writer felt it desirable to compute the split-half coefficient of correlation to determine the increase in the correlation when homogeneity of items was not being considered.

Anastasi states that:

> Two tests that have equally high reliability in terms of equivalent form or split-half coefficients may vary in their coefficients of inter-item consistency if they differ in the degree of homogeneity of their items. In fact, the difference between split-half and inter-item consistency coefficients could be used as an index of the heterogeneity of the test items.[8]

The M.I.S.P. Inventory does not have a high reliability coefficient regarding measures of equivalence and homogeneity, and this circumstance suggests that further analysis of items is desirable prior to any future research which might be conducted using the M.I.S.P. Inventory as the principal instrument for investigation.

However, the fact that the M.I.S.P. Inventory measures what it purports to measure, is assumed a sufficient basis for the analyses of subsequent data in this study.

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[8] *Ibid.*

IV. INTERCORRELATION ESTIMATES OF THE SUB-SCALES OF THE M.I.S.P. INVENTORY

In establishing the reliability estimate of a test with several scales, one of the important considerations is how well each sub-scale relates to other sub-scales. The MISTIC was used to find the intercorrelations of the sub-scales of the M.I.S.P. Inventory. Sub-scale correlation coefficients above .16 are significant at the .05 level for degrees of freedom of 106.

No attempt was made to determine the significance level for sub-scale total correlations since the determination of such a value would not add appreciably to interpretation of Table VII. Guilford states that when an item (or sub-scale) is correlated with the total score of which it is a part, the value of r_{it} tends to be inflated.[9]

The correlation coefficients for the sub-scales' total in Table VII are spurious due to the part-whole effect. It can be seen that these sub-scale total coefficients range from .49 on the English-Language--Total Scale to .78 for the Admission-Selection--Total Scale. These data would suggest that the English-Language sub-scale is measuring problems

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[9] J.P. Guilford, Psychometric Methods (second edition;New York: McGraw-Hill Book Company, Inc., 1954), p. 439.

and concerns which tend to be independent of the other sub-scales.

TABLE VII

INTERCORRELATION COEFFICIENTS* FOR THE SUB-SCALES OF THE M.I.S.P. INVENTORY

Sub-Scales	A-S	O-S	A-R	S-P	L-P	H-S	R-S	E-L	S-A	F-A	P-S	Total
Admission and Selection		.54	.40	.50	.53	.30	.44	.21	.44	.56	.54	(.78)
Orientation Services			.41	.54	.49	.19	.39	.20	.52	.38	.46	(.71)
Academic Records				.26	.29	.28	.18	.31	.12	.33	.30	(.57)
Social and Personal					.51	.22	.33	.26	.50	.34	.47	(.69)
Living and Dining						.29	.26	.31	.44	.56	.37	(.74)
Health Services							.16	.36	.19	.29	.29	(.51)
Religious Services								.02	.48	.39	.37	(.53)
English Language									.13	.14	.15	(.49)
Student Activities										.30	.35	(.60)
Financial Aids											.40	(.69)
Placement Services												(.66)

* Sub-scale correlations above .16 are significant at the .05 level for df = 106

( ) Spurious due to part-whole effect

Table VII illustrates that the intercorrelation between Religious Services and English Language is lowest, .02, and two inter correlations for Financial Aids were found to correlate highest with Admissions-Selection and Living-Dining at .56. To some extent low correlations show a degree of independence between the two sub-scales, and high correlations tend to show a degree of homogeneity or overlap between the two sub-scales. Further research may prove that some of the sub-scales measure similar concerns.

V. ITEM ANALYSIS OF THE M.I.S.P. INVENTORY

An additional dimension related to the validity and reliability estimate of the M.I.S.P. Inventory is how well the items of the instrument discriminate among contrasted groups from the same sample. Many psychological tests are designed to have items which discriminate rather accurately between the responses of those persons who have high scores and those who have low scores. The top and bottom 27 per cent of a group of participants is often designated as a satisfactory point where the items of contrasted groups from the same population can be adequately examined by the process of item analysis.

Since this study is designed to gather as much information as possible about the M.I.S.P. Inventory, the scores

of the forty students, or 37 percent, who checked the most items and the forty students, or 37 per cent, who checked the least number of items were compared.

The 37 per cent level was used instead of the 27 per cent level since the number of items checked by the sample of foreign students was not appreciably high. This method enabled the investigator to have an additional ten students in the high and low groups. The purpose of this analysis was to determine which items were discriminating significantly between the groups of students who checked the highest number of items and the group who checked the lowest number of items.

In the item analysis situation where upper and lower groups are equal in number, Guilford has an abac for solving for phi, given the upper proportion for an item checked and the lower proportion for an item checked.[10] In addition, Guilford illustrates the equation necessary for obtaining the phi coefficients significant at the .05 and .01 levels.[11] Using Guilford's formula, it was found that item phi coefficients above .22 were significant at the .05 level for Table VIII. Table VIII illustrates the results of this item analysis.

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[10] Ibid., p. 431.

[11] Ibid., p. 432.

TABLE VIII

ITEM ANALYSIS OF THE FORTY FOREIGN STUDENTS (37%) WITH THE HIGHEST SCORES ON THE M.I.S.P. INVENTORY AS COMPARED TO THE FORTY FOREIGN STUDENTS WITH THE LOWEST SCORES ON THE M.I.S.P. INVENTORY

Sub-Scale	Item	High(37%)	Low(37%)	Range	Pu*	Pl**	Phi
Admission and Selection	1.	8	1	7	.20*	.03**	.27
	2.	6	1	5	.15	.03	.18
	3.	9	5	4	.23	.13	.10
Orientation Services	4.	2	1	1	.05	.03	.03
	5.	12	5	7	.30	.13	.20
	6.	15	1	14	.38	.03	.37
Academic Records	7.	13	4	9	.33	.10	.28
	8.	4	4	0	.10	.10	.00
	9.	10	7	3	.25	.18	.05
Social-Personal	10.	3	0	3	.08	.00	.11
	11.	12	1	11	.30	.03	.33
	12.	5	0	5	.13	.00	.23
Living-Dining	13.	17	3	14	.43	.08	.43
	14.	19	3	16	.48	.08	.47
	15.	6	0	6	.15	.00	.28
Health Services	16.	8	1	7	.20	.03	.27
	17.	4	1	3	.10	.03	.13
	18.	6	0	6	.15	.00	.28
Religious Services	19.	2	0	2	.05	.00	.13
	20.	1	0	1	.03	.00	.09
	21.	3	0	3	.08	.00	.11
English Language	22.	10	1	9	.25	.03	.30
	23.	11	1	10	.28	.03	.35
	24.	14	4	10	.35	.10	.30
Student Activities	25.	2	2	0	.05	.05	.00
	26.	4	0	4	.10	.00	.20
	27.	7	5	2	.18	.13	.07
Financial Aids	28.	22	5	17	.55	.13	.43
	29.	6	0	6	.15	.00	.28
	30.	4	0	4	.10	.00	.20
Placement Services	31.	7	2	5	.18	.05	.20
	32.	12	4	8	.30	.10	.25
	33.	11	3	8	.28	.08	.27

* Upper proportion .20 = 8/40 ** Lower proportion .03 = 1/40

Phi Coefficients above .22 significant at the .05 level

TABLE VIII - Continued

Sub-Scale	Item	High(37%)	Low(37%)	Range	Pu	Pl	Phi
Admission and Selection	34.	7	1	6	.18	.03	.21
	35.	12	2	10	.30	.05	.32
	36.	6	2	4	.15	.05	.18
Orientation Services	37.	5	1	4	.13	.03	.20
	38.	6	0	6	.15	.00	.28
	39.	3	0	3	.08	.00	.11
Academic Records	40.	10	5	5	.25	.13	.14
	41.	14	7	7	.35	.18	.19
	42.	13	2	11	.33	.05	.37
Social-Personal	43.	15	5	10	.38	.13	.29
	44.	5	0	5	.13	.00	.23
	45.	9	2	7	.23	.05	.26
Living-Dining	46.	13	1	12	.33	.03	.40
	47.	7	0	7	.18	.00	.30
	48.	4	0	4	.10	.00	.20
Health Services	49.	7	0	7	.18	.00	.30
	50.	6	1	5	.15	.03	.18
	51.	4	0	4	.10	.00	.20
Religious Services	52.	0	0	0	.00	.00	.00
	53.	2	1	1	.05	.03	.03
	54.	6	0	6	.15	.00	.28
English Language	55.	5	0	5	.13	.00	.23
	56.	9	4	5	.23	.10	.18
	57.	10	2	8	.25	.05	.27
Student Activities	58.	8	3	5	.20	.08	.15
	59.	6	0	6	.15	.00	.28
	60.	8	1	7	.20	.03	.27
Financial Aids	61.	11	2	9	.28	.05	.33
	62.	12	3	9	.30	.08	.28
	63.	9	0	9	.23	.00	.38
Placement Services	64.	4	1	3	.10	.03	.13
	65.	8	3	5	.20	.08	.15
	66.	5	0	5	.13	.00	.23

Phi Coefficients above .22 significant at the .05 level

TABLE VIII - Continued

Sub-Scale	Item	High(37%)	Low(37%)	Range	Pu	Pl	Phi
Admission and Selection	67.	3	0	3	.08	.00	.11
	68.	3	0	3	.08	.00	.11
	69.	9	3	6	.23	.08	.20
Orientation Services	70.	9	4	5	.23	.10	.18
	71.	5	1	4	.13	.03	.20
	72.	5	4	1	.13	.10	.05
Academic Records	73.	7	1	6	.18	.03	.21
	74.	7	0	7	.18	.00	.30
	75.	19	7	12	.48	.18	.30
Social-Personal	76.	7	2	5	.18	.05	.20
	77.	18	7	11	.45	.18	.29
	78.	0	0	0	.00	.00	.00
Living-Dining	79.	5	0	5	.13	.00	.23
	80.	19	3	16	.48	.08	.44
	81.	7	1	6	.18	.03	.21
Health Services	82.	6	0	6	.15	.00	.28
	83.	10	3	7	.25	.08	.21
	84.	6	0	6	.15	.00	.28
Religious Services	85.	2	2	0	.05	.05	.00
	86.	9	3	6	.23	.08	.20
	87.	6	0	6	.15	.00	.28
English Language	88.	16	7	9	.40	.18	.24
	89.	10	3	7	.25	.08	.21
	90.	20	3	17	.50	.08	.45
Student Activities	91.	2	0	2	.05	.00	.13
	92.	4	0	4	.10	.00	.20
	93.	4	1	3	.10	.03	.13
Financial Aids	94.	11	2	9	.28	.05	.33
	95.	16	0	16	.40	.00	.48
	96.	9	0	9	.23	.00	.38
Placement Services	97.	13	5	8	.33	.13	.23
	98.	5	3	2	.13	.08	.08
	99.	8	1	7	.20	.03	.27

Phi Coefficients above .22 significant at the .05 level

TABLE VIII - Continued

Sub-Scale	Item	High(37%)	Low(37%)	Range	Pu	Pl	Phi
Admission and Selection	100.	4	1	3	.10	.03	.13
	101.	19	3	16	.48	.08	.44
	102.	12	0	12	.30	.00	.43
Orientation Services	103.	5	2	3	.13	.05	.17
	104.	10	0	10	.25	.00	.40
	105.	19	2	17	.48	.05	.50
Academic Records	106.	3	1	2	.08	.03	.12
	107.	9	1	8	.23	.03	.28
	108.	3	0	3	.08	.00	.11
Social-Personal	109.	0	0	0	.00	.00	.00
	110.	2	0	2	.05	.00	.13
	111.	21	5	16	.53	.13	.40
Living-Dining	112.	6	1	5	.15	.03	.18
	113.	20	6	14	.50	.15	.38
	114.	7	1	6	.18	.03	.21
Health Services	115.	7	2	5	.18	.05	.20
	116.	5	0	5	.13	.00	.23
	117.	3	0	3	.08	.00	.11
Religious Services	118.	7	1	6	.18	.03	.21
	119.	1	0	1	.03	.00	.09
	120.	7	2	5	.18	.05	.20
English Language	121.	1	0	1	.03	.00	.09
	122.	1	0	1	.03	.00	.09
	123.	7	0	7	.18	.00	.30
Student Activities	124.	5	2	3	.13	.05	.17
	125.	10	1	9	.25	.03	.30
	126.	10	1	9	.25	.03	.30
Financial Aids	127.	8	3	5	.20	.08	.15
	128.	9	1	8	.23	.03	.28
	129.	10	0	10	.25	.00	.40
Placement Services	130.	7	0	7	.18	.00	.30
	131.	5	2	3	.13	.05	.17
	132.	9	0	9	.23	.00	.38

Phi Coefficients above .22 significant at the .05 level

The results of the item analysis show that for the items checked by the two contrasted groups of foreign students, three of the 132 items were checked an equal number of times by both groups, item numbers 8, 25, and 85. Three items were not checked by either group, item numbers 52, 78, and 109. There were no items checked more times by the forty students with the lowest scores than were checked by the forty with the highest scores. A difference significant at the .05 level was found between the number of items checked by the two contrasted groups for sixty-five of the 132 items.

There are several possibilities for determining which items of extreme difficulty are promising or worth keeping. Guilford suggests as one method computing the ratio of phi to the maximum phi that could happen at the particular level of difficulty of the item. $\phi_{max.} = \sqrt{\frac{p_j\, q_i}{q_j\, p_i}}$ where $p_i > p_j$ The ratio $\phi/\phi_{max.}$ indicates how much of the available range for phi under these conditions is used by the obtained phi.[12] Guilford has an abac to simplify this process.[13] For this study this process was not deemed necessary, but further item analysis would necessitate this step.

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[12] Ibid., p. 433.

[13] J. P. Guilford, Fundamental Statistics in Psychology and Education (second edition; New York: McGraw-Hill Book Company, Inc., 1950), p. 344.

A further analysis of the results in Table VIII illustrates that when items are combined for sub-scale totals, the findings show that the sub-scale of Financial-Aids has ten of the twelve items which differentiated the two groups at the .05 level. The sub-scales of Living-Dining and English-Language had eight items which differentiated the two groups at the .05 level. Seven items differentiated between the two groups in the sub-scales of Social-Personal problems and Placement Services, and six differentiated the two groups on the sub-scale of Health Services. The sub-scale of Academic Problems had five items which differentiated significantly at the .05 level. The sub-scales of Admissions-Selection, Orientation Services, and Student Activities each had four items which differentiated significantly. The eleventh sub-scale, Religious Services, had only two items which differentiated significantly at the .05 level. These findings suggest that the forty foreign students who checked the most items on the M.I.S.P. Inventory also checked most items which differentiated significantly at the .05 level on the sub-scale of Financial Aids. The findings of Table VIII also indicate that nearly fifty per cent of the 132 items were discriminating significantly at the .05 level between the forty foreign students with the highest scores and the forty with the lowest scores.

VI. SUMMARY

Chapter IV considered the computational procedures and the estimates of the validity and the reliability of the

M.I.S.P. Inventory.

The basic data for each of the 108 foreign students was key-punched on International Business Machine cards and calculations accomplished by the use of electronic computers. A sizeable proportion of the computations were performed on a hand mechanical calculator. This included all of the United States student calculations. The original data for each foreign student is shown in the Appendices.

Analysis of the results of estimates of the validity of the M.I.S.P. Inventory showed that a difference significant at the .05 level exists between the mean scores of foreign students and United States students on the M.I.S.P. Inventory, supporting one of the writer's basic hypotheses. A similar t-test using the Mooney Problem Check List-College Form revealed opposite results. Further examination of the M.I.S.P. Inventory's results showed that a difference significant at the .05 level existed between the number of items checked at least once by foreign students as compared to the number of items checked at least once by a sample of United States students. This finding also supported a basic hypothesis of the investigator. Interpretation of these findings seems to indicate that the M.I.S.P. Inventory is a valid instrument for eliciting the problems of foreign students, but not for eliciting the problems of United States students.

Analysis of the data on the reliability of the M.I.S.P. Inventory shows a split-half reliability coefficient of .67, and a Kuder-Richardson reliability coefficient of .58 for the total score on the M.I.S.P. Inventory. Both estimates of the reliability of the M.I.S.P. Inventory were computed since they measure different error variances. The Kuder-Richardson coefficient is suggested as the one to use for interpretation purposes. Kuder-Richardson sub-scale reliability estimates ranged from .47 to .76, which indicates a certain degree of consistency among the sub-scales regarding reliability coefficient ranges.

Intercorrelation estimates of the eleven sub-scales of the M.I.S.P. Inventory show that the lowest correlation existed between English Language and Religious Services. It was also found that the highest correlations existed between Financial Aids and the two sub-scales of Admission-Selection, and Living-Dining.

Item analysis in support of the reliability and validity of the M.I.S.P. Inventory reveals that in comparing the sdores of the forty students checking the highest number of items and the forty checking the lowest number of items, three of the items were checked an equal number of times by both groups, item numbers 8, 25, and 85. Three items were not checked by either group, items numbers 52, 78, and 109. There

were no items checked more times by the forty students with the lowest scores than were checked by the forty with the highest scores.

Sixty-five, or 49 per cent of the items, significantly differentiated at the .05 level between the forty foreign students with the highest scores and the forty foreign students with the lowest scores. The sub-scale of Financial Aids had the largest number of discriminating items, a total of ten out of a possible twelve.

Interpretation of these findings suggests that the M.I.S.P. Inventory tends to discriminate between the responses of two contrasted groups from the same sample.

Chapter V will consider additional data gathered from the administration of the M.I.S.P. Inventory.

CHAPTER V

AN ANALYSIS OF THE RESULTS OBTAINED FROM THE EXPERIMENTAL SAMPLE

The estimates of the validity and reliability found in Chapter IV were prerequisites to an adequate evaluation of the results to be presented in this Chapter. The results of Chapter IV suggest that the M.I.S.P. Inventory is a valid instrument for assisting the foreign students in expressing problems and areas of concern. The results of Chapter IV also suggest that the items in the M.I.S.P. Inventory cover the problems and concerns of students from other countries better than does a currently used United States check list.

Further, the results of the analysis in Chapter III indicate that the sample for this study can be assumed to be proportionately representative of the foreign student population at Michigan State University for the Winter Term, 1962. Based upon this assumption and the related facts collected on the sample of foreign students, inferences about the foreign student population at Michigan State University will be made.

It has been shown that the M.I.S.P. Inventory can

differentiate between the problems checked by a sample of foreign students, and the problems checked by a sample of United States students. It was therefore of interest to know whether the M.I.S.P. Inventory could differentiate problems and concerns checked by foreign students in different classifications. It was believed that the results from such an analysis would add to the value of this study. Basic to this study is the assumption that the responses by foreign students were accurate and within what they perceived as problems and areas of concern.

I. ANALYSIS OF THE DATA BY SEVEN CLASSIFICATIONS OF FOREIGN STUDENTS

The groups presented in the following seven tables were derived from the information requested on Page One of the M.I.S.P. Inventory, and are an attempt to provide some evidence as to the relationship of problems and concerns to seven attributes of foreign students in the sample.

F-tests for homogeneity of variance were made for each classification, and in each case the variances could be assumed equal. It was felt that statistical analysis of the sub-scales would not appreciably add to the results at this time because of the original method of classification, however, sub-scale results have been examined and do provide some insight into

the different mean scores. Appendix G lists the mean scores recorded for each of the eleven sub-scales for the seven variables tested.

TABLE IX

RESULTS OF THE t-TEST OF THE DIFFERENCES BETWEEN SCORES OF FOREIGN STUDENTS, MALES AND FEMALES

Group	N	$\bar{X}$	S^2	F.05	df	t	t5%
Females	12	17.92	34.90	1.88	106	1.95	1.66
Males	96	14.71	28.58				

Table IX shows that there was a difference significant at the .05 level between the number of items checked by females and males on the M.I.S.P. Inventory. This finding suggests that the female foreign students in the sample may (1) have encountered more situations which were of concern, and/or (2) perceived that more items on the M.I.S.P. Inventory were associated with their personal problems and areas of concern. It can be inferred from these results that female foreign students at Michigan State University for the Winter Term, 1962 would check a significantly higher number of items on the M.I.S.P. Inventory than male students, and therefore they are perceiving

more problems or areas of concern than the male foreign students.

An examination of the sub-scale findings (Appendix G) shows that the female students checked the most items in the area of Academic-Records and the second largest number in the area of English Language. The males checked the most items in the area of English Language. The area having the least number of items checked by both females and males was Religious Services.

These findings suggest that the female foreign students perceive that they are encountering the most problems in the area of Academic-Records, and the male foreign students perceive that they are encountering the most problems in the area of English Language. These data are inconclusive at this time but are illustrative of the type of information which could be obtained with further research.

TABLE X

RESULTS OF THE t-TEST OF THE DIFFERENCES BETWEEN SCORES OF MARRIED AND SINGLE FOREIGN STUDENTS

Group	N	$\bar{X}$	S^2	F.05	df	t	t5%
Single	59	15.85	30.10	1.61	106	1.60	1.66
Married	49	14.12	28.26				

The findings in Table X show that there was no difference significant at the .05 level between the mean scores of married and single foreign students on the M.I.S.P. Inventory. This finding supports the assumption that the sample is representative of the parent population since there was a difference significant at the .05 level in the proportion of married students in the sample as compared to the proportion of married students in the population. Appendix G presents the sub-scale differences between mean scores of married and single foreign students. The sub-scale results show that the single students checked the most problems in the area of Academic-Records and the married students checked the most statements in the area of English Language.

TABLE XI

RESULTS OF THE t-TEST OF THE DIFFERENCES BETWEEN THE SCORES OF GRADUATE AND UNDERGRADUATE FOREIGN STUDENTS

Group	N	$\bar{X}$	S^2	F.05	df	t	t.05
Undergraduate	39	18.46	24.23	1.56	104	5.70	1.66
Graduate	67	12.81	24.16				

Table XI shows a difference significant at the .05 level between the mean scores of graduate and undergraduate foreign

students. The mean difference, 5.65, was the largest for any of the seven variables. This finding suggests that the undergraduate foreign students perceive more problems, and/or that the M.I.S.P. Inventory suggests more areas of concern to them than it does to the graduate students. It can be inferred from these results that undergraduate foreign students at Michigan State University would tend to express more problems than graduate students.

An examination of the sub-scale results (Appendix G) shows that the undergraduate students expressed the most concerns in the area of Academic-Records. Again, it must be pointed out that these data are inconclusive, but suggestive of the areas (as related to the student personnel services) in which the foreign students are experiencing the most problems.

TABLE XII

RESULTS OF THE t-TEST OF THE DIFFERENCES BETWEEN THE SCORES OF FOREIGN STUDENTS BY NUMBER OF MONTHS ON CAMPUS

Group	N	$\bar{X}$	S^2	F.05	df	t	t5%
On Campus 12 months or less	74	14.35	29.26	1.69	105	-2.14	1.66
On Campus 13 months or more	33	16.76	27.98				

It was found that a difference significant at the .05 level existed between the mean scores of those students on campus twelve months or less as compared to those students on campus thirteen months or more. It was believed that those students on campus for one year or less would express more areas of concern than a sample of foreign students on campus for more than one year. Although no research evidence is available for this belief, the hypothesis was based upon the review of literature which indicates that the foreign student goes through a series of adjustment stages, the first year being spent adapting to the new environment and accepting the fact of being a "foreigner". The review of literature indicates that it is often difficult for the newly arrived sojourner to accept the fact that he is perceived as a foreigner since in his home land this situation was never experienced.

The findings in Table XII are the reverse of those expected and make it possible for the investigator to infer that foreign students on campus for one year or more at Michigan State University would tend to express more areas of concern than foreign students on campus for less time.

The results of an examination of the sub-scale scores (Appendix G) shows that the students on campus for one year or less expressed the most concerns in the area of English

Language, and the students on campus for more than one year expressed the most concerns in the area of Academic-Records. Further research on sub-scale differences is needed before tenable conclusions can be made and inferences drawn.

TABLE XIII

RESULTS OF THE t-TEST OF THE DIFFERENCES BETWEEN SCORES OF FOREIGN STUDENTS BY AGE

Group	N	$\bar{X}$	S^2	F.05	df	t	t.05
Age 25 or Younger	30	16.37	30.23	1.60	104	1.37	1.66
Age 26 or Older	76	14.77	28.77				

Results of the t-test of the differences between scores of foreign students by age shows that no difference significant at the .05 level exists between the scores of students who were twenty-five years of age or younger and those who were twenty-six or older.

The eleven sub-scales were examined and the results are summarized in Appendix G. The sub-scale results show that the largest number of concerns for the younger students was in the area of Living and Dining. This result is

noticeably different from previous sub-scale results which showed the largest number of problems were in either the area of English Language or Academic-Records. The older students had the largest number of problems checked in the area of English Language. Further research is needed regarding these differences.

TABLE XIV

RESULTS OF THE t-TEST OF THE DIFFERENCES BETWEEN SCORES OF FOREIGN STUDENTS WHO SPEAK ENGLISH AS A FIRST LANGUAGE AND THOSE WHO HAVE ANOTHER FIRST PREFERENCE

Group	N	$\bar{X}$	S^2	F.05	df	t	t.05
English: First Choice	25	13.36	29.65	1.67	97	-1.70	1.66
English: Not First Choice	74	15.47	28.36				

Table XIV shows a difference significant at the .05 level between the mean scores of foreign students who indicated they preferred to speak English as a first choice and those who indicated that they would prefer to speak another language. The results of Table XIV support the review of literature which indicates that English Language is one of the most critical problems confronting most foreign students who

study in the United States. Although the English Language barrier is most formidable for students who do not prefer English as a first choice, the literature also indicates that many foreign students who have a fair comprehension of "English" still have difficulty communicating due to our idiomatic American expressions.

The findings in Table XIV led the investigator to infer that Michigan State University foreign students who would prefer to speak a language other than English would express more areas of concern than those students who would prefer to speak English.

An examination of the sub-scale results indicate that the students who would prefer to speak a language other than English had the largest number of items checked in the area of English Language, as would be expected. The mean difference, 1.70, was also the largest for any sub-scale classification for the seven variables. This finding tends to support the content validity of the M.I.S.P. Inventory, in that the writer assumed the M.I.S.P. Inventory would differentiate problems and concerns on the sub-scale of EnglishLanguage according to the degree of familiarity and use of English. Appendix F lists the forty-seven different languages spoken by students in the sample.

TABLE XV

RESULTS OF THE t-TEST OF THE DIFFERENCES BETWEEN SCORES OF FOREIGN STUDENTS CLASSIFIED AS "WESTERN" AND "NON-WESTERN"

Group	N	$\bar{X}$	S^2	F.05	df	t	t.05
Non-Western	72	15.68	29.78	1.67	105	2.01	1.66
Western	35	13.46	26.51				

The results of Table XV show a difference significant at the .05 level between the mean scores of students classified as from Western countries or cultures as compared to the mean scores of students classified as from non-Western countries and cultures.

This finding enables the investigator to infer that the foreign students at Michigan State University who are classified as being from non-Western countries and cultures should express more concerns than those foreign students from Western countries and cultures.

The designation of Western and non-Western countries and cultures was determined by the writer with assistance from the Geography Department at Michigan State University. Appendix F provides the list for both classifications.

An examination of the sub-scale results shows that the non-Western students had the largest number of items checked in the areas of English Language, Financial Aids, and Living and Dining, respectively. The students classified as Western had the largest number of items checked in the areas of Academic-Records and English Language. It is worth noting that Academic-Records is not one of the major areas checked by the non-Western group, although it received the third largest number of responses for non-English preference students. The purpose of this sub-scale is substantiated by these results, since the writer hypothesized that different scores and mean differences would result from matching English and non-English, and Western and non-Western groups. This hypothesis was based upon the assumption that such nationalities as Indians might be classified as preferring the English language but as non-Western in culture, thus affecting the response pattern.

II. ANALYSIS OF MEASURES OF CENTRAL TENDENCY AND OTHER RELATED DATA

In addition to the reliability and validity estimates of the M.I.S.P. Inventory, and the analysis of the seven independent groups, other statistical analyses were computed which were related to the investigation. These data are summarized

in the following pages.

Measures of Central Tendency

Computing the mean of the scores of the 108 students, an average of 15.06 was obtained. The midpoint or median of the distribution of scores was 12.50, and the mode of the distribution was 17.00. From these figures, it would appear that the distribution of scores was not normally distributed.

Measures of Dispersion

The highest score recorded on the M.I.S.P. Inventory was fifty-three, and the lowest score was zero which was recorded twice. The range, the simplest form of variability, was fifty-three. The variance of the scores was 29.17. The semi-interquartile range was computed and was found to be 6.5. These data provide the reader with some indication as to the dispersion of scores on the M.I.S.P. Inventory.

Analysis of the Results of the Questions (Page Four) of the M.I.S.P. Inventory

Mooney states that validity by popularity is of dubious scientific merit, but it is sometimes relevant. This explanation was given by Mooney to supply one reason why his check lists are valid. Mooney claims that wide acceptance by counselors and educators has proven that the check lists are

useful tools.[1]

The reactions of the 108 foreign students who participated in this study suggest that they felt that the M.I.S.P. Inventory is a valid instrument for a foreign student to use to express himself regarding his concerns and anxieties.

The question was asked, "Do you feel that the statements which you have marked on Pages Two and Three provide a fairly complete picture of the problem areas currently troubling you?"

Of the 108 foreign students responding, eighty-two, or 76 per cent, said that they did feel that the M.I.S.P. Inventory provided a complete picture of the problem areas currently troubling them. Eighteen per cent, or nineteen students, replied in the negative, and seven, or five per cent, did not answer the question.

From these results it can be concluded that over three-fourths of the students given the M.I.S.P. Inventory felt that it did provide a fairly complete picture of the problem areas currently troubling them.

An inspection of the essays on Page Four of the M.I.S.P. Inventory did not reveal additional problem areas not covered by the items in the M.I.S.P. Inventory.

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[1] Ross L. Mooney and Leonard V. Gordon, The Mooney Problem Check Lists (New York: The Psychological Corporation, 1950 Revisions), p. 9.

The 108 students were also asked, "Do you feel that this procedure of helping you identify problem areas is worthwhile, even though you might not have enjoyed checking the statements?"

Eighty-five, or 79 per cent, of the students felt that the procedure was worthwhile, and eighteen students, or 17 per cent, indicated that it was not worthwhile. Four students, four per cent, did not answer the question.

It may be concluded from these results that nearly four-fifths of the students taking the M.I.S.P. Inventory felt that the procedure was worthwhile.

Another question was, "To whom do you most frequently go for help in resolving problems which have confronted you?"

The students were asked to list only their first three choices according to preference. The summary in Table XVI indicates that the majority of the foreign students consult with fellow students from their own country as a first preference when seeking help. Totaling the three columns, it was found that this source of help was also the most mentioned by the students. Forty-six of the 108 students, or 43 per cent, checked that they consulted a fellow foreign student from their own country as a first, second, or third choice. Table XVI illustrates these results.

TABLE XVI

RESULTS OF THE RESPONSES OF 108 FOREIGN STUDENTS TO THE QUESTION: "TO WHOM DO YOU MOST FREQUENTLY GO FOR HELP IN RESOLVING PROBLEMS WHICH HAVE CONFRONTED YOU?"

Subject	Preference 1	Preference 2	Preference 3	Totals
Fellow Students from Home Country	26	14	6	46
Faculty Member	19	12	8	39
Academic Adviser	10	15	4	29
Foreign Student Advisor	7	10	8	25
Foreign Students	6	6	8	20
Friends	4	4	4	12
Counselors	7	3	1	11
U.S.Friends and Students	5	5	1	11
Family	2	1	1	4
Minister	1	2	1	4
Campus Coordinator	1	2	0	3
Nobody	3	0	0	3
Roommate	1	1	1	3
Church Youth Group	0	0	2	2
Housemother	0	1	0	1
"Myself"	4	0	0	4
Washington D.C.	0	1	0	1
Others	5	2	4	11
No Response	7	28	58	93
TOTALS	108	107	107	322

The results of Table XVI, although of interest to those who work with foreign students, are not to be accepted at face value. It is difficult to determine if the categories of " faculty member" and "academic advisor" were to be differentiated in the students' responses. Combining the two categories would provide a different first choice among the students. The results, however, are suggestive, and provide a basis for further study.

Correlation Coefficients Based Upon the Scores of 108 Foreign Students Who Indicated Their Concerns and Most Serious Concerns on the M.I.S.P. Inventory

The analysis of the most serious concerns of the sample of foreign students in this study was not of any immediate consequence. The limitations placed upon the design of the study did not call for extensive analysis of the items checked as being of serious concern. However, since each student was asked to complete this part of the M.I.S.P. Inventory, it was felt that an analysis of the results might be useful.

The responses of the 108 foreign students to the items of concern and of most concern were correlated by use of the Pearson Product Moment Correlation and a correlation of .78 was found. This suggests that the students with the highest number of concerns as recorded by the M.I.S.P. Inventory,

tended to also be the students with the highest number of items checked as of most concern. The raw scores for computing the correlation coefficient can be found in Appendix F.

An analysis of the responses of the sample of students was also made by comparing the results of scores for the two categories according to sub-scales. Table XVII illustrates the rank order results of the scores of the sample of students on the eleven sub-scales.

TABLE XVII

RANK ORDER OF RESPONSES ACCORDING TO THE ELEVEN SUB-SCALES

Sub-Scales	Total Number of Items Checked	Rank Order of Checked Items	Total Number of Items Checked as of Serious Concern	Rank Order of Statements Checked as of Serious Concern
Admission and Selection	144	6	31	9
Orientation Services	141	8	34	8
Academic Records	197	2	64	1
Social-Personal	149	5	42	6
Living-Dining	179	3	45	5
Health Services	119	9	40	7
Religious Services	73	11	19	11
English Language	204	1	60	2
Student Activities	103	10	20	10
Financial Aids	177	4	55	4
Placement Services	142	7	59	3

Using the rank order correlation coefficient a correlation of .84 was found between items checked as of concern and items checked as of serious concern when analyzed according to the eleven sub-scales. These results suggest that the sub-scale relationship between concerns and serious concerns is more closely related than the individual responses of the sample of students for the two categories. It might be concluded from the correlation results and from observation of Table XVII that the students who have general concerns in certain areas tend to have their more serious concerns within the same areas. Only the two sub-scales of Placement Services and Admission-Selection varied more than two ranks. The indications are that the area of English Language causes the most concerns, and that the area of Academic Work creates the most serious concerns.

III. SUMMARY

Chapter V was concerned with an analysis of data obtained from the administering of the M.I.S.P. Inventory to 108 foreign students, who were classified according to seven attributes as determined from the information on the first page of the M.I.S.P. Inventory.

Analysis of t-test scores of the seven classifications

of foreign students reveals that a difference significant at the .05 level exists in the mean scores between (1) females and males, (2) undergraduates and graduates, (3) students classified by their number of months on campus at Michigan State University, (4) students who prefer to speak English as compared to those who prefer another language, and (5) students with Western or non-Western backgrounds. No difference significant at the .05 level was found between the mean scores of the students according to (1) marital status nor (2) by age.

From the above results it was found that female foreign students checked more problems than males, and undergraduate foreign students checked more problems than graduates. It was also found that foreign students on campus for thirteen months or longer checked more problems than those students on campus for one year or less, and that foreign students who did not speak English as a first preference checked more problems than those who did speak English as a first preference. It was further found that those foreign students who were classified as "non-Western" checked more problems than those foreign students classified as "Western". These differences were all significant at the .05 level.

Although not significant at the .05 level, it was found that single foreign students checked slightly more problems

than married students, and the younger foreign students, age twenty-five or less, checked an average of more problems than the older foreign students.

No previous research evidence was available for making hypotheses about the differences among the above seven classifications. Replication of this investigation is needed to verify whether the inferences drawn are incidental or valid regarding the problems of certain classifications of foreign students at Michigan State University.

Analysis of measures of central tendency revealed that the median number of items checked was 12.50, and the average number of problems checked was 15.06. The mode for the distribution was 17.00.

The analysis of the results recorded on the M.I.S.P. Inventory for the 108 foreign students revealed that over 75 per cent felt that the statements provided a fairly complete picture of the problem areas currently troubling them. Approximately 80 per cent of the students felt that the procedure was a worthwhile technique for helping them identify problem areas and express them. Interpretation of these findings would suggest that the M.I.S.P. Inventory might serve a useful purpose for those college personnel who work with foreign students.

When asked whom they go to for help in resolving problems, 43 per cent of the students indicated "fellow students from

home country". The second and third choices respectively were "faculty member" and "academic advisor". Further research using a structured check list may reveal that these categories can be combined.

Analysis of the responses of the sample of foreign students revealed a high positive relationship-- $r = .78$ -- between the number of items checked as being of concern, and those checked as being of serious concern. An even higher relationship-- $r = .84$ -- was found between concerns categorized by the sub-scales and the serious concerns when categorized in the same way.

Chapter VI will be concerned with the summary, conclusions, and recommendations of this investigation.

CHAPTER VI

SUMMARY, CONCLUSIONS AND IMPLICATIONS FOR FUTURE STUDY

I. SUMMARY

The Problem

This study was delimited to its present form after conducting an extensive review of the literature. The writer's desire was to make a contribution to the field of international education by conducting a research study which would identify foreign students' problems grouped according to student personnel services which are available to expedite the educational experiences of students who study at colleges and universities in the United States.

This study was primarily concerned with determining if the problems of foreign students which are reported in the literature could be generalized to the problems of foreign students at Michigan State University, and determining if the problems of these students vary among certain classifications of foreign students. Corollary to the above stated purpose, this study was conducted to determine if the problems of foreign students tended to differ from the problems of

United States students.

This research is of relevance at this time due to the increased interest in international relations, and the fact that the foreign student population in the United States has increased three hundred per cent since 1930, and in 1961 more than 69,000 foreign students were studying in the United States. In reviewing the activities of United States institutions of higher education in regard to this ever increasing number of foreign students, it can be noted that no consistent pattern of organization or administration of services to foreign students is evident among the 1,500 institutions of higher education which have foreign students on campus, and no general agreement as to how these foreign students are adjusting to the United States can be found.

Many United States colleges and universities recognize certain areas as student personnel service areas, and most of the responsibility for the foreign students has by natural gravitation fallen to individuals in the student personnel service areas, such as Orientation, Counseling and Guidance, Living and Dining, and Placement.

The literature reveals that foreign students have problems which can be identified according to student personnel service areas, but that many United States colleges and universities are not organized to provide efficient coordination of

these services when it comes to combating the unique problems of foreign students.

The literature also reveals that this problem is further complicated because the type and color of the typical foreign student has changed significantly in recent years. With this change, it is suggested that the college administrator can no longer expect to enrich the educational mileau by the presence of foreign students on campus without achieving some basic changes in the attitudes of faculty members and students, and in the structure of operation of the college.

The Design

The study was designed around the development of the M.I.S.P. Inventory, and the establishment of the reliability and validity of the instrument. The eleven sub-scales of the M.I.S.P. Inventory enabled the investigator to analyze variables which permitted a number of questions to be answered tentatively. The design called for the participation of a large group of foreign students and a number of Michigan State University students who were citizens of the United States. Approximately equal numbers of foreign and United States students were given both the Mooney Problem Check List-College Form and the M.I.S.P. Inventory.

Experimental Procedures

The research was conducted at Michigan State University. First a letter was sent to each of the 678 foreign students enrolled at the University. Each student was asked to participate in this study. Sixty-one students appeared and fifty of them were given both instruments, and the remaining eleven were given only the M.I.S.P. Inventory. Because of the size of the original sample a follow-up letter was sent to all foreign students on campus, and in addition letters were sent to the presidents of the foreign student organizations at Michigan State University. Forty-seven more students responded as a result of these letters and each student was given only the M.I.S.P. Inventory.

Both instruments were administered to fifty United States students enrolled in a Sociology class, and thirty-eight other United States students were given the M.I.S.P. Inventory for cross-validation purposes. These thirty-eight students were freshman residing at Cass Hall, Michigan State University.

Instruments Used

The Mooney Problem Check List-College Form was used as one of the two principal instruments for this study. The authors of the Mooney Problem Check List-College Form indicate

that the instrument has proven to be a successful method in helping students identify problem areas. A review of the literature revealed that the Mooney Problem Check List-College Form had acceptable reliability and validity.

The hypothesis underlying the use of the Mooney Problem Check List-College Form was that if a sample of foreign students were given the instrument and a group of United States students, the average number of items checked should show that the United States students checked more items than the foreign students. This hypothesis is based upon the fact that the Mooney Problem Check List-College Form is a United States made instrument, designed to enumerate the problems of United States students and not foreign students.

The second instrument used in this study was the M.I.S.P. Inventory. The M.I.S.P. Inventory was developed to ascertain whether the problems of foreign students as reported in the literature and elsewhere would be similar to those of foreign students at Michigan State University. It was believed that such an instrument could assist foreign students in identifying and expressing problems which are especially associated with being a foreign student in the United States.

The basic assumption underlying the development of the M.I.S.P. Inventory was that from a review of the literature a large number of the problems could be assembled which would

be more characteristic of the problems of foreign students than of United States students, and thus help the foreign students express unique areas of concern.

Computational Procedures

The basic data on the 108 foreign students was key punched and summarized by use of an I.B.M. 604 electronic computer, and the analyses were completed by use of a mechanical calculator. The United States students' data were calculated by hand, and completed on a mechanical calculator.

The data were analyzed by using the correlation coefficient, the t-test and Chi-square test of significance. The level of significance for all tests was set at .05.

Results

1. Concurrent Validity: A difference significant at the .05 level was found between the mean scores of the sample of foreign students and the sample of United States students on the M.I.S.P. Inventory. The average number of items checked by the foreign students was 15.06 as compared to an average of 11.26 items checked by the United States students. The question of whether the results were valid was checked by having the sample of foreign students and the sample of United States students take the Mooney Problem Check List-College Form.

It was found that although both groups were able to check a large number of statements on the Mooney Problem Check List-College Form, the United States students checked a larger number of items than did the foreign students. This difference was significant at the .05 level. These findings tend to support the concurrent validity of the M.I.S.P. Inventory as an instrument to differentiate the problems of foreign students better than any known United States constructed instrument such as the Mooney Problem Check List-College Form.

Seven variables characteristic of foreign students were analyzed for their relationship to the number of problems checked. The results showed that a difference significant at the .05 level existed between the mean scores of (1) females and males, (2) undergraduates and graduates, (3) students classified by the number of months on campus, (4) students with English preference and those with another language preference, and (5) students with a Western or non-Western background. No differences significant at the .05 level were found between mean scores of (1) married and single students and (2) foreign students classified by their age.

From the above results it was found that female foreign students checked more problems than males, and undergraduate foreign students checked more problems than graduates. It was also found that foreign students on campus for thirteen months

or longer checked more problems than those foreign students on campus for one year or less, and that foreign students who did not speak English as a first preference checked more problems than those who did speak English as a first preference. It was further found that those foreign students who were classified as "non-Western" checked more problems than those foreign students classified as "Western". These differences were all significant at the .05 level.

Although not significant at the .05 level, it was found that single foreign students checked slightly more problems than married students, and the younger foreign students, age twenty-five or less, checked an average of more problems than the older foreign students.

These findings, although inconclusive, support much of the review of literature which indicated a difference exists among the several variables listed above.

2. Content Validity: The writer believes that the above results and others to follow support the content validity of the M.I.S.P. Inventory. The establishment of content validity is assumed since: (1) the investigator carefully perused the literature to ascertain the problems of foreign students; (2) the foreign students' responses indicated that a large per centage of the students felt that the statements covered most of their concerns; and (3) ten judges substantiated the

content of the instrument.

3. Reliability: The reliability of the M.I.S.P. Inventory was found to be .67 by use of the Spearman-Brown split-half method, and .58 by use of the Kuder-Richardson inter-item consistency method. These reliability coefficients are for the total scale. Reliability estimates for the eleven sub-scales ranged from .47 to .76 using the Kuder-Richardson method. Two reliability coefficients were computed since the split-half method provides a measure of item sampling and equivalence, whereas the Kuder-Richardson formula provides an index of the heterogeneity of the items.

4. Item Inspection: The results of an item inspection of the responses of the sample of foreign students and the sample of United States students showed that a total of forty-six foreign students checked all but five items on the M.I.S.P. Inventory a t least once as compared to a total of forty-seven United States students who left unchecked a total of forty items. The findings which are significant at the .05 level suggest that the M.I.S.P. Inventory does differentiate between the problems of foreign students and the problems of a sample of United States students.

5. Item Analysis: An item analysis of the scores of the forty foreign students, or 37 per cent, who checked the most statements, and the forty, or 37 per cent, foreign

students who checked the least number of statements, revealed that sixty-five, or 49 per cent, or the items differentiated between the two groups at the .05 level. The sub-scale of Financial Aids had the largest number of items--ten out of a possible twelve--which differentiated significantly between the two contrasted groups of foreign students. The least number of differentiating items was in the area of Religious Services where only two of the twelve items were significant at the .05 level.

6. Face Validity: Analysis of several questions which were asked of the sample of foreign students tends to support the face validity of the M.I.S.P. Inventory. Over 75 per cent of the students felt that the M.I.S.P. Inventory provided a fairly complete picture of the problem areas currently troubling them. Approximately 80 per cent of the students felt that the M.I.S.P. Inventory was a worthwhile instrument for helping them identify their problems and concerns.

7. Measures of Central Tendency: Results from computing measures of central tendency revealed that the mean number of items checked by the 108 foreign students was 15.06. The median, or midpoint for the distribution was 12.50, and the mode was 17.00. These results indicated that more than half of the students checked less than an average of fifteen items, but that a few students checked a large number of items.

8. Other Results: It was found that a majority of the 108 foreign students consulted persons from their own country when confronted with a problem. This was true for their first preference and for the total of three preferences when combined. Faculty members, academic advisors, and the foreign student advisor were the second, third, and fourth total choices, respectively. These results are inconclusive in that the open-ended question may have secured responses which could be combined, however, the results do form a basis for future study.

Limitations of the Study

The present study was not without several limitations. Although cross-validation of the items was made, no replication was provided for in the study. Verification of results and the making of generalizations would be afforded by replication. The value that would be derived from replication was apparent, and although it was impractical and not necessary for the present investigation, the study was still limited in this respect, and generalizations beyond the Michigan State University campus were not possible.

A second limitation of the present study was the lack of random samples. However, since the foreign student sample

was representative of the foreign student population on two of three variables, the investigator assumed that the sample was a representative sample from the foreign student population. This belief is made especially tenable by the finding that the third variable--marriage--was not related to the number of concerns admitted by the students.

The sample of United States students was not representative of the United States student body at Michigan State University, and inferences about the student body at the University could not be drawn. However, cross validation of items by use of another United States student sample showed no difference significant at the .05 level between the proportion of items checked on the M.I.S.P. Inventory by the two United States student samples.

A third limitation resulted from the initial delimitation in designing the study. Due to the difficult task of getting students to participate in the study, the study was designed primarily to check the reliability and validity of the instrument. This resulted in not testing numerous other hypotheses which would have been relevant. This limit on the design also prevented the development of extensive norms which could be used in the future.

Finally, a series of general limitations upon the study can be combined to form a fourth category: (1) The study was

limited geographically to the East Lansing campus, Michigan State University; (2) The study was further limited to a volunteer group of foreign and United States students; (3) There also were time limitations, in that all of the data had to be collected during the same college term; (4) There was also the limitation placed upon the study by the instruments used; and, (5) A concluding limitation was that the investigation assumed that the foreign students were sufficiently able to read and understand the statements on the instruments.

II. CONCLUSIONS

Conclusions based on the findings of the present study can only be stated as tentative. With the stated limitations in mind, the following conclusions seem appropriate:

1. From the findings it can be concluded that the M.I.S.P. Inventory tends to be a reliable and valid instrument for helping some foreign students identify problems and concerns.

2. It can also be concluded from the findings that the M.I.S.P. Inventory helps some foreign students identify problems and concerns according to recognized student personnel service areas which can be listed in the categories of: (1) Admissions and Selection, (2) Orientation, (3) Academic

Problems, (4) Social-Personal Counseling, (5) Living and Dining, (6) Health Services, (7) Religious Services, (8) English Language Services, (9) Student Activities, (10) Financial Aids, and (11) Placement Services.

3. The statistical analysis of data from the administration of the M.I.S.P. Inventory and the Mooney Problem Check List-College Form enables the investigator to conclude as tenable that the M.I.S.P. Inventory differentiates adequately between the number of problems of a sample of foreign students as compared to the number of problems checked by a sample of United States students.

4. The results of this study enable the writer to further conclude as tenable that certain groups of foreign students at Michigan State University appear to have a larger number of problems and concerns than do other groups. These results permit the following inferences to be drawn about the population of foreign students: (1) females perceive a larger number of problems and concerns than males; (2) that undergraduates perceive a larger number of problems than graduates; (3) that foreign students on campus for thirteen months or more perceive an average of more problems than students on campus for twelve months or less; (4) that foreign students who do not speak English as a language of first choice perceive an average of more concerns than those students who speak English

as a preference; and, (5) foreign students from non-Western backgrounds perceive a higher number of problems and concerns than those students with Western backgrounds. The results also permit the following inferences: (1) that no differences exist between the perceived problems of foreign students according to marital status, and (2) that no differences exist between the problems of foreign students according to age.

It must be realized that these results are somewhat inconclusive at this time.

III. IMPLICATIONS FOR FUTURE STUDY

A review of the literature (including the recently published book, Research in International Education, April 1962, by the National Association of Foreign Student Advisors and the Institute of International Education) suggests that the M.I.S.P. Inventory is the only known problem check list published to date for helping the foreign students better communicate their concerns to those who are in a position to assist them.[1] If this is true, it would seem that the M.I.S.P. Inventory should be used to gather additional information about the problems of foreign students throughout the country.

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[1] Research in International Education (National Association of Foreign Student Advisors and the Institute of International Education, 1962), pp. 23-37.

1. From the findings, summary, and the conclusions of this study, it would seem that a replication of the present study would provide a better basis for inferences about foreign students in general. Replicating the study would also help to determine whether the present 132 items in the M.I.S.P. Inventory are the most discriminatory ones that can be devised. There are reasons to believe that through additional item analysis, some of the items could be improved by re-statement, some should be omitted, and others substituted. Replication, using factor analysis, could also determine how well the present statements in each of the sub-scales correlate with the present classification of the 132 problem statements into eleven recognized student personnel service areas. A rearrangement of the present item structure might be necessary after factor analyzing the items in relationship to the sub-scales.

2. The current study suggests that the M.I.S.P. Inventory is an appropriate tool for counselors and for student personnel workers who are engaged in helping the foreign student adjust to his educational sojourn in the United States. The suggestion is that the counselor's time between initial contact and assisting the foreign student could be reduced considerably through the use of the M.I.S.P. Inventory. A study using the M.I.S.P. Inventory with an experimental group, and not with a control group, might tend to support or reject the

use of the M.I.S.P. Inventory in the counseling situation.

3. Another implication for future study based upon the results of this study is that the M.I.S.P. Inventory could be used in a group setting during orientation sessions, or at some other convenient time, to determine: (1) if foreign students' problems increase during their sojourn, and if so, when and in what areas; and (2) if certain groups of foreign students tend to have unique problems. This implication for future study also suggests the use of the M.I.S.P. Inventory by student personnel workers other than by counselors and foreign student advisors, in order that they may obtain a census of the problems of the students in specific student personnel areas.

The implications for future research are numerous as a result of this study. With the number of foreign students in the United States presently over 69,000, it seems imperative that research on the problems of foreign students continue, and that this instrument is one approach to helping foreign students identify and express problems and concerns.

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APPENDIX

APPENDIX A

INSTRUMENTS USED IN THIS STUDY

Form 1: M.I.S.P. Inventory

Form 2: Mooney Problem Check List-College Form

MICHIGAN INTERNATIONAL STUDENT PROBLEM INVENTORY

John W. Porter
and A. O. Haller

Date of Birth _____ Sex _____ Today's Date _____

Country of Citizenship _____ Country of Residence _____

Class in College _____ (Fresh., Soph., etc.) Marital Status _____ (Single, Married)

Present College Course of Study _____ (Education, Social Science, Engineering, etc.)

Number of _____ (years) and _____ (months) at present College. At a previous U.S. College _____ (years) _____ (months)

Number of _____ (years) and _____ (months) in the U.S. Language you speak most easily _____

PLEASE READ THESE *DIRECTIONS* CAREFULLY

You are not being tested. There are no right or wrong answers. This is a list of statements about situations that occasionally trouble (perturb, distress, grieve, annoy, or worry) students from other countries who are attending colleges in the United states. The statements are related to areas of admissions, academic work, language, religion, and so forth.

PLEASE FOLLOW THESE THREE STEPS

Step One Read the list of statements carefully, pause at each statement, and if it suggests a situation which is troubling you, circle the number to the left of the statement, as follows, (23.) "Giving Oral Reports in Class."

Continue through the entire list in this way.

Step Two After completing Step One, go back over the numbers you have circled, and place an X in the circle of the statements which are of *most concern* to you, as follows, (23) "Giving Oral Reports in Class."

Step Three After completing Steps One and Two, please answer the questions on Page 4.

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East Lansing, Michigan
1962

Step One Read the list of statements below carefully, if a statement suggests a situation which is troubling you, circle the number to the left of it, as follows (9.) Writing or typing term (semester) papers.

1. Evaluation of my former school credentials
2. Concern about value of a U.S. education
3. Choosing college subjects

4. Treatment received at orientation meetings
5. Unfavorable remarks about home country
6. Concept of being a "foreign" student

7. Frequent college examinations
8. Compulsory class attendance
9. Writing or typing term (semester) papers

10. Concern about becoming too "westernized"
11. Insufficient personal-social counseling
12. Being in love with someone

13. Taste of food in United States
14. Problems regarding housing
15. Being told where one must live

16. Poor eye sight ✓
17. Recurrent headaches
18. My physical height and physique ✓

19. Religious practices in United States
20. Attending church socials
21. Concern about my religious beliefs

22. Speaking English
23. Giving oral reports in class
24. Ability to write English

25. Regulations on student activities
26. Treatment received at social functions
27. Relationship of men and women in U.S.

28. Lack of money to meet expenses
29. Not receiving enough money from home
30. Having to do manual labor (work with hands)

31. Finding a job upon returning home
32. Not enough time in U.S. for study
33. Trying to extend stay in United States

34. Getting admitted to U.S. college
35. Registration for classes each term
36. Not attending college of my first choice

37. Relationship with foreign student advisor
38. Leisure time activities of U.S. students
39. Law enforcement practices in the U.S.

40. Competitive college grading system
41. Objective examinations (true-false, etc.)
42. Insufficient advice from academic advisor

43. Being lonely
44. Feeling inferior to others
45. Trying to make friends

46. Costs of buying food
47. Insufficient clothing
48. Not being able to room with U.S. student

49. Hard to hear
50. Nervousness
51. Finding adequate health services ✓

52. Finding worship group of own faith
53. Christianity as a philosophy
54. Variety of religious faiths in U.S.

55. Reciting in class
56. Understanding lectures in English
57. Reading textbooks written in English

58. Dating practices of U.S. people
59. Being accepted in social groups
60. Not being able to find "dates"

61. Saving enough money for social events
62. Immigration work restrictions
63. Limited amount U.S. dollar will purchase

64. Becoming a citizen of the United States
65. Changes in home government
66. Desire to not return to home country

TOTALS

67. Understanding college catalogs
68. Immigration regulations
69. Lack of knowledge about U.S.

70. Campus size
71. U.S. emphasis on time and promptness
72. Understanding how to use the library

73. Too many interferences with studies
74. Feel unprepared for U.S. college work
75. Concerned about grades

76. Sexual customs in United States
77. Homesickness
78. Feeling superior to others

79. Bathroom facilities cause problems
80. Distances to classes from residence
81. Relationship with roommate

82. Dietary problems
83. Need more time to rest
84. Worried about mental health

85. Having time to devote to own religion
86. Spiritual versus materialistic values
87. Doubting the value of any religion

88. Understanding U.S. "slang"
89. My limited English vocabulary
90. My pronunciation not understood

91. Activities of International Houses
92. U.S. emphasis on sports
93. Problems when shopping in U.S.

94. Finding part-time work
95. Unexpected financial needs
96. Money for clothing

97. Uncertainities in the world today
98. Desire enrolling at another college
99. U.S. education not what was expected

100. Differences in purposes among U.S. colleges
101. Difference in U.S. and home education systems
102. Not being met on arrival at campus

103. College orientation program insufficient
104. Trying to be student, tourist and "ambassador"
105. Attitude of some students toward "foreign" students

106. Doing laboratory assignments
107. Insufficient personal help from professors
108. Relationship between U.S. students and faculty

109. U.S. emphasis on personal habits of cleanliness
110. Not feeling at ease in public
111. Attitude of some U.S. people to skin color

112. Finding a place to live between college terms
113. Changes in weather conditions
114. Lack of invitations to visit in U.S. homes

115. Feeling under tension
116. Service received at health center
117. Health suffering due to academic pace

118. Criticisms of home land religion
119. Accepting differences in great religions
120. Confusion about religion and morals in U.S.

121. Insufficient remedial English services
122. Having a non-English speaking roommate
123. Holding a conversation with U.S. friends

124. Activities of foreign student organizations
125. Lack of opportunities to meet more U.S. people
126. Concern about political discussions

127. Costs of an automobile
128. Finding employment between college terms
129. Finding jobs that pay well

130. Insufficient help from placement office
131. Staying in U.S. and getting a job
132. Wonder if U.S. education useful for job at home

Step Two Now go back over the numbers you have circled, and place an X in the circle of statements which are of *most concern* to you, as follows (X) Writing or typing term (semester) papers.

Step Three Please answer the following questions.

---

1. Do you feel that the statements which you have marked on Pages 2 and 3 provide a fairly complete picture of the problem areas currently troubling you? Yes _____ No _____

   If there are additional problems which trouble you, and they are not specifically listed on Pages 2 and 3, please indicate what they are in the space below.

2. Do you feel that this procedure of helping you identify problem areas is worthwhile, even though you might not have enjoyed checking the statements? Yes _____ No _____ Can you explain the reason for your answer?

3. To whom do you most frequently go for help in resolving problems which have confronted you?

   For example, counselors, foreign student advisor, fellow students from your home country, faculty, etc. Please list in order of preference

   (1) _____

   (2) _____

   (3) _____

4. Would you like to discuss your concerns with someone? Yes _____ No _____

   If "Yes", please write your name here _____

Cir.	Tot.
HPD	
FLE	
SRA	
SPR	
PPR	
CSM	
HF	
MR	
ACW	
FVE	
CTP	
Total	

1950
REVISION

MOONEY PROBLEM CHECK LIST

Ross L. Mooney
Assisted by Leonard V. Gordon
Bureau of Educational Research
Ohio State University

C COLLEGE FORM

Age..... Date of birth..... Sex.....

Class in college..... Marital status.....
(Freshman, Sophomore, etc.) (Single, married, etc.)

Curriculum in which you are enrolled.....
(Electrical Engineering, Teacher Education, Liberal Arts, etc.)

Name of the counselor, course or agency
for whom you are marking this check list.....

Your name or other identification,
if desired.....

Date.....

DIRECTIONS

This is not a test. It is a list of troublesome problems which often face students in college—problems of health, money, social life, relations with people, religion, studying, selecting courses, and the like. You are to go through the list, pick out the particular problems which are of concern to you, indicate those which are of most concern, and make a summary interpretation in your own words. More specifically, you are to take these three steps.

First Step: Read the list slowly, pause at each item, and if it suggests something which is troubling you, *underline* it, thus "34. Sickness in the family." Go through the whole list, underlining the items which suggest troubles (difficulties, worries) of concern to you.

Second Step: After completing the first step, look back over the items you have underlined and *circle the numbers* in front of the items which are of *most concern* to you, thus,

" (34.) Sickness in the family."

Third Step: After completing the first and second steps, answer the summarizing questions on pages 5 and 6.

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First Step: Read the list slowly, and as you come to a problem which troubles you, underline it.

1. Feeling tired much of the time
2. Being underweight
3. Being overweight
4. Not getting enough exercise
5. Not getting enough sleep

6. Too little money for clothes
7. Receiving too little help from home
8. Having less money than my friends
9. Managing my finances poorly
10. Needing a part-time job now

11. Not enough time for recreation
12. Too little chance to get into sports
13. Too little chance to enjoy art or music
14. Too little chance to enjoy radio or television
15. Too little time to myself

16. Being timid or shy
17. Being too easily embarrassed
18. Being ill at ease with other people
19. Having no close friends in college
20. Missing someone back home

21. Taking things too seriously
22. Worrying about unimportant things
23. Nervousness
24. Getting excited too easily
25. Finding it difficult to relax

26. Too few dates
27. Not meeting anyone I like to date
28. No suitable places to go on dates
29. Deciding whether to go steady
30. Going with someone my family won't accept

31. Being criticized by my parents
32. Mother
33. Father
34. Sickness in the family
35. Parents sacrificing too much for me

36. Not going to church often enough
37. Dissatisfied with church services
38. Having beliefs that differ from my church
39. Losing my earlier religious faith
40. Doubting the value of worship and prayer

41. Not knowing how to study effectively
42. Easily distracted from my work
43. Not planning my work ahead
44. Having a poor background for some subjects
45. Inadequate high school training

46. Restless at delay in starting life work
47. Doubting wisdom of my vocational choice
48. Family opposing my choice of vocation
49. Purpose in going to college not clear
50. Doubting the value of a college degree

51. Hard to study in living quarters
52. No suitable place to study on campus
53. Teachers too hard to understand
54. Textbooks too hard to understand
55. Difficulty in getting required books

56. Not as strong and healthy as I should be
57. Allergies (hay fever, asthma, hives, etc.)
58. Occasional pressure and pain in my head
59. Gradually losing weight
60. Not getting enough outdoor air and sunshine

61. Going in debt for college expenses
62. Going through school on too little money
63. Graduation threatened by lack of funds
64. Needing money for graduate training
65. Too many financial problems

66. Not living a well-rounded life
67. Not using my leisure time well
68. Wanting to improve myself culturally
69. Wanting to improve my mind
70. Wanting more chance for self-expression

71. Wanting a more pleasing personality
72. Losing friends
73. Wanting to be more popular
74. Being left out of things
75. Having feelings of extreme loneliness

76. Moodiness, "having the blues"
77. Failing in so many things I try to do
78. Too easily discouraged
79. Having bad luck
80. Sometimes wishing I'd never been born

81. Afraid of losing the one I love
82. Loving someone who doesn't love me
83. Too inhibited in sex matters
84. Afraid of close contact with the opposite sex
85. Wondering if I'll ever find a suitable mate

86. Parents separated or divorced
87. Parents having a hard time of it
88. Worried about a member of my family
89. Father or mother not living
90. Feeling I don't really have a home

91. Differing from my family in religious beliefs
92. Failing to see the relation of religion to life
93. Don't know what to believe about God
94. Science conflicting with my religion
95. Needing a philosophy of life

96. Forgetting things I've learned in school
97. Getting low grades
98. Weak in writing
99. Weak in spelling or grammar
100. Slow in reading

101. Unable to enter desired vocation
102. Enrolled in the wrong curriculum
103. Wanting to change to another college
104. Wanting part-time experience in my field
105. Doubting college prepares me for working

106. College too indifferent to student needs
107. Dull classes
108. Too many poor teachers
109. Teachers lacking grasp of subject matter
110. Teachers lacking personality

111. Poor posture
112. Poor complexion or skin trouble
113. Too short
114. Too tall
115. Not very attractive physically

116. Needing money for better health care
117. Needing to watch every penny I spend
118. Family worried about finances
119. Disliking financial dependence on others
120. Financially unable to get married

121. Awkward in meeting people
122. Awkward in making a date
123. Slow in getting acquainted with people
124. In too few student activities
125. Boring weekends

126. Feelings too easily hurt
127. Being talked about
128. Being watched by other people
129. Worrying how I impress people
130. Feeling inferior

131. Unhappy too much of the time
132. Having memories of an unhappy childhood
133. Daydreaming
134. Forgetting things
135. Having a certain nervous habit

136. Being in love
137. Deciding whether I'm in love
138. Deciding whether to become engaged
139. Wondering if I really know my prospective mate
140. Being in love with someone I can't marry

141. Friends not welcomed at home
142. Home life unhappy
143. Family quarrels
144. Not getting along with a member of my family
145. Irritated by habits of a member of my family

146. Parents old-fashioned in their ideas
147. Missing spiritual elements in college life
148. Troubled by lack of religion in others
149. Affected by racial or religious prejudice
150. In love with someone of a different race or religion

151. Not spending enough time in study
152. Having too many outside interests
153. Trouble organizing term papers
154. Trouble in outlining or note-taking
155. Trouble with oral reports

156. Wondering if I'll be successful in life
157. Needing to plan ahead for the future
158. Not knowing what I really want
159. Trying to combine marriage and a career
160. Concerned about military service

161. Not having a good college adviser
162. Not getting individual help from teachers
163. Not enough chances to talk to teachers
164. Teachers lacking interest in students
165. Teachers not considerate of students' feelings

166. Frequent sore throat
167. Frequent colds
168. Nose or sinus trouble
169. Speech handicap (stuttering, etc.)
170. Weak eyes

171. Working late at night on a job
172. Living in an inconvenient location
173. Transportation or commuting difficulty
174. Lacking privacy in living quarters
175. Having no place to entertain friends

176. Wanting to learn how to dance
177. Wanting to learn how to entertain
178. Wanting to improve my appearance
179. Wanting to improve my manners or etiquette
180. Trouble in keeping a conversation going

181. Being too envious or jealous
182. Being stubborn or obstinate
183. Getting into arguments
184. Speaking or acting without thinking
185. Sometimes acting childish or immature

186. Losing my temper
187. Being careless
188. Being lazy
189. Tending to exaggerate too much
190. Not taking things seriously enough

191. Embarrassed by talk about sex
192. Disturbed by ideas of sexual acts
193. Needing information about sex matters
194. Sexual needs unsatisfied
195. Wondering how far to go with the opposite sex

196. Unable to discuss certain problems at home
197. Clash of opinion between me and parents
198. Talking back to my parents
199. Parents expecting too much of me
200. Carrying heavy home responsibilities

201. Wanting more chances for religious worship
202. Wanting to understand more about the Bible
203. Wanting to feel close to God
204. Confused in some of my religious beliefs
205. Confused on some moral questions

206. Not getting studies done on time
207. Unable to concentrate well
208. Unable to express myself well in words
209. Vocabulary too limited
210. Afraid to speak up in class discussions

211. Wondering whether further education is worthwhile
212. Not knowing where I belong in the world
213. Needing to decide on an occupation
214. Needing information about occupations
215. Needing to know my vocational abilities

216. Classes too large
217. Not enough class discussion
218. Classes run too much like high school
219. Too much work required in some courses
220. Teachers too theoretical

3. Whether you have or have not enjoyed filling out the list, do you think it has been worth doing? .....Yes. .....No. Could you explain your reaction?

4. If the opportunity were offered, would you like to talk over any of these problems with someone on the college staff? .....Yes. .....No. If so, do you know the particular person(s) with whom you would like to have these talks? .....Yes. .....No.

APPENDIX B

ANTECEDENT FORMS TO THE M.I.S.P. INVENTORY

Form 1: Problems Confronted by Foreign Students Who Attend Colleges and Universities in the U.S.A.

Form 2: An Inventory of Problem Areas

Form 3: The Halport Problem Check List

- Form 1 -
Appendix B

PROBLEMS CONFRONTED BY FOREIGN STUDENTS WHO ATTEND COLLEGES AND UNIVERSITIES IN THE U.S.A.

Pre-Arrival Problems

1. Insufficient resilience
2. Low self-esteem
3. Firmness of anchorage
4. Linguistics

Academic Problems

5. Understanding lectures
6. Understanding textbooks
7. Writing reports
8. Giving oral reports
9. Using the library
10. Complicated registration
11. Inadequate counseling
12. Evaluation of credits
13. Getting acquainted with American education methods and standards
14. Competing with American students for grades
15. Examination methods
16. Reciting or speaking in class
17. Having too little time to complete studies because of immigration laws
18. Laboratory exercises
19. Advisement System

Economic Problems

20. Loss of money value through currency exchange
21. Inadequate funds
22. Finding eating facilities within budget limitations
23. Finding part-time work
24. Finding adequate housing within budget
25. Part-time employment interfering with school studies
26. Getting visa extended when doing part-time work
27. Housing too far from campus
28. Poor budgeting of funds

- Form 1 -
Appendix B

Continued

Social and/or Personal Problems

29. Being accepted in a friendly group
30. Feeling welcome at college functions
31. Finding suitable dates
32. Finding adequate worship group of own religious faith
33. Feeling slighted in social or recreational groups away from campus
34. Discrimination in athletics and/or extracurricular activities
35. Strangeness of American customs and laws
36. Finding leisure-time activities
37. Personal friendships with Americans
38. Finding adequate health and hospitalization facilities
39. Loneliness and homesickness
40. Finding adequate housing without racial or religious restrictions
41. Being permitted to work by immigration officers
42. Physical and mental ailments
43. Shock from discrepancy between professed democratic ideals and racial discrimination
44. Conflict of spiritual vs. materialistic values
45. Difference of family roles
46. Improper clothing
47. Intergroup and intragroup norm conflicts
48. American foods and food habits
49. U-shape adjustment a social problem
50. Campus size
51. American lack of genuiness
52. Intellectual and aesthetic immaturity of Americans
53. Contradictions between institutional norms and personal behavior
54. Required courses
55. Compulsory class attendance
56. Objective tests
57. Regulations on social life
58. Level of instruction
59. National status and attitude problems
60. Characteristics of college settings
61. Sensitive complex areas
62. Political incompatibility

- Form 1 -
Appendix B

Continued

63. Communication breakdown
64. Egalitarian vs. hierarchiealism
65. Cultural goals
66. Ambigalence about authority
67. Americans hyper-critical about religion
68. Dirtiness and sloppiness of American cities
69. Pre-departure anxieties
70. American politics
71. Discrimination against dark skinned people
72. Age and academic status
73. Freedom of choice
74. Age and academic status
75. Life expectations and life chances
76. Cultural distance
77. Interpersonal relations
78. Americanized and defeminized
79. Clothing
80. Home life contrasts
81. Toilet facilities and customs
82. Sense of depression about returning home
83. American vs. European system of education
84. Affront by American ignorance of homeland
85. Adjusting to diet of America
86. Unitersity bureaucrats frustrating

Post Sojourn Problems

87. Escape motives
88. Sojourn liberating and satisfying
89. Change in home government
90. Love and anticipated marriage
91. Career problems facing returnees

- Form 2 -
Appendix B

Step One: Read the list of statements below carefully, if a statement suggests a problem area which has troubled you, circle the number to the left of it.

1. Evaluation of my credentials
2. Concern about worth of a U.S. education
3. Lack of freedom of choice of subjects

4. Not being met on arrival to campus
5. Fear of becoming too westernized
6. U.S. customs and practices

7. Frequent examinations
8. Compulsory class attendance
9. Writing term papers

10. Feeling inferior
11. Inadequate personal-social counseling
12. Being in love with someone

13. Taste of food in the U.S.
14. Discrimination in housing
15. Being told where I must live

16. Poor eye sight
17. Recurrent headaches
18. My physical stature

19. Religious practices in the U.S.
20. Attending church socials
21. My religious uncertainty

22. Speaking English
23. Giving oral reports
24. Communicating acquired knowledge

25. Dull weekends due to dating limitations
26. Discrimination in student activities
27. Behavior of U.S. women (men)

28. Lack of money to meet expenses
29. Not receiving enough money from home
30. Having to do manual labor

31. Finding a job upon returning home
32. Length of time for study too short
33. Trouble to extend visa

34. Difficulty getting admitted
35. Routine of getting registered
36. Lack of knowledge about U.S.

37. Attitude of foreign student advisor
38. Campus size
39. Laws which are passed in the U.S.

40. Competitive grading system
41. Objective examinations
42. Not having a good advisor

43. Being lonely
44. Hearing degrading remarks about own country
45. Trying to make friends

46. Costs of buying U.S. food
47. Insufficient clothing
48. Living with fellow countryman

49. Hard to hear
50. Nervousness
51. Finding adequate health services

52. Finding worship group of own faith
53. Christianity
54. Religious hypocrisy in U.S.

55. Reciting in class
56. Understanding lectures in English
57. Reading U.S. textbooks

58. College regulations on student activities
59. Lack of sex acceptance in U.S.
60. Being accepted in social groups

61. Budgeting money
62. Restrictions by immigration officers
63. Inflation of the U.S. dollar

64. Becoming a citizen of the U.S.
65. Changes in home government
66. No desire to return to home country

[illegible] U.S. college catalogs
[illegible] studies
[illegible] with college's practice

[illegible] of U.S. students
[illegible] on campus
[illegible] to use the library

[illegible] with students
[illegible] for U.S. college work
[illegible] personal help from professors

[illegible] because of color
[illegible] U.S. students [illegible]

Dormitory facilities
[illegible] to students [illegible]
[illegible]

[illegible]
[illegible]
[illegible]

[illegible] with U.S. [illegible]
[illegible]
[illegible]

[illegible]
[illegible]
[illegible]

[illegible] cultural scene
[illegible] colleges
[illegible] worthwhile

[illegible]. Unhealthy [illegible]
[illegible]. Difficulty [illegible]
[illegible]. Purpose for [illegible]

[illegible]. College [illegible]
[illegible]. Trying to play roles of [illegible]
[illegible]. Feeling discriminated against [illegible]

[illegible]. Doing laboratory exercises
[illegible]. Feeling discriminated against in [illegible]
[illegible]. Understanding U.S. textbooks

[illegible]. Feeling of being watched
[illegible]. Sexual desires of U.S. girls [illegible]
[illegible]. Desiring to withdraw from [illegible]

[illegible]. Finding living quarters [illegible]
[illegible]. Finding adequate housing
[illegible]. Getting along with roommate

[illegible]. Continuously feeling under [illegible]
[illegible]. Feeling discriminated against [illegible]
[illegible]. Worried about mental health

[illegible]. Criticism of home religion by [illegible]
[illegible]. Accepting differences in the [illegible]
[illegible]. Doubting the value of any [illegible]

[illegible]. Not being understood by professors
[illegible] 122. Having a non English speaking [illegible]
[illegible]. My limited English vocabulary

[illegible]. International Houses (Center)
[illegible]. Shallow friendliness of U.S. people
[illegible]. Being with other people not [illegible]

[illegible]. Trying to afford an automobile
[illegible]. Finding enough money for the [illegible]
[illegible]. Trying to eat and live within [illegible]

[illegible]. Inadequate assistance from [illegible]
[illegible]. Staying in U.S. and getting a [illegible]
[illegible]. College education inadequate [illegible]

[illegible]
[illegible]
[illegible]

[illegible] answer the following questions.

[illegible] you have marked on pages 2 and 3 provide [illegible] picture of the problems currently troubling you?

Yes ____ No ____

[illegible] additional problems which are troubling you, and they are [illegible], please indicate that they are in the space below.

[illegible] that this procedure of helping you identify problem areas [illegible], even though you might not have enjoyed charting [illegible]?

Yes ____ No ____

[illegible] explain the reason for your answer?

THE INDIAN PROBLEMS CHECK LIST
John H. Barrett
Presented to Grade 9 Students

Date of Birth _____ Sex ____ Today's Date _____

Country of Citizenship _____ Country of Residence _____

Class in College (University) _____ Marital Status _____
Fresh. Soph., etc. Single, Married, etc.

Present Course of Study _____
Education, Social Science, Liberal Arts, etc.

PLEASE:
READ THESE DIRECTIONS CAREFULLY

You are not being tested. This is a list of statements about problem areas which occasionally bother students from other countries who are attending institutions of higher education in the United States -- problem areas related to admissions, orientation, academic work, counseling, living and dining, health, religion, language, student activities, finances and placement. As you go through the list, select the statements which have been of concern to you. Indicate those of most concern to you, and make a summary in writing on page 4.

To better assist you, the following steps have been outlined:

Step One: Read the list of statements carefully, pause at each statement, and if it suggests a problem area which has bothered you, circle the number to the left of the statement, as follows "(20) Attending Church Socials." Continue through the entire list, circling the number to the left of statements which have (troubled, worried) bothered you while in the United States.

Step Two: After completing the first step, go back over the numbers you have circled, and underline the statements which you feel are most (troublesome, upsetting) pressing, as follows "(20) Attending Church Socials."

Step Three: After completing the first and second steps, would you please answer the questions on page 4.

APPENDIX C

DIRECTIONS TO THE JUDGES

Form 1: Directions to Judges Appraising the Halport Problem Check List

Form 2: Letter to the Judges

DIMENSIONS TO ADMIT FOR APPRAISING THE PERSONAL PROBLEM

CHECK LIST

Statements in the Halport Problem Check List were developed by reviewing numerous articles and published materials which made reference to the problems foreign students encounter during their sojourn in the United States. These references were made by either (1) the writer of the particular article or book reviewed, (2) personal statements recorded from interviews with foreign students, or (3) from comments by persons other than the author who were associated directly or indirectly with research which produced the article. Several of the statements were obtained from personal interviews made for the benefit of the writer by students and others interested in the study.

The format of the statements was arranged by the writer into eleven of the recognized student personnel services for (1) ease in tabulating responses and (2) because these established personnel service areas provide an identifiable and ready means for helping the student resolve problems which are confronting him.

The selection of the items was based upon the following criteria:

1. Each statement should be identifiable with a student personnel service area.

2. Each statement should be clearly stated to facilitate translation by the foreign student.

3. Each statement should be short for fast reading.

4. Each statement should be self-explanatory.

5. Each statement should be common enough to elicit responses from a large number of foreign students.

6. Each statement should be sufficiently comprehensive in "sensitive complex areas" to permit the foreign student to check the statement yet feel that he has

[illegible] pages 2 and 3, there [illegible] problem statements in each of the eleven student personnel service areas. The code numbers in the center of pages 2 and 3 designate the student personnel areas. These are:

1. AS = Selection and Admissions
2. OS = Orientation Services
3. AR = Academic Work and Records
4. SP = Social Personal Counseling
5. LD = Living and Dining Services
6. HS = Health Services
7. RS = Religious Services
8. EL = English Language Remedial Reading
9. SA = Student Activities
10. FA = Financial Aids
11. PS = Placement Services

The responses by the foreign students are scored by counting the statements which have a circle around the number corresponding to the statement, and then counting the number of statements which have been underlined. For purposes of this study only those statements which have a circle around the number corresponding it will be used. The "U" at the top of page 3 stands for the number of statements "UNDERLINED", while the "C" at the top of page 2 indicates where the number "CIRCLED" would be placed. Two individual scores are obtained, the "C" number will be used for statistical purposes, while the "U" number will provide some indication of serious concerns and will be referred to the appropriate college counselor.

This method enables the person administering the instrument to determine at a glance whether the student is (1) having problems in a particular service area or (2) whether his problem concerns are more general and cover several of the identifiable areas of a student personnel program.

[illegible] your [illegible] [illegible] all of the problems confronting a given child [illegible] if the open-ended questions have been asked in the hope that a more complete picture of the student's problems can be obtained.

As a judge, your analysis of the statements is most important. You are being asked to read each statement in view of the criteria and indicate whether or not the statement is satisfactory for inclusion in the instrument. If you sincerely believe a statement is not satisfactory would you (1) suggest a replacement and (2) indicate why you believe the statement to be unsatisfactory.

Your cooperation has been most appreciated.

John W. Porter
1351 Stayner Road
East Lansing
ED - 3423

APPENDIX D

INVITATIONS TO THE FOREIGN STUDENTS

Form 1: First Letter Mailed to Foreign Students

Form 2: Special Letter Mailed to Foreign Student Organization Presidents

Form 3: Follow-up Letter Mailed to Foreign Students

MICHIGAN STATE UNIVERSITY EAST LANSING

OFFICE OF THE DEAN OF INTERNATIONAL PROGRAMS

January 24, 1962

Dear Student from Abroad:

Your assistance is being requested to aid in the completion of an extensive research project which has been underway for the past two years at Michigan State University. This research project has included the development of a Problem Inventory, designed to assist college and university students from other lands in better identifying things that concern them.

Many students who have had an opportunity to take the Problem Inventory have indicated that it helped them to clarify many concerns which they have had during their stay in the United States. The Problem Inventory is not a test; there are no right and wrong answers.

The research needed to develop the Problem Inventory to its present stage has been undertaken with great care, with the expectation that it could serve as a valuable interview and research technique for personnel at many institutions of higher education.

In order to perfect the Problem Inventory we must seek the cooperative involvement of a relatively large number of students from other lands. We are, therefore, inviting all students from abroad who are studying at Michigan State University to assist us as follows:

Join us on one of the following dates most convenient to you:

Dates	Places
February 15, 1962 - 7:00 P.M. (Thursday)	Room C-109 Anthony Hall
February 16, 1962 - 2:00 P.M. (Friday)	Room C-109 Anthony Hall
February 17, 1962 -10:00 A.M. (Saturday)	Room C-109 Anthony Hall

Your participation will consist of completion of two questionnaires and will take only one hour. Your name will remain completely anonymous.

We should like to emphasize that your contribution to this work is of significant importance to all students from abroad studying in the United States.

Please plan to participate.

Thank you.

Sincerely,

John Porter
John W. Porter
Educational Research
Consultant
Department of Public
Instruction

Homer Higbee
Homer Higbee
Assistant Dean
International Programs
Michigan State
University

A. O. Haller
A. O. Haller
Professor, Sociology
and Anthropology
Michigan State
University

MICHIGAN STATE UNIVERSITY East Lansing

Office of the Dean of International Programs

February 22, 1962

Dear M

We recently mailed an individual letter to each student from abroad inviting them to participate in a research program now under way on the campus. A copy of that letter is enclosed.

The response was only 60 students out of approximately 700, which is not statistically sufficient for validation of the counseling instrument being studied. I suspect that many students did not find it possible to participate because of conflict of schedule and possibly because of the distance to Anthony Hall where the experimentation was held. We have therefore scheduled another opportunity for students to participate in this research program on March 1, 2 and 3, as indicated in the second enclosure to this letter.

If you feel that it would be appropriate for you to do so, I would consider it a personal favor if you would bring this to the attention of the members of your club and encourage those who can possibly spare the time, to participate.

Sincerely yours,

Homer Higbee

Homer Higbee, Assistant Dean
International Programs

HH:th

MICHIGAN STATE UNIVERSITY East Lansing

Office of the Dean of International Programs

February 22, 1962

Dear Student from Abroad:

Sixty students responded to our invitation of January 24, 1962 to participate in the research on areas of special concern to foreign students. If you were one of the sixty, please accept our sincere thanks. If, on the other hand, you found that the dates were inconvenient, we have scheduled a second opportunity for you to participate on the following dates:

March 1, 1962 - 7:30 P.M. - Student Union Bldg. Room 21 (Bridge Tables)

March 2, 1962 - 2:00 P.M. - Student Union Bldg. Room 21 (Bridge Tables)

March 3, 1962 -10:00 A.M. - Student Union Bldg. Room 32

As you may recall from our previous letter, your participation requires only that you complete two questionnaires which will take approximately 30 minutes. Your contribution to this work is of significant importance to all students from abroad studying in the United States.

We hope you will plan to participate.

Sincerely yours,

John W. Porter	Homer Higbee	A. O. Haller
Educational Research	Assistant Dean	Professor, Sociology
Consultant	International Programs	and Anthropology
Department of Public	Michigan State	Michigan State
Instruction	University	University

HH:th

APPENDIX E

COUNSELING CENTER COOPERATION

Letter from Counseling Center Acting Director
to the Students from Other Countries

COUNSELING CENTER

MICHIGAN STATE UNIVERSITY

To Students From Other Countries:

We want to call your attention to the fact that as students in our University you are most welcome to use the services of the Counseling Center. In the Counseling Center you may discuss in confidence with a counselor any kind of personal worry or problem that concerns you. Most of the students who come to us have concerns in some of the following areas:

Academic progress matters - these usually center around difficulties in achieving the grades that they think they should in their courses.

Educational-vocational planning matters - these usually involve assistance in selecting appropriate vocational goals and in selecting the most appropriate M.S.U. curriculum for achieving the goals.

Personal-social adjustment matters - these usually include assistance with feelings of discouragement, lack of confidence, worries about home and family conditions, difficulties in making friends, and general unhappiness.

The Center does not have responsibility for financial aid, residence hall regulations, or other administrative affairs, but your Counselor can refer you to appropriate offices for assistance with such matters.

You may make an appointment for a counseling interview by visiting our receptionist, Room 207 Student Services Building, or by calling us at 355-8270. Our schedules are quite full at the end of each term so there may be some delay in getting an appointment but we hope that this will not cause you to hesitate about coming to see us.

Sincerely yours,

Rowland R. Pierson

Rowland R. Pierson
Acting Director

March 1, 1962

RRP/jt

APPENDIX F

ORIGINAL DATA AND CODE DETAILS

Form 1: Original Data and Code Details for Individual Scores

Form 2: Countries Represented by the Foreign Student Sample

Form 3: Languages Spoken by the Foreign Student Sample

ORIGINAL DATA AND CODE DETAILS

COLUMN	CODE DETAILS FOR INDIVIDUAL SCORES
1	Student Number
2	Total Score of "Concerns"
3.	Total Score of "Most Concerns"
4	Response to Question 1, Page 4 (1) Yes (2) No (3) No Response
5	Response to Question 2, Page 4 (1) Yes (2) No (3) No Response
6	*Response to Question 3, Page 4 (First Preference)
7	*Response to Question 3, Page 4 (Second Preference)
8	*Response to Question 3, Page 4 (Third Preference)

(01) Counselor
(02) Foreign Student Advisor
(03) Faculty Member
(04) Friends
(05) Academic Advisor
(06) Fellow Students from Home Country
(07) Minister
(08) Housemother
(09) U.S. Friends and U.S. Students
(10) Roommate
(11) Family
(12) Others
(13) No Response
(14) Fellow Students
(15) Church Youth Group
(16) Program Office in Washington, D.C.
(17) "Myself"
(18) Nobody
(19) Campus Coordinator

9	Response to Question 4, Page 4 (1) Yes (2) No (3) No Response

INDIVIDUAL SCORES

COLUMN	1	2	3	4	5	6	7	8	9
	62	00	00	1	1	19	05	13	3
	5	00	00	3	3	13	13	13	3
	6	01	01	1	2	06	05	13	1
	71	01	01	1	1	03	13	13	2
	14	02	00	1	1	06	03	13	3
	84	02	00	3	1	03	19	14	1
	24	03	01	1	2	14	05	13	2
	43	03	00	1	1	13	13	13	3
	51	03	01	2	2	14	13	13	2
	89	03	00	1	1	03	14	13	2

INDIVIDUAL SCORES - Continued

COLUMN	1	2	3	4	5	6	7	8	9
	35	04	01	1	1	12	03	10	2
	106	04	01	1	1	14	05	13	2
	4	04	00	2	2	12	13	13	3
	82	04	02	1	1	07	05	14	2
	63	05	01	1	1	06	02	13	2
	68	05	05	1	1	06	03	13	2
	69	05	00	1	1	03	13	13	2
	38	05	01	1	1	06	13	13	2
	9	05	00	1	1	09	13	13	2
	65	05	00	3	1	04	07	15	2
	67	05	00	1	3	09	13	13	2
	98	06	00	1	1	06	02	03	2
	103	06	02	1	1	05	12	13	2
	2	06	04	2	1	05	03	14	2
	97	07	01	1	1	11	06	13	3
	31	07	02	1	1	04	13	13	2
	108	07	00	1	1	05	13	13	2
	76	07	04	1	1	18	13	13	2
	109	07	02	1	1	05	16	14	1
	52	08	01	1	1	03	06	02	2
	10	08	02	2	1	06	05	03	2
	74	08	01	2	2	17	06	13	2
	21	08	03	2	1	03	02	14	1
	85	09	03	1	1	05	06	02	2
	47	09	04	1	1	02	04	03	3
	64	09	04	1	1	03	02	04	1
	54	09	09	1	1	09	03	13	3
	42	09	03	2	1	14	05	13	2
	44	09	03	1	1	09	13	13	2
	90	09	00	1	1	17	13	13	3
	8	10	01	1	2	12	11	04	2
	25	10	03	1	2	12	03	06	2
	100	10	00	1	2	05	06	13	2
	12	11	04	1	1	06	05	03	1
	37	11	02	1	1	02	09	03	1
	104	11	03	1	1	01	02	06	1
	46	11	02	1	1	06	03	12	2
	70	11	03	1	1	01	13	13	2
	11	11	01	2	2	05	13	13	2
	66	11	02	1	2	18	13	13	2
	3	12	04	1	1	03	06	02	2
	93	12	06	1	1	03	02	06	2
	28	12	03	1	1	06	04	13	2
	33	12	01	1	1	02	05	13	3
	19	13	06	1	1	06	01	13	2
	7	13	02	1	1	13	13	13	1
	53	14	04	2	1	01	08	02	2

INDIVIDUAL SCORES - Continued

COLUMN	1	2	3	4	5	6	7	8	9
	34	14	06	1	1	01	02	06	1
	32	14	04	1	1	03	13	13	2
	83	14	04	3	3	13	13	13	3
	96	15	00	1	2	14	06	02	2
	75	15	08	2	2	13	13	13	2
	72	15	05	2	1	17	01	14	1
	78	15	02	1	1	03	09	14	1
	56	16	04	1	1	05	01	13	2
	13	16	00	1	1	03	06	02	2
	22	16	07	1	1	14	05	11	1
	16	16	04	1	1	06	14	12	2
	57	16	06	1	1	05	12	13	1
	99	16	05	1	1	06	14	13	1
	95	17	01	1	1	03	05	02	2
	79	17	00	1	1	05	03	04	1
	27	17	06	2	1	01	06	13	3
	30	17	04	2	1	03	06	13	1
	105	17	06	2	2	04	13	13	1
	55	17	07	1	1	06	13	13	2
	87	17	06	1	1	06	13	13	2
	86	17	02	1	1	17	14	13	2
	60	18	00	1	3	06	09	05	2
	61	18	05	2	1	01	03	06	2
	58	18	06	2	1	03	07	12	1
	1	19	05	1	1	03	13	02	1
	29	19	04	1	2	06	05	03	2
	23	19	04	1	1	13	13	13	2
	73	20	05	3	1	01	10	06	3
	40	21	00	1	2	06	14	05	1
	77	22	03	2	2	06	03	13	2
	15	23	12	1	1	10	04	07	1
	107	24	06	1	2	03	14	04	2
	101	24	07	1	1	06	05	13	2
	92	24	06	1	1	09	06	13	2
	48	25	07	1	1	06	02	13	3
	26	26	00	2	1	12	13	13	1
	80	27	12	1	1	18	13	13	1
	49	28	06	3	2	13	13	13	2
	18	32	12	2	1	06	09	13	3
	36	32	23	1	1	02	03	14	2
	94	33	14	1	3	06	02	13	3
	59	34	16	3	1	06	02	05	1
	88	36	17	1	1	03	06	13	2
	102	36	19	1	1	02	06	15	2
	91	38	04	1	1	06	19	05	2
	39	39	05	1	1	02	06	03	2
	45	40	05	1	1	11	04	12	2
	20	43	12	1	1	03	09	01	2
	50	43	21	1	1	02	05	09	1

INDIVIDUAL SCORES - Continued

COLUMN	1	2	3	4	5	6	7	8	9
	41	50	21	1	1	06	05	03	2
	17	53	16	1	1	04	03	13	2

TOTAL NUMBER OF RESPONSES PER ITEM
CHECKED BY 108 FOREIGN STUDENTS

Item	Total Checked	Item	Total Checked	Item	Total Checked	Item	Total Checked
1.	13	34.	8	67.	3	100.	7
2.	10	35.	19	68.	4	101.	28
3.	16	36.	9	69.	15	102.	13
4.	3	37.	6	70.	16	103.	7
5.	20	38.	8	71.	8	104.	12
6.	20	39.	5	72.	13	105.	25
7.	20	40.	21	73.	10	106.	4
8.	11	41.	28	74.	9	107.	13
9.	32	42.	16	75.	32	108.	6
10.	4	43.	22	76.	11	109.	0
11.	15	44.	7	77.	30	110.	4
12.	5	45.	16	78.	0	111.	35
13.	22	46.	20	79.	5	112.	8
14.	26	47.	7	80.	23	113.	33
15.	9	48.	5	81.	10	114.	11
16.	10	49.	7	82.	8	115.	17
17.	7	50.	12	83.	21	116.	9
18.	8	51.	7	84.	8	117.	5
19.	5	52.	1	85.	4	118.	9
20.	2	53.	3	86.	18	119.	1
21.	5	54.	8	87.	6	120.	12
22.	17	55.	7	88.	37	121.	2
23.	20	56.	17	89.	21	122.	2
24.	27	57.	16	90.	30	123.	8
25.	5	58.	12	91.	2	124.	7
26.	0	59.	6	92.	7	125.	16
27.	16	60.	11	93.	5	126.	13
28.	36	61.	14	94.	17	127.	13
29.	7	62.	21	95.	21	128.	13
30.	4	63.	9	96.	10	129.	13
31.	10	64.	6	97.	21	130.	7
32.	21	65.	15	98.	6	131.	9
33.	18	66.	5	99.	11	132.	13

- Form 2 -
Appendix F

COUNTRIES REPRESENTED BY THE FOREIGN STUDENT SAMPLE

WESTERN	NON-WESTERN
02. Australia	01. Arabia
04. Brazil	03. Bahamas
05. Canada	06. Cameron
08. Colombia	07. China
11. Germany	09. Congo
13. Greece	10. Egypt
17. Jamaica, W.I.	12. Ghana
21. Latvia	14. India
23. Mexico	15. Iran
24. Netherlands	16. Israel
28. Peru	18. Japan
33. United Kingdom	19. Kenya
34. Venzuela	20. Korea
37. New Zealand	22. Lebanon
39. Guatemala	25. Nigeria
40. Belgium	26. Nyasaland
41. Switzerland	27. Pakistan
43. Denmark	29. Philippines
	30. Tanganyika
	31. Thailand
	32. Turkey
	35. Vietnam
	36. Nepal
	38. Ryukyus
	42. Iraq
	44. Ethiopia
	45. Ceylon
	46. Liberia
	47. Syria

- Form 3 -
Appendix F

LANGUAGES SPOKEN BY THE FOREIGN STUDENT SAMPLE

01. Arabic
02. Chinese
03. Dutch
04. English
05. French
06. German
07. Greek
08. Hebrew
09. Hindu
10. Ibo
11. Korean
12. Latvian
13. Marathi
14. Portugeuse
15. Persian
16. Spanish
17. Swahili
18. Tehugu
19. Tshilubu
20. Urdu-Punjabi
21. Japanese
22. Thai
23. Vietnamese
24. Nepali
25. Gujarati
26. Tamil
27. Konkani
28. Bengali
29. Danish
30. Ethiopian
31. Iranian
32. Hindi
XX No Answer

APPENDIX G

SUB-SCALE RESULTS OF THE DIFFERENCES BETWEEN MEAN SCORES OF THE FOREIGN STUDENT SAMPLE ON SEVEN VARIABLES

SUB-SCALE TABLE IX-A

EXAMINATION OF THE DIFFERENCE BETWEEN MEAN SCORES OF FEMALE AND MALE FOREIGN STUDENTS ON ELEVEN SCALES OF THE M.I.S.P. INVENTORY

Sub-Scale	N=12 Females $\bar{X}_1$	N=96 Males $\bar{X}_2$	Difference $\bar{X}_1 - \bar{X}_2$
Admission-Selection	1.75	1.28	.47
Orientation Services	1.83	1.24	.59
Academic Records	2.50	1.74	.76
Social-Personal	1.58	1.35	.23
Living-Dining	1.42	1.69	-.27
Health Services	1.33	1.07	.26
Religious Services	.58	.69	-.11
* English Language	2.25	1.84	.41
Student Activities	1.33	.91	.42
Financial Aids	1.50	1.66	-.16
Placement Services	1.83	1.25	.58

SUB-SCALE TABLE X-A

EXAMINATION OF THE DIFFERENCE BETWEEN MEAN SCORES OF MARRIED AND SINGLE FOREIGN STUDENTS ON ELEVEN SCALES OF THE M.I.S.P. INVENTORY

Sub-Scale	N=59 Single $\bar{X}_1$	N=49 Married $\bar{X}_2$	Difference $\bar{X}_1 - \bar{X}_2$
Admission-Selection	1.39	1.27	.12
Orientation Services	1.29	1.33	-.04
Academic Records	2.03	1.57	.46
Social-Personal	1.36	1.41	-.05
Living-Dining	1.83	1.45	.38
Health Services	1.08	1.12	-.04
Religious Services	.66	.69	-.03
English Language	1.90	1.88	.02
Student Activities	1.15	.71	.44
Financial Aids	1.80	1.45	.35
Placement Services	1.37	1.24	.13

SUB-SCALE TABLE XI-A

EXAMINATION OF THE DIFFERENCES BETWEEN MEAN SCORES OF GRADUATE AND UNDERGRADUATE FOREIGN STUDENTS ON ELEVEN SCALES OF THE M.I.S.P. INVENTORY

Sub-Scale	N=39 Undergraduate $\bar{X}_1$	N=67 Graduate $\bar{X}_2$	Difference $\bar{X}_1 - \bar{X}_2$
Admission-Selection	1.59	1.18	.41
Orientation Services	1.59	1.12	.47
Academic Records	2.41	1.48	.93
Social-Personal	1.67	1.18	.49
Living-Dining	2.28	1.28	1.00
Health Services	.92	1.21	-.29
Religious Services	.62	.67	-.05
English Language	2.56	1.45	1.11
Student Activities	1.18	.76	.42
Financial Aids	1.92	1.40	.52
Placement Services	1.72	1.07	.65

SUB-SCALE TABLE XII-A

EXAMINATION OF THE DIFFERENCES BETWEEN MEAN SCORES OF FOREIGN STUDENTS BY NUMBER OF MONTHS ON CAMPUS

Sub-Scales	N=74 On Campus 12 Months or Less $\bar{X}_1$	N=33 On Campus 13 Months or More $\bar{X}_2$	Difference $\bar{X}_1 - \bar{X}_2$
Admission-Selection	1.26	1.55	-.29
Orientation Services	1.19	1.61	-.42
Academic Records	1.49	2.58	-1.09
Social-Personal	1.35	1.45	-.10
Living-Dining	1.72	1.58	.14
Health Services	1.05	1.18	-.13
Religious Services	.58	.88	-.30
English Language	2.16	1.24	.92
Student Activities	.96	.97	-.01
Financial Aids	1.53	1.82	-.29
Placement Services	1.07	1.91	-.84

SUB-SCALE TABLE XIII-A

EXAMINATION OF THE DIFFERENCES BETWEEN MEAN SCORES OF FOREIGN STUDENTS BY AGE

Sub-Scale	N=30 Age 25 or Younger $\bar{X}_1$	N=76 Age 26 or Older $\bar{X}_2$	Difference $\bar{X}_1 - \bar{X}_2$
Admission-Selection	1.37	1.35	.02
Orientation Services	1.57	1.21	.36
Academic Records	2.07	1.75	.32
Social-Personal	1.30	1.43	-.13
Living-Dining	2.30	1.43	.87
Health Services	.93	1.13	-.20
Religious Services	.80	.64	.16
English Language	1.40	2.19	-.79
Student Activities	1.17	.89	.28
Financial Aids	2.07	1.51	.56
Placement Services	1.40	1.29	.11

SUB-SCALE TABLE XIV-A

EXAMINATION OF THE DIFFERENCES BETWEEN MEAN SCORES OF FOREIGN STUDENTS WHO PREFER ENGLISH AS A FIRST LANGUAGE AND THOSE WHO HAVE ANOTHER PREFERENCE

Sub-Scale	N=74 English: Not First Choice $\bar{X}_1$	N=25 English: First Choice $\bar{X}_2$	Difference $\bar{X}_1 - \bar{X}_2$
Admission-Selection	1.31	1.40	-.09
Orientation Services	1.28	1.40	-.12
Academic Records	1.74	1.64	.10
Social-Personal	1.45	1.20	.25
Living-Dining	1.80	1.28	.52
Health Services	1.27	.72	.55
Religious Services	.55	1.08	-.53
English Language	2.30	.60	1.70
Student Activities	.93	1.16	-.23
Financial Aids	1.53	1.60	-.07
Placement Services	1.31	1.28	.03

SUB-SCALE TABLE XV-A

EXAMINATION OF THE DIFFERENCES BETWEEN MEAN SCORES OF FOREIGN STUDENTS CLASSIFIED AS "WESTERN" AND "NON-WESTERN"

Sub-Scale	N=72 Non-Western $\bar{X}_1$	N=35 Western $\bar{X}_2$	Difference $\bar{X}_1 - \bar{X}_2$
Admission-Selection	1.36	1.23	.13
Orientation Services	1.33	1.17	.16
Academic Records	1.69	1.97	-.18
Social-Personal	1.64	.86	.78
Living-Dining	1.88	1.11	.77
Health Services	1.07	1.20	-.13
Religious Services	.63	.80	-.17
English Language	1.93	1.83	.10
Student Activities	.92	1.00	-.08
Financial Aids	1.90	1.00	.90
Placement Services	1.33	1.29	.04

APPENDIX H

AN ITEM INSPECTION OF THE RESPONSES OF A SAMPLE OF FOREIGN STUDENTS AND A SAMPLE OF UNITED STATES STUDENTS ON THE M.I.S.P. INVENTORY

AN ITEM INSPECTION OF THE RESPONSES OF A SAMPLE OF FOREIGN STUDENTS AND A SAMPLE OF UNITED STATES STUDENTS ON THE M.I.S.P. INVENTORY

	Foreign Student Sample - S_1 N = 46						United States Student Sample - S_2 N = 47					
Sub-Scale	Item	S_1	S_2	Item	S_1	S_2	Item	S_1	S_2	Item	S_1	S_2
Admission and Selection	1.	9	3	34.	3	1	67.	3	2	100.	3	1
	2.	6	3	35.	11	8	68.	2	0	101.	14	0
	3.	7	11	36.	2	1	69.	8	3	102.	8	0
Orientation Services	4.	0	1	37.	3	1	70.	7	5	103.	4	1
	5.	10	3	38.	4	3	71.	6	3	104.	5	6
	6.	11	0	39.	3	2	72.	8	5	105.	13	4
Academic Records	7.	8	12	40.	13	13	73.	4	20	106.	2	3
	8.	2	17	41.	12	16	74.	4	3	107.	6	6
	9.	14	15	42.	7	15	75.	18	28	108.	3	5
Social-Personal	10.	2	0	43.	8	2	76.	8	2	109.	0	1
	11.	5	6	44.	1	5	77.	14	1	110.	1	1
	12.	4	16	45.	10	2	78.	0	2	111.	14	7
Living-Dining	13.	11	0	46.	12	3	79.	2	0	112.	5	0
	14.	10	7	47.	4	2	80.	10	2	113.	12	6
	15.	7	17	48.	2	0	81.	4	8	114.	7	0
Health Services	16.	5	7	49.	4	0	82.	2	4	115.	10	16
	17.	3	7	50.	6	11	83.	13	19	116.	6	11
	18.	2	1	51.	5	2	84.	2	9	117.	1	4
Religious Services	19.	4	1	52.	0	0	85.	2	4	118.	4	0
	20.	1	0	53.	1	1	86.	9	5	119.	1	0
	21.	2	10	54.	6	0	87.	3	10	120.	5	5
English Language	22.	7	0	55.	4	13	88.	20	0	121.	1	0
	23.	11	19	56.	10	0	89.	8	3	122.	2	0
	24.	14	0	57.	6	0	90.	12	0	123.	6	0
Student Activities	25.	5	12	58.	7	2	91.	2	0	124.	5	0
	26.	0	0	59.	3	1	92.	6	1	125.	11	0
	27.	8	1	60.	5	4	93.	3	0	126.	5	2
Financial Aids	28.	21	12	61.	9	4	94.	11	3	127.	7	6
	29.	5	4	62.	12	0	95.	13	5	128.	9	4
	30.	2	0	63.	5	4	96.	8	4	129.	6	9
Placement Services	31.	5	5	64.	6	0	97.	12	14	130.	4	3
	32.	11	0	65.	8	0	98.	1	4	131.	7	0
	33.	7	0	66.	3	0	99.	4	0	132.	7	0