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**Alienation as a function of participation in college activities
among selected international students**

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The University of Arizona, 1991

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**ALIENATION AS A FUNCTION OF PARTICIPATION
IN COLLEGE ACTIVITIES AMONG SELECTED
INTERNATIONAL STUDENTS**

by

Hsiu Huang

**A Thesis Submitted to the Faculty of the
SCHOOL OF FAMILY AND CONSUMER RESOURCES
In Partial Fulfillment of the Requirements
for the Degree of
MASTER OF ARTS
WITH A MAJOR IN COUNSELING AND GUIDANCE
In the Graduate College
THE UNIVERSITY OF ARIZONA**

1991

STATEMENT BY AUTHOR

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APPROVAL BY THESIS DIRECTOR

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As an international student, my experience is totally different from my expectation before I came to the United States. I indeed had a hard time adjusting.

But, it is the process of growing up in life! I learned a lot from the experiences I had and people I met.

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ABSTRACT

The purpose of this study was to identify whether the following variables are related to a sense of alienation among international students: age, sex, marital status, length of time in the United States and in Tucson, the place of residence, the participation in campus activities, and their perception of language ability. Alienation is viewed as a sense of powerlessness, meaninglessness, and social estrangement. The instrument for collecting demographic information and measuring the level of participation and alienation were administered to randomly selected international students at a southwestern university. Responses (185) were analyzed to find out the relationship among variables. The analysis identified that the more international students participated in campus activities, the less they felt alienated. Asian students had higher alienation scores than non-Asian students. The results suggest that the needs of different groups among international students should be evaluated separately, especially when designing the language programs. The international students should take the initiative to utilize the resources on campus which could help them adjust to the environment easier.

CHAPTER 1

INTRODUCTION

Traveling to study at a distant university is not new in the history of higher education. Since the time of the Greeks, scholars and students have traveled to the intellectually dominant countries in search of knowledge unavailable at home and have accepted the challenge of adapting to strange people and customs. The sojourn experiences is expected to promote international and intercultural understanding among nations.

After World War II, the numbers of the international students increased quickly. At the beginning of the decade of the 1980s, nearly two-thirds of all international students of the world were enrolled in higher education in several main Western nations, like the United States, Canada, Great Britain, and so on (Scully, 1981). In the United States, the post-World War II era has been a time of burgeoning enrollments of students from other countries. Right now, there are 366,354 international students enrolled in 2,521 institutions (Open Doors, 1989), turning the college and university campuses into microcosms of many cultures. College students have excellent opportunities to learn under the exposure of different cultures on campuses.

Do international students get what they came for? Having an American degree is their main goal, even studying abroad necessitates a tremendous financial investment. Besides that, do they enjoy their sojourn experiences? Many international students come to the United States with a distorted notion of the psychosocial milieu. Toward this end,

a number of well-organized international students' services on many campuses help them to alleviate some of their initial problems. But Alexander, Workneth, Klein, and Miller (1981) pointed out that many international students experience a painful period of adjustment. Das, Chow, and Rutherford (1986) reviewed the research literature on international students. They found three sets of problems among international students:

1. Studying: academic work, understanding the American educational system, planning what courses to take, and having difficulties with English;
2. Social and personal life: feeling homesick and lonely, difficulties in making friends, encountering racial or cultural discrimination, lack of proper living arrangements, and financial difficulties;
3. Physical health: tiredness, headaches, colds, irritability, and depression.

Alienation is identified as one of the characteristics of this painful period of adjustment.

These problems international students encounter are indeed the challenge for those student personnel workers because it has become apparent that the student affairs programs designed to meet needs of the U.S. students are often inadequate to meet those of foreign students. Based on the research reports aimed at the international students' needs, various programs are designed to help them adjust and create a fit between them and their environment.

On the other hand, if students expect to benefit from what their college or university has to offer, they have to take the initiative (Pace, 1982). While the university or college tries its best to build various programs for helping international students, often the rates of utilization are low. While international students complain that university

representatives rarely reach out to them, they instead rely on each other for advice on everything from academic schedules to American culture (Dodge, 1990).

All learning and development requires an investment of time and effort by the students (Pace, 1982). Most international students spend much of their time in studying. Activities on campus are good resources to find ways to mix with Americans and learn about their culture. The problem is: Do they spend time to utilize these resources, or do they just stick together?

Little empirical research has been done to investigate this direction. The purpose of the present study was to identify whether the participation in college activities is related to a sense of alienation among international college students. Helping international students to adjust to the U.S. environment is not just the responsibility of the university.

Hypothesis

This study investigated the hypothesis that international students' level of alienation is inversely related to the participation in college activities. Age, sex, marital status, graduate or undergraduate student status, length of time in the United States, length of time in Tucson, the place of residence, and their perception of language ability were the other independent variables to influence their sense of alienation.

Definition

Alienation: An interrelationship between a person and his/her environment, lacks simple definition. It has frequently been defined "as if it represented some 'free floating' human condition irrespective of specific contexts that produce such mental states"

(Alken & Hage, 1966, p. 497). Burbach (1972) tried to develop an approach to measure alienation. Powerlessness, meaninglessness, and social estrangement were selected to represent the concept. Powerlessness means the expectancy or probability held by the individual that his own behavior cannot determine the occurrence of the outcomes, of reinforcements, s/he seeks. It refers to the sensed ability to control outcomes. Meaninglessness means the individual is unclear as to what s/he ought to believe. It refers to the sensed ability to predict behavioral outcomes. Social estrangement means a feeling of separation from the group or of isolation from group standards.

Participation/involvement: "Participation/involvement" refers to the amount of physical and psychological energy that student devotes to the college experiences. A highly involved student is one who devotes considerable time on campus and participates actively in student activities. Conversely, an uninvolved student spends little time on campus and abstains from extracurricular activities.

Region of origin: "Region of origin" refers to the area of the world that an international student comes from.

Marital status: "Marital status" refers to the international student is married, single, or other (including divorce, separated, and so on).

This study investigated whether less alienated students are likely to be these who spend more time in college activities, are living with local students, local nonstudents or local family, are studying at an undergraduate level, are male, and speak English fluently.

CHAPTER 2

LITERATURE REVIEW

Being a sojourner, international students are a special minority group on university campuses in the United States. Although they are drawn from the intellectual elite of their countries, it is still a struggle to adjust to the totally different cultural background and environment when they study abroad. Many researchers care about their sojourners experiences (Church, 1982). Based on the restriction of this research, the literature review focused on international student alienation, participation in college activities, and other issues that influence international students' experiences in the United States.

Alienation as the Dependent Variable

Alienation is an individual's feeling of uneasiness or discomfort which reflects his exclusion or self-exclusion from social and cultural participation (Hajda, 1961). In the sociological literature, there is a wide variety of definitions of alienation. For developing a contextual measure of alienation, Burbach (1972) selected the powerlessness, meaninglessness, and social estrangement components to represent the concept.

Burbach drew on Seeman's (1959) view of meaninglessness and powerlessness for his definition.

1. Powerlessness: the notion originated in the Marxian view, is defined briefly as hopelessness. A person cannot control the outcomes s/he seeks.

2. Meaninglessness: Seeman described "meaninglessness" as the individual's minimal standards for clarity in decision-making are not met. The individual could not choose with confidence among alternative explanations of the inflationary disasters of the time.

The social estrangement in Burbach's research was developed from Dean (1961) and Middleton (1963). Dean (1961) viewed social estrangement as a feeling of being apart from the group and separated from group standards. Middleton (1963) saw estrangement from the surrounding culture and a sense of loneliness as the defining characteristics of alienation.

Owie (1982) studied the social alienation among foreign students. He selected 53 foreign students randomly from two universities which have a large number of foreign students in the midwestern United States. These students were administered the social alienation subscale of Dean Alienation Scale. He tested the level of social alienation between foreign students and expectation, and between male and female foreign students. The findings from this investigation suggest that the level of social alienation among foreign students was higher than that expected to occur by chance. The mean score of social alienation for these students from 11 countries was 21.3, higher than 11.8 for men and 15 for college females as reported by Dean (1961). No significant difference was observed in the level of social alienation between female and male foreign students.

Owie (1982) did not test the marital status he thought should be considered. The method for gathering data was not mentioned in this report.

Another research study used Burbach's approach and his University Alienation Scale (UAS) among international students (Schram & Lauver, 1988). The sample was

selected from the 2,500 internationals studying at the University of Arizona and from the approximately 400 students studying at the Center for English as a Second Language. The reason the sample was chosen from both groups was to ensure as diverse a sample as possible within the limitations of English proficiency. A questionnaire consisting of questions about demographics; a Social Contact Scale; and the UAS was sent to those students selected. They found that an international student's level of alienation can be predicted on the basis of social contact, graduate status, and geographical home region.

The findings suggested that social contact was inversely correlated with alienation and is the best predictor. The second ranked predictor variable was graduate status. The results indicated that graduate students score lower in the UAS than do undergraduates. The third predictor indicated that students coming from Europe score lower on the University Alienation Scale than do non-Europeans.

Results suggested that international students at high risk for alienation are non-European undergraduates who spend little time with others.

This research provided the empirical evidence to those people who provide services to international students and sought ways to enhance the contact that international students have with Americans.

Guglielmo's research (1967) found that the students from non-Western and developing countries are often totally isolated from social life on campus, depending entirely on their own nationality groups. Suen (1983) found that black students scored significantly higher on all dimensions of alienation as well as on the total scale in a predominantly white university environment in the rural midwestern United States.

The research studies found that the minority groups on campus tend to have a higher sense of alienation than majority group. But such social isolation is not so likely to occur in small colleges and towns (Seltiz, Hopson, & Cook, 1956).

Different cultural background might be the key issue. The international students will experience more adjustment problems than do U.S. students because of cultural differences (Alexander et al., 1976). Research indicated that there were different preferences and attitudes between international and U.S. students when they seek professional help (Leong & Sedlacek, 1986; Dadfar & Friedlander, 1982). At the same time, they have different expectations about counseling (Yuen & Tinsley, 1981). Actually, they prefer to seek help from parents or old friends (Leong & Sedlacek, 1986). However, these resources may be far away. It means "distant water cannot put out a fire nearby!" In this strange environment, what they learn about how to develop a sense of power, of belonging, and of meaningful interaction will not be useful or appropriate in the United States. A sense of alienation will increase if they cannot cope with the disparity between the two worlds.

Independent Variables

A number of factors were discussed when researchers studied the adjustment of international students in the host country. The present study investigated the following: participation/involvement in college activities, marital status, age, sex, region of origin, graduate or undergraduate status, length of time in the United States, length of time in Tucson, perception of English language facility, and living arrangement.

Participation/Involvement in College Activities

The composition of students within higher education has been changing during the 1980s. Higher education will serve more minorities, more women, and more older, returning students (Ringgenberg, 1989). The student clientele is more complicated than before. All groups of students need to feel that students be empowered to become involved within the campus community.

Mallenckrodt and Sedlacek (1987) investigated involvement of minority students at the University of Maryland. They selected 207 students who consisted of 100 U.S. white students, 78 black students, and 29 international students. A 24-item questionnaire on student use of a range of campus facilities was administered to the sample to determine how the use of certain campus facilities was related to retention. They found that the only academic facility related to retention was the library. The nonacademic facilities which could predict retention were (1) an outdoor recreation trip sponsored by the union and (2) a campus gymnasium in which students spent two hours per week. For the black students in particular, the use of campus facilities was related to retention. Participation in activities within nonacademic facilities may demonstrate that students are perceiving themselves as part of the campus community.

Surdam and Collins (1984) investigated the adaptation of international students. They randomly selected 143 students from the 306 international students enrolled in a public university within gender classifications. A questionnaire, adapted from Pruitt's African Student Questionnaire (1976), was completed by participants by way of the help of volunteer interviewers. Results suggested that students who spent more of their leisure

time with Americans were significantly better adjusted than those who spent more leisure time with fellow citizens.

International students is one of the minority groups on college campuses, also. But the cultural background and English ability may create more difficulties in developing a sense of belonging than the other minority groups on campuses.

At the same time, some research indicate that contact with host country nationals can help the sojourner adjust to the different cultural setting. Klineberg and Hull (1979) selected 2,536 students from 99 home countries at foreign universities in 11 host countries to understand their adaptation and coping. They found that students with high culture contact reported less personal depression, less loneliness and homesickness, and more satisfaction with their academic life. Similar findings were reported by Pruitt, 1978; Alexander et al., 1981, & Selltiz et al., 1956.

The campus facilities, like the student union, provide the opportunities and places for social integration to a larger extent. The utilization of these facilities among international college students will be important for their adaptation.

Sex

Published studies on sex differences among international students are limited and seem to present varying points of view (Manese et al. 1988). Pruitt's study (1978) indicates that men reported better adjustment than women. In Church's report (1982), he summarizes that sex differences show significance in some studies of foreign students. These studies suggest that female foreign students may report a greater number of adjustment problems than do male foreign students. Manese et al. (1988) selected 96

undergraduate students from a required fall orientation at the University of Maryland who completed a questionnaire on their background, perceptions, and needs. The results indicated that there were differences in perceptions and needs of male and female international undergraduate students. Female expected to have a harder time than most students at the university and that they were more easily discouraged than were males.

However, the male international students had their special problems. They not only have to deal with the difficult language of English, but also the stereotypes that Americans hold about them, or the stereotypes they hold about Americans (Eichenfield, 1988). This was especially true of those international students who bring their wives and children with them have to face not only the pressures to perform academically but also with the pressure to provide for their families. The loss of the provider role for these men is often devastating to their self-esteem and sometimes affects their academic performance. It seems that male and female international students will encounter different problems in their sojourn experiences. Perhaps, men have been socialized to endure and be self-controlled and therefore simply do not report their problems (Dyal & Dyal, 1981).

Age/Student Status

Age may affect motivation to pursue higher education. The younger, undergraduate students may view the chance of studying abroad for personal development. Professional goals may be more prevalent among older and graduate students (Church, 1982). Generally, younger students and undergraduates have more social contact with host nationals both as friends and in their living arrangements. But the older students and

graduate students report greater academic and general satisfaction with the outcomes of their visiting. Okun, Taub, and Witter (1986) studied the age and sex differences in negative life events and use of student services. They selected 400 undergraduates at a large, public university in the southwestern United States. The results indicated that age differences were related to occurrence of specific information about, barriers to, and usage of student services among undergraduates. Schram and Lauver (1988) studied the alienation of international students. They found that graduate status is one of the predictors of alienation in international students. Results suggested that international students at high risk for alienation were non-European undergraduates who spend little time with others.

Marital Status

Few studies have examined marital status differences in international students' adjustment. In Klineberg and Hull's study (1979), they reported that international students who are living with a spouse tend to be less lonely and homesick. But there is no statistically significant evidence to support the direct correlation between the presence of a spouse and the absence of loneliness or homesickness. Owie (1982) found that those international students who were here with their families would be less socially alienated. But he did not include this variable in his study. On the other hand, financial problems are what international students often encounter in their sojourn life. Those married international students may face more pressures than those students who are 18 single when they have to provide for their family on a student's stipend or their savings (Eichenfield, 1988).

Region of Origin

Between Western and non-Western cultures, there are many differences in adjustment. They have been said to differ in the dimension of authoritarianism, restrictiveness. It is no wonder that students from different countries will face similar problems (like cultural shock), but may have different attitudes and reactions. The greater the differences between a student's home culture and the host culture, the more difficulty the student will have in adjusting to the host culture (Hull, 1978). Deutsch (1970) concluded that students from developing countries had greater difficulties in adjustment. Dadfar and Friedlander (1982) studied the differential attitudes of international students toward seeking professional psychological help. The results indicated that Western students (European and Latin) had more positive attitudes than non-Western (Asian and African) students. On the other hand, when the international students left their home countries, they also left many of their personal and social support systems. Under this kind of situation, they were often left to seek formal sources for help with their problems (Leong & Sedlacek, 1986). Seeking the way to solve adjustment problems also differed among international students.

Perception of English Language Proficiency

Language--the basic and useful tool to communicate with people--is very important for the adjustment of international students. Trombetti (1986) pointed out that the LEP (limited English proficiency) students have more complex needs and face more challenges than do native students. In the Surdam and Collins' study (1984), the results indicated that students who believed that their English was adequate on arrival were

significantly better adapted than those who believed it to be inadequate. Sewell and Davidsen (1956) studied the adjustment of Scandinavian students. The results indicated that the higher the student's English-speaking facility, the higher scores in the Index of Contact (including the contacts with the American community, participation in campus activities and events, proportion of time spent in the company of Americans, and extent of travel in the United States), and the higher scores in the Index of Affect (including their experiences, impressions, and attitudes toward major aspects of American life and culture). Not being able to express oneself and not being able to catch the cues necessary for understanding can lead to frustration and sometimes sharply reduces social status.

Length of Time in the Host Country

Lysgaard (1955) suggested that the sojourner's level of adjustment as a function of time in the new culture was important. The international students typically go through a cycle in their feelings toward the host culture. The process looks like a U curve. Starting out with highly enthusiastic reactions, they become more critical after a few months; a period of relatively negative feelings is likely to be followed by a more favorable evaluation. The literature reveals varied opinions and research results. Some of them support this kind of adjustment pattern (Sewell & Davidsen, 1956; Deutsch & Won, 1963; Surdam & Collins, 1984). But Becker (1968) found that the U curve may be more relevant for sojourners from developed countries than students from underdeveloped countries. In a large-scale international study of foreign students from 11 countries (Klineberg & Hull, 1979), the data were not found to support of the "U-curve" hypothesis. Most of these studies were based on the cross-sectional data.

Living Arrangement

Place of residence is another variable that influences the opportunity that international students have for social contact with host people. Marion and Stafford (1980) investigated the relationship between the residence hall proximity of the American students to foreign students and other variables. They selected two groups of American students. One was called proximity group who room with a foreign student or lived next to or across from a foreign student. The second group called the nonproximity group and was composed of 251 American students who were selected by a systematic sampling procedure from among students who lived in sections of residence halls that were not in proximity to foreign students. They found that the closer the proximity of American students to foreign students, the greater the interaction, especially those students rooming with a foreign student, whose mean score was significantly higher than the other groups. And they are more likely to have international attitudes than those who live in conventional halls. The relationships found in this study indicated that the proximity of American students to foreign students in a conventional residence hall may play an important role in the interaction of American students with foreign students and possibly in their level of international activities.

Living on campus versus living at home or elsewhere is positively related to general college students' satisfaction with college (Pace, 1982). It seems logical that student respondents were more likely to have contact with those who live around them and whom they would be expected to encounter during the regular course of the day at the place where they live. In Klineberg and Hull's (1979) study, they considered that the

lodging patterns will be one of the variables that influenced the social contact of international students.

Summary

From the literature review above it is likely that less alienated international students will be those: single, male, undergraduate students, living with local people, having good language ability, and utilizing the campus resources frequently.

CHAPTER 3

PROCEDURE AND METHODS

This chapter includes the presentation of data collection and analyses of the data by the variables measured. The goal of this study was to find evidence to test the hypothesis--the more international students participated in campus activities, the less they felt alienated.

A questionnaire was used in this study to gather data including the information on demographics, participation in campus activities, and the University Alienation Scale (UAS). Responses were analyzed to determine characteristics of the sample and the relationships among the variables.

University Alienation Scale

In his development of an multi-item measure of alienation, Burbach (1972) rewrote selected items from earlier context-free alienation scales and included the university as the referent. The powerlessness, meaninglessness, and social estrangement components represented the concept of alienation.

The UAS consists of 24-item Likert-type questions from "agree strongly" to "disagree strongly." Burbach reported that the scale was tested on 428 randomly selected students at an urban university in the northeastern United States. Approximately 83% of total responses were selected in the analysis. The split-half reliability coefficients for

powerlessness, meaningfulness, and social estrangement subscales, were .79, .89, and .72, respectively. The corrected reliability for the total scales was .92 (Burbach, 1972).

Excluding the contribution of the item itself to the total scales, all items correlate significantly ($p < .01$) with the total scales, demonstrating that all scale items contribute to the measurement of the scale's general property.

At the same time, Burbach found all of the correlation coefficients for the UAS and Dean Alienation Scale to be significant ($p < .01$). This suggests that the two scales measure the same property and shows the alienation in the powerlessness, meaningfulness, and social estrangement sense can be measured in college freshmen with reference to their university. This is the main reason that the present investigator chose UAS as an instrument to measure the alienation among international students. On the other hand, other closely related scales have been used in the other studies (Owie, 1982; Burbach & Thompson, 1973).

Respondents indicated their attitudes by marking whether they strongly disagree, disagree, agree, or strongly agree with the statement that is like "I feel that I am an integral part of this university community." Points from 1 to 4 were assigned to the responses respectively. The sum of the points is the total alienation score on the UAS. Questions 33, 35, 38, and 48 were reversed and scored correspondingly.

Participation Scale

Participation, one of the independent variables, was operationally defined as a score on the Participation Scale. This is a 14-item scale developed by rewriting some of

the items from the College Students Experience Questionnaire (Pace, 1988) so as to fit the limited sample of this present study.

The College Students Experience Questionnaire was completed by 4,000 students at 11 colleges and universities in 1979, by 5,000 students from 19 institutions in 1980, and by 3,000 students from 13 institutions in 1981 (Pace, 1982). This questionnaire includes 14 quality of effort scales measuring use of college facilities and opportunities. There are 14 scales dealing with the concept of quality of student effort. Each of these scales consists of a checklist of ten activities ranging from difficult to ease of effort. Students who get a higher scores engage in higher quality activities with more frequency.

Based on the College Students Experience Questionnaire, the student union, recreation center, International Student Center, Student Resource Center, student newspaper, and library were chosen as the main campus facilities for international students.

The questions in this scale were designed to determine how frequently these respondents participated in the activities on the college campus. The student responded by indicating "never," "occasionally," "often," or "very often." "Never" is scored 1 point, "occasionally" is scored 2 points, "often" gets 3, and "very often", 4, to represent the frequencies of utilization of campus resources. The sum of the 14-items is the score on the Participation Scale (Items 14-27, Appendix A). The lowest number of points corresponded to minimal participation and utilization of campus activities; the higher number corresponded with maximum participation.

The Participation Scale was divided into six portions for understanding the frequencies of utilization of these campus facilities and their relationship with other

variables. Each portion had a subscore based on the same scoring system as above. Questions 14 to 17 were to understand the activities at the student union. Questions 18, 19, 20, and 21 were to know the frequencies that international students used the recreation center for individual or group activities. Questions 22 and 23 were asked to determine their attendance at different programs sponsored by International Students Center and Student Resource Center, respectively. The frequencies of student newspaper being read by international students was found from Question 24. Questions 25, 26, and 27 were related to the activities of international students in the library. The interval consistency coefficient was 0.7049 (N of items = 14) for this scale.

The Scale of Perception in Language

This 4-item scale (Items 52-55, Appendix A) was to understand whether international students perceive a need to improve their English fluency in speaking, writing and reading. These questions had been with new international students in an orientation program (Leong & Sedlacek, 1982). The interval consistency coefficient was 0.9086 (N of items = 4) for this scale.

Subjects

Subject Selection

A sample of international students was taken from the 2,241 non-immigrant international students enrolled at a large southwestern university in the Fall semester 1990, representing 109 countries. There were 2,031 international students in academic programs, which included 1,314 graduate students and 1,502 male students. In addition,

the Center for English as a Second Language reported 210 students. Table 1 shows the distribution of international students from different areas in the world.

The international students from People's Republic of China ($N = 277$), Republic of China, Taiwan ($N = 210$), India ($N = 127$), Mexico ($N = 125$), and Korea ($N = 96$) were the top five countries.

To ensure useable addresses, the thesis conductor excluded some international students who had no address available on the list of International Students Report or who had no local addresses useable before selecting the sample. Male and female international students were selected separately to control gender balance in the sample.

Table 1. Number and home area of international students enrolled at the research site

Area	<u>N</u>	%
Africa	133	7.0
North America	73	4.0
Oceanic	5	0.2
Europe	196	9.0
Latin America	206	10.0
Near & Middle East	359	18.0
Asia	1,059	52.0
<u>N</u>	2,241	100.0

The questionnaire (Appendix A), along with two cover letters from the Director of International Student Center and one from the thesis conductor and director (Appendix B) and a stamped and a self-addressed envelope, were mailed to those students selected.

A total of 373 questionnaires was sent out in the beginning of Spring semester 1991. Those international students who were selected had lived in Tucson at least 5 months. The time for data-collecting was 2 weeks. Only 185 questionnaire were returned (49.6%), and their responses were entered into tabular form. The respondents who had missing scores on the UAS or Participation Scale were excluded from the data base.

Results

Demographic Characteristics

Table 2 presents some of the characteristics of the 185 participants in the investigation. Sixty percent of respondents are single. Two-thirds of the respondents were in graduate school. The students from Asia were the biggest group. Forty-seven percent of respondents study science.

Table 3 presents the means and range of international students' ages and their duration of their sojourn. There was no significant difference between male and female on these variables.

Table 2. Demographic characteristics of the Sample (N = 185)

Variable	Male		Female	
	N	%	N	%
<u>Marital Status</u>				
Married	40	43.0	28	30.4
Single	50	53.8	61	66.3
Other	3	3.2	3	3.3
<u>Student Status</u>				
Graduate	75	80.7	64	69.6
Undergraduate	18	19.3	28	30.4
<u>Home Area</u>				
Africa	5	5.4	4	4.4
Asia	62	66.7	54	58.7
Europe	11	11.8	12	13.0
Latin America	9	9.7	8	8.7
Middle and Near East	5	5.4	6	6.5
Oceanic	-	-	1	1.1
Canada	1	1.1	7	7.6
<u>Major*</u>				
Art	2	2.2	8	8.7
Science	51	54.8	36	39.1
Liberal Arts	8	8.6	15	16.3
Education	1	1.1	4	4.4
Business	15	16.1	11	12.0
Language	6	6.5	12	13.4
Agriculture	5	5.4	5	5.4
<u>N</u>		93.0		92.0

*See Appendix C for the detail classification of majors

Table 3. Age of subjects and duration of their sojourn ($N = 185$)

Variable	Mean	S.D.	Range
<u>Age</u>	28.50	5.25	18.0- 44.0
Male	29.40	5.53	19.0- 44.0
Female	27.62	4.82	18.0- 40.0
<u>Time in Tucson (months)</u>	31.24	23.17	5.0-180.0
Male	32.41	20.21	5.0-100.0
Female	30.05	25.87	5.0-180.0
<u>Time in United States (months)</u>	37.04	27.55	5.0-216.0
Male	38.57	24.79	5.0-124.0
Female	35.49	30.15	5.0-216.0

There were 53.8% of the students who had an A grade average, and 69.8% students spent 40 hours or more a week on activities that are related to their school work. There was a significant correlation between these two variables ($r = .2817$, $p < .001$).

From Table 4 it can be seen that most students (94.6%) tend to rent apartments or houses near or away from campus rather than dormitory or college housing, no matter their gender, student status, or marital status. About 1 student in 5 of international students lived with local students, or local nonstudents or families. Only 19.5% students had lived in a dormitory, fraternity/sorority while attending the University.

Table 4. Residence preferences of respondents

Variable	Residence Hall	Fraternity/Sorority	Private Apartment	
			Nearby	At Distance
<u>Home Area</u>				
Asian	3	0	55	58
Non-Asian	5	1	14	49
<u>Sex</u>				
Male	8	0	38	47
Female	0	1	31	60
<u>Student Status</u>				
Graduate	7	1	49	82
Undergraduate	1	0	20	25
<u>Marital Status</u>				
Married	7	1	14	46
Single	1	0	53	57
Other	-	-	2	4
Total Group	8	1	69	107

The Relationship between the University Alienation Scale and the Participation Scale

The primary research hypothesis for this study was that students' level of alienation is inversely related to the extent of their participation. To test this hypothesis, scores on the UAS were correlated with scores on the Participation Scale. A Pearson correlation coefficient of $r = -.1465$, $p < .05$ was obtained, this supporting the hypothesis.

In order to better understand this finding, individual item on the Participation Scale were examined along with selected demographic variables.

Participation Scale

The frequencies of respondents who utilize those resources on campus are presented in Table 5.

Student Union, Recreation Center, International Student Center, Student Resource Center, student newspaper, and library were selected as the main campus resources for international students.

There were 38.4% students who "often" or "very often" went to the Student Union to have meals, snacks etc. Of the students, 20.5% "often" or "very often" went to the recreation center or gym for individual activities.

International Students Center and Student Resource Center have low rate of utilization. There were almost half (49.7%) of the students who "never" attended the activities sponsored by the International Student Center. About 56 percent of students "never" go the Student Resource Center.

Table 5. The frequency of utilization of campus resources ($N = 185$)

	Percentage			
	Very Often	Often	Occasionally	Never
Have you been to the Student Union to				
have meals, snacks, etc.	18.9	19.5	57.3	44.3
have information	1.6	5.9	55.7	36.8
attend social event	1.6	3.2	45.4	49.7
see a movie	3.2	16.2	55.7	24.9
Have you used the facilities in the recreation center for				
individual activities	5.4	15.1	30.3	49.2
group activities	1.1	5.4	19.5	74.1
Have you used outdoor recreational spaces for				
individual activities	1.6	8.1	29.2	61.1
group activities	1.1	7.6	21.6	69.7
Have you attended activities sponsored by I.S.C.??*				
	0.5	4.3	45.4	49.7
Have you been to the Student Resource Center?				
	1.6	4.9	37.3	56.2
Have you read student newspaper?				
	44.3	33.0	21.6	1.1
Have your used the library				
for studying	28.1	27.0	35.1	9.7
for finding materials	24.9	28.1	36.2	10.8
to ask helping	9.2	23.8	59.5	7.6

*International Student Center

However, the student newspaper was very popular among the international students. Of the students, 77.3% "often" or "very often" read it.

The library was also utilized by this group of students. About 55% of students "often" or "very often" used the library as a quiet place for studying. The card catalogue and computer system (GEAC) had a high rate of utilization (53.0%). As well, nearly 60% of the students only "occasionally" asked the librarian to help them find the materials they needed.

The means and ranges of subscores and total scores on the Participation Scale are presented in the Table 6 and shows the prevalence of use for different resources among international students.

Table 6. The mean and range of the Participation Scale

Variable	Mean	S.D.	Range
Student Union	7.8	1.98	4-16
Recreation Center	6.0	2.12	4-13
International Student Center	1.6	0.61	1-4
Student Resource Center	1.6	0.67	1-4
Student Newspaper	3.2	0.82	1-4
Library	7.8	1.84	3-12
Scores of Participation Scale	27.84	4.92	17-44

In the correlation analysis, the scores of UAS had an inverse relationship with scores on the student union participation ($r = -.2177, p < .05$) and with scores on the use of recreation center ($r = -.1298, p < .05$).

The Relationships of Other Independent Variables with Alienation

Age, sex, marital status, region of origin, graduate or undergraduate student status, length of time in the United States, length of time in Tucson, place of residence, and perception of language proficiency were the other independent variables that the researcher wanted to test for relationship to alienation.

The international students' region of origin and their perception of language ability were tested in the correlation analysis.

Home origins were examined for possible relationship with alienation scores. The international student from Asian countries had significantly higher scores on UAS than did non-Asian students ($F = 13.6; 1,176 \text{ df}, p < .05$) on the UAS. Table 7 shows the means and standard deviations of these two groups.

Modest positive relationship ($r = .19, p < .01$) was observed between scores on the scale of language perception and the UAS. This suggests that international students who express stronger need to increase their language ability also tend to express greater alienation.

Table 7. Difference between Asian and non-Asian students on University Alienation Scale

Variable	University Alienation Scale		
	Mean	S.D.	Range
Asian	59.81	8.73	31.0-81.0
Non-Asian	54.65	9.51	34.0-77.0

* $F(1,176)=13.6$; $p<.05$

Other Findings

On the Participation Scale, undergraduate students had significantly higher scores than did graduate students ($F = 4.3$; 1,176 df , $p < .05$). Table 8 presents the results.

In addition, the international students' perception of their language ability had significant correlation with their age ($r = .19$, $p < .01$) and their home countries ($r = .41$, $p < .001$). This suggests that the older Asia international students, tend to express stronger need to increase their language ability.

The other finding was that Schram and Lauver's (1986) earlier investigation of alienation of international students was supported. The means and standard deviations of variables common to both studies were similar. Table 9 presents the results of two

Table 8. Difference between graduate and undergraduate students on Participation Scale

Variable	University Alienation Scale		
	Mean	S.D.	Range
Graduate	27.35	4.73	17.0-44.0
Undergraduate	29.30	5.26	22.0-46.0

* $F(1, 176) = 4.3, p < .05$

Table 9. The scores of the University Alienation Scale from different researches

	University Alienation Scale			
	Mean	S.D.	Range	N
Huang's research (Spring 1991)	57.90	9.34	31.00-81.00	178*
Schram and Lauer's research (Spring 1986)	55.60	9.90	26.00-94.00	266

* Seven respondents who had missed at least one question on the University Alienation Scale was excluded from the data base.

studies conducted on the same campus. During 5 years, the sense of alienation among international students in a southwest university did not change to a great degree.

Summary

In this chapter, the characteristics of the sample and the relationships among variables was summarized. The statistical results we have in this chapter support the hypothesis--the more the international students participated in campus activities, the less they felt alienated. Home area, and language were the other variables which were related to the degree of alienation in this group.

CHAPTER 4

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Chapter 3 presented the characteristics of the sample, each significant relationship between variables, and the direction of each relationship. A technical discussion with more attention given to implications from the results is the goal of this chapter. This chapter will present the conclusion, implications, and recommendation for further study.

Conclusions

Social contact is one of the predictors of alienation among international students (Schram, 1986). The higher the contact with host people, the less likely an international student is to feel alienated. Living with local students or families will increase the opportunities for social contact. Table 4 showed a tendency for international students to choose to live in private apartments or houses. Although not statistically significant, the mean score for international students living with local students or families (mean = 55.6) was somewhat lower on University Alienation Scale (UAS) than those students who do not (mean = 58.5). This finding provides an indication that international students who live with local people are less likely to feel alienated than those who did not.

Table 5 presented the frequencies of utilization of different resources on campus. In the correlation analysis, scores on the UAS had an inverse relationship with the scores on the Participation Scale, and with the subscores of Student Union use and Recreation Center use. This finding supports the hypothesis that the more international students

spend time in campus facilities, especially at the Student Union and Recreation Center, the less alienated they felt.

On the other hand, the utilization of International Student Center and Student Resource Center was infrequent. It might be possible that international students expected the role and function of the International Student Center was to deal with immigration matters. The service the Student Resource Center provides might not be familiar to international students. These results can be found in other research (Surdam & Collins, 1984; Torrey, Van Rheenan, & Katchadourian, 1970).

Graduate students do differ from undergraduate students on the scores of Participation Scale. But the students status does not significantly relate to the scores on the UAS. This is the opposite of results from the Schram and Lauver's research (1986).

Compared to the mean scores on the University Alienation Scale, which Schram and Lauver measured in 1986, it does not change to a great degree. In the present study, the statistical results of student status were not strong enough to predict alienation. But the area international students come from did have a significant relationship with alienation. Asian students felt much more alienated than non-Asian students. This finding matches the report of Hull in 1978 that the greater the differences between a student's home culture and the host culture, the more difficulty the student will meet in adjusting to the host culture.

Language is the tool to communicate with people and to get acquainted with the environment. The results support that international students who perceive the need for increasing their English ability strongly have higher scores on the UAS. This matches the reports in the literature review that students who believed that their English was

inadequate on arrival were significantly less adapted than those who believed it to be adequate (Surdam & Collins, 1984).

Implications

It has been the object of this present investigation to gain knowledge that will assist international students in making necessary adjustments to host institutions and cultures, hoping that their experiences in the United States will have a positive influence on their life, besides, the academic achievement. This is one of the goals of international education, also. On the other hand, the knowledge we gain here will help Americans who are interested in multicultural matters or who have frequent opportunities to be in contact with international students and helping international students adjust to the totally different environment.

First, the needs of different groups should be evaluated separately so the services or programs designed to assist the international students can match the needs and effectively. Graduate students may have less time to spend on nonacademic activities than undergraduate students do. Married students may need the activities which allowed all of their family members to attend. Asian students may need programs to improve their language ability. Cultural background should be considered when service providers design programs. What may be effective for an graduate European male may be ineffective for a graduate Asia female student.

Research indicates that international students are more productive and happier if they establish close relationship with people of the host culture, but relationships are difficult to establish no matter where one goes. What can be done is to help create an

atmosphere in which friendships may more easily develop. Host family programs are designed to let international students be acquainted with the lifestyle of an American families. "Big Brother" or "Cultural Swap," which match incoming international students with the other students who have attended the school at least one semester, is another way to increase the chance of social contact. But these programs necessitate that the international students take initiative in order to take the advantage. Relatively, if college required that new international students should live in an international student dormitory the first semester, these students may fit in easier and adjust. Under this environment the needs and problems are easier to recognize, and it will increase their opportunities to make friends with the other students with different cultural backgrounds. Activities among dormitories will increase the chance to know American students.

Language ability was what the research conductor found to be of most concern. If the students' language ability is inadequate, it is hard for them to express what they think and want. It would be one of the reasons which resulted in their feelings of powerlessness and inability. The problems that this researcher observed about language is the way that they express their thoughts is different from that Americans usually do. The improvement in this direction may help them to fit in the new and different environment. It is possible that international students feel alienated so they do not want to participate in the activities on campus in order to avoid the chance of frustration. This attitude only allowed them to feel worse. If they want to benefit from the sojourn experiences, they need to take initiative.

Recommendations for Further Research

The university has 32,000 students. Twenty percent were graduate students. Does this big campus influence the alienation of international students? Conducting similar research on a small campus might be interesting to note the differences. And comparisons with the American students would indicate important differences, also. Usually, the method of data-collecting depends on the structured questionnaire. If we want to know the depth of their problems, qualitative research should be employed.

APPENDIX A

INTERNATIONAL STUDENTS QUESTIONNAIRE

INTERNATIONAL STUDENTS QUESTIONNAIRE

INSTRUCTION: Please do NOT put your name on this paper. When you have finished answering the questions that follow, please fold this in half, staple it shut so that the address and stamp are on the outside, and drop it in the nearest mailbox. Your answers will be most helpful if you are frank. **THANK YOU FOR YOUR HELP.**

Please check the one answer that most closely represents your situation.

1. Sex: Male Female
2. Age: _____
3. Marital status: married single others
4. You are: freshman sophomore junior senior
 graduate student
5. You are from: Africa Asia Europe Latin American
 Middle or near East Oceanic others
6. How long have you been in Tucson (in months)? _____
7. How long have you been in the U.S. (in months)? _____
8. Your major is: _____
9. Up to now, what have most of your grades been:
 A A-, B+ B B-, C+ C or lower
10. During the time school is in session, about how many hours a week do you usually spend on activities that are related to your school work? (This includes time spent in class, studying, library, writing paper etc.)
 about 50 hours a week or more
 about 40 hours a week
 about 30 hours a week
 about 20 hours a week
 less than 20 hours a week
11. Where do you now live during the school year:
 dormitory or other college housing
 fraternity of sorority house
 private apartment or room within walking distance of the college
 house, apartment, etc. away from the campus
 with my parents or relatives
12. Your roommate(s) is(are):
 I live alone
 my spouse
 local students
 local non-students or family
 fellow nationals
 other foreigner
13. Have you at any time while attending UA live in a college dormitory, fraternity or sorority house, or other UA housing:
 yes no

Please check **ONLY ONE** answer for each item

14. Have you been to the Student Union to have meals, snacks, etc.?
 very often often occasionally never
15. Have you been to the Student Union to look at the bulletin board for notices about campus events?
 very often often occasionally never
16. Have you been to the Student Union to attend a social event?
 very often often occasionally never
17. Have you been to the Student Union to see a movie?
 very often often occasionally never
18. Have you used facilities in the recreation center or gym for individual activities? (exercise, swimming, etc.)
 very often often occasionally never
19. Have you used facilities in the recreation center or gym for group activities?
 very often often occasionally never
20. Have you used outdoor recreational spaces for individual athletic activities?
 very often often occasionally never
21. Have you used outdoor recreational spaces for group athletic activities?
 very often often occasionally never
22. Have you attended the activities sponsored by International Student Center?
 very often often occasionally never
23. Have you been to the Student Resources Center (located in the Old Main Building)?
 very often often occasionally never
24. Have you read Arizona Daily Wildcat?
 very often often occasionally never
25. Have you used the library as a quiet place to read or study materials you brought with you?
 very often often occasionally never
26. Have you used the card catalogue (or GEAC) to find what materials they were on some topic?
 very often often occasionally never
27. Have you asked the librarian for help in finding material on some topic?
 very often often occasionally never

Check **ONE** answer. DS = I disagree strongly, D = I disagree,
A = I agree, AS = I agree strongly.

28. The size and complexity of this university make it very difficult for a student to know where to turn.
___DS ___D ___A ___AS
29. It is only wishful thinking to believe that one can really influence what happens at this university.
___DS ___D ___A ___AS
30. Classes at this university are so regimented that there is little room for the personal needs and interests of the student.
___DS ___D ___A ___AS
31. The faculty has too much control over the lives of students at this university.
___DS ___D ___A ___AS
32. The bureaucracy of this university had me confused and bewildered.
___DS ___D ___A ___AS
33. I feel that I am an integral part of this university community.
___DS ___D ___A ___AS
34. Things have become so complicated at this university that I really don't understand just what is going on.
___DS ___D ___A ___AS
35. I seldom feel "lost" or "alone" at this university.
___DS ___D ___A ___AS
36. Students are just so many cogs in the machinery of this university.
___DS ___D ___A ___AS
37. I don't have as many friends as I would like at this university.
___DS ___D ___A ___AS
38. Most of the time I feel that I have an effective voice in the decisions regarding my destiny at this university.
___DS ___D ___A ___AS
39. Life at this university is so chaotic that the student really doesn't know where to turn.
___DS ___D ___A ___AS
40. Many students at this university are lonely and unrelated to their fellow human beings.
___DS ___D ___A ___AS
41. More and more, I feel helpless in the face of what's happening at this university today.
___DS ___D ___A ___AS

42. There are forces affecting me at this university that are so complex and confusing that I find it difficult to effectively make decisions.
___DS ___D ___A ___AS
43. I can't seem to make much sense out of my university experiences.
___DS ___D ___A ___AS
44. My experience at this university has been devoid of any meaningful relationships.
___DS ___D ___A ___AS
45. The administration has too much control over my life at this university.
___DS ___D ___A ___AS
46. This university is run by a few people in power and there is not much the student can do about it.
___DS ___D ___A ___AS
47. The student has little chance of protecting his personal interests when they conflict with those of this university.
___DS ___D ___A ___AS
48. In spite of the fast pace of this university, it is easy to make many close friends that you can really count on.
___DS ___D ___A ___AS
49. My life is so confusing at this university that I hardly know what to expect from day to day.
___DS ___D ___A ___AS
50. In this fast-changing university, with so much conflicting information available, it is difficult to think clearly about many issues.
___DS ___D ___A ___AS
51. This university is just too big and impersonal to provide for the individual student.
___DS ___D ___A ___AS
52. I would like to improve my English speaking skills.
___DS ___D ___A ___AS
53. I would like to improve my English writing skills.
___DS ___D ___A ___AS
54. I need to improve my English reading skills.
___DS ___D ___A ___AS
55. I would like to improve my ability to speak before a group.
___DS ___D ___A ___AS

APPENDIX B

COVER LETTERS

School of Family and Consumer Resources
Division of Educational and Professional Studies

THE UNIVERSITY OF
ARIZONA
TUCSON ARIZONA

FAX: (602) 621-9445
Tucson, Arizona 85721

Dear International Student:

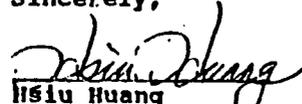
I am conducting a research study as part of my master degree program. This study is concerned with determining what things affect adjustment to life here in the United States. I would appreciate you taking 10 minutes to complete the following questionnaire about international students' use of campus facilities. My hope is to determine the degree to which students from other countries are aware and take advantage of opportunities that exist for their use. The information we receive from you and other international students will provide us with suggestions for improving the focus and quality of services to international students.

Your experiences as an international students will contribute significantly toward solving some of the problems we face in providing services to you. We also need your participation so that your national group will be fully represented in this study.

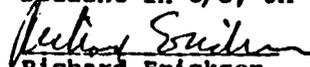
Do not write your name on the pages. Please understand your response is anonymous and your participation is voluntary. It is impossible for us to identify which are your responses. The results will be reported only as group averages. After completing the questionnaire, staple or tape it shut so that address and stamp are on the outside, and drop it in a mail box. If you want to know the results, a summary of this survey will be sent to you.

Thank you for your time in completing the attached form.

Sincerely,



Hsiu Huang
Student in C/G, UA



Richard Erickson
Thesis Adviser
Assoc. Professor of
Counseling & Guidance

International Student Center

THE UNIVERSITY OF
ARIZONA
TUCSON ARIZONA

915 North Tyndall Avenue
Tucson, Arizona 85721
(602) 621-4627

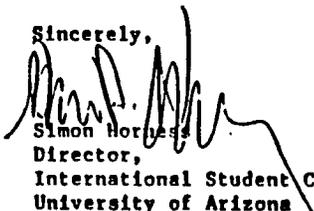
Dear International Students:

Enclosed is a questionnaire from Hsiu Huang, a Master's candidate in the Division of Counseling and Guidance, at the University of Arizona. She has asked us to help her by distributing this survey to a random sample of our international students.

Please be assured that your name and address have been kept confidential and that this mailing was done in our office only. Also, the survey is anonymous, so please do not place your name on the questionnaire.

Our office receives many requests to forward research questionnaires to international students, in support of our academic colleagues. We feel that this research can offer us important information which will help us to better serve your needs while you study and grow at the University of Arizona. Of course, it will depend on your decision to participate in this survey.

Sincerely,



Simon Horvath
Director,
International Student Center,
University of Arizona

APPENDIX C

CLASSIFICATION OF MAJOR

MAJOR CODE NUMBER

A. ART

56 ARCHITECTURE
 53 MUSIC PERFORMANCE
 51 ART
 48 GRAPHIC DESIGN
 36 DRAMA PRODUCTION
 13 MUSIC EDUCATION

B. SCIENCE

03 PHARMACY
 04 E. ENGINEERING
 14 NUCLEAR ENGINEERING
 19 CIVIL ENGINEERING
 24 MECHANICAL ENGINEERING
 05 SCIENCE
 17 MATH
 15 COMPUTER SCIENCE
 09 PHYSICS
 01 CHEMISTRY
 11 GEOSCIENCES
 52 MINING ENGINEERING
 47 OPTICAL SCIENCE
 43 BIOLOGY
 40 ENVIRONMENTAL ENGINEERING
 31 INDUSTRIAL ENGINEERING
 29 CHEMICAL ENGINEERING
 34 PLANT SCIENCE/GENETICS
 06 NURSING

C. LA

54 SOCIOLOGY
 44 EAST ASIA STUDIES
 42 ANTHROPOLOGY
 41 ORIENTAL STUDY
 32 GEOGRAPHY
 21 POLITICAL SCIENCE
 25 EDUCATIONAL PSYCHOLOGY
 39 FCR

D. EDUCATION

08 SPECIAL EDUCATION
 22 EDUCATION ADMINISTRATION
 33 LITT. AND EDUCATION
 27 HOME ECONOMIC EDUCATION

E. BUSINESS

12 ACCOUNTING
 28 BUSINESS ADMINISTRATION
 30 MARKETING
 38 MIS
 49 MANAGEMENT

F. LANGUAGE

14 LITERATURE
 18 LINGUISTIC
 02 RUSSIAN
 07 SPEECH
 50 GERMAN
 35 JOURNALISM

G. AGRICULTURE

10 NUTRITION
 20 FOOD SCIENCE
 23 SOIL AND WATER
 26 FISHERIES
 46 AGRICULTURE ECONOMICS
 55 AGRICULTURE ENGINEERING
 37 HYDROLOGY
 45 ENGLISH

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