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THE UTILIZATION OF STUDENT SERVICE PROGRAMS TO SUPPORT
INTERNATIONAL STUDENTS

By

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ABSTRACT

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The purpose of this study is threefold: first, to investigate the concerns and difficulties of international students attending Michigan State University in the spring semester of 2001; second, to evaluate the support service programs provided by the university, examining whether or not these programs meet the needs of international students; and finally, to make recommendations to facilitate international students' utilization of the services and improve the existing services.

The target population of this study consists of roughly 2,261 international students who come from three different regions. The sample included 500 students from Asia, 227 from Europe, and 143 from Latin America, totaling 870. The data were collected using the revised Michigan International Student Problem Inventory (MISPI). To measure the variability of the perceived problems, I calculated means and standard deviations. Based on these key demographic variables, I carried out Analysis of Variance (ANOVA) to answer the research questions, which examine differences in the means of the perceived problems and the utilization of the existing service programs according to cultural backgrounds and demographic characteristics of international students.

Major findings were as follows: The most frequently encountered problems for international student focused on English language, financial aid, placement services, and social-personal difficulties. Less frequent were problems with health services, academic

records, living/dining, orientation services, admission and selection, and student activities. Problems with religious services were seldom mentioned.

The most striking finding is the lack of awareness of existing services among international students. Students are mostly satisfied with services when they take advantage of them. International students reported the Community Volunteers for International Programs (CVIP) was the most useful service program, followed by the Office for International Students and Scholars (OISS) and English Language Center (ELC). With respect to CVIP services, international students reported the most usefulness in orientation services, followed by cultural activities and the home stay program. For OISS services, international students reported the most usefulness in administrative services, followed by legal services and counseling services. Of ELC services, international students reported the most usefulness in its academic purposes program and group lesson programs, followed by intensive English programs. There were significant differences in the problems of international students according to cultural group in two high incidence problem areas: English language and social-personal. There were no significant differences in the utilization of OISS by cultural group, age, marital status, or length of stay. There were significant differences in the utilization of OISS by gender, grade levels, and financial support. There were no significant differences in the utilization of CVIP among the three cultural groups or by gender. However, there were significant differences in the utilization of CVIP between the two age groups and according to marital status, grade levels, financial support, and length of stay. There were no significant differences in the utilization of ELC by age or grade

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To the memory of my father, Reverend Sam-Yeol Joo

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CHAPTER I: INTRODUCTION

The Problem and Significance of the study

The past 50 years has seen an influx of international students across the campuses of colleges and universities in the United States (Howard & Keele, 1991). The number of international students attending higher education institutions in the United States increased from 50,000 in 1960, to 120,000 in 1970, to over 300,000 in 1980 (Boyan, 1981). By 1992, the figure was 420,000 (U.S. Bureau of the Census, 1993). During the 1998-1999 academic year, 490,933 foreign students studied in the United States, approximately 3.0% of total enrollment in U.S. colleges and universities (NAFSA, 1998-1999).

The increasing population of international students in the U.S. adds to the diversity of the student bodies in educational communities, and enriches the learning environment by exposing students to many cultures (Barber, 1985 in McIntire, 1992; Heikinheimo & Shute, 1986). Chen (1996) found that a more optimal cultural atmosphere can be established in teacher training programs by promoting social contacts among international students and American students, and by increasing cross-cultural discussions. Breitenbach(1970) stated that diversity of the student body establishes friendly relationships between the various nations, promotes mutual understanding between peoples, and contributes to securing world peace.

In graduate education, a high proportion of international students are found in technical and scientific academic departments. International students at many institutions make up more than half the graduate students in engineering, mathematics, chemistry,

and often physics (Council of Graduate Schools, 1983; NSF, 1986). They represent significant proportions of students in the biological sciences and other natural and agricultural science departments as well. Without international students in the graduate programs, many departments would not have teaching assistants to teach basic math, chemistry, physics, and engineering courses. Although this phenomenon waxes and wanes depending on the pay scales in private industry and academia, the pattern has been relatively consistent for the last 20 years in American higher education (McIntire, 1992).

Furthermore, International students also make considerable economic contributions to their campuses and communities through full time payment and cost of living expenses. According to the Institution of International Education (IIE), over two-thirds (67%) of all international students receive most of their funding for U.S. study from personal and family sources. Three-quarters (75%) receive most of their funding from sources outside the United States (Institute of International Education, 1998-1999). The total combined foreign expenditures on tuition and cost-of-living exceeds \$11.7 billion, making education the United States' fifth largest service sector export in 1998. The tuition estimate is based on cost data provided to the College Board and collected as part of the College Board's Annual Survey of Colleges for 1997/98 (Institute of International Education, 1997-1998). Cost of living expenses including books and supplies, transportation, health insurance and other expenses, are estimated by NAFSA: the Association of International Educators (Institute of International Education, 1997-1998).

At Michigan State University, approximately 2,700 international students were enrolled full time and paid full-time fees in the 1998-1999 academic year. The institution

collected approximately \$33.4 million tuition and fees each year from these students (NAFSA, 1998-1999). In 1998-1999, each international student spent approximately \$14,000 per year in living expenses, totaling at least \$38.5 million spent annually in the community. In short, approximately \$72 million are brought into the community and campus each year by international students, not including dependents' living expenses (NAFSA, 1998-1999). This revenue is of great importance to the economic well being of any campus, city, and state to which international students come in pursuit of education.

International students face unique problems in adjusting to the collegiate environment in the U.S. Students studying in a foreign country have to deal with both academic challenges and culture shock (Domchot, 1989). Klineberg & Hull (1979) pointed out that students who come to American colleges and universities with a cultural background quite different from the culture they encounter upon arrival in the U.S. would suffer "culture shock." The greater the differences between the student's native culture and the American culture, the more difficult the adjustment. Lehrfield (1975) found that culture shock influences academic performance: familiarity with the new environment is significantly related with a positive change in grade point average for foreign students.

Also, many international students are not aware of the academic principles and practices in the American educational system. According to Robinson (1991), certain values and assumptions function implicitly in the minds of instructors and students in the world of American academe. These include individualism and competition, progress-orientation and reasoning style, and attitude toward knowledge (Chen 1996). Many international students are not familiar with an informal atmosphere in classes

(Cunningham & Kang, 1990) and have limited understanding of grading system and course requirement (Eid, 1989).

Many colleges and universities established student support systems and developed a variety of programs to assist international students overcome these barriers. Orientation programs, counseling and guidance services, socio-cultural programs, and other facilities have been organized in many colleges and universities. Some institutions have appointed an official international student adviser to give help and guidance to any international students with any personal or academic problems.

Endeavors to help international students have been somewhat successful. Luzzo, Henao, and Wilson(1996) found in a small-scale exploratory that international students expressed overall satisfaction regarding the way the university met their academic needs. Lange(1989) also found in her study that international students were generally satisfied with their relationships with other students, the adjustment to the American culture, their English speaking abilities, and housing. On the other hand, many studies have showed that some American universities do not provide policies and service programs based on the needs of international students. These students continuously confront new and difficult challenges and experience a high level of stress and distress in their learning and living environments.

Pfau(1983) found in his study at the University of Connecticut that most of the international students did not attend orientation. Many were not aware of the existence of the program. The welcoming letters sent to new students were not sufficient to inform students of the available orientation activities and other services. In a study at Brigham Young University to assess the career needs of its 1,300 international students,

MacArthur found that foreign students already had selected career goals and did not need the career-decision-making assistance that American students required. However, foreign students expressed a strong need for assistance with job placement upon completion of their educational programs.

Melony(1986) identified the major problems faced by international students on U.S. colleges and universities. These problems include limited English proficiency, difficulty in understanding lectures, limited participation in class discussions, and concern about written and oral reports. Barakat(1988) found that one of the first problems foreign students encounter, as many U.S. students do, is finding proper housing accommodations. This problem is greater for students who arrive late at an institution where there is a housing shortage. Even when housing is available, foreign students face the difficulties of making a wise choice, finding suitable roommates, understanding what is and is not covered by the rental charge, and coping with the rules and regulations of housing including the provisions and obligations of the rental agreement.

According to Lange(1989), loneliness and homesickness are common problems faced by foreign students. These problems can reach critical proportions if the foreign student is unable to find assistance from co-nationals or American peers: "Loss of status and identity and feelings of worthlessness may ensue for students who feel they have left their identity behind and are groping for an identity in a culture they do not understand" (Cadieux et al. in Pyle, 1986, p. 56).

The purpose of this study is two fold: first, to investigate the concerns and difficulties of international students attending Michigan State University in the spring semester of 2001, second, to evaluate the support service programs provided by the

university, examining whether or not these programs meet the needs of international students.

More specifically, the purposes of the study are:

1. To identify the problems perceived by international students attending Michigan State University regarding the following student support services: (a) admissions and selection, (b) orientation, (c) academic advising and records, (d) counseling and guidance, (e) room and board, (f) health services, (g) religious services, (h) remedial reading programs, (i) student activities, (j) financial aid, and (k) placement.
2. To identify the existing support service programs available to international students attending Michigan State University.
3. To evaluate the utilization of student support service programs available to international students attending Michigan State University.
4. To make recommendations to facilitate international students' utilization of the services and improve the existing services.

Michigan State University (MSU) is one of leading universities in the field of international education. The major service programs for international students provided by the university are as follows:

- English language training: English Language Center (ELC), small group tutoring classes, and so on for international students to improve their English proficiency.
- Cultural training: Community Volunteers for International Programs (CVIP), and so forth to provide opportunity for international students and scholars, and their families to meet Americans and to share customs and cultures.

- Legal/administrative support: Office for International Students and Scholars (OISS) to provide services in relation to orientation, counseling, legal issues (immigration, visa, working permit) and other administrative assistance.

Few studies have focused on the needs of international students, particularly with reference to student support services. As a result, most university policies and service programs for international students are based on university personnel's assumptions about the adjustment needs of international students, not on documented needs. Many services for international students are limited to basic academic or administrative help, for example, to provide general information about admission, enrollment, graduation, visa/immigration-related issues.

Few studies have evaluated the effectiveness of the existing service programs or proposed strategies to improve support services for international students (Dunnett, 1977; Kajorsin, 1979; Obong, 1984). As a result, many international students have confronted personal, socio-cultural problems as well as educational problems over and over again. They also have feelings of alienation and show negative attitudes toward university service systems (Chongolnee, 1978; Saleh, 1980; Chen, 1996).

MSU has little information about the needs of international students and the effectiveness of service programs it has provided for them. It is important to investigate the needs of international students in relation to student support services. Such information can serve as a basis for the student service personnel to develop their strategies to improve those services. In particular, this study can help the OISS organize and implement its orientation programs, counseling programs, cross-cultural programs, and other related student support services for international students. Finally, this study

will clarify any significant differences among the needs of international students, based upon their cultural backgrounds.

The majority of the research addresses the international student population as a homogenous entity. Not enough consideration has been given to the different cultural backgrounds of international students (Walter-Samli, and Coskun-Samli, 1979).

Although international students may have some problems in common, they also have problems peculiar to their own cultural groups (Altscher, 1976; Ji, 1993; Cunningham & Kang, 1990).

This study focuses on three cultural groups with the largest representative international student populations at Michigan State University for the Spring 2001: people from Asia, Europe, and Latin America. These groups represent groups of people from countries with similar geographical, religious, and cultural backgrounds. The comparison will reveal specific issues or concerns particular to a cultural group that would otherwise be overlooked in a general sampling of students.

Research Questions

The questions this study seeks to answer are the following:

1. What are the perceived needs of international students attending Michigan State University?
2. How do these needs vary by cultural group?
3. How do these needs vary by demographic characteristics?
4. How do international students perceive the adequacy of the existing service programs in meeting their needs?

5. How do these adequacy vary by cultural group?
6. How do these adequacy vary by demographic characteristics?
7. What are the strategies suggested by international students to improve the existing service programs to support them?

Limitation of the study

1. The sample consists of subjects from one university. Human characteristics and environmental factors may differ from one university to another. The findings from this study cannot be generalized to other international student populations.
2. The sample size of this study is not sufficient enough and the response rate is somewhat low, thus the subject cannot be the representative of target population and can bring inadequate information. Therefore, a cautious approach to generalization from the findings of this study should be made.

Definition of Terms

Student Services- academic or non-academic assistance provided by educational institutions to help students adapt themselves to their school environment and achieve their academic goals successfully.

Student's perception- student's understanding or judgement as expressed in his responses on the questionnaire.

Foreign student: all students who are defined as foreign students by the United States Immigration and Naturalization Service (INS) as "bona-fides non-immigrant students

who qualify to pursue a full course of students” (AACRAO, 1985). In this study, the terms international students and foreign students are synonymous (Guclu, 1993).

Needs: A physiological or psychological need related to academic, personal, and social issues associated with international students who are in the process of obtaining education and training at educational institutions (Surdan & Collins, 1984).

Problems: This term refers to any difficulties, worries, concerns, troubles or frustrations that students encounter while attending colleges and universities in the U.S (Guclu, 1993). There may be a close relationship between problems and needs in that the former affects people’s perceptions of the latter.

Cultural Shock: This term refers to the accumulated stresses and strains which stem from being forced to meet one’s everyday needs (e.g. food, cleanliness, companionship) in unfamiliar ways (Brislin, 1981).

M.I.S.P Inventory: The Michigan International Student Problem Inventory, an instrument developed from the problem of foreign students as reported in the literature and elsewhere, compiled by the investigator and used for research purposes in this study (Porter, 1962).

This inventory has been used to help measure the problems and needs experienced by international students. MISPI is a set of 132 items derived from the Mooney Problem Checklist-College form (Guclu, 1993).

Office for International Students and Scholars (OISS): The OISS is the office supporting and enhancing the international students' and scholars' academic, cultural, and social interaction at Michigan State University. The OISS aims to serve as the primary link between the international students/scholars and the university, community, federal

government, and public and private agencies. The OISS also desires to promote a positive and symbiotic cross-cultural environment through international education and exchange.

CHAPTER II: LITERATURE REVIEW

Overseas Study and Trends of International Students

Overseas Study has a long history in higher education. Students from under-developed countries go to first-world countries to acquire new knowledge and techniques for improving their home countries. Students from well-developed countries are encouraged to study abroad to foster personal growth through cross-cultural learning.

According to Dubois(1956), cross-cultural education is meant to (a) to acquire and diffuse knowledge, (b) to complement the process of higher education, and (c) to develop mutual understanding and good will on the international level(Barakat, 1988). Among countries in the world, the U.S. has been the most popular country for overseas study for several decades. Students with a variety of needs come to the U.S. every year and study their fields to accomplish their personal goals. Several factors contribute to this pattern. The U.S. offers the most extensive and diverse opportunities for higher education anywhere in the world (Carnegie Council on Policy Studies in Higher Education, 1982 in Ji, 1993). U.S. institutions and society are also relatively free and open to ideas (Mauch and Spaulding, 1992). The U.S. is a relatively multicultural society with less conformity demanded than elsewhere. Religious and political dogmas tend to be suspect, more open to question, debate, and investigation. These freedoms are attractive to many overseas students.

Also, students who invest the time and energy to learn a language may choose English because it has become the language of international trade, communication, and scholarship, and it opens many opportunities (Mauch, 1984 in Mauch and Spaulding, 1992).

Most importantly, according to the annual survey of the Cooperative Institutional Research Program (CIRP) foreign students choose U.S. institutions because of their quality (Zikopoulos and Barber, 1986 in Solmon and Young, 1987). In 1991, CIRP data showed that the most compelling reasons for choosing a particular institution were a good academic reputation (51.6 percent) and the availability of special programs (22.2 percent). The 'quality' item was even more important to resident and non-resident aliens.

The international student population in the United States has grown substantially over the last three decades. During the 1974-1975 academic year, there were 154,580 international students in American higher education institutions. They constituted 1.5% of U.S. enrollment. During the 1984-85, the international student population exceeded 342,000 (IIE, 1998), constituting 2.7% of total US enrollment. By 1997-98, 481,280 international students enrolled in American higher education institutions, representing 3.6% of all U.S. higher education enrollment (IIE, 1998).

Although the United States hosts international students from virtually every country, there is a marked concentration of enrollments from Asian countries. Asian students constitute over half of all U.S. international student enrollments (56.7%). The 1997-98 academic year's total of 277,508 reflects a market increase (6.4%) over the 1996-97 total. In particular, just 41% of all international students studying in this country come from five countries: Japan, China, Korea, India and Taiwan. They collectively account for 201,000 international students. (IIE, 1998).

Europeans continue to be the second largest regional group after Asians. The 71,616 European students constitute 14.8% of all international students studying in the United States. Enrollment trends from many of the leading countries of Western Europe

reflect modest but widely spread increases in the 1997-98 academic year (IIE, 1998).

German enrollments increased 3.5%, from 8,990 in 1996 to 9,309 in 1997. Enrollments from the United Kingdom increased by 2.4%, from 7,357 in 1996 to 7,534 in 1997.

Eastern European enrollments increased by 9.5%, from 19,471 in 1996 to 21,314 in 1997.

The largest component of this Eastern European countries is from Russia. Russian enrollment increased by 3.6%, from 6,199 in 1996 to 6,424 in 1997(IIE, 1998).

Enrollments of students from many Middle Eastern countries continue to fall, with the exceptions of Turkey and Saudi Arabia. Turkish enrollments showed an 11.8% increase, from 8,124 in 1996 to 9,081 in 1997. Turkey is the 14th largest sender of U.S.-bound international students (IIE, 1998).

Canada ranks sixth among the leading sending nations. Canadian enrollments in the United States continue to drop. The decrease from 22,984 students in 1996 to 22,050 in 1997 reflects a five-year pattern of stable or declining enrollments (IIE, 1998).

Enrollments from Latin America, especially South and Central America, grew by 3.6% between 1996 and 1997, from 23,272 in 1996 to 25,302 in 1997 (IIE, 1998).

Business and management are the most popular fields of study, followed by engineering, mathematics and computer sciences. Business and management accounted for 20.9% of the entire international student population in the U.S. compared to 14.9% in engineering. Enrollment in math and computer sciences accounts for 8% of total (IIE, 1998).

Although foreign students represent 3.4% of all U.S. higher education enrollments, they represent a larger proportion at higher academic levels. Foreign students represented about 2.0% of all four-year undergraduate enrollments and 10.4% of

graduate enrollments in the 1997-98 school year (IIE, 1998). The largest numbers of all foreigners (43.1%) were enrolled in graduate schools, including 15% of doctoral students. In 1997, these numbers rose by 9.1% compared to the previous year. Foreign students are largely male. About 27% of the graduate students are married, and many are accompanied by their families (IIE, 1998).

International graduate students are primarily full-time students. More of them are self-financed than receive support from their host colleges and universities. Almost half of the foreign graduate students draw the major part of their funding for study in this country from personal and family sources (48.9%). This portion is much lower than the proportion of undergraduates who rely on personal and family funds (81.4%)(IIE, 1998).

The Michigan State University enrollment of foreign students reflects gains comparable to the national trends. In 1940, 35 foreign students were enrolled. The number increased to 390 in 1950. In 1960 there were 506 foreign students, and in 1970, 1,194. A drop in foreign student enrollment occurred in 1975, when 1,124 students enrolled. By 1980, the number had increased to 1,406. In 1990 foreign student enrollment had grown to 2,282. By 1998, the number was 2,747(Enrollment Report by the Office for International Students and Scholars, 1998). Some general observations regarding the fall 1998 international population by the Report are:

1. Enrollment Numbers:

Fall Semester 1998 total enrollment of international students of 2,747 was a decrease of 76 students or 2.7% from fall of 1997.

- Undergraduate enrollment decreased 7.2% from 977 to 911.
- Graduate enrollment decreased .5% from 1,846 to 1,836.

- Men accounted for 60% (1,653); women 40% (1,094).

2. Sending countries:

- Although East Asia continues to send the largest number of students to MSU, the economic crisis contributed to the reduction of students from Korea, Japan, Malaysia and Thailand.

- Students from China increased 14% over last year to 339.

3. Colleges:

- The Colleges of Engineering (511), Business (486), Natural Science (395), Arts & Letters (281) and Agriculture & Natural Resources (273) enroll the largest numbers of international students.

4. The number of visiting scholars was 501 this year, representing 66 countries.

5. It is estimated by the Institute for International Education (IIE) that in 1996-97 the living expenditures of all international students in Michigan added over \$281 million to the state economy.

In general, many foreign students still come from Asia. By 1997-1998, Asian students comprised more than 67% of undergraduate and 69% of graduate foreign student enrollment at MSU. 1, 511 students from the leading five countries- Korea, China, India, and Taiwan, Japan- constituted 55% of total MSU international students.

Foreign undergraduates are largely male (58.5%), single and full-time. Most are self-financed. Graduate students are even more likely than undergraduates to be male (60.7%). Graduate students are also primarily full-time students and more of them are self-financed than those who receive support from the university (Hountras, 1957; Stafford, 1977).

In sum, the MSU population of international students is composed of more Asian students, more graduate and doctoral students, and more women than ever before. It is expected that these numbers will increase significantly over the course of the decade. These trends towards Asian, graduate, and female student enrollments in various combinations means that the problems of adjustment to both academic and social life in the United States may be different from those encountered in the past by international advisors and counselors, faculty, and members of the community.

Problems and Needs of International Students

Several studies have looked at international students and their specific needs and problems (Chongolee, 1978; Eid, 1989; Melony, 1986; Obong, 1993; Luzzo, Henao, and Wilson, 1996). Just as American students face a variety of problems in leading their academic lives, so too do international students. They must adjust to a new culture, new language, and new academic environment. However, international students have both common problems and unique problems based upon their own cultural background. These problems include information needs, academic needs, career goals, English language proficiency, living environment, interpersonal/social relationships, financial aid, and extra curricular activities.

Focus on Information Needs

Many studies found inadequate information and poor on-campus orientation and counseling programs for international students (Shepard, 1970; Pfau, 1983; Hull, 1978; Eid, 1989; Tayeb, 1980). Mofitakhar (1976) found that most international students have very little accurate information on US colleges and universities prior to their arrival.

Shepard (1970) conducted a survey of 38 colleges and universities in the southern United States. In that survey, 40% of the foreign students said they felt unwelcome, lonely, and isolated. Many of them complained of inadequate pre-departure information and poor on-campus orientation. Shepard also found that many of the colleges and universities had no orientation programs for foreign students. Eid (1989) found that nearly half of the foreign students (49%) indicated that the university library had no publications, such as magazines and newspapers, from their home countries. When asked if they received useful information about the college and community during the new student orientation program, 45% agreed, 38% disagreed, and 17% were undecided. Hull (1978) reported that students who participated in an orientation program called "East West Village" showed far better adjustment after coming to the U.S. than those who did not participate. Pfau (1983) conducted a study on the orientation of foreign students at the University of Connecticut. Pfau found that most of the students did not attend orientation activities; many were not aware of the existence of the program. Based on these findings, Pfau recommended that: (a) the orientation for foreign students should be widely publicized, (b) an article about the orientation program and activities should be printed in the university newspaper at the beginning of the semester, and (c) the university should be more active in sending students details about the orientation program before they arrive on campus.

Focus on Academic Needs

Parson (1991) identified the academic and social adjustment needs of international graduate students. He found that academic needs are ranked high because most graduate students are intensely goal-oriented (Lee, et al., 1981; Moore, 1970). The

major goal was obtaining the degree. Students wanted to gain the knowledge applicable to home country needs.

Eid (1989)'s study showed many foreign students were not familiar with course requirements. Three-fourths of the respondents (76%) understood the grading system; however, 39% reported difficulty in understanding course requirements. Students were almost evenly divided about their interactions with faculty members. 47% discussed coursework with the faculty, 53% did not. NAFSA (1972) reported that academic departments tended not to accommodate foreign students' special needs and problems. Few departments offered courses to help foreign students understand how to transfer their training to their home countries.

A few studies suggested improvements for academic programs. Chiang and Klinzing (1975) suggested that foreign student programs should avoid breadth, concentrate on practice and field work, and emphasize the benefits and pitfalls of technological transfer. Moore (1970) proposed that study programs integrate and apply class learning to situations in foreign students' home countries, courses should be relevant to international student development, and internships be provided to approximate human and environmental conditions in foreign students' home countries.

Focus on Career Goals

Samli (1979) stated that American colleges and universities rarely provide foreign students with proper information and guidance in career development. This problem results from a lack of adequate information regarding employment opportunities in the home country, difficulty in determining the academic advisor's sensitivity to international concerns, lack of congruence between course work and desired work experience,

difficulty of expressing one's self in an unfamiliar culture, and lack of professionally trained career counselors. Like Samli and his colleagues, MacArthur (1980) expressed concern about the usefulness of career guidance for foreign students. He wrote,

“The current unpredictable worldwide economic situation and ever-changing employment trends have created a more challenging job market for international students attending American universities. To further complicate the job hunt for the foreign students, the desired job market for any particular student is often thousands of miles away and fairly inaccessible. Yet, comparatively little has been done to assess the career needs of the numerous international students on our American college and university campuses to develop appropriate assistance programs for them. (p. 179).”

More recently, Boyer and Sedlacek (1986) administered a questionnaire to 164 incoming foreign students at the University of Maryland at College Park. Foreign students took their education quite seriously, valuing it both for intrinsic reward of academic pursuit and for career-related reasons. The majority of incoming international students had clear vocational goals: 27% had clearly defined vocational goals and another 48% were quite certain of their vocational goals. Most students decided on their vocational goals during and shortly after secondary school.

Focus on English Language Proficiency

Many researchers found that the most serious problem areas for international students focused on English language proficiency (Hosseni, 1981; Kangwanshirathada, 1983). Related problems include understanding lectures, participating in class discussions, and preparing written and oral reports (Meloni, 1986). The majority of the research findings agree that proficiency in English is positively related to academic performance (e.g. Sugimota, 1986; Salim, 1984; Ellis, 1978; and Moore, 1987). Spaulding and Flack (1976) concluded that students who had difficulties with oral or written English tended to have both academic and social adjustment problems.

Parson (1991) also found that students with higher language proficiency adjusted better personally and academically. Penn (1977) investigated the interrelationship between loneliness and the barriers of interaction between international and American students. International students considered difficulty in understanding the language and their unfamiliarity with American customs as the major barriers to interaction with Americans. Clearly, language proficiency is a critical variable in the amount and quality of social interaction (Gullaborn & Gullahorn, 1966). A number of authors wrote about the importance of verifying language proficiency before admitting students from abroad or otherwise offering adequate language training before allowing international students to enter academic programs (Meloni, 1986).

Focus on Living Environment

The residential environment is an important element of the student's extra-curricular life. International students often have to find appropriate housing for themselves and sometimes for their spouses and children. Finding housing early on is crucial. According to Bang (1965), the living situation is an important consideration for the foreign student who must make an immediate adjustment to the American society. Althen (1983) adds:

“To some degree, most foreign students can be expected to face a number of transitory problems. The obvious ones are adjusting to new food, climate and type of housing (p. 58).”

Barakat's (1988) study at North Carolina State University included 747 foreign students from 71 countries. Barakat showed that the second most difficult area for foreign students (out of 17 areas covered in the survey) was obtaining housing. Selltitz, et al. (1963) found that living arrangement was significantly related to forming social

relationships. Foreign students who lived in dormitories established more social relationships than those who lived in apartments. Lee et al. (1981) in a study of 1900 foreign students found that students living with American roommates were more satisfied about their American life. For many students, a foreign roommate proves to be a memorable educational experience (Althen, 1983) . Wilson (1975) also found that living on campus and having an American roommate were related to high social activities and involvement with Americans.

Focus on Interpersonal/Social Relationship

According to Das, the personal and social needs of many international students on campus are inadequately met. International students generally feel socially isolated and wanted more informal social contact with American students (Ji, 1993). Yeung (1980) reported that the personal and social lives of many foreign students are often marked by a sense of social isolation and feelings of loneliness and homesickness.

Barakat (1988) found that whereas the social contact between foreign and American students on campus is not as frequent or satisfying as expected, the relationships between foreign students and people in the local community are even less so. In a study at Western Michigan University, Bournazos and Leany (1974) found that about half of the 102 foreign students in the sample reported feeling that community members were superficially cordial but basically indifferent and aloof.

Using a qualitative research design Heikinheimo & Shute (1986) studied African and Southeast Asian students at a Canadian university with a population of 1,147 international students (Heikinheimo & Shute, 1986). The central problem identified by students was related to prejudice. Racial discrimination was perceived as very obvious,

even though it was characterized as subtle and silent. For example, participants in the study stated that service workers at cafeterias seemed less polite and teachers seemed less helpful toward international students. Grading was perceived as unfair and biased in favor of Canadian students. Discrimination was seen by those interviewed as causing another barrier to social interaction with the host community. Tajfel and Dawson (1968) stated that the evidence of racial discrimination in American colleges and universities is clear (Obong, 1984). Mortimer and Byce-Laporte found that race has become an exceedingly important factor in the social adjustment process of a student (Mortimer and Byce-Laporte, 1981).

On the other hand, many researches have been conducted on the social/ personal adjustment of foreign students. Many researchers have found it beneficial for foreign students to live with Americans to enhance their cross-cultural experience (Klineberg & Hull, 1979; Surdan & Collins, 1984; Lange, 1989). Sudham & Collins (1984) found that international students who spent more leisure time with Americans were significantly better adapted than those who spent their leisure time with fellow country persons. This finding was supported by Selltitz, Hopson, and Cook (1956) and by Antler (1970).

Focus on Financial Aid

Money for foreign students always has been a major concern. International students experience difficulties earning money to meet financial obligations related to education. Mukolu (1984) investigated the problems of 374 international students studying in Texas. The results indicated that the students perceived problems in the following order of magnitude: (a) financial aid, (b) placement services, (c) social-personal, (d) academic advising and records, (e) living-dining, and (f) student activities.

Cunningham & Kang (1990) also investigated Korean student's adjustment problems in American higher education. Students at four universities in Texas rated the most difficult problems in order as financial aid, communication-language, and social-cultural. The least difficult problem was academic work.

According to Lee, Hountras found that sponsored students had better academic performance than self-supporting students (Lee et al., 1981). According to Lee, Pavri, Chongolnee, and others found that students who had some kind of financial support performed better than those who did not (Lee et al., 1981). According to Lee, Pruitt found that sponsorship was related to social adjustment to the U.S. environment and government sponsored students were better adjusted (Lee et al., 1981). In general, students with sponsorships and government grants had higher performance ratings than those who did not (El-Lakany, 1970 in Huntly, 1993).

American universities and colleges find it increasingly difficult to give financial help to foreign students for two reasons. First, there has been a significant decrease in assistance provided them by private and international agencies. Second, the demand for financial assistance to low-income Americans has increased (Sanders, 1950 in Obong, 1993). In addition, many international graduate students have limited financial resources. Visa restrictions also limit employment opportunities. Foreign students enrolled in institutions operating on the cooperative plan of education in the United States are permitted to work only because such experience is required at institutions of this type (Obong, 1984). Thus, foreign students tend to cram as many courses as possible into as short a time as possible, resulting in a vicious cycle of stress and overwork (Huntley, 1993).

For foreign students, as for all students, adequate financing of education is one of the preconditions for students' educational achievement (Kane, 1981).

Focus on Extra Curricular Activities

Many studies show that international students have a strong need for extra curricular activities. Kincaid (1951) studied a sample of foreign students from developing nations on seven California campuses. Although foreign students had few problems with English language, finance, housing, course of study or grades, many requested an expansion of extra curricular activities (Lee, et al., 1981).

Luzzo, Henao, and Wilson's (1996) small-scale exploratory study found that most international students had some degree of dissatisfaction with intramural and intercollegiate sports offerings. They expressed a clear desire for the university to offer additional athletic activities, such as soccer and rugby. Yeung (1980) discussed some of the reasons that prevented foreign students from participating in student activities. Most student activities are designed to meet the needs of American students. The pressure of studying and the fear of failure could also be reasons. In addition, poor language acquisition could directly or indirectly isolate international students from supportive American contacts on both personal and academic levels.

Boyer & Sedlacek (1986) showed that campus extracurricular activities of interest to international students included special interest groups, i.e., sports, games, hobbies (38%), departmental subject matter clubs (18%), and music or dramatic organizations (14%). Of less interest to international students were intramural sports (4%), volunteer services on or off campus (4%), political or social action groups (3%), and religious groups (3%).

Parson's(1991) study of international graduate students found that students expressed needs for extra-curricular activities, which varied by nationality and marital status. All students indicated a high need for practical experiences and professional development, needs that apparently were not satisfied by the academic programs. Social activities varied by marital status and age. The older married students judged the need to travel in the U.S. as less important than younger, single students. The same was true for sports events and the use of athletic facilities.

Demographic Factors

The success of international students in American universities is also affected by marital status, length of stay in the U.S., regional /cultural differences, and gender.

Marital Status

Marital status is an important variable in studies of foreign students. Most, but not all, studies show that married and unmarried foreign students on U.S. campuses have different lifestyles, needs, and problems (Lee et al., 1981). Married foreign students had higher academic achievement than singles (EI-Lakany, 1970, Chongolnee, 1978), greater satisfaction with their U.S. experience (Clark, 1963, Siriboonma, 1978), and fewer major problems than singles (Han, 1975, Collins, 1976). Cunningham & Kang also found (1990) that the unmarried students perceived more difficulties in the academic and psychological-personal problem areas.

In contrast, married students have unique problems. Lee et al. (1981) reported that married students expressed concern about housing and finances, particularly when accompanied by spouses. They also expressed more needs for information on student life

and community activities. Al-Ibrahim (1983) found that married students and their spouses felt isolated from interactions with Americans. They limited their contacts to fellow nationals. Spouses, in particular, suffered intense isolation. Berendzen (1981) also reported on the feeling of isolation experienced by many international students.

Finally, two researchers found no marital “effect.” Saleh (1980) found no significant differences between married and single students. Akpan-Iquot and Efiog (1981) found no significant relationships between married male and female foreign students at selected Oklahoma colleges and universities (Sammour, 1992).

Length of Stay in the U.S.

After reviewing the literature, Spaulding and Flack (1976) concluded that length of sojourn has remained a confirmed, significant variable related to adjustment problems, academic performance, decisions to stay abroad, satisfaction with training, and alienation and marginality (Lee et al., 1981). Length of stay particularly affects academic and social adjustment. Hull (1978) found that length of stay related positively to adjustment. Shankar (1987) found obvious improvement in communication skills during longer stays. According to Cunningham & Kang (1990), length of stay affected students' level of difficulties in communication-language, academic, social-cultural and international student affairs. Cho (1988) also showed that length of stay in US affected language proficiency.

On the other hand, a few studies found no significant relationship between adjustment and length of study. Sami (1986) found that length of stay did not influence the level of satisfactory adjustment as reported by the students. Sharma (1971) also found that length of stay had little effect on problems of foreign students (Parson, 1991).

Regional/Cultural Differences

Most of multi-national and multi- regional research on foreign students indicates that foreign students from different regions in the world differ in their adjustment and the problems they encounter in the U.S. (Spaulding & Flack, 1976; Hull, 1978; Lee et al., 1981). Barakat (1988) found significant differences between Western and Non-western students regarding problems in the following areas: orientation, social/personal, living/dining, health services, student activities, and international student office services. Non-western students encountered significantly more difficulty than Western students in all eight areas of student personnel services.

Lange (1989) and Lee (1981) concluded that Europeans, Canadians, Oceanic cultural groups, and Latin Americans fared the best in U.S. colleges and universities. Pyle (1986) also supported these research findings. He stated that students from underdeveloped countries experienced the most difficult transition. More specifically, Hull (1978) reported that the research conducted by the International Committee for the Study of Educational Exchange found that Asians and students from Arabic speaking countries were the most unhappy with their sojourn experience, and were the most isolated. Students from black African countries were the most likely to have experienced discrimination. Asians and Arabic students had the most difficulty with the English language (Lange, 1978).

Gender

Some studies examined sex differences in adjustment and problems (Dunnett, 1977; Lee et al., 1981; Church, 1982; Manese, 1988). Most studies showed that females encounter more problems than males (Payind, 1977; Sammour, 1992). Cunningham & Kang (1990) found that female students perceived the verbally-related adjustment problems as more difficult than male students. Eid (1989) also found that female international students at the University of Maryland - College Park had a greater need to talk to a counselor about career plans than men.

In contrast, Collins (1976) found that male foreign students experienced significantly more problems than females (Lee et al., 1981). Saleh (1980) studied the adjustment problems of Arab students at selected Texas Universities. Saleh (1980) found no significant differences between males and females.

Ji's (1993) study of international students at Mississippi State University found that female and male international students did not differ significantly on perceived academic, counseling, financial, health, housing, language, orientation, and racial/cultural needs. This finding was similar to that of Smith (1990) who found no significant gender differences in stress experienced by both domestic and international students at Mississippi State University.

Summary

This chapter was a review of the literature concerning the problems of foreign students as they are related to cultural group and demographic characteristics. Although variations existed in the findings of the authors, they were unanimous in pointing out the major adjustment problems that foreign students face in an American school environment. A review of the literature indicates that foreign students seem to experience many problems similar to those experienced by United States students, but that a large number of their concerns are unique because of being a foreign student. The review of literature revealed that the color, language and culture of the international students play an important role in how well their adjustment to the United States is achieved. Some studies attempted to examine significant differences in the problems of international students among the nationality groups considered in such variables as age, marital status, source of financial support, length of stay, and other related variables. It was found that students from western countries adjust better than those from non-western countries, and that United States families tend to accept international students from western countries more easily into their homes. Some studies found significant differences in the problems of international students, while others found no differences according to demographic variables such as age, marital status, grade level, source of financial support, etc.

A few of the studies reviewed attempted to determine the extent of the services and problems specifically provided for foreign students in American educational institutions. These studies revealed that services provided by U.S. colleges and universities were not well known to international students and fail to satisfy these students. The literature in this field further revealed that many writers proposed the

following recommendations for colleges and universities in meeting the problems of foreign students: 1) continuous orientation programs, 2) improved counseling procedures, 3) better integration of foreign students to the American way of life.

Some significant points found in the literature are summarized below:

There is a need for a systematic approach to the evaluation and development of student services program, but the primary expression of needs should be on evaluation.

Satisfaction with student services in an institution of higher education depends primarily on how good the program is and how services make a difference in student performance and behavior.

CHAPTER III: DESIGN AND METHODOLOGY

This study is designed to identify the problems of international students and evaluate the utilization of student service programs provided by the university to support them.

This study investigates the differences among international students who come from three cultural groups (Asia, Europe, and Latin America) in their problems and utilization of the support services available on the MSU campus. Also, the study examines the differences between international students by grade level in their problems and utilization of the support services available on the MSU campus. Furthermore, the study identifies possible strategies to improve the existing support services and facilitate international students' utilization of the services.

This chapter describes the population under study. It discusses the Michigan Student Problem Inventory (MISPI), the primary data collection instrument. Finally, I describe the analytical strategies for the study.

Population and Sample

As already stated, one purpose of this study is to analyze the differences between cultural groups of international students in perceived problems and utilization of existing support programs. In consultation with personnel of the Office for International Students and Scholars at MSU, I selected three cultural groups (Asian, European, and Latin American) for study. These groups have the largest student populations with similar geographical, religious, and cultural backgrounds. The target population of this study consists of roughly 2,261 international students who come from these three different

regions (Asia, Europe, and Latin America). Enrollment statistics from MSU showed that Asian students topped the list with a total population of 1,891, which is roughly 84% of all international students from three cultural groups (Asia, Europe, and Latin America). The remaining populations from Europe and Latin America include 370 students. Since bigger sample size was necessary to get sufficient cases for data-analysis, I included all European and Latin American students into the sample. I also included 500 Asian students into the sample, which can represent the Asian population and is expected to be manageable data under the circumstances of this study. I requested relevant data to the Office of the Registra. The office selected 500 sample from 1,891 Asian students by random sampling. The population and sample will be discussed in detail along with figures in Chapter 4.

Instrument

Many researchers advocate the use of a standardized and reliable instrument as a means of better research on international students (Spaulding and Flack, 1976; Salim, 1984; Barakat, 1988). According to Spaulding and Flack (1976), most relevant instrument for studying the perceived problems of international college students is the MISPI (Michigan Student Problem Inventory). The MISPI is a quick and reliable way of identifying problems perceived by students on an individual campus. The MISPI was developed by John Porter (1962) to assist international students in identifying problems and concerns they experienced in adapting to a new environment. Porter (1962) stated that the MISPI is assumed to minimize cultural bias since it was specially designed for the international students. According to Porter (1962), the instrument was developed

based upon hundreds of interviews and contacts with students who had sojourned in the States. The problems identified were categorized and validated on similar groups of students and provided results distinct from those for American students.

Porter (1962) found that the MISPI can differentiate the problems between foreign students and U.S. students. He also found evidence to conclude that the MISPI can be used as a tool to help foreign students express their areas of concern according to recognized student personnel services. He also suggests that the MISPI can be used to show differences among groups of foreign students regarding their problems and concerns. Finally, the majority of the students who took the MISPI at MSU in 1962 felt that the instrument covered most of their concerns, and that the procedure was worthwhile (pp.4-5).

A total scale reliability estimate of .58 was found for MISPI by use of the Kuder-Richardson-Formula. 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.

Porter validated the MISPI by using a sample of 108 international students and 50 American students. The concurrent validity was established by administering both the MISPI and Mooney Problem Check List-College Form to the same students. The mean scores of the international students and American students are all significantly different at the .05 level for both scales. For the Mooney Problem Check List, the mean scores were 21.24 for the American students and 44.97 for international students. For the MISPI, the mean scores were 11.26 for the American students and 15.06 for the international students (Porter, 1977). The MISPI Inventory was successfully used by Willard (1973),

Collins (1976), Mahdavi-Harsini (1981), and Guclu (1993), which reinforced the selection of this instrument for the present study.

There are basically three sections to the revised MISPI (See Appendix A for the complete instrument). The first is a section of biographical information including age, gender, country of citizenship, country of residence, class in college, marital status, at the present college course of study, number of years and months at present college, number of years and months at a previous U.S. college, number of years and months in the U.S., and language most easily spoken.

The second section contains 132 items covering eleven problem areas for international students (12 items for each area) regarding student 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 aid, and (11) placement.

The statements in each of the areas were as follows:

Admission and Selection

- 7. Frequent college examinations
- 8. Compulsory class attendance
- 9. Writing or typing term (semester) papers
- 40. Competitive college grading system
- 41. Objective examination (true-false, etc.)
- 42. Insufficient advice from academic advisor
- 73. Too much interference with studies
- 74. Feel unprepared for U.S. college work
- 75. Concerned about grades
- 106. Doing laboratory assignments
- 107. Insufficient personal help from professors
- 108. Relationship between U.S. students and faculty

Academic Records

1. Evaluation of my former school credentials
2. Concern about value of U.S. education
3. Choosing college subjects
34. Getting admitted to U.S. College
35. Registration for classes each term
36. Not attending college of my first choice
67. Understanding college catalogs
68. Immigration regulations
69. Lack of knowledge about U.S.
100. Differences in purposes among U.S. colleges
101. Difference in U.S. and home education systems
102. Not being met on arrival at campus

English Language

22. Speaking English
23. Giving oral reports in class
24. Ability to write English
55. Using of educational technology
56. Understanding lectures in English
57. Reading textbooks written in English
88. Understanding U.S. “slang”
89. My limited English Vocabulary
90. My pronunciation not being understood
121. Insufficient remedial English services
122. Having a non-English speaking roommate
123. Holding a conversation with U.S. friends

Financial Aids

28. Lack of money to meet expenses
29. Not receiving enough money from home
30. Having to do manual labor (work with hands)
61. Saving enough money for social events
62. Immigration work restrictions
63. Limited amount U.S. dollar will purchase
94. Finding part-time work
95. Unexpected financial needs
96. Money for clothing
127. Costs of an automobile
128. Finding employment between college terms
129. Finding jobs that pay well

Health Services

- 16. Poor eyesight
- 17. Recurrent headaches
- 18. My physical height and physique
- 49. Hard of hearing
- 50. Nervousness
- 51. Finding adequate health services
- 82. Dietary problems
- 83. Needing more time to rest
- 84. Worried about mental health
- 115. Feeling under tension
- 116. Service received at health center
- 117. Health suffering due to academic pace

Living-Dining

- 13. Taste of food in United States
- 14. Problems regarding housing
- 15. Being told where one must live
- 46. Costs of buying food
- 47. Insufficient clothing
- 48. Not being able to room with U.S. student
- 79. Bathroom facilities cause problems
- 80. Distances to classes from residence
- 81. Relationship with roommate
- 112. Finding a place to live between college terms
- 113. Changes in weather conditions
- 114. Lack of invitations to visit in U.S. homes

Orientation and Services

- 4. Treatment received at orientation meetings
- 5. Unfavorable remarks about home country
- 6. Concept of being a “foreign” student
- 37. Relationship with foreign student advisor
- 38. Leisure time activities of U.S students
- 39. Law enforcement practices in the U.S
- 70. Campus size
- 71. U.S. emphasis on time and promptness
- 72. Understanding how to use the library
- 103. College orientation program insufficient
- 104. Trying to be student, tourist, and “ambassador
- 105. Attitude of some students toward “foreign” students

Placement Services

- 31. Finding a job upon returning home
- 32. Not enough time in U.S. for study
- 33. Trying to extend stay in the United States
- 64. Becoming a citizen of the United States
- 65. Changes in home government
- 66. Desire to not return to home country
- 97. Uncertainties in the world today
- 98. Desire enrolling at another college
- 99. U.S. education not what was expected
- 130. Insufficient help from placement office
- 131. Staying in U.S. and getting a job
- 132. Wonder if U.S. education useful for job at home

Religious Services

- 19. Religious practices in United States
- 20. Attending church socials
- 21. Concern about my religious beliefs
- 52. Finding worship group of own faith
- 53. Christianity as a philosophy
- 54. Variety of religious faiths in U.S
- 85. Having time to devote to own religion
- 86. Spiritual versus materialistic values
- 87. Doubting the value of any religion
- 118. Criticisms of home land religion
- 119. Accepting differences in great religions
- 120. Confusion about religion and morals in U.S.

Social-Personal

- 10. Concern about becoming too “westernized”
- 11. Insufficient social-personal counseling
- 12. Being in love with someone
- 43. Being lonely
- 44. Feeling inferior to others
- 45. Trying to make friends
- 76. Sexual customs in United States
- 77. Homesickness
- 78. Feeling superior to others
- 109. U.S. emphasis on personal habits of cleanliness
- 110. Not feeling at ease in public
- 111. Attitude of some U.S. people to skin color

Student Activities

- 25. Regulations on student activities
- 26. Treatment received at social functions
- 27. Relationships of men and women in U.S
- 58. Dating practices of U.S. people
- 59. Being accepted in social groups
- 60. Not being able to find “dates”
- 91. Activities of international houses
- 92. U.S. emphasis on sports
- 93. Problems when shopping in U.S.
- 124. Activities of foreign student organizations
- 125. Lack of opportunities to meet more U.S. people
- 126. Concern about political discussions

The last section contains twelve questions used to evaluate the utilization of student support service programs available on the MSU campus for international students.

There are two kinds of questions:

1. Closed-end questions were designed to evaluate the students’ utilization toward the services available on the MSU campus. A circle “A,” “B,” “C,” “D,” “E” response was designed to measure usefulness of those services.
2. Open-ended questions were designed to obtain some strategic suggestions from international students that would improve each service. This written response could be a way of seeking constructive criticism and comments from the students who are the consumers of these services. The questions were designed to be as brief and concise as possible yet yield the desired information concerning the many facets of the nine researched services.

The MISPI is self-administered and it takes about 25 minutes to complete. The MISPI uses a checklist approach to record international students’ responses to each statement in the problem inventory. In order to measure the scope of the problems

encountered by students I replaced the present checklist with a Likert type scale. The inventory ranked the problems from those which cause the least concern (no problem) to those which cause the greatest concern (major problems). All statements in the inventory were scored from 0 to 2, indicating the extent of problems: 0= no problem or not applicable, 1= a problem, and 2 = a major problem. The numbers 0 through 2 was circled to indicate the student's perception of the degree of difficulty of that statement.

Procedure of Data Collection

The design for collection of data was submitted to the University Committee on Research Involving Human Subjects in March 26, 2001. Approval was granted April 20, 2001 by the chairperson of the committee (See Appendix B). A request for two sets of labels, a roster for each cell, and randomization of those cells, to a sample of 870, was submitted to the Office of the Registra in April 20, 2001. The requested data was obtained from the Data Service, Office of Registra in April 25, 2001.

The first mailing was sent in April 26, 2001 to 870 students. It contained the survey (with an identification number) and a cover letter requesting the student's cooperation and assuring confidentiality. A cover letter was designed by the researcher in order to explain the purpose of the study as well as to request the spontaneous cooperation of these students. Additionally, a post-paid return envelope was enclosed. Each of the envelopes was numbered. The numbering allowed for determining those students who would require a second mailing because they did not return a survey. Within two weeks 158 questionnaires (20%) had been returned. The second mailing was done in May 11, 2001 to 712 students. It contained an unnumbered survey, an

accompanying letter authored by this researcher and a stamped return envelope. By May 25, 2001 an additional 116 (14.6%) questionnaires were returned, for a total return of 274. This study started data analysis in the end of May, 2001.

MSU Support Services for International Students

Through MSU internet home page and other brochures, I found MSU has three major offices providing various support services for international students. The services in each of the office were as follows:

Office for International Students and Scholars (OISS)

The mission of the Office for International Students and Scholars (OISS) is to support and enhance the international students' and scholars' academic, cultural, and social interaction at Michigan State University. It also aims to serve as the primary link between the international students/scholars and the university, community, federal government, and public and private agencies (Michigan State University, 2002).

The major functions of the office include providing orientation programs on arrival to make new students feel welcome and to assist them in entering the academic mainstream with the least amount of difficulty (Michigan State University, 1977). The office maintains interaction with administrative units at MSU. These administrative relationships at MSU include those with Admissions, Controller, Financial Aid, Registrar, Graduate School, Alumni, and Student Affairs and Services (Michigan State University, 2002). The office serves liaison function with the Immigration Office to assist students and faculty in fulfilling their legal (alien) responsibilities (Michigan State University, 1977). The OISS makes recommendations regarding appropriate visa

requirements and provides support in the adjustment of status for permanent employment and residency (Michigan State University, 2002).

Community Volunteers for International Programs (CVIP)

Community Volunteers for International Programs (CVIP) exists to increase international understanding between foreign visitors, scholars, students and their families, and members of the American community by participation in mutually enriching educational and cross-cultural activities. This non-profit volunteer organization has the opportunity to extend a warm and generous welcome to approximately 3,000 internationals from 110 countries who are associated with Michigan State University (Michigan State University, 2002). CVIP offers special services and activities to foreign students, visitors, scholars, and their families. The services include: providing transportation to those foreigners who are in need; providing English conversation groups to improve communication skills for foreign wives; providing Host Family Programs for visiting American families; and providing Speakers Bureau for foreigners to meet and talk with local groups (Kajornsin, 1979).

English Language Center (ELC)

The aim of the English Language Center is to develop the students' skills of spoken and written English so that they may successfully communicate with Americans and start their degree work in U.S. colleges and universities. The English Language Center runs two main programs each semester: English for Academic Purposes Program (EAP) and Intensive English Program (IEP). EAP provides instruction to international students who need to improve their English language skills before beginning academic course work, while IEP serves individuals who are not seeking a degree at MSU but who

seriously want to improve their English skills (Michigan State University, 2002). Each program consists of a modified oral-aural approach, with classes emphasizing listening, speaking, reading, and writing. For most students, classes meet five hours a day, five days a week, for ten-week term. Part-time English instruction is also available for students with more advanced proficiency (Michigan State University, 1977).

Data Analysis

I coded the MISPI questionnaire data on data sheets and entered them into the Statistical Package for the Social Science (SPSS) for analysis. I used frequency and percentage distributions to analyze the biographical information. To measure the variability of the perceived problems, I calculated means and standard deviations.

International student problem areas comprise the data used to answer research question 1. The 132 questionnaire items were grouped into eleven problem areas and a mean was calculated for each category of problem area. For each area, mean scores were ranked to identify the relative importance of the eleven problem areas for international students at Michigan State University.

This study focuses on identifying situational variations affecting the needs of students based upon heterogeneous socio-cultural experiences and current social situations. The following demographic variables selected from literature review are included: age, gender, marital status, grade level, source of financial support, and length of stay in the U.S. Age, gender and marital status as independent variables have been investigated in relation to academic performance and adjustment problems, and satisfaction with U.S. experience (Hountras, 1956, El-Lakany, 1970, Chongolneee, 1978,

Sharma, 1971, Han, 1975, Dunnett, 1977, Church, 1982, and Cunningham & Kang, 1990). Many studies investigated academic level, financial aid, and length of stay in relation to academic performance, adjustment problems, and satisfaction with U.S. experience (Porter, 1962, Collins, 1976, Spaulding and Flack, 1976, Hull, 1978, Myer, 1979, Lee, et al., 1981, Obong, 1984, and Parson, 1988). Based on these key demographic variables, I carried out Analysis of Variance (ANOVA) to answer research questions 2&3, which examine differences in the means of the perceived problems according to cultural backgrounds of international students.

The 12 questionnaire items in the last section of the instrument are used to answer the question 5, the students' perception of adequacy of the existing service programs available on campus for international students. These 12 items are grouped into three areas: (a) utilization of the OISS (Office for International Students and Scholars), (b) utilization of the CVIP(Community Volunteers for International Programs), and (c) utilization of the ELC(English Language Center). For each area, I calculated mean score and standard deviation to rank the importance of the three utilization areas for international students at Michigan State University. I used ANOVAs to compare differences by cultural groups (Asia, Europe, and Latin America) and demographic characteristics (age, gender, marital status, grade level, source of financial support, and length of stay in U.S.).

To measure the utilization of the selected services available for international students on campus, I scored all statements in the last section of the questionnaire from 1 to 5 indicating the extent of usefulness. The choices rank the utilization from the least useful to most useful: 1=no useful, 2=minor useful, 3= moderately useful, 4=very useful,

5= do not know about it. The open-ended answers provided suggestions to improve services.

CHAPTER IV: FINDINGS AND DISCUSSION

The primary purpose of this study was to investigate the concerns and problems of international students, and to evaluate the adequacy of existing support services and programs for them at Michigan State University. This chapter is divided into five sections. The first section describes the sample and population in more detail, showing how the subjects compare with the entire population of international students. This section also describes the demographics of respondents. The second section presents findings on the problems perceived by international students. The third section compares reported problems by international students' demographic characteristics. The fourth section describes results from open-ended questions. The fifth section assesses the adequacy of existing service programs available on campus.

Demographic Characteristics of the Sample

According to the MSU office of the Registrar, 2261 international students from three cultural groups (Asian, European, and Latin American) were enrolled in Spring of 2001. Students from Asian countries were the largest group (n=1891, 83.6 % of the target population), followed by students from Europe (n=227, 10.0 %), and Latin America (n=143, 6.4 %). As stated in a previous chapter, the sample included 500 students from Asia, 227 from Europe, and 143 from Latin America, totaling 870. To obtain a sufficient sample size, all students from Europe and Latin America were included along with a random sample of Asian students in the study. After 870 questionnaires were sent out, 78 were returned as undeliverable. These students could not be located for various reasons:

their names were misspelled, the wrong address was listed, they were on temporary leave of absence, or they had left the university. The effective sample size was reduced to 792. Of these, 274 were returned, a return rate of 34.6%. Table 1 shows the final return rate by cultural group. For some items, the total number of responses did not equal 274 because some subjects did not answer all of the items. 149 Asian students returned the questionnaires (29.8 % of the sample). 71 European students and 54 Latin American students, 31.3 % and 37.8 % of the sample respectively, also returned questionnaires. Table 2 shows the numbers and percentages of respondents in relation to the sample and population. Fraenkel and Wallen (1996) recommended that for descriptive studies, a sample with a minimum number of 100 is essential. Scheaffer, Mendenhall III, and Ott (1996) stated “that the objective of survey sampling is to draw inferences about a population from information contained in a sample... The experimenter controls the quantity of information contained in the sample by the number of sampling units he or she includes in the sample... If the number of observations included in the sample is too small, inadequate information will be brought.”

The respondents inadequately represent the true proportion of the three cultural group in the population. Accordingly, I weighted responses by cultural group to reflect their actual proportion in the population (Table3). All quantitative analyses are based on this weighted sample.

Table 1. Final return rate by cultural group

	Questionnaire		Questionnaire		Questionnaire	
	Mailed		Returned		Undelivered	
	N	%	N	%	N	%
Asia	500	100%	149	29.8	56	11.2
Europe	227	100%	71	31.3	14	6.2
Latin American	143	100%	54	37.8	8	5.6
Total	870	100%	274	31.5	78	28.5
Adjusted Total	792		274	34.6		

Table 2. The numbers and percentages of population and sample

	Population		Sample		Respondent	
	N	(%)	N	(%)	N	(%)
Asia	1891	(83.6)	500	(57.5)	149	(54.4)
Europe	227	(10.0)	227	(26.1)	71	(25.9)
Latin America	143	(6.4)	143	(16.4)	54	(19.7)
Total	2261	(100.0)	870*	(100.0)	274	(100.0)

* Among 870, 78 were undelivered.

The Distribution of Respondents According to the Demographic Characteristics

The followings present the distribution of respondents according to the demographic characteristics included in this study.

Cultural Group

The frequency of cultural groups of respondents was tabulated according to three cultural groups as shown in Table 3. Using weighted responses, the majority of respondents (81.8%) were Asian students, while 10.3% were European students. The smallest group was Latin American students (7.8%).

Table 3. Frequency Table of Cultural Group

Variable	N	%	Wtd. %
Cultural Group			
Asian	149	54.4	81.8
Latin American	54	19.7	7.8
European	71	25.9	10.3
Total	274	100.0	100.0

Age

The frequency of age respondents is shown in Table 4. Of those who responded to the questionnaire, approximately three-fourths of the respondents (74.1%) were 24-44 years of age. The smallest age group (1.0%) was 45 years of age and older. 24.9% of the respondents were young students with ages of less than 24 years old.

Table 4. Frequency Table of Age

Variable	N	%	Wtd. %
Age			
Under 24 Years Old	60	21.9	24.9
Over and Equal to 24 Years Old	214	78.1	75.1
Total	274	100.0	100.0

Gender

Table 5 shows the frequency of respondents by gender. Slightly more than half (54.7%) of the respondents were male.

Table 5. Frequency Table of Gender

Variable	N	%	Wtd. %
Gender			
Female	131	47.8	45.3
Male	143	52.2	54.7
Total	274	100.0	100.0

Marital Status

Table 6 presents the frequency of respondents by marital status. Approximately two-thirds (62.4%) were single students, while a third (37.0%) were married. Only 0.6% were widowed students.

Table 6. Frequency Table of Marital Status

Variable	N	%	Wtd. %
Marital Status			
Single	177	64.5	62.4
Married	96	35.2	37.0
Widowed	1	.3	.6
Total	274	100.0	100

Grade Level

Table 7 shows the frequency of respondents by grade level. Four-fifths (79.5%) were graduate students, while a fifth (20.5%) were undergraduates.

Table 7. Frequency Table of Grade Level

Variable	N	%	Wtd. %
Grade Level			
Undergraduate	52	19.0	20.5
Graduate	222	81.0	79.5
Total	274	100.0	100.0

Source of Financial Support

As shown in Table 8, half of the respondents (51.1%) received financial sponsorship from themselves or their families while 8.4% of respondents received

scholarships from their governments. Only .8% were supported by companies. In addition, 39.6% received financial sponsorship from MSU scholarships or assistantships.

Table 8. Frequency Table of Source of Financial Support

Variable	N	%	Wtd. %
Source of Financial Support			
Myself/Family	135	49.3	51.1
Government/Company	25	9.1	9.2
MSU	114	41.6	39.6
Total	274	100.0	100.0

Length of Stay in the U.S.

Table 9 presents the frequency of respondents by length of stay in U.S. About 30 % have been in the United States for less than 1 year. Most respondents have been in the U.S. for between one year and 6 years (59.2%). Only 10.9% of the respondents have stayed in U.S. for more than 6 years.

Table 9. Frequency Table of Length of Stay in U.S.

Variable	N	%	Wtd. %
Length of Stay in U.S			
Less than 1 year	81	29.6	29.9
Between 1 year and Less than 3 years	97	35.4	34.3
Between 3 years and Less than 6 years	71	25.9	24.9
6 years or more	25	9.1	10.9
Total	274	100.0	100.0

Problems Reported by Respondents

Mean and Standard Deviation of Eleven Problem Areas

This section investigated the problems of international students, which focuses on the research question 1: what are the perceived needs of international students attending Michigan State University? As shown in Table 10, respondents' scores were averaged to get an overall picture of the eleven problem areas. The four most problematic areas in order of importance were English language (mean=.35), financial aid (mean=.24), placement services (mean=.22), social-personal (mean=.21). Health services (mean=.17), academic records (mean=.16), living-dining (mean=.14), and orientation and services (mean=.14) fell into a second tier of problems. Admission and selection (mean=.12), student activities (mean=.12), and religious services (mean=.05) were least frequently mentioned. International students reported the most difficulties in the area of English

language. Meyer (1984) and Hart (1974) reported that English language were also the most problematic, while McCoy (1996) and Pendar (1987) found placement and financial aid to be the top-most problems.

Table10. Mean Scores of Problems Encountered by International Students in Eleven Problem Areas

Problem Area	Mean (Wtd.)*	S.D. (Wtd.)	No. of Subscores >.40
English Language	.35	.32	6
Financial Aids	.24	.27	3
Placement Services	.22	.24	1
Social – Personal	.21	.20	1
Health Service	.17	.19	0
Academic Records	.16	.15	1
Living – Dining	.14	.19	0
Orientation & Services	.14	.16	1
Admission & Selection	.12	.18	0
Student Activities	.12	.15	0
Religious Services	.05	.13	0
N=274 Weighted N=689			

* A higher means indicates a greater number of problems.

Mean and Standard Deviation of Each Item in Eleven Problem Areas

As in the previous section, mean scores for sub-items were calculated to get an overall picture of each of the eleven problem areas.

English Language

The problem area of most concern for international students was English language. Table 11 presents the mean and standard deviation of the scores made on each of the twelve items in the English Language area. The problem items of most concern for international students were giving oral reports in class ($M=.62$), speaking English ($M=.60$), understanding U.S. slang ($M=.59$), pronunciation not being understood ($M=.57$), limited English vocabulary ($M=.52$), and ability to write English ($M=.48$). Most problems were in the areas of speaking, writing, and vocabulary.

English proficiency is the major problem for international students according to a number of researchers, including Spaulding and Flack (1976), Hosseini (1981), Vigushin (1982), and Meloni (1986). According to Vigushin (1982), proficiency in the English language is an important factor in communication and affects the adjustment of international students. Spaulding and Flack (1976) concluded that students who had difficulties with oral or written English tended to have both academic and social adjustment problems.

Table 11. The mean and standard deviation of the English language sub-scores

Problem Items	Mean (Wtd)*	SD (Wtd.)
22. Speaking English	.60	.78
23. Giving oral reports in class	.62	.76
24. Ability to write English	.48	.71
55. Using of educational technology	.07	.27
56. Understanding lectures in English	.27	.60
57. Reading textbooks written in English	.16	.45
88. Understanding U.S. "slang"	.59	.68
89. My limited English Vocabulary	.52	.69
90. My pronunciation not being understood	.57	.77
121. Insufficient remedial English services	.09	.32
122. Having a non-English speaking roommate	.02	.13
123. Holding a conversation with U.S. friends	.21	.48
N=274 Weighted N=689		

* The higher means indicate a greater number of problems

Financial Aid

The second highest-ranked problem area for international students was financial aid. Table 12 presents the mean and standard deviation of the scores on each of the twelve items in the financial aids area. The problems that caused the greatest concern for the respondents were lack of money to meet expenses ($M=.60$), immigration work restrictions ($M=.49$), and finding jobs that pay well ($M=.44$). Cost of an automobile was mentioned by 30% of respondents. Money for international students has always been a major concern. The results were consistent with the findings of Collins, 1976, Mukolu, 1984, and Guclu (1993). Guclu (1993) found that many international students have limited financial resources and that the financial difficulties were related to lack of

money, insufficient work opportunities, and immigration restrictions on off-campus jobs.

Lee et al. (1981) and Huntly (1993) maintained that financial support was positively related to social adjustment to the U.S. environment and academic performance.

Table 12. The mean and standard deviation of the financial aid sub-scores

Problem Items	Mean (Wtd.)*	SD (Wtd.)
28. Lack of money to meet expenses	.60	.77
29. Not receiving enough money from home	.09	.34
30. Having to do manual labor (work with hands)	.06	.27
61. Saving enough money for social events	.16	.47
62. Immigration work restrictions	.49	.72
63. Limited amount U.S. dollar will purchase	.11	.36
94. Finding part-time work	.20	.49
95. Unexpected financial needs	.27	.57
96. Money for clothing	.05	.25
127. Costs of an automobile	.30	.57
128. Finding employment between college terms	.16	.49
129. Finding jobs that pay well	.44	.70

N=274 Weighted N=689

* The higher means indicate a greater number of problems

Placement Services

The third highest-ranked problem area was placement services. Table 13 presents the mean and standard deviation of the scores on each of the twelve items in this area.

The most problematic items were staying in U.S. and getting a job (M=.56), finding a job upon returning home (M=.37), and trying to extend the length of stay in the United States (M=.28). Samli (1979) mentioned that U.S. higher education institutions do not provide

international students with sufficient information and guidance in career development. Karjorsin (1979) found that only about 20% of international students were aware of some services of the Career Development Center and knew how they functioned. The results of this study are supported by MacArthur (1980), who expressed concern about the usefulness of career guidance for foreign students. He wrote that little has been to assess the career needs of the numerous international students on American college and university campuses to develop appropriate assistance programs for them.

Table 13. The mean and standard deviation of the placement sub-scores

Problem Items	Mean (Wtd.)*	SD (Wtd.)
31. Finding a job upon returning home	.37	.65
32. Not enough time in U.S. for study	.15	.46
33. Trying to extend stay in the United States	.28	.58
64. Becoming a citizen of the United States	.25	.57
65. Changes in home government	.13	.44
66. Desire to not return to home country	.21	.54
97. Uncertainties in the world today	.16	.47
98. Desire enrolling at another college	.07	.30
99. U.S. education not what was expected	.10	.36
130. Insufficient help from placement office	.09	.35
131. Staying in U.S. and getting a job	.56	.80
132. Wonder if U.S. education useful for job at home	.25	.61
N=274 Weighted N=689		

* The higher means indicate a greater number of problems

Social-Personal

The forth highest ranked area of concern was social-personal. Table 14 shows that the items of most concern in the social-personal area were homesickness ($M=.45$), attitude of some U.S. people to skin color ($M=.38$), being lonely ($M=.35$), and trying to make friends ($M=.35$). The results indicate that their main problems in the social-personal area are social maladjustment and discrimination. These findings support several previous studies. Lozada (1970) reported that about one-fourth of international students in his study were disassociated from the mainstream of American life. Klien and her associates (1971) reported that at least half of the surveyed foreign students had not established any close relationships with Americans. Heikinheimo and Shute (1986) reported that the critical problems identified by international students were in relation to prejudice and discrimination. As discussed later, responses of open-ended questions support these results. Many students reported racial discrimination, superficial friendships, and isolation from U.S. students as significant barriers for international students to adjust to life in the U.S.

Table 14 The mean and standard deviation of the social-personal sub-scores

Problem Items	Mean (Wtd.)*	SD (Wtd.)
10. Concern about becoming too “westernized”	.08	.29
11. Insufficient social-personal counseling	.27	.53
12. Being in love with someone	.13	.41
43. Being lonely	.35	.63
44. Feeling inferior to others	.23	.51
45. Trying to make friends	.35	.60
76. Sexual customs in United States	.06	.29

Table 14 (cont'd)

77. Homesickness	.45	.69
78. Feeling superior to others	.03	.20
109. U.S. emphasis on personal habits of cleanliness	.01	.04
110. Not feeling at ease in public	.18	.48
111. Attitude of some U.S. people to skin color	.38	.65

N=274 Weighted N=689

* The higher means indicate a greater number of problems

Health Services

The fifth highest-ranked problem area of most concern to the respondents was health services. Table 15 shows the mean and standard deviation of the scores on each of the twelve items in the health services. The items of most concern for the respondents were needing more time to rest (M=.32), finding adequate health services (M=.27), feeling under tension (M=.27), and nervousness (M=.22). Guclu (1993) and Nikelly and his associates (1964) support these results. Guclu (1993) reported that finding adequate services was one of most problematic items in the area of health services. Nikelly and his associates (1964) reported that international students required more psychiatric assistance than American students and that international students' complaints were predominantly of a somatic nature (headaches, insomnia, fatigue, tension and worry, nervousness, muscular pains, and gastro-intestinal disorders). These results show that international students perceived that they do not receive effective service from the health centers at their universities.

Table 15. The mean and standard deviation of the health services sub-scores

Problem Items	Mean (Wtd.)*	SD (Wtd.)
16. Poor eyesight	.12	.38
17. Recurrent headaches	.12	.41
18. My physical height and physique	.11	.37
49. Hard of hearing	.12	.42
50. Nervousness	.22	.48
51. Finding adequate health services	.27	.58
82. Dietary problems	.16	.44
83. Needing more time to rest	.32	.61
84. Worried about mental health	.11	.39
115. Feeling under tension	.27	.55
116. Service received at health center	.14	.41
117. Health suffering due to academic pace	.11	.37
N=274 Weighted N=689		

* The higher means indicate a greater number of problems

Academic Records

The sixth-highest ranked problem area for international students was academic records. Table 16 shows the mean and standard deviation of the scores on each of twelve items in the academic records area. The problems of most concern for the international students were writing or typing term (semester) papers ($M=.46$), concern about grades ($M=.32$), and insufficient advice from academic advisors ($M=.29$). The relationship between U.S. students and faculty also was mentioned fairly often ($M=.17$). The results were consistent with those of Guclu (1993), who also found that writing or typing term papers and concern about grades were of most concern for international students. Open-

ended questions also supported this perspective. Some students mentioned that they have difficulties in writing term papers, doing group projects, and establishing relationship with an academic advisor.

Table 16 The mean and standard deviation of the academic record sub-scores

Problem Items	Mean (Wtd.)*	SD (Wtd.)
7. Frequent college examinations	.11	.38
8. Compulsory class attendance	.06	.25
9. Writing or typing term (semester) papers	.46	.66
40. Competitive college grading system	.10	.34
41. Objective examination (true-false, etc.)	.07	.29
42. Insufficient advice from academic advisor	.29	.64
73. Too much interference with studies	.10	.35
74. Feel unprepared for U.S. college work	.08	.31
75. Concerned about grades	.32	.61
106. Doing laboratory assignments	.05	.23
107. Insufficient personal help from professors	.13	.41
108. Relationship between U.S. students and faculty	.17	.43
N=274 Weighted N=689		

* The higher means indicate a greater number of problems

Living-Dining

Living-Dining ranked seventh as an area of concern for international students at MSU. Table 17 presents the mean and standard deviation of the scores of each twelve items in this area. As indicated in Table 16, problems regarding the taste of food in U.S. (M=.36), changes in weather conditions (M=.28), problems regarding housing (M=.26), and costs of buying food (M=.20) were troublesome items in the Living-Dining area. The

findings of some studies (Porter, 1962; Lee, et al., 1981; Barakat, 1988, Guclu, 1993) support these results. Barakat (1988) reported the following food-service problems for international students: lack of variety, tastelessness of American food, high cost of food, and inability to adjust to American food. Porter (1962) indicated that a number of problems with housing facilities often face international students as well. These problems include the distance to college from residence, transportation, discrimination by home owners, unnaturalness of the dormitory, high rent, lack of privacy, and so on.

Some open-ended-question responses indicated that some students have had hard time in adapting to the cold weather in Michigan. A freshman from India stated that "I had a slightly harder time due to the extremely harsh winter. Coming from one of the warmest regions of India, I came right into the center of the Michigan winter. Coping with the cold was extremely tough for me."

Table 17 The mean and standard deviation of the living-dining sub-scores

Problem Items	Mean (Wtd.)*	SD (Wtd.)
13. Taste of food in United States	.36	.60
14. Problems regarding housing	.26	.51
15. Being told where one must live	.02	.16
46. Costs of buying food	.20	.49
47. Insufficient clothing	.05	.23
48. Not being able to room with U.S. student	.05	.24
79. Bathroom facilities cause problems	.04	.23
80. Distances to classes from residence	.13	.39
81. Relationship with roommate	.07	.26
112. Finding a place to live between college terms	.06	.29

Table 17 (cont'd)		
113. Changes in weather conditions	.28	.56
114. Lack of invitations to visit in U.S. homes	.18	.45

N=274 Weighted N=689

* The higher means indicate a greater number of problems

Orientation and Services

Orientation and services was the eighth-ranked problem area for international students. As shown in Table 18, international students rated the attitude of some students toward “foreign” students (M=.46), the concept of being a “foreign” student (M=.37), and unfavorable remarks about home country (M=.24) as the highest problem items in the area of orientation and services. The results supported Shepard (1970)’s study. Shepard conducted a survey of 38 colleges and universities in the southern United States. In that survey, 40% of the foreign students said they felt unwelcome, lonely, and isolated. Many of them complained of inadequate pre-departure information and poor on-campus orientation.

Regarding the orientation for international students, Barakat (1988) stated that major universities in the U.S. should provide an overall awareness of the way of life of the host country, as well as the services offered by the institution by their on-arrival and post-arrival orientation. Pruitt (1977) found that international students had more positive impressions of American culture if they came from prominent families, attended orientation programs, and visited the international office.

Table 18. The mean and standard deviation of the orientation and services sub-scores

Problem Items	Mean (Wtd.)*	SD (Wtd.)
4. Treatment received at orientation meetings	.04	.25
5. Unfavorable remarks about home country	.24	.54
6. Concept of being a “foreign” student	.37	.60
37. Relationship with foreign student advisor	.09	.33
38. Leisure time activities of U.S students	.15	.40
39. Law enforcement practices in the U.S	.08	.31
70. Campus size	.02	.14
71. U.S. emphasis on time and promptness	.06	.29
72. Understanding how to use the library	.07	.30
103. College orientation program insufficient	.06	.27
104. Trying to be student, tourist, and “ambassador	.06	.24
105. Attitude of some students toward “foreign” students	.46	.69
N=274 Weighted N=689		

* The higher means indicate a greater number of problems

Admission and Selection

The ninth-ranked problem area was admission-selection. Table 19 presents the mean and standard deviation of the scores on each of the twelve items in this area.

Among the problem items, immigration regulation (M=.30), difference in U.S. and home education systems (M=.19), and lack of knowledge about U.S. (M=.16) were relatively highly ranked problem items. Guclu (1993) found that educational systems’ differences affect the academic experiences of international students. Curriculum structure, testing and evaluation procedures, instructor-student relationships, and instructional style and classroom interaction affect the students’ academic success.

Table 19. The mean and standard deviation of the admission and selection sub-scores

Problem Items	Mean (Wtd.)*	SD (Wtd.)
1. Evaluation of my former school credentials	.09	.35
2. Concern about value of U.S. education	.12	.41
3. Choosing college subjects	.15	.42
34. Getting admitted to U.S. College	.10	.35
35. Registration for classes each term	.13	.41
36. Not attending college of my first choice	.07	.27
67. Understanding college catalogs	.02	.14
68. Immigration regulations	.30	.58
69. Lack of knowledge about U.S.	.16	.46
100. Differences in purposes among U.S. colleges	.04	.26
101. Difference in U.S. and home education systems	.19	.47
102. Not being met on arrival at campus	.04	.24
N=274 Weighted N=689		

* The higher means indicate a greater number of problems

Student Activities

The student activities area was the tenth-ranked problem area of concern. Table 20 presents the mean and standard deviation of the scores made on each of the twelve items. As revealed in Table 20, the problem items of most concern for international students were lack of opportunities to meet more U.S. people ($M=.36$), being accepted in social groups ($M=.23$), and treatment received at social functions ($M=.11$). The result shows that international students are relatively satisfied with student activity services provided by the university.

Table 20 The mean and standard deviation of the student activities sub-scores

Problem Items	Mean (Wtd.)*	SD (Wtd.)
25. Regulations on student activities	.08	.29
26. Treatment received at social functions	.11	.39
27. Relationships of men and women in U.S	.17	.45
58. Dating practices of U.S. people	.09	.31
59. Being accepted in social groups	.23	.50
60. Not being able to find "dates"	.11	.38
91. Activities of international houses	.02	.18
92. U.S. emphasis on sports	.07	.30
93. Problems when shopping in U.S.	.05	.27
124. Activities of foreign student organizations	.05	.23
125. Lack of opportunities to meet more U.S. people	.36	.58
126. Concern about political discussions	.05	.26
N=274 Weighted N=689		

* The higher means indicate a greater number of problems

Religious Services

The problem area of least concern for international students was religious services. Table 21 presents the mean and standard deviation of the scores on each of the twelve items in the religious services area. Among the problem items, the most relatively problematic items were spiritual versus materialistic values ($M=.11$), criticisms of home land religion ($M=.07$), and concern about personal religious belief ($M=.06$). The result shows that international students do not have many difficulties in this problem area.

Table 21. The mean and standard deviation of the religious services sub-scores

Problem Items	Mean (Wtd.)*	SD (Wtd.)
19. Religious practices in United States	.04	.21
20. Attending church socials	.04	.22
21. Concern about my religious beliefs	.06	.29
52. Finding worship group of own faith	.04	.24
53. Christianity as a philosophy	.06	.29
54. Variety of religious faiths in U.S	.03	.20
85. Having time to devote to own religion	.04	.22
86. Spiritual versus materialistic values	.11	.40
87. Doubting the value of any religion	.05	.22
118. Criticisms of home land religion	.07	.32
119. Accepting differences in great religions	.02	.21
120. Confusion about religion and morals in U.S.	.06	.27
N=274 Weighted N=689		

* The higher means indicate a greater number of problems

Relationship between High Incidence Problem Areas and Demographic Subgroups

This section investigated the differences among international students by cultural groups and demographic characteristics in their problems. I focused on the four high incidence problem areas which I defined as having at least 20% (.20) of respondents indicating the problem area. These are English language, financial aid, placement services, and social-personal. In this section I answer two research questions:

Research Question 2: How do these needs vary by cultural groups?

Research Question 3: How do these needs vary by demographic characteristics?

Analysis of Variance (ANOVA) was employed to test whether significant differences exist in each high incidence problem area between subgroups. The significance level was established at 0.05 to reduce the possibility of Type I error.

Means and ANOVA of High Incidence Problem Areas by Cultural Group

The analysis of variance in Table 22 indicates that there are significant differences in problems among the students from the three cultural groups in two high incidence problem areas: English language and social-personal. The results show that Asian students reported more problems than the other two cultural groups in those two problem areas. These results are consistent with many studies (e.g. Porter, 1962; Lange, 1981; 1977; McMillen, 1981; Barakat, 1988; Lee, 1989). Porter (1962) and Barakat (1988) reported that "non-western" students had more problems in all of the statements on which there were significant differences. According to McMillen (1981), Asian students experienced significantly more problems in the eleven problem areas of the MISPI(Michigan International Students Problem Inventory) than did European and Latin American. Lange (1989) and Lee (1981) also reported that Europeans, Canadians, Oceanic Cultural Groups, and Latin Americans adapted the best to U.S. higher education institutions. Honjo (1977) concluded that cultural variations between the U.S. and students' home countries were major factors affecting their adjustment. Ben Soud (1975) stated that the greater the cultural contrast between home and host countries, the more problems are identified and the greater the difficulty in adjustment.

Table 22. Relationship between Cultural group and Most Frequent Problem Areas

Cultural Group								
Problem Area	Asian (N=149)		Latin American (N=54)		European (N=71)		F*	P*
	Mean*	SD*	Mean*	SD*	Mean*	SD*		
English Language	.40	.32	.23	.25	.08	.12	40.59	.00
Financial Aid	.24	.27	.24	.26	.30	.32	1.88	.15
Placement Services	.21	.24	.21	.25	.28	.29	2.47	.09
Social – Personal	.22	.20	.16	.19	.14	.18	6.34	.00
* Weighted value		P<.05						

Means and ANOVA of High Incidence Problem Areas by Age

The analysis of variance in Table 23, indicates that there are significant differences in the importance of problems among the three age groups in three high incidence problem areas: financial aid, placement services, and social personal. In these three high incidence problem areas, the age group of under 24 years old tends to experience significantly more problems than the other group. These results are consistent with those studies conducted by Porter(1962), Arubayi (1980), and Al-Shedokhi (1986). They found that younger students reported significantly more problems than did older students. On the other hand, some studies found no relationship between age and

adjustment problems. Barakat (1988) and Guclu (1993) reported that there were no significant differences in the means of perceived problems according to age. Parson (1991) also contended that age was not a significant factor in causing problems for international students.

Table 23. Relationship between Age and Most Frequent Problem Areas

Problem Area	Age				F*	p*
	Under 24 years old (N=60)		Over and equal to 24 years old (N=214)			
	Mean*	SD*	Mean*	SD*		
English Language	.32	.33	.36	.32	1.91	.17
Financial Aid	.31	.30	.22	.26	15.53	.00
Placement Services	.27	.29	.20	.22	11.14	.00
Social- Personal	.25	.23	.19	.19	10.84	.00
* Weighted value P<.05						

Means and ANOVA of High Incidence Problem Areas by Gender

As shown in Table 24, the analysis of variance indicates that there are significant differences in the importance of problems between female and male students in three high incidence problem areas: financial aids, placement services, and social-personal. In these three high incidence problem areas, female students experienced significantly more problems than male students. Many studies reported gender differences in the perceived

problems of international students (Arubayi, 1980; Lee et al., 1981; Church, 1982; Barakat, 1988; Manese, Sedlacek, and Leong, 1988; Guclu, 1993; Ji, 1993). Some studies showed that females encounter more problems than males (Arubayi, 1980; Manese, Sedlacek, and Leong, 1988; Guclu, 1993; Ji, 1993). Arubayi (1980) and Guclu (1993) found that female students reported more problems than male students in the areas of academic records and health services. Guclu (1993) contended that cultural factors might have played a significant role in these results. It could be that in most African, Asian, and Middle Eastern countries female depend on males, but when the females come in America this dependency was no longer available for them and consequently they might feel helpless. Naidoo (1990) concluded that many Asian students commented that restrictions imposed on the role of the women as homemaker and caretaker of the children still had their impact on the career aspirations of females.

In contrast, some studies disclosed that male students confronted more problems than female students (Collins, 1976; Salim, 1984; Razani, 1988), and some studies showed no significant gender differences (Saleh, 1980; Smith, 1990; Ji, 1993). Collins (1976) found that male international students experienced more problems than female international students. Salim (1984) also reported that male students and male students who work experienced more problems than female students in the area of financial aids.

Ji (1993) found that female and male international students did not differ significantly on perceived academic, counseling, financial, health, housing, language, orientation, and racial/cultural needs.

Table 24. Relationship b/w Gender and Most Frequent Problem Areas

<u>Problem Area</u>	<u>Gender</u>				<u>F*</u>	<u>P*</u>
	<u>Female</u>		<u>Male</u>			
	<u>(N=131)</u>		<u>(N=143)</u>			
	<u>Mean*</u>	<u>SD*</u>	<u>Mean*</u>	<u>SD*</u>		
English Language	.36	.32	.34	.32	.69	.41
Financial Aid	.28	.27	.22	.27	7.85	.01
Placement Services	.25	.25	.19	.24	12.45	.00
Social – Personal	.26	.21	.17	.18	32.81	.00
* Weighted value	P<.05					

Means and ANOVA of High Incidence Problem Areas by Marital Status

The results in Table 25 show the comparisons in terms of marital status in the four high incidence scale scores. The analysis of variance reveals that there were significant differences in the problems between single and married students in two high incidence problem areas: placement services and social-personal. In these problem areas, single international students reported significantly more problems than their married counterparts. These results are compatible with the results found by Chongolnee (1978), Siriboonma (1978), and Cunningham & Kang (1990), who found that married international students had higher academic achievement, greater satisfaction with their experiences, and fewer major problems than their single counterparts. These results are not consistent with Porter and other researchers (McMillen, 1981; Lee, et al., 1981; Berendzen, 1981; Al-Ibrahim, 1983), who found that married students reported

significantly more problems than did single students. Problems related to housing, family, social activities, and finances are mainly experienced by married students.

Table 25. Relationship b/w Marital Status and Most Frequent Problem Areas

Problem Area	Marital Status**				F*	P*
	Single (N=177)		Married (N=96)			
	Mean*	SD*	Mean*	SD*		
English Language	.35	.33	.35	.29	.12	.73
Financial Aid	.24	.28	.24	.26	.02	.88
Placement Services	.25	.26	.16	.19	20.62	.00
Social – Personal	.23	.21	.17	.16	17.83	.00

* Weighted value P<.05

** I excluded the 1 widow from this analysis, which can distorts results because of a small size of respondents

Means and ANOVA of High Incidence Problem Areas by Grade Level

As shown in Table 26, the analysis of variance indicates that there are significant differences in the problems of undergraduate and graduate students in three high incidence problem areas: financial aids, placement services, and social-personal. In these three high incidence problem areas, undergraduate students experienced significantly more problems than graduate students. These results are supported by Barakat (1988), who found that undergraduate students encountered more problems than graduate students in orientation, social-personal, living-dining, and student activities. These

findings are not consistent with those of Pendar (1987), who examined the problems of social, financial, academic and language adjustment of Cameroonian students pursuing higher education in the San Francisco Bay Area of Northern California. Pendar (1987) found that graduate students reported more adjustment problems than undergraduate students.

Table 26. Relationship b/w Grade Level and Most Frequent Problem Areas

Problem Area	Grade Level				F*	P*
	Undergraduate (N=52)		Graduate (N=222)			
	Mean*	SD*	Mean*	SD*		
English Language	.36	.34	.35	.32	.05	.82
Financial Aid	.32	.32	.22	.25	14.83	.00
Placement Services	.29	.29	.20	.23	17.35	.00
Social – Personal	.25	.22	.21	.20	6.03	.01
* Weighted value	P<.05					

Means and ANOVA of High Incidence Problem Areas by Financial Support

As shown in Table 27 the analysis of variance indicates that significant differences are found in three high incidence problem areas: English language, financial aid, and placement services according to the source of financial support. The group supported by personal funds tended to experience significantly more problems than the other groups in financial aid and placement services. The group supported by government/company reported more problems than the other groups in English language.

The group receiving funding from MSU had the fewest problems. These findings are supported by the studies of Hountras (1957), Pruitt (1977), and El-Lakany (1970). They found that students who had sponsorships and grants from government or other agencies had better adjustment than those who did not. These findings are not consistent with those of Naidoo (1990). Naidoo reported that those students who were sponsored by some agency expressed significantly more problems in finance than those who were supported by private funds. The implication of these results stated above may be that financial sources from the home country have been interrupted at times and the sponsor is not providing enough money to meet expenses.

Table 27. Relationship b/w Source of Financial Support and Most Frequent Problem Areas

Problem	Source of Financial Support						F*	P*
	Myself/Family (N=135)		Government/ Company (N=25)		MSU (N=114)			
	Mean*	SD*	Mean*	SD*	Mean*	SD*		
English Language	.36	.32	.42	.27	.32	.32	2.95	.05
Financial Aid	.28	.29	.21	.26	.21	.24	5.36	.01
Placement Services	.28	.26	.16	.21	.16	.21	21.31	.00
Social – Personal	.23	.21	.19	.17	.19	.19	2.84	.06
* Weighted value		P<.05						

Means and ANOVA of High Incidence Problem Areas by Length of Stay in the U.S

As shown in Table 28, the analysis of variance indicates that there are significant differences in the problems among length of stay groups in one high incidence problem area: placement services. Students who stayed in the U.S. for longer years reported more problems than those newly arrived in the U.S. in the areas of placement services. Porter (1962) reported that international students who had been on the Michigan State University campus for thirteen months or longer checked more problems than those international students who had been on the campus for one year or less. These findings are not supported by those of Lee (1981), Sami (1986), and Parson (1991). Lee et al. (1981) and Sami (1986) found that length of stay either in the U.S. or at the university did not significantly influence expressed needs or satisfaction. These studies did not demonstrate that international students who stayed in the U.S. for longer terms had fewer adjustment problems than those recently arrived in the U.S.

Table 28. Relationship b/w Length of Stay and Most Frequent Problem Areas

Problem	Length of Stay in U.S.								F*	P*
	< 1year (N=81)		1 - 3years (N=97)		3 - 6years (N=71)		> 6 years (N=25)			
	Mean*	SD*	Mean*	SD*	Mean*	SD*	Mean*	SD*		
English Language	.35	.33	.36	.29	.38	.35	.27	.30	2.25	.08
Financial Aid	.22	.23	.26	.27	.26	.31	.23	.31	.94	.42
Placement Services	.19	.23	.20	.22	.26	.28	.25	.26	3.61	.01
Social- Personal	.21	.21	.23	.21	.20	.17	.18	.18	1.21	.31
* Weighted value		P<.05								

Responses to Open-Ended Questions

The questionnaire included an open-ended item to ask students (a) to further explain their scorers and (b) to add additional items not included on the survey. As shown in Table 29, most students (77.4%, N=212) thought that the MISPI (Michigan International Students Problem Inventory) statements about particular difficulties provided a fairly complete picture of the problem areas they encountered. However, 22.6% (N=62) of the respondents thought the questionnaire was not representative of their problem areas. These results are similar to Porter's (1962) study, where more than 75% of the students thought that the MISPI provided a fairly a complete picture of the problem areas.

Table 29 Relevance of the MISPI to Students' Current Perceived Problems

	N	%
Yes	212	77.4
No	62	22.6
No Response		
Total	274	100

The second question allowed respondents to reply freely within their own frames of reference and enabled them to mention other concerns not in the inventory. Although the problem items of MISPI covered most additional problems students reported in the open-ended question, some problems were not listed on the inventory. The following are some examples reported repeatedly and considered to be real problems: "The only thing that is troubling me is a very high tuition fee. There is not really enough help for international students to find scholarship or other sources of financial help. Moreover we do not have the legal right to work off-campus in terms of making more money, but MSU does not pay enough for student employees (junior student from Russia)." "Its' hard to change one's visa status (e.g., J1→F1). " "A big university like MSU should offer more English classes for new international graduate students and staff. Even if you have a TOEFL score of 600, this does not mean you can easily interact with American students or faculty when you first come in the U.S. It would be helpful to have evening classes for new international students and for dependents and children (graduate student from Italy)." "Very expensive health insurance and complicated health system. Whenever I had health problems, I had to pay some money out of my pocket although I had health insurance" (graduate students from Uruguay and Columbia)." "Health insurance does not

cover dental treatment and does not cover children and other dependents (graduate students from Nepal). " "Problems with certain administrators at both college and university levels who delayed paperwork for an extended period" (graduate student from Malaysia). " "Lack of cultural events, social gathering places (for example, non-American theatre, art galleries, etc.) (graduate student from Chile)." "Though already mentioned it once or twice among my problems listed in the previous pages, I think a greater emphasis should be placed on resolving the problems of lack of knowledge about other countries among U.S. citizens. Improper behavior and feeling of superiority among U.S. citizens are also problems to be solved" (junior student from India).

There were some simple impressions or complaints about school life in the U.S., which seem trivial and somewhat different from real problems international students confront. The followings are some examples: "I have difficulties in handling junk bulk mails and calls from credit card companies (graduate student from Greece). " "Americans are senseless because they waste lots of food, paper, and paper products (graduate student from Columbia)." "American students have fake friendship and untruthfulness (graduate student from Russia)." "Constantly being told that the U.S. is the best country in the world (graduate student from Argentina)."

Even though some problems are categorized in the eleven problem areas of the MISPI, these problems are stated more clearly and in detail in the open-ended questions. Some examples are as follows:

"Some problems are fairly easily resolved, but there are still some problems. When I first came, I was totally lost during the orientation. So, I think MSU should provide better orientations for international students. I heard from some U.S. students

think that the orientation for these students is well-organized. Besides that, some of the staff in an administration building are not friendly enough. Since we are foreign students, we are learning, but they seemed to be impatient and do not like us (junior students from Indonesia)." "The concept of hiring some students in the university parking office to supervise students and punish through ticketing is the most obvious example of divide and rule. Also, MSU police are lacking in politeness to foreigners who were thought to deal with authorities in an argumentative manners. I have argued about 4 parking tickets (sophomore student from Brazil)." "In 4 years, I got 3 different academic advisors, in the same department and field of study, who had no clue about how to handle the progression of my studies (lack of knowledge, information, and interests) (graduate student from France)." "I feel that most of the university faculty do not work together. Having all kinds of technology, they hardly ever communicate to better help students. It is not an unusual thing for a student to go through more than 3 persons to get an override for a class. I also do not understand why international students have to pay more tuition than U.S. students. I see it as a sort of discrimination. We are bringing money, business, etc., to the U.S. from an economic point of view. Just because we are from far away, another part of the world, do we have to pay more? (senior student from Hong Kong)."

New problems stated on the open-ended questions were grouped into fourteen problem areas. Of all the respondents, 29.7% (N=81) reported additional problems. These 81 respondents reported 147 problems. I matched a complete sentence to a scale and counted it as one item. If a student mentioned two different problem items, I counted these items as two. The newly categorized problem areas are as the follows: financial difficulties, cultural understanding/activities, academic support services, social

relationship, discrimination, job/career development, health services, parking/transportation, housing problems, orientation services, law enforcement, English language, living environment (weather, food, neighbor, and etc.), and administrative services.

The results showed that financial difficulties (N=17, 13.0%) was the most frequently encountered problem area, followed by the areas of cultural understanding/activities (N=16, 12.2%) and academic support services (N=16, 12.2%). Table 30 presents the frequency of responses for the additional problematic areas which are not listed on page 2 and 3 of the questionnaire.

Table 30. Frequency of Additional Problems of Respondents

Additional Problems	N	%
Financial Difficulties	17	13.0
Cultural Understanding/Activities	16	12.2
Academic Support Services	16	12.2
Social Relationship	13	9.9
Discrimination	11	8.4
Job/Career Development	10	7.6
Health Services	9	6.8
Parking/Transportation	9	6.8
Housing Problems	7	5.3
Orientation Services	6	4.6
Law Enforcement	5	3.8
English Language	5	3.8
Living Environment(weather, food, neighbor, and etc.)	4	3.1
Administrative Services	3	2.3
Total	131	100

Utilization of Existing Service Programs for International Students at Michigan State University

This section analyzed the utilization of the existing service programs for international students available on campus at MSU, in answer to research question 4: "How do international students perceive the adequacy of the programs in meeting their needs?" To determine the level of adequacy, I first examined means and standard deviation. Next I used ANOVA to analyze the relationship between the utilization of the existing programs for international students at MSU among three cultural groups and by demographic variables.

The Distribution of Respondents

Office for International Students and Scholars (OISS)

As showed in Table 31, 32, and 33, among the sample 8.9 % were not aware of the administrative services of OISS while 90.9 % were aware of the service. 40.5% of respondents were not aware of the legal services of OISS, while 59.4 % of respondents were aware of the service. 31.5% of respondents were not aware of OISS counseling services, while 67.8% of respondents were aware of it.

42.0 % of those who were aware of administrative services reported those services were moderately useful; 36.5 % of respondents reported those services were very useful; 19.2 % of respondents reported those services were of minor use; and 2.3 % of respondents reported those services were not useful (table 31).

Table 31. Frequency Table of Administrative Services

OISS			
Administrative services	Number	Percent (*)	Valid Percent (*)
Not Useful	6	2.2 (2.1)	2.5 (2.3)
Of Minor Use	45	16.4 (17.4)	18.6 (19.2)
Moderately Useful	99	36.1 (38.2)	40.9 (42.0)
Very useful	92	33.6 (33.2)	38.0 (36.5)
Subtotal	242	88.3 (90.9)	100.0 (100.0)
Do Not Know About It	31	11.3 (8.9)	
Missing	1	.4 (.1)	
Subtotal	32	11.7 (9.1)	
Grand Total	274	100.0 (100)	
*Weighted value	Weighted N=689		

48.1 % of respondents among those who were aware of legal services reported those services were moderately useful; 30.3 % of respondents reported those services were very useful; 15.6 % of respondents reported those services were of minor use; and 6.0 % of respondents reported those services were not useful (Table 32).

Table 32. Frequency Table of Legal Services

OISS			
Legal services	Frequency	Percent (*)	Valid Percent (*)
Not Useful	16	5.8 (3.5)	10.5 (6.0)
Of Minor Use	25	9.1 (9.3)	16.3 (15.6)
Moderately Useful	63	23.0 (28.5)	41.2 (48.1)
Very Useful	49	17.9 (18.0)	32.0 (30.3)
Sub Total	153	55.8 (59.4)	100.0 (100.0)
Do Not Know About It	120	43.8 (40.5)	
Missing	1	.4 (.1)	
Subtotal	121	44.2 (40.6)	
Grand Total	274	100.0 (100.0)	
*Weighted value Weighted N=689			

43.4 % of respondents among those who were aware of counseling services reported those services were moderately useful; 24.9 % of respondents reported those services were very useful; 25.7 % of respondents reported those services were of minor use; and 6.0 % of respondents reported those services were not useful (Table 33).

Table 33. Frequency Table of Counseling Services

OISS			
Counseling services	Frequency	Percent (*)	Valid Percent (*)
Not Useful	14	5.1 (4.1)	8.1 (6.0)
Of Minor Use	42	15.3 (17.4)	24.4 (25.7)

Moderately Useful	72	26.3 (29.4)	41.9 (43.4)
Very Useful	44	16.1 (16.9)	25.6 (24.9)
Table 33 (cont'd)			
Subtotal	172	62.8 (67.8)	100.0 (100.0)
Do Not Know About It	100	36.5 (31.5)	
Missing	2	.7 (.7)	
Subtotal	102	37.2 (32.2)	
Grand Total	274	100.0 (100.0)	
<hr/>			
*Weighted value	Weighted N=689		

Community Volunteers for International Programs (CVIP)

As shown in Tables 34, 35, and 36, among the sample 48.6 % were not aware of the orientation services of CVIP, while 50.2 % were aware of the services. 51.9 % of respondents were not aware of the cultural activities provided by CVIP, while 46.8 % of respondents were aware of the services. 73.0 % of respondents were not aware of the CVIP homestay program, while 25.7 % of respondents were aware of this program.

35.1 % of respondents among those who were aware of CVIP orientation services reported those services were moderately useful; 36.7% of respondents reported those services were very useful; 22.1 % of respondents reported those services were of minor use; and 6.1 % of respondents reported those services were not useful (Table 34).

Table 34. Frequency Table of Orientation Programs

CVIP			
Orientation Programs	Frequency	Percent (*)	Valid Percent (*)
Not Useful	10	3.6 (3.1)	7.5 (6.1)

Of Minor Use	29	10.6 (11.1)	21.6 (22.1)
Moderately Useful	46	16.8 (17.6)	34.3 (35.1)
Table 34 (cont'd)			
Very Useful	49	17.9 (18.4)	36.6 (36.7)
Subtotal	134	48.9 (50.2)	100.0 (100.0)
Do Not Know About It	137	50.0 (48.6)	
Missing	3	1.1 (1.2)	
Subtotal	140	51.1 (49.8)	
Grand Total	274	100.0 (100.0)	
*Weighted value Weighted N=689			

34.9 % of respondents among those who were aware of CVIP cultural activities reported these services were moderately useful; 35.7 % of respondents reported those services were very useful; 19.2 % of respondents reported those services were of minor use; and 10.1% of respondents reported those services were not useful (Table 35).

Table 35. Frequency Table of Cultural Activities

CVIP			
Cultural Activities	Frequency	Percent (*)	Valid Percent (*)
Not Useful	16	5.8 (4.7)	13.1 (10.1)
Of Minor Use	23	8.4 (9.0)	18.9 (19.2)
Moderately Useful	43	15.7 (16.3)	35.2 (34.9)
Very Useful	40	14.6 (16.7)	32.8 (35.7)
Subtotal	122	44.5 (46.8)	100.0 (100.0)
Do Not Know About It	149	54.4 (51.9)	
Missing	3	1.1 (1.2)	
Subtotal	152	55.5 (53.2)	

Grand Total	274	100.0
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*Weighted value	Weighted N=689
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36.5 % of respondents among those who were aware of the CVIP homestay program reported these services were moderately useful; 33.3% of respondents reported those services were very useful; 19.9% of respondents reported those services were of minor use; and 10.3 % of respondents reported those services were not useful (Table 36).

Table 36. Frequency Table of Home Stay Program

CVIP			
Home Stay Program	Frequency	Percent (*)	Valid Percent (*)
Not Useful	10	3.6 (2.7)	15.2 (10.3)
Of Minor Use	13	4.7 (5.1)	19.7 (19.9)
Moderately Useful	23	8.4 (9.4)	34.8 (36.5)
Very Useful	20	7.3 (8.6)	30.3 (33.3)
Subtotal	66	24.1 (25.7)	100.0 (100.0)
Do Not Know About It	205	74.8 (73.0)	
Missing	3	1.1 (1.2)	
Subtotal	208	75.9 (74.3)	
Grand Total	274	100.0 (100.0)	

*Weighted value	Weighted N=689
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English Language Center (ELC)

As shown in Table 37, 38, and 39, among the sample 57.6 % were not aware of the Intensive English Program (IEP) of the ELC, while 41.6 % were aware of the service. 55.4 % of respondents were not aware of the English for Academic Purposes Program (EAP) of the ELC, while 43.8 % of respondents were aware of the service. 64.2 % of

respondents were not aware of the group lesson programs of the ELC, while 35.1 % of respondents were aware of them.

35.4 % of respondents among those who were aware of the Intensive English Program reported those services were moderately useful; 25.6 % of respondents reported those services were very useful; 14.6% of respondents reported those services were of minor use; and 24.4 %of respondents reported those services were not useful (Table 37).

Table 37. Frequency Table of Intensive English Program

ELC			
Intensive English Program	Frequency	Percent (*)	Valid Percent (*)
Not Useful	28	10.2 (10.1)	28.9 (24.4)
Of Minor Use	14	5.1 (6.1)	14.4 (14.6)
Moderately Useful	29	10.6 (14.7)	29.9 (35.4)
Very Useful	26	9.5 (10.6)	26.8 (25.6)
Subtotal	97	35.4 (41.6)	100.0 (100.0)
Do Not Know About It	174	63.5 (57.6)	
Missing	3	1.1 (.8)	
Subtotal	177	64.6 (58.4)	
Grand Total	274	100.0 (100.0)	
*Weighted value	Weighted N=689		

37.8 % of respondents among those who were aware of the English for Academic Purpose Program reported those services were moderately useful; 24.6 % of respondents reported those services were very useful; 18.2 % of respondents reported those services

were of minor use; and 19.4 % of respondents reported those services were not useful (Table 38).

Table 38. Frequency Table of English for Academic Purposes Program

ELC			
Academic Purposes Program	Frequency	Percent (*)	Valid Percent (*)
Not Useful	25	9.1 (8.5)	24.8 (19.4)
Of Minor Use	16	5.8 (8.0)	15.8 (18.2)
Moderately Useful	36	13.1 (16.5)	35.6 (37.8)
Very Useful	24	8.8 (10.8)	23.8 (24.6)
Subtotal	101	36.9 (43.8)	100.0 (100.0)
Do Not Know About It	170	62.0 (55.4)	
Missing	1	.4 (.8)	
Subtotal	171	62.4 (56.2)	
Grand Total	274	100.0 (100.0)	
*Weighted value Weighted N=689			

37.3 % of respondents among those who were aware of group lesson programs reported those services were moderately useful; 24.8 % of respondents reported those services were very useful; 18.9 % of respondents reported those services were of minor use; and 19.0 % of respondents reported those services were not useful (Table 39).

Table 39. Frequency Table of Group Lesson Programs

ELC			
Group Lesson Programs	Frequency	Percent (*)	Valid Percent (*)
Not Useful	21	7.7 (6.7)	24.4 (19.0)
Of Minor Use	15	5.5 (6.6)	17.4 (18.9)
Moderately Useful	29	10.6 (13.1)	33.7 (37.3)
Very Useful	21	7.7 (8.7)	24.4 (24.8)
Sub Total	86	31.4 (35.1)	100.0 (100.0)
Do Not Know About It	186	67.9 (64.2)	
Missing	2	.7 (.7)	
Sub Total	188	68.6 (64.9)	
Grand Total	274	100.0 (100.0)	
*Weighted value Weighted N=689			

Mean and Standard Deviation of Each Service in Three Program Areas

The results indicated the following perceived levels of utilization in the three student service programs from greatest to least usefulness: CVIP (mean=3.01), OISS (mean=2.96), and ELC (mean=2.57). As shown in Table 40, international students reported the most usefulness in administrative services (mean=3.13) in the OISS program, orientation services (mean=3.02) in the CVIP program, and academic purpose program and the group lessons program (mean=2.68) in the ELC program.

Table 40. Mean Scores on Each Item in Three Student Service Programs

	N (Wtd.)	Mean (Wtd.)*	SD (Wtd.)
OISS	345	2.96	.73
Administrative Services	242	3.13	.80
Legal Services	153	3.03	.84
Counseling Services	172	2.87	.85
CVIP	165	3.01	.88
Orientation	134	3.02	.91
Cultural Activities	122	2.96	.98
Homestay Program	66	2.93	.97
ELC	214	2.57	1.07
Intensive English Program	97	2.62	1.11
Academic Purpose Program	101	2.68	1.05
Group Lesson Program	86	2.68	1.05

*The high mean scores indicate a greater level of utilization.

Comparison between the Utilization of the Existing Service Programs at MSU for
International Students and Cultural Group and Demographic Characteristics

Relationship between Utilization of the Office for International Students and Scholars
(OISS) and Cultural Group

The analysis of variance, shown in Table 41, indicated that there were no significant differences in the utilization of OISS among three cultural groups. Asian, Latin American, and European. These results for use of OISS were consistent with earlier

findings of this study identifying the problems of international students based upon cultural groups, reported in a previous section. As shown in Table 22, the analysis of variance indicated that there existed no significant differences in perceived problems among cultural groups in admission & selection, financial aid, orientation, and placement services related to OISS. Similarly, Lather (1978) in a study of foreign student perceptions found no difference on the basis of region with regard to the satisfaction of educational experiences. Kajornsin (1979) also found that there were no significant differences in the utilization of the services among students who came from different geographical regions. On the other hand, many researchers found that the needs of foreign students tended to vary depending on the country or region of the world from which they come (Porter, 1962; Spaulding and Flack, 1976; Quinn, 1975; McMillen, 1981; and Barakat, 1988). McMillen (1981) and Barakat (1988) reported that non-western students experienced significantly more problems than western students in all problem areas of the MISPI. Quinn (1975) found successful adjustment depended upon the regions from which students came. He reported that European and Canadian students had the fewest problems, followed by Middle Eastern students

Table 41. ANOVA of Utilization of OISS According to Cultural Group

	Cultural Group						F*	P*
	Asian (N=149)		Latin American(N=54)		European (N=71)			
	Mean*	SD*	Mean*	SD*	Mean*	SD*		
OISS	2.98	.69	2.92	1.02	2.76	.91	1.27	.28
*Weighted value		P<.05						

Relationship between Utilization of the Office for International Students and Scholars (OISS) and Age

The analysis of variance, shown in Table 42, indicated that there were no significant differences in the utilization of OISS between two age groups: under 24 years old and over and equal to 24 years old. Lather (1978) also found no differences between age groups in utility of university activities and services.

These results for use of OISS are not consistent with the findings of Clark (1963) and Arubayi (1980). Clark (1963) found that older students were more satisfied with their overall experience in U.S. universities. Arubayi (1980) also found that younger students reported significantly more problems than older students in their academic life.

Table 42. ANOVA of Utilization of the OISS According to Age

	Age				F	P*
	Under 24 years old (N=60)		Over and equal to 24years old (N=214)			
	Mean*	SD*	Mean*	SD*		
OISS	2.90	.73	2.99	.73	.93	.34
*Weighted value	P<.05					

Relationship between Utilization of the Office for International Students and Scholars (OISS) and Gender

The analysis of variance, shown in Table 43, indicated that there were significant differences in the utilization of OISS between two gender groups. In this service male students reported more utilization than female students. These results for use of OISS are consistent with earlier findings of this study, identifying the problems of international students based upon gender, reported in a previous section. As shown in Table 24, the analysis of variance indicated that there were significant differences in their perceived problems between male and female students in admission & selection, financial aid, orientation & services, and placement services related to OISS. In these areas, female students reported more problems than male students. These results are supported by the findings of many studies that showed there were gender differences in the perceptions of international students (Porter, 1962; Arubai, 1980; Salim, 1984; and Guclu, 1993). Arubai (1980) and Guclu (1993) reported that female students experienced more problems than male students in the areas of academic and administrative services. On the other hand, Salim (1984) reported male students had more problems than female students

in the area of financial aids. However, Ji (1993) found that there were no significant differences between female and male international students in the areas of academic, counseling, financial, health, housing, language, orientation, and racial/cultural needs.

Table 43. ANOVA of Utilization of the OISS According to Gender

	Gender				F*	P*
	Female(N=131)		Male(N=143)			
	Mean*	SD*	Mean*	SD*		
OISS	2.85	.78	3.07	.66	8.16	.01
*Weighted value	P<.05					

Relationship between Utilization of the Office for International Students and Scholars (OISS) and Marital Status

The analysis of variance, shown in Table 44, indicated that there were no significant differences in the utilization of OISS according to marital status. These results for use of OISS are not consistent with earlier findings of this study, identifying the problems of international students based upon marital status, reported in a previous section. As shown in Table 25, the analysis of variance indicated that there were significant differences in their perceived problems between married and single students in admission & selection, orientation & services, and placement services related to OISS. In these areas, single students reported more problems than married students. Many studies found that marital status was found to be related to the adaptation of international students and their satisfaction with the U.S. experience (Clark, 1963; Collins, 1976;

Chongolnee, 1978; Siriboonma, 1978; and Cunningham & Kang; 1990). Clark (1963) and Siriboonma (1978) found that married students were more satisfied with their experiences in U.S. universities than single students. Collins (1976) also concluded that unmarried students encountered more problems than married students, while other researchers (Porter, 1962; Lee, et al., 1981; and Al-Ibrahim, 1983) found that married students reported significantly more problems than did single students.

Table 44. ANOVA of Utilization of the OISS According to Marital Status

	Marital Status**				F*	P*
	Single(N=177)		Married(N=96)			
	Mean*	SD*	Mean*	SD*		
OISS	2.97	.71	2.96	.77	.00	.96

*Weighted value P<.05

** I excluded the 1 widow for this analysis.

Relationship between Utilization of the Office for International Students and Scholars (OISS) and Grade Level

As shown in Table 45, the analysis of variance indicated that there were significant differences in the utilization of OISS between undergraduate and graduate students. In this service, graduate students experienced more utilization than undergraduate students. These results for use of OISS are consistent with earlier findings of this study, identifying the problems of international students based upon grade level, reported in a previous section. As shown in Table 26, the analysis of variance indicated

that there were significant differences in their perceived problems between undergraduate and graduate students in admission & selection, financial aids, orientation & services, and placement services related to OISS. In these areas, undergraduate students experienced more problems than graduate students. These results are supported by Barakat (1988), who found that undergraduate students reported more problems than graduate students in the area of orientation services, while Quinn (1975) and Pendar (1987) found that graduate students reported more adjustment problems than undergraduate students.

Table 45. ANOVA of Utilization of the OISS According to Grade Level

	Grade Level				F*	P*
	Undergraduate(N=52)		Graduate(N=222)			
	Mean*	SD*	Mean*	SD*		
OISS	2.75	.64	3.04	.75	11.01	.00
*Weighted value	P<.05					

Relationship between Utilization of the Office for International Students and Scholars (OISS) and Source of Financial Support

As shown in Table 46, the analysis of variance indicated that there were significant differences in the utilization of OISS among three financial support groups (myself/family, government/company, and MSU). In this service, students supported by MSU experienced significantly more utilization than the other groups. It is assumed that students who have an MSU assistantship or scholarship have more confidence and stability in their academic lives, and have more satisfaction with the services provided by

the university. These results for use of OISS were consistent with earlier findings of this study, identifying the problems of international students based upon sources of financial support, reported in a previous section. As shown in Table 27, the analysis of variance tests indicated that there existed significant differences in their perceived problems among financial support groups in financial aid, orientation & services, and placement services related to OISS. In these areas students supported by personal/family fund reported more problems than students by government/company or MSU.

Table 46. ANOVA of Utilization of the OISS According to Source of Financial Support

	Source of Financial Support						F*	P*
	Myself/Family (N=135)		Government/ Company (N=25)		MSU (N=114)			
	Mean*	SD*	Mean*	SD*	Mean*	SD*		
OISS	2.80	.71	2.83	.71	3.30	.67	18.58	.00

*Weighted value P<.05

Relationship between Utilization of the Office for International Students and Scholars (OISS) and Length of Stay in the U.S.

The analysis of variance, shown in Table 47, indicated that there were no significant differences in the utilization of OISS according to length of stay. These results for use of OISS are consistent with earlier findings of this study, identifying the problems of international students based upon length of stay in the U.S., reported in a previous section. As shown in Table 28, the analysis of variance did not indicate any significant differences in their perceived problems among length of stay groups in any of problem

areas related to OISS. Karjorsin (1979) also found that there were no significant differences in the utilization of the Office for International Students and Scholars between students who have been on campus more than two terms and new students. However, these results are not supported by those of Porter (1962), Spaulding and Flack (1976), who found that length of stay was related to the adjustment of international students. Porter (1962) found that foreign students who had been at Michigan State University for 13 or more months experienced more problems than did those who had been there for one year or less.

Table 47. ANOVA of Utilization of the OISS According to Length of Stay in U.S.

Length of Stay in U.S.										
< 1 year (N=81)		1 - 3 years (N=97)		3 – 6 years (N=71)		> 6 years (N=25)		F*	P*	
Mean*	SD*	Mean*	SD*	Mean*	SD*	Mean*	SD*			
OISS	2.93	.62	3.07	.75	2.94	.76	2.76	.84	2.01	.11
*Weighted value			P<.05							

Relationship between Utilization of the Community Volunteers for International Programs (CVIP) and Cultural Group

The analysis of variance, shown in Table 48, indicated that there were no significant differences in the utilization of CVIP among three cultural groups: Asian, Latin American, and European. These results for use of CVIP are not consistent with earlier findings of this study, identifying the problems of international students based upon cultural group, reported in a previous section. As shown in Table 22, the analysis of

variance indicated that there were significant differences in their perceived problems among three cultural groups in social-personal and student activities related to CVIP. Spaulding (1978) found that the problems of international students tended to vary depending on the country or region of the world from which they came. Stafford (1977) found that Africans had the greatest difficulty with the perceived unfriendliness of the community, Asians had the greatest difficulty with social relations, while Latin American had the least difficulties socially.

Table 48. ANOVA of Utilization of the CVIP According to Cultural Group

	Culture Group						F*	P*
	Asian (N = 149)		Latin American (N = 54)		European (N = 71)			
	Mean*	SD*	Mean*	SD*	Mean*	SD*		
CVIP	3.08	.85	2.69	1.00	2.58	1.04	2.74	0.68

*Weighted value P<.05

Relationship between Utilization of the Community Volunteers for International Programs (CVIP) and Age

The analysis of variance, shown in Table 49, indicated that there were significant differences in the utilization of CVIP between two age groups: under 24 years old and over and equal to 24 years old. In this service, the group of over and equal to 24 years old reported more utilization than the other group. These results for use of CVIP were consistent with earlier findings of this study, identifying the problems of international students based upon age, reported in a previous section. As shown in Table 23, the

analysis of variance indicated that the group of under 24years old reported more problems than the other group. Elting (1970) also found older students were more satisfied with their performance in the U.S. than younger students. On the other hand, there were some studies that found age has no relation to the problems or satisfaction of international students. Sharma (1971) found that age upon arrival in the U.S. had little effect on international student problems. Lather (1978), in the study of international student perception of U.S. experiences, found that there was no relationship between satisfaction and age. Lather (1978) observed no difference between age groups on any of the four measures he used: the utility of faculty advisor's activities, course work, university activities and services, and cross-cultural communication.

Table 49. ANOVA of Utilization of CVIP According to Age

	Age				F*	P*
	Under 24 Years Old (N = 60)		Over and Equal to 24Years Old (N = 214)			
	Mean*	SD*	Mean*	SD*		
CVIP	2.71	1.17	3.11	.75	6.35	.01

*Weighted value P<.05

Relationship between Utilization of the Community Volunteers for International Programs CVIP) and Gender

The analysis of variance, shown in Table 50, indicated that there were no significant differences in the utilization of CVIP between females and males. These results for use of CVIP are not consistent with earlier findings of this study, identifying

the problems of international students based upon gender, reported in a previous section. As shown in Table 24, the analysis of variance indicated that female students reported more problems than male students in living-dining, social-personal, and student activities related to CVIP. Dunnett (1977) stated that the gender difference of foreign students was an important factor in adaptation in the U.S. Some studies showed that the female students reported significantly more problems than male students (Porter, 1962; Manese, Sedlacek, and Leong, 1988; and Guclu, 1993). Porter (1962) reported that females encountered more problems than male students. Pruitt (1977) reported that male African students were better adjusted to the U.S. environment than female counterparts, while Collins (1976) and Salim (1984) reported that male students experienced more problems than female students in adjusting to social-personal mores.

Table 50. ANOVA of Utilization of CVIP According to Gender

	Gender				F*	P*
	Female's (N = 131)		Male's (N = 143)			
	Mean*	SD*	Mean*	SD*		
CVIP	2.98	.93	3.05	.83	.22	.64
*Weighted value	P<.05					

Relationship between Utilization of the Community Volunteers for International
Programs (CVIP) and Marital Status

The analysis of variance, shown in Table 51, indicated that there were significant differences in the utilization of CVIP according to marital status. In this service, single students reported more utilization than married students.

These results for use of CVIP are consistent with earlier findings of this study, identifying the problems of international students based upon marital status, reported in a previous section. As shown in Table 25, the analysis of variance indicated that there were significant differences in their perceived problems between single and married students in living-dining, social-personal, and student activities related to CVIP. The results showed that single students reported more problems than married students. Dunnett (1977) found that marital status was an important factor in the adaptation and satisfaction of international students. Han (1975) and Collins (1976) reported that single international students encountered more problems than married students. Cunningham & Kang (1990) found that married students had greater satisfaction with their experiences and fewer problems than single students. On the other hand, the ANOVA results by Barakat (1988) showed that single and married students did not differ significantly in any problem area.

Table 51. ANOVA of Utilization of CVIP According to Marital Status

	Marital Status**				F*	P*
	Single (N = 177)		Married (N = 96)			
	Mean*	SD*	Mean*	SD*		
CVIP	3.14	.81	2.75	.97	7.47	.01

*Weighted value P<05

** I excluded the 1 widow for this analysis.

Relationship between Utilization of the Community Volunteers for International Programs (CVIP) and Grade Level

As shown in Table 52, the analysis of variance indicated that there were significant differences in the utilization of CVIP between undergraduate and graduate students. In this service, graduate students reported more utilization than undergraduate students. These results for use of CVIP are consistent with earlier findings of this study, identifying the problems of international students based upon grade level, reported in a previous section. As shown in Table 26, the analysis of variance indicated that there were significant differences in their perceived problems between undergraduate and graduate in living-dining, social-personal, and student activities related to CVIP. In these problem areas, undergraduate students reported more problems than graduate students. A number of studies investigated academic grade level in relation to satisfaction in the U.S. (Porter, 1962; Quinn, 1975; Collins, 1976; Stafford, 1977; and Barakat, 1988). Collins (1976) found that the kinds of problems encountered by foreign students vary by academic grade level. Porter(1962) found that undergraduates checked more problems in the MISPI than graduate students. Stafford (1977) found that undergraduate foreign students reported

greater difficulty with the unfriendliness of the community and maintaining cultural customs than did graduate students. However, Quinn (1975) found that undergraduate foreign students had the most successful adjustments, while Ph.D. students had the least successful adjustment. Selltiz et al. (1963) also found that undergraduate established more social relationships than graduate students.

Table 52. ANOVA of Utilization of CVIP According to Grade Level

	Grade Level				F*	P*
	Undergraduate (N = 52)		Graduate (N = 222)			
	Mean*	SD*	Mean*	SD*		
CVIP	2.64	1.08	3.08	0.83	5.25	.02
*Weighted value	P<.05					

Relationship between Utilization of the Community Volunteers for International Programs (CVIP) and Source of Financial Support

As shown in Table 53, the analysis of variance indicated that there were significant differences in the utilization of CVIP among three financial support groups: myself/family, government/company, and MSU. In this service, the group supported by MSU reported significantly more utilization than the other two groups. These results for use of CVIP are not consistent with earlier findings of this study, identifying the problems of international students based upon source of financial support, reported in a previous section. As shown in Table 27, the analysis of variance indicated that there existed no significant differences in their perceived problems among financial support

groups in social services and student activities related to CVIP. Kane (1981) found that sponsorship was positively related to students' educational achievement. Clark (1963) and El-Lakany (1970) reported that students who had some kind of financial support performed better than those who did not. On the other hand, Guclu (1993) revealed that students sponsored by their home governments experienced significantly more problems in the areas of living-dining and social personal. Hull (1978) also found that foreign students without scholarships were more likely to interact with U.S. nationals.

Table 53. ANOVA of Utilization of CVIP according to Source of Financial Support

	Source of Financial Support						F*	P*
	Myself/Family (N = 135)		Government/ Company (N = 25)		MSU (N = 114)			
	Mean*	SD*	Mean*	SD*	Mean*	SD*		
CVIP	2.96	.91	2.48	.76	3.26	.78	5.66	.00

*Weighted value P<.05

Relationship between Utilization of the Community Volunteers for International Programs (CVIP) and Length of Stay in the U.S.

As shown in Table 54, the analysis of variance indicated that there were significant differences in the utilization of CVIP among four length of stay groups: less than 1 year, 1through 3 years, 3 through 6years, and more than 6years. The group of less than 1year experienced more utilization than the other groups. These results for use of CVIP are consistent with earlier findings of this study identifying the problems of international students based upon length of study in the U.S. reported in a previous

section. As shown in Table 28, the analysis of variance tests indicated that less than 1 year reported more problems than other groups in living-dining and student activities related to CVIP. Spaulding and Flack (1976) concluded that length of sojourn has remained a confirmed, significant variable related to adjustment problems, academic performance, satisfaction with training, and so on. Tanenhaus and Roth (1962) found that students who had been at New York University for less than six months complained much more frequently about the lack of opportunity to meet other people than those who had been there for six months or more. In Porter (1962)'s study, length of stay at MSU was significantly related to the number of problems foreign students encountered. Students who had been on campus for 13 months or more perceived more problems than those who had been on campus 12 months or less. On the other hand, Sami (1986) found that length of stay did not affect perceived needs or overall satisfactory adjustment of international students. Barakat (1988) reported that there existed no significant differences between length of stay and the problems international students confront. Sharma (1971) also found that length of stay had little effect on the problems of foreign students.

Table 54 ANOVA of Utilization of CVIP according to Length of Stay in the U.S.

	Length of Stay in the U.S.								F*	P*
	< 1year (N = 81)		1 - 3years (N = 97)		3 - 6 years (N = 71)		> 6years (N = 25)			
	Mean*	SD*	Mean*	SD*	Mean*	SD*	Mean*	SD*		
CVIP	3.15	.73	3.10	.96	2.92	.82	2.45	1.09	3.06	.03
*Weighted value		P<.05								

Relationship between Utilization of the English Language Center (ELC) and Cultural Group

The analysis of variance shown in Table 55 indicated that there were significant differences in the utilization of ELC among three cultural groups: Asian, Latin American, and European. In this service, Asian students reported the most utilization, Latin American students the least. These results for use of ELC are consistent with earlier findings of this study identifying the problems of international students based upon cultural group reported in a previous section. As shown in Table 22, the analysis of variance indicated that there existed significant differences in their perceived problems among three cultural groups in English language. The results showed that Asian students reported more problems than the other two cultural groups. Collins (1976) found that the number of problems faced by foreign students varied by region of origin. Guclu (1993) found that there were significant differences among the students from five geographical regions in the area of English language. Lange (1978) reported that Asian and Arabic students had the most difficulties with the English language. Stafford (1977) found that Africans had the most difficulty in the U.S. and Latin Americans the least in general and found that in terms of English, Southeast Asians had the greatest difficulty, while those from India, Pakistan, and Africa had the least.

Table 55. ANOVA of Utilization of ELC According to Cultural Group

	Asian (N = 149)		Cultural Group Latin American (N = 54)		European (N = 71)		F*	P*
	Mean*	SD*	Mean*	SD*	Mean*	SD*		
ELC	2.64	1.04	1.93	1.19	2.27	1.31	3.41	.04

*Weighted value P<.05

Relationship between Utilization of the English Language Center (ELC) and Age

The analysis of variance, shown in Table 56, indicated that there were no significant differences in the utilization of ELC between two age groups: under 24 years old, over and equal to 24 years old. These results for use of ELC are consistent with earlier findings of this study identifying the problems of international students based upon age, reported in a previous section. As shown in Table 23, the analysis of variance indicated that there existed no significant differences in their perceived problems among three age groups in English language. Lather (1978) reported no significant difference between age groups in terms of cross-cultural communication. Parson (1991) and Ji (1993) also reported no significant relationship between needs of international students and age. On the other hand, Porter (1962) and Arubayi (1980) reported that there were significant differences between adjustment problems and age and that younger students had more problems than did older students.

Table 56. ANOVA of Utilization of OISS According to Age

	Age				F*	P*
	Under 24 Years Old (N = 60)		Over and Equal to 24 Years Old (N = 214)			
	Mean*	SD*	Mean*	SD*		
ELC	2.42	.99	2.65	1.10	2.00	.16
*Weighted value	P<.05					

Relationship between Utilization of the English Language Center (ELC) and Gender

The analysis of variance, shown in Table 57, indicated that there were significant differences in the utilization of ELC between female and male students. In this service, male students reported more utilization than female students. These results for use of ELC are not consistent with earlier findings of this study identifying the problems of international students based upon gender, reported in a previous section. As shown in Table 24, the analysis of variance indicated that there existed no significant differences in their perceived problems between male and female in English language. Most researchers found that lack of proficiency in English was often thought of as the source of foreign student social problems (Seltiz et al, 1963; Nenyod, 1975; Hull, 1978; and Hossemi, 1981). Nenyod (1975) concluded that some social, housing, and food problems were also attributable to the lack of proficiency in English. Seltiz et al. (1963) and Hull (1978) found that English language proficiency was related to social and emotional adjustment. Morris (1960) found that difficulty with English was negatively related to foreign students' satisfaction with their stay and contact with U.S. nationals. Some studies found gender differences in international students' adjustment problems (Collins, 1976; Lee, et

al., 1981; Church, 1982; and Cunningham & Kang, 1990). Cunningham & Kang (1990) found that female students perceive verbally related adjustment problems as more difficult than male students. Porter (1962) and Naidoo (1990) also found that female student reported more problems than male counterparts in the academic record and English language areas. However these findings are not supported by the findings of Collins (1978), who found that male international students experienced more problems than female counterparts.

Table 57. ANOVA of Utilization of ELC According to Gender

	Gender				F*	P*
	Female (N = 131)		Male (N = 143)			
	Mean*	SD*	Mean*	SD*		
ELC	2.33	1.01	2.76	1.08	9.04	.00

*Weighted value P<.05

Relationship between Utilization of the English Language Center (ELC) and Marital Status

The analysis of variance, shown in Table 58, indicated that there were significant differences in the utilization of ELC according to marital status: single or married. In this service, married students reported more utilization than single students. These results for use of ELC are not consistent with earlier findings of this study identifying the problems of international students based upon marital status, reported in a previous section. As shown in Table 25, the analysis of variance indicated that there existed no significant

differences in their perceived problems between single and married students in English language. Many studies, though, showed that single and married students do have different expectations, needs, and problems (Clark, 1963; Chongolnee, 1978; Lee, et al., 1981; and Cunningham & Kang, 1990). Clark (1963) and Siriboonma (1978) found that married foreign students had greater satisfaction than single foreign students and fewer significant problems than single students. On the other hand, Saleh (1980) and Akpan-Iquot and Efiong (1981) reported no significant relationship between married and single students. Guclu (1993) also found that there were no significant differences in their problems between single and married students in all problem areas.

Table 58. ANOVA of Utilization of ELC According to Marital Status

	Marital Status**				F*	p*
	Single (N = 177)		Married (N = 96)			
	Mean*	SD*	Mean*	SD*		
ELC	2.46	.95	2.75	1.22	3.81	.05

*Weighted value P<.05

** I excluded the 1 widow for this analysis.

Relationship between Utilization of the English Language Center (ELC) and Grade Level

As shown in Table 59, the analysis of variance indicated that there were no significant differences in the utilization of ELC between undergraduate and graduate students. These results for use of ELC are consistent with earlier findings of this study identifying the problems of international students based upon grade level, as reported in a

previous section. As shown in Table 26, the analysis of variance indicated that there existed no significant differences in their perceived problems in English language among grade levels. Siriboonma (1978) reported that grade level was positively related to satisfaction with the U.S. experience. Porter (1962) reported that undergraduate experienced more problems than graduate students. Stafford (1977) found that undergraduate foreign students reported greater difficulty in English language than did graduate foreign students, while Ji (1993) reported no significant differences in the perceived needs of international students pursuing different degrees.

Table 59. ANOVA of Utilization of ELC According to Grade Level

	Grade Level				F*	P*
	Undergraduate (N = 52)		Graduate (N = 222)			
	Mean*	SD*	Mean*	SD*		
ELC	2.51	.88	2.60	1.14	.37	.54
*Weighted value	P<.05					

*Weighted value P<.05

Relationship between Utilization of the English Language Center (ELC) and Source of Financial Support

As shown in Table 60, the analysis of variance indicated that there were significant differences in the utilization of ELC among three financial support groups (myself/family, government/company, and MSU). The group supported by government/company reported more utilization than the other groups. These results for use of ELC are consistent with earlier findings of this study identifying the problems of

international students based upon source of financial support reported in a previous section. As shown in Table 27, the analysis of variance indicated that there existed significant differences in perceived problems in English language among financial support groups. The group supported by personal/ family fund experienced more problems than the other groups. Some studies found that students who had financial support had better performance than those who did not (Hountras, 1957; Clark, 1963; and Chongolee, 1978). Clark (1963) found that foreign students who had received government grants had higher performance than those who did not, while Ohuche (1967) found no difference in academic performance between Nigerian undergraduates who had government scholarships and those who did not.

Table 60 ANOVA of Utilization of ELC According to Source of Financial Support

	Source of Financial Support						F*	P*
	Myself (N = 135)		Government/ Company(N = 25)		MSU (N = 114)			
	Mean*	SD*	Mean*	SD*	Mean*	SD*		
OISS	2.40	1.01	2.91	.85	2.75	1.19	3.72	.03

*Weighted value P<.05

Relationship between Utilization of English Language Center (ELC) and Length of Stay in the U.S.

As shown in Table 61, the analysis of variance indicated that there were significant differences in the utilization of ELC based on length of study in the U.S.: less than 1 year, 1 through 3 years, 3 through 6 years, and more than 6 years. In this service, the

group of less than 1 year experienced more utilization than the other groups. These results for use of ELC are not consistent with earlier findings of this study identifying the problems of international students based upon length of stay in the U.S. reported in a previous section. As shown in Table 28, the analysis of variance indicated that there existed no significant differences in their perceived problems among length of stay groups in English language. Karjorsin(1979) also found that there were no significant differences in utilization of the English Language Center between students who have been on campus more than two terms and new students.

On the other hand, some researchers found that there were significant relationships between foreign student problems and length of stay. Some reported that the problems of foreign students decreased by staying longer in the U.S., while others found these problems increased (Hull, 1978; Sami, 1986; and Shankar, 1987). With regard to problems with English, some researchers showed that foreign students experienced English difficulties during the first year but that the difficulties decreased after one year (Lazada, 1970 and Gabriel, 1973).

Table 61 ANOVA of Utilization of the ELC According to Length of Stay

	Length of Stay in the U.S.								F*	Sig*
	< 1year		1 – 3 years		3 - 6 years		> 6 years			
	Mean*	SD*	Mean*	SD*	Mean*	SD*	Mean*	SD*		
ELC	3.01	.99	2.34	1.07	2.20	.98	2.83	1.02	8.32	.00
*Weighted value		P<.05								

CHAPTER V: SUMMARY AND POLICY IMPLICATIONS

Chapter V contains a summary and policy implications to improve the existing service programs.

Summary

The following is a summary of the findings of this study:

Question 1: What are the perceived needs of international students?

The most frequently encountered problems for international students focused on English language, financial aid, placement services, and social-personal. Less frequent were problems with health services, academic records, living/dining, orientation services, admission and selection, and student activities. Problems with religious services were seldom mentioned. International students reported the most difficulties in the area of English language. Giving oral reports in class, speaking English, understanding U.S. slang, and pronunciation not being understood were the salient problem items in the English language area. Financial aid was the second most problematic area for international students. Major problems were the lack of money to meet expenses, immigration work restrictions, finding jobs that pay well, and cost of an automobile. Placement was the third major concern of international students. Staying in the U.S and getting a job, finding a job upon returning home, trying to extend a stay in the United States, and being a citizen of the United States were emphasized as major problems of the

placement office. Students reported moderate problems in the areas of academic records, health services, living/dining, and social/personal. In the areas of academic records, writing or typing term papers, concern about grades, and insufficient advice from academic advisor were of most concern for international students. In the health services, needing more time to rest, finding adequate health services, and feeling under tension were the most troublesome problems for international students. In the living/dining and social /personal, the taste of food in the U.S., changes in weather conditions, homesickness, and being lonely were the most problematic areas. Students reported minor problems in the areas of admission and selection, orientation, and religious services. Immigration regulations, attitudes of some students toward foreign students, and spiritual versus materialistic values were major concerns for international students in each problem area.

Question 2: How do these needs vary by cultural groups?

There were significant differences in the problems of international students among the three cultural groups in two high incidence problem areas: English language and social-personal. The results showed that Asian students have more problems in these problem areas than other cultural groups.

Question 3: How do these needs vary by demographic characteristics (age, gender, marital status, grade level, source of financial support, length of study)?

There were significant differences in the problems of international students between age groups in three high incidence problem areas: financial aid, placement

services, and social-personal. The results showed that the age group of under 24 years old have more problems than the other group.

There were significant differences in the problems of female and male students in three high incidence problem areas: financial aid, placement services, and social-personal. The results showed that female students reported significantly more problems than male students.

There were significant differences in the problems of international students according to marital status in two high incidence problem areas: placement services and social-personal. The results showed that single students reported significantly more problems than their married counterparts.

There were significant differences in the problems of undergraduate and graduate students in three high incidence problem areas: financial aid, placement services, and social-personal. The results showed that undergraduate students reported significantly more problems than graduate students.

There were significant differences between problems and source of financial support in three high incidence problem areas: English language, financial aid, and placement services. The results showed that the group supported by personal funds had more problems than the other groups in financial aid and placement services. The group supported by governments/companies reported more problems than the other groups in English language. Those receiving MSU support had the fewest problems.

There were significant differences in the problems of international students according to length of study in one high incidence problem area: placement services. In this area, the group of 3 through 6 years reported more problems than other groups.

Question 4: How do service programs meet the needs of international students?

The most striking finding is the lack of the awareness of the existing services among the international students. Students are mostly satisfied with services when they take advantage of them. Michigan State University provides extensive services in facilitating the academic progress and personal development of its students. The international students are eligible to use the services provided by the university. However, many students did not know that many of the services were available. Among the sample, 8.9 % were not aware of the administrative services of OISS(Office for International Students and Scholars). 40.5% of respondents were not aware of the legal services of OISS, while 31.5% of respondents were not aware of the counseling services of OISS. Among the sample, 48.6% of respondents were not aware of the orientation service program of CVIP(Community Volunteers for International Programs). 51.9% of respondents were not aware of the cultural activities of CVIP, while 73.0% of respondents were not aware of the home stay program of CVIP. Among the sample, 57.6% of respondents were not aware of the Intensive English Program of ELC(English Language Center). 55.4% of respondents were not aware of the English for Academic Purposes program of ELC, and 64.2% of respondents were not aware of the group lesson programs of ELC.

In general, international students who were aware of the service programs available on campus for international students reported using those service programs. 78.5% of respondents reported that the administrative services of OISS were moderately and very useful. 78.4% of respondents reported that the legal services of OISS were moderately and very useful, while 68.3% of respondents reported that the counseling

services of OISS were moderately or very useful. 71.8% of respondents reported that the orientation program of CVIP was moderately or very useful. 70.6% of respondents reported that the cultural activities of CVIP were moderately or very useful while 69.8% of respondents reported the homestay programs of CVIP were moderately or very useful. 61.0% of respondents reported that the Intensive English Program of the ELC was moderately or very useful. 62.4% of respondents reported that the English for Academic Purposes of ELC was moderately or very useful while 62.1% of respondents reported the group lesson programs of ELC were moderately or very useful.

International students reported CVIP was the most useful service program, followed by OISS and ELC. With respect to CVIP services, international students reported the most usefulness in orientation services, followed by cultural activities and the home stay program. For OISS services, international students found administrative services the most useful, followed by legal services and counseling services. Of ELC services, international students found the academic purposes program and group lesson programs the most useful, followed by Intensive English Programs.

Question 5: How do these utilizations vary by cultural group?

There were no significant differences in the utilization of OISS among three cultural groups: Asian, Latin American, and European. This finding fits the finding of Kajornsinn (1979) who also found that there were no significant differences in the utilization of the services among students who came from different geographical regions. Many researchers, however, found that the problems of international students varied

depending on the country or region of the world from which they come (Porter, 1962; Spaulding and Flack, 1976; Quinn, 1975; McMillen, 1981; and Barakat, 1988).

Question 6: How do these utilizations vary by demographic characteristics (age, gender, marital status, grade level, source of financial support, length of study)?

There were no significant differences in the utilization of OISS by age, marital status, or length of stay.

There were significant differences in the utilization of OISS by gender (male students experienced more utilization than female students), grade levels (graduate students reported more utilization than undergraduate students), and financial support (students supported by MSU experienced significantly more utilization than the other groups).

There were no significant differences in the utilization of CVIP among three cultural groups (Asian, Latin American, and European), or by gender.

There were significant differences in the utilization of CVIP between two age groups (the group of over and equal to 24 years old reported more utilization than the younger group), marital status (single students reported more utilization than married students), grade levels (graduate students reported more utilization than undergraduate students), financial support (the group supported by MSU reported more utilization than the other groups), and length of stay (students in residence for less than 1 year experienced reported more utilization than the other groups).

There were no significant differences in the utilization of ELC by age or grade level.

There were significant differences in the utilization of ELC by cultural groups (Asians reported more utilization than the other groups), gender (male students reported more utilization than female students), marital status (married students reported more utilization than single students), financial support (the group supported by a government/company reported more utilization than other groups), and length of study in the U.S. (the group of less than 1 year experienced more utilization than the other groups).

Policy Implications

High Incidence Problem 1: English Language

The English Language Center (ELC) at MSU provides two full-time English language training programs for international students each semester. The English for Academic Purposes Program (EAP) provides instruction to international students who need to improve their English language proficiency before starting their academic courses/curriculum. The Intensive English Program (IEP) serves international students who are not seeking a degree at MSU but who want to improve their English skills. The ELC also offers part-time English instruction or group lesson programs for students with more advanced proficiency. Even though MSU provides special English training services, many international students reported dissatisfaction with those services. About 40% of respondents among those who aware of the English training services available on campus reported those services were not satisfactory. Moreover, more than half of the total number of respondents reported they were not aware of English training classes provided by MSU. In particular, international students reported severe problems in improving their listening and speaking skills although they experienced significant help in some training

areas such as grammar and writing. They mentioned problems such as a lack of native speakers, a high tuition fee, and large class sizes. Implications of these findings suggest that international students with poor language and communication skills should be encouraged and motivated to participate in programs and activities that will improve their spoken English. To improve life in the university, community international students should become more actively involved in ELC group lesson programs or CVIP host family programs. The English Language Center should consider hiring more native speakers with professional job experience. The ELC should also reconsider its fee structures. Many people are reluctant to take English classes because of high costs, even though they need to improve their English. Tutoring programs and English workshops could help meet the speaking and listening needs of the students. One study result showed that students supported by their governments reported more problems than other financial support groups in learning English. The implication of this finding suggests that foreign governments should be strict in selecting students studying abroad. They need to strengthen the criteria of English language proficiency to select a higher caliber of scholarship students.

High Incidence Problem 2: Financial Aid

Within International Studies and Programs (ISP) there are several financial aid programs to support and recognize international faculty and students. The list below provides information on these programs:

- Thoman Fellows Program: For MSU doctoral candidates from developing countries who are committed to solving problems of poverty and hunger.

- Walker Hill Scholarship: An annual scholarship for MSU doctoral candidates involved in pre-dissertational research. Provides funding for international travel.
- Study Abroad Student Scholarships: A variety of scholarships and grants for MSU students in MSU study abroad programs.
- Global Spartan Scholarship (GSS): Scholarships for incoming international freshmen at MSU.
- Graduate Student International Travel Grant (formerly the Global Young Scholars Grant) provides funding for graduate students to present papers with an international focus at international professional conferences at international locations.

Even though MSU provides several financial aid programs for international students the surveyed students reported one of most troublesome areas was financial aid. Approximately 40% of respondents were aware of the existence of financial aid counseling services. Among the students who aware of these services only 50% reported satisfaction. The surveyed international students answered in open-ended questions that the tuition rate and other fees are too expensive for international students, and at the same time the pay rate for teaching/research assistantships or part-time work is too low. They also reported that it is very hard for international students to find out about these positions. There are also many restrictions for international students in applying for loan programs. The financial aid office, in cooperation with other university and community programs, should consider improving financial aid services for international students. Specifically, the use of the number of loans available for U.S. students should be extended to international students. The tuition gap between international students and domestic students should also be narrowed. Home governments also should play a more

significant role in screening prospective students in terms of available financial support and also in helping students meet their financial needs through loans and grants.

High Incidence Problem 3: Placement Services

There are many career and placement services available on campus for MSU students. The Career Development Center provides a variety of services including individual advising and self-assessment tools for personal feedback on career interests. This center also provides career resources for all career stages and tips on tools & strategies for successful job searches and employer information. The Service Learning Center provides experiential, community-based learning opportunities for students, enhancing their commitment to academics and career as well as building a sense of civic responsibility. This service contributes to the larger goal of graduating men and women who actively contribute to society through community work service. Through placement with a local community partner, students contribute to the improvement of the community while applying critical thinking and problem-solving skills learned in the classroom. Faculty and staff members can participate by structuring courses and programs to include meaningful service, as well as reflection and evaluation of the experience. This element of intentional, purposeful service is one of the key components of service-learning. The Student Employment Office (SEO) offers a wide variety of job services to MSU students, including part-time, seasonal and internship opportunities. This office also provides employers with the resources to connect with students. On-campus employers are offered a variety of services, including job listings, workshops and student payroll authorization.

Some international students, however, reported a lack of guidance for job searches and career development. Some also reported difficulties in job security and immigration regulations for working in the U.S. One of the most significant causes of these complaints is the lack of awareness of the existence of placement service programs. To have more useful services for their careers and placement, international students should try to find necessary resources on and off campus. They should go to the Office for International Students and Scholars to seek help to prepare for their career and future jobs. They can also try an Internet search for the relevant information to develop their career. The career counseling office may provide special programs and services that could fulfill international students' basic needs for employment opportunities on and off campus and within and outside the United States. The career counselors employed by the university can work closely with the Office for International Studies and Programs to accomplish that task. In addition, the placement office can more adequately publicize to international students the services it provides, such as job-search techniques, resume writing, and interview preparation. Home governments also should play an important role in helping students get jobs after studying in the U.S. Many international students have difficulties in finding necessary information or resources to get jobs both in the U.S. and their home countries, since they lack language proficiency, have many restrictions on their status in the U.S., and have been out of country for several years. It is recommended that home governments develop a web site to give their students a variety of information in relation to career development or employment in their home and other countries. They also can provide workshops or recruiting events to recruit more talented students to work for their countries.

High Incidence Problem 4: Social-Personal

Through the Community Volunteers for International Programs (CVIP) MSU provides a variety of social programs for international students and scholars. The list below provides information on these programs:

- Couples Supper Club: American couples and international student couples enrolled at MSU meet in groups of eight for a potluck supper and conversation in an American home each term.
- The Friendship Family Program: Seeks to introduce MSU international students to life in the U.S. and to acquaint Lansing area residents with other cultures through personal interaction in an atmosphere of mutual respect.
- Global Festival: Helps present the many international displays, demonstrations, and stage performances that make up this annual international extravaganza. The festival is open and free to the entire Greater Lansing community and features an afternoon of international activities, exhibits, demonstrations, entertainment, and food.
- Home Hospitality: Members arrange home visits and short-term home stays for international visitors at the request of MSU or the CVIP International Visitors Committee of Mid-Michigan.

Even though there are many useful social programs available on campus, the findings show that many international students do not know about these programs.

Among the students who know of these programs, many do not interact actively with American people and the community, resulting in dissatisfaction with these services.

Many students reported the most difficulties in the areas of homesickness, loneliness, and making friends. They also reported experiencing prejudice or discrimination by color or

pronunciation. The data revealed that students felt a great need to be accorded proper respect as foreign nationals. International students indicated that they would like to see a greater appreciation of cultural diversity and equity on the part of MSU faculty and staff. Loneliness and alienation could be reduced by planning non-academic activities for international students. The university should establish a system of direct communication between foreign students and student personnel professionals, administrators, foreign student advisors, and faculty to enhance these students' adjustment to the campus and to the American environment. For example, the CVIP (Community Volunteers for International Programs) host family program is a good way for international students to learn more about American culture and to increase friendly relationships with Americans. More conferences and workshops in cross-cultural education should be made available to foreign student advisors to help them serve the diverse needs of this unique population. International students should also be more actively involved in on/off-campus non-academic activities. International students should try to understand cultural differences between their countries and the U.S. and interact actively and respectfully with American. The university also should make every effort to welcome international students as equals on campus and prevent prejudicial or discriminatory behaviors. The center for cultural diversity should conduct special sessions addressing racial and cultural issues. Such sessions should be designed to improve mutual understanding and communication between the U.S. and international students and reduce racial discrimination.

In addition, the CVIP (Community Volunteers for International Programs) should improve its services for international students, making students better informed about services such as the home hospitality program and the scholarship program for students'

wives. This office should work closely with the Community Aide Program and other community-based volunteer organizations. Some social activities should be organized for children and spouses of international students. The center for cultural diversity should conduct special sessions addressing racial and cultural issues. Such sessions should be designed to improve mutual understanding and communication between the American and international students and reduce racial discrimination.

In summary, many problems international students confront result from a lack of awareness of the student support services provided by the university. As shown in the findings of this study, utilization of the services depends on how much the foreign students know about the services and how each service was necessary to them. For instance, most students who knew about OISS and CVIP reported satisfactory utilization of their services. Some services such as the ELC that were not well known among international students were rarely used and reported as being less useful.

Students identified certain types of information as helpful in their initial adjustment efforts. It is very important that proper pre-arrival information be conveyed to new students before they leave their home countries. Pre-arrival information must include information about English, financial aid, placement service, and social-personal programs. Students must have a better understanding of housing, insurance, the U.S. academic system, and administrative procedures. In addition, international students should be strongly encouraged to arrive on campus one to two weeks before beginning their studies, to become better acquainted with their specific living environment and the community in general. All new international students should be required to attend an orientation

program. New international students should be required to show evidence of attending orientation sessions before they are issued registration materials. The current orientation program should be revised so that it reaches more foreign students, especially those arriving at various times throughout the year. It is highly recommended that the orientation program be expanded to cover a full term, beginning with whatever term the student arrives at MSU.

APPENDICES

APPENDIX A

REVISED VERSION OF THE MICHGAN INTERNATIONAL STUDENT PROBLEM
INVENTORY (MISPI)

MICHIGAN INTERNATIONAL STUDENT PROBLEM INVENTORY

John W. Porter

And A.O.Haller

Date of Birth _____ Sex _____ Today's Date _____
Country of Citizenship _____ Class in College _____
Fresh., Soph., etc.
Marital Status _____ If you are married, your spouse is _____
Single, Married here with you, in home country, etc
Present College Course of Study _____
Education, Social Science, Engineering, etc
How did you choose your studies at MSU _____
I chose it myself, My government chose it for me, etc
Who is your financial supporter at MSU _____
Myself, My government, etc
Number of _____ and _____ at present College. At a previous U.S. College _____
Years months Years months

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 FOUR 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, ③
"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, ③
"Giving Oral Reports in Class."
- Step Three** After completing Steps One and Two, please answer the open ended question on page 4.
- Step Four** After completing Steps One, Two, and Three, please answer the questions on page 5.

Printed by International Programs
Michigan State University
East Lansing, Michigan

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 | 34. Getting admitted to U.S. College |
| 2. Concern about value of an U.S. education | 35. Registration for classes each term |
| 3. Choosing college subjects | 36. Not attending college of my first choice |
| 4. Treatment received at orientation meetings | 37. Relationship with foreign student advisor |
| 5. Unfavorable remarks about home country | 38. Leisure time activities of U.S. students |
| 6. Concept of being a "foreign" student | 39. Low enforcement practices in the U.S. |
| 7. Frequent college examinations | 40. Competitive college grading system |
| 8. Compulsory class attendance | 41. Objective examination (true-false, etc) |
| 9. Writing or typing term (semester) papers | 42. Insufficient advice from academic advisor |
| 10. Concern about becoming too "westernized" | 43. Being lonely |
| 11. Insufficient personal-social counseling | 44. Feeling inferior to others |
| 12. Being in love with someone | 45. Trying to make friends |
| 13. Taste of food in United States | 46. Costs of buying food |
| 14. Problems regarding housing | 47. Insufficient clothing |
| 15. Being told where one must live | 48. Not being able to room with U.S. student |
| 16. Poor eye sight | 49. Hard of hearing |
| 17. Recurrent headaches | 50. Nervousness |
| 18. My physical height and physique | 51. Finding adequate health services |
| 19. Religious practices in United States | 52. Finding worship group of own faith |
| 20. Attending church socials | 53. Christianity as a philosophy |
| 21. Concern about my religious beliefs | 54. Variety of religious faiths in U.S. |
| 22. Speaking English | 55. Using of educational technology |
| 23. Giving oral reports in class | 56. Understanding lectures in English |
| 24. Ability to write English | 57. Reading textbooks written in English |
| 25. Regulations on student activities | 58. Dating practices of U.S. people |
| 26. Treatment received at social functions | 59. Being accepted in social groups |
| 27. Relationship of men and women in U.S. | 60. Not being able to find "dates" |
| 28. Lack of money to meet expenses | 61. Saving enough money for social events |
| 29. Not receiving enough money from home | 62. Immigration work restrictions |
| 30. Having to do manual labor (work with hands) | 63. Limited amount U.S. dollar will purchase |
| 31. Finding a job upon returning home | 64. Becoming a citizen of the United States |
| 32. Not enough time in U.S. for study | 65. Changes in home government |
| 33. Trying to extend stay in United States | 66. Desire to not return to home country |
-

67. Understanding college catalogs	100. Differences in purposes among U.S. colleges
68. Immigration regulations	101. Difference in U.S. and home education systems
69. Lack of knowledge about U.S.	102. Not being met on arrival at campus
70. Campus size	103. College orientation program insufficient
71. U.S. emphasis on time and promptness	104. Trying to be student, tourist and "ambassador"
72. Understanding how to use the library students	105. Attitude of some students toward "foreign"
73. Too much interference with studies	106. Doing laboratory assignments
74. Feel unprepared for U.S. college work	107. Insufficient personal help from professors
75. Concerned about grades	108. Relationship between U.S. students and faculty
76. Sexual customs in United States	109. U.S. emphasis on personal habits of cleanliness
77. Homesickness	110. Not feeling at ease in public
78. Feeling superior to others	111. Attitude of some U.S. people to skin color
79. Bathroom facilities cause problems	112. Finding a place to live between college terms
80. Distances to classes from residence	113. Changes in weather conditions
81. Relationship with roommate	114. Lack of invitations to visit in U.S. homes
82. Dietary problems	115. Feeling under tension
83. Need more time to rest	116. Service received at health center
84. Worried about mental health	117. Health suffering due to academic pace
85. Having time to devote to own religion	118. Criticisms of home land religion
86. Spiritual versus materialistic values	119. Accepting differences in great religions
87. Doubting the value of any religion	120. Confusion about religion and morals in U.S.
88. Understanding U.S. "slang"	121. Insufficient remedial English services
89. My limited English Vocabulary	122. Having a non-English speaking roommate
90. My pronunciation not understood	123. Holding a conversation with U.S. friends
91. Activities of International Houses	124. Activities of foreign student organizations
92. U.S. emphasis on sports	125. Lack of opportunities to meet more U.S. people
93. Problems when shopping in U.S.	126. Concern about political discussions
94. Finding part-time work	127. Costs of an automobile
95. Unexpected financial needs	128. Finding employment between college terms
96. Money for clothing	129. Finding jobs that pay well
97. Uncertainties in the world today	130. Insufficient help from placement office
98. Desire enrolling at another college	131. Staying in U.S. and getting a job
99. U.S. education not what was expected	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.  Writing or typing term (semester) papers.

Step Three Would you please answer the following questions

Do you feel that the statements which you have marked on page 2 and 3 provide a fairly complete of the problems you are currently experiencing? Yes _____ No _____

If you have additional problems, and they are not listed on page 2 and 3, Please indicate what they are in the space below.

Step Four

1. Please use the following scale. Circle the number which best reflects your answer to each individual statement.

A = No Useful B = Of Minor Use C = Moderately Useful D = Very Useful

E = Do Not Know About It

2. Fill a verbal response in the space provided.

Utilization of the Office for International Students and Scholars (OISS)

- a. The administrative services provided by OISS have been..... A B C D E
- b. The legal services provided by OISS have been A B C D E
- c. The counseling services provided by OISS have been A B C D E
- d. What suggestions do you have for the OISS personnel to improve the services?

Utilization of the Community Volunteers for International Programs (CVIP)

- a. The orientation provided by CVIP has been..... A B C D E
- b. The cultural activities provided by CVIP have been A B C D E
- c. The home-stay program provided by CVIP has been..... A B C D E
- d. What suggestions do you have for the personnel in chare of cultural training programs to improve the services?

Utilization of English Language Center (ELC)

- a. The intensive English program provided by ELC has been..... A B C D E
- b. The English for Academic Purposes program provided by ELC has been A B C D E
- c. The group lesson programs available on campus have been..... A B C D E
- d. What suggestions do you have for the personnel in charge of English language training programs to improve the services?

APPENDIX B

APPROVAL LETTER FROM UNIVERSITY COMMITTEE ON RESEARCH INVOLVING HUMAN SUBJECTS

MICHIGAN STATE
UNIVERSITY

April 20, 2001

TO: James FAIRWEATHER
416 Erickson Hall
MSU

RE: **IRB# 01-229** CATEGORY: EXEMPT 1-C

APPROVAL DATE: April 20, 2001

TITLE: THE STUDY TO ANALYZE THE NEEDS OF INTERNATIONAL STUDENTS
AND TO EVALUATE THE UTILIZATION OF STUDENT SERVICE
PROGRAMS TO SUPPORT THEM

The University Committee on Research Involving Human Subjects' (UCRIHS) review of this project is complete and I am pleased to advise that the rights and welfare of the human subjects appear to be adequately protected and methods to obtain informed consent are appropriate. Therefore, the **UCRIHS approved this project.**

RENEWALS: UCRIHS approval is valid for one calendar year, beginning with the approval date shown above. Projects continuing beyond one year must be renewed with the green renewal form. A maximum of four such expedited renewals possible. Investigators wishing to continue a project beyond that time need to submit it again for a complete review.

REVISIONS: UCRIHS must review any changes in procedures involving human subjects, prior to initiation of the change. If this is done at the time of renewal, please use the green renewal form. To revise an approved protocol at any other time during the year, send your written request to the UCRIHS Chair, requesting revised approval and referencing the project's IRB# and title. Include in your request a description of the change and any revised instruments, consent forms or advertisements that are applicable.

PROBLEMS/CHANGES: Should either of the following arise during the course of the work, notify UCRIHS promptly: 1) problems (unexpected side effects, complaints, etc.) involving human subjects or 2) changes in the research environment or new information indicating greater risk to the human subjects than existed when the protocol was previously reviewed and approved.

If we can be of further assistance, please contact us at (517) 355-2180 or via email: UCRIHS@msu.edu. Please note that all UCRIHS forms are located on the web: <http://www.msu.edu/user/ucrihs>

Sincerely,



Ashir Kumar, M.D.
Interim Chair, UCRIHS

AK: rj

cc: Chung-Eun Joo
2900 Beaujardin #106
East Lansing, MI 48910

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OFFICE OF
**RESEARCH
AND
GRADUATE
STUDIES**

University Committee on
Research Involving
Human Subjects

Michigan State University
Administration Building
East Lansing, Michigan
48824-1046

517/355-2180

FAX: 517/353-2976

msu.edu/user/ucrihs
ucrihs@msu.edu

APPENDIX C

LETTER OF PERMISSION FROM DR. PORTER TO USE THE MICHIGAN INTERNATIONAL STUDENT PROBLEM INVENTORY



JOHN W. PORTER, Ph.D.

CEO, Urban Education Alliance, Inc., and
President Emeritus, Eastern Michigan University

May 21, 2001

Chung-Eun Joo
International Studies and Programs
Visiting International Professional Program
1 International Center
Michigan State University
East Lansing, MI 48824-1035

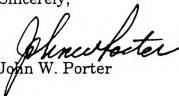
Dear Chung-Eun Joo:

I received your letter on April 10, 2001. With this acknowledgment, I do hereby grant you permission to use the Michigan International Student Problem Inventory (MISPI). You may adjust the instrument consistent with your research design, if necessary.

As you may know, the original research was conducted on the campus at Michigan State University over 40 years ago. It is gratifying to know that the instrument continues to be well received throughout the United States. Over 100 studies have been reported to our office in this regard. I have enclosed a copy of the most recent acknowledgment. Other references are available upon request.

Also enclosed is a copy of the original instrument and handbook for your reference. Best wishes for a successful completion of your research project.

Sincerely,



John W. Porter

Enclosures

APPENDIX D

FIRST LETTER TO INTERNATIONAL STUDENTS

UCRIHS APPROVAL FOR
THIS project EXPIRES:

APR 20 2002

SUBMIT RENEWAL APPLICATION
ONE MONTH PRIOR TO
ABOVE DATE TO CONTINUE

Dear International Students:

As a doctoral student in the department of Educational Administration at Michigan State University, I am conducting a research project to study the needs of international students and the utilization of the existing service programs to support them.

This study is limited to international students at Michigan State University and you have been randomly selected as a representative of international students. Hence, your cooperation is very important to complete this study. Enclosed is the revised MISPI (Michigan International Student Problem Inventory), which is not a test but an inventory to identify the problems of international students and evaluate the existing service programs available on campus for international students. The questionnaire is designed so that the questions can be answered quickly and should take about 15 to 20 minutes to complete.

Your participation in completing the inventory may have significant implications to improve student service programs for international students. It may enable MSU to decide what services need more attention and what can be done in redirecting parts of present programs or developing new programs in order to provide appropriate services for meeting the needs of international students.

Please provide the necessary information as completely as possible and kindly return the completed form in the enclosed self-addressed envelope as soon as you can. Your participation, however, is completely voluntary. You may choose not to participate at all, may refuse to participate in certain questions, or may discontinue your participation at any time. You indicate your voluntary agreement to participate by completing and returning this questionnaire. All information you give will be treated confidentially and your privacy will be protected to the maximum extent allowable by law.

Thank you for your time and cooperation.

Chung-Eun Joo
Doctoral Candidate
(517) 432-3663 (o)

Dr. James Fairweather
Chairperson and Advisor, Professor

*If you have any questions regarding your role and rights as a subject of research, please contact David E. Wright, Ph.D. Chair, University Committee on Research Involving Human Subjects, (517) 355-2180

APPENDIX E

SECOND LETTER TO INTERNATIONAL STUDENTS

Dear International Students:

I thank you for your cooperation in the study concerning the needs of international students and the utilization of the existing service programs on campus to support them.

It is important that I receive completed questionnaires from you because you are a part of a small random sample of international students. Your participation may have significant implications to improve student service programs for international students.

It may enable MSU to decide what services need more attention and what can be done in redirecting parts of present programs or developing new programs in order to provide appropriate services for meeting the needs of international students.

If you have already responded to the questionnaires I thank you very much. If not, may I ask you to return the completed form at the earliest possible time? Your responses will be held in strictest confidence, and the data will be tabulated without names of respondents.

Hoping for your needed cooperation

Thank you.

Chung-Eun Joo

Doctoral Candidate

(517) 432-3663; joochung@msu.edu

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