Student affairs professionals' perceptions of the concerns and feelings of international students at private four-year liberal arts institutions

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Student affairs professionals' perceptions of the concerns and feelings of international students at private, four-year liberal arts institutions

by

David Allen Walker

A dissertation submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of
DOCTOR OF PHILOSOPHY

Major: Education (Higher Education)
Major Professor: Daniel C. Robinson

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Major Professor

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For the Major Program

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For the Graduate College
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CHAPTER 1. INTRODUCTION

During the last four decades, the American system of higher education has endeavored to respond to an increasingly interdependent global society. As part of this increasingly interdependent global society, the American system of higher education has been influenced greatly by the large influx of international students admitted into colleges and universities throughout the country. For example, during the 1954-55 academic year, there were 34,232 international students enrolled within the American system of higher education (Figure 1). In the four decades since this international student enrollment statistic was recorded, the participation of international students in the American system of higher education has increased 1,200%.

Figure 1.  Foreign Student Enrollment in the U.S.: 1955 to the Present
Sources: Davis, 1997; National Science Foundation, 1987
Statistics for the 1996-97 academic year show that 457,984 undergraduate and graduate international students, or 3.2% of the total higher education population, studied at American colleges and universities (Davis, 1997). As Huntley (1993) concludes:

It is clear that several trends emerge from the present... demographics of international students: the international population is composed of more Asian students, more graduate and doctoral students, and more women than ever before, and it is expected that those numbers will increase significantly over the course of the decade. (p. 3)

Throughout the history of American higher education, international students have attended colleges and universities for numerous reasons such as an interest in American culture, to take advantage of the various educational opportunities offered by different institutional types (e.g., research, liberal arts, the community college), to obtain specialized training, to pursue educational objectives, to follow scholarship opportunities, or to help progress their country's economic development through further education (Charles & Stewart, 1991; Chronicle of Higher Education, 1997; Furnham, 1988; Hull, 1978; Lee, Abd-Ella, & Burks, 1981; Spaulding & Flack, 1976).

Some of the research which has been conducted on international students who participate in the American system of higher education, has found that international students are often very satisfied with their academic performances and well-adjusted to American culture and social life (Parr, Bradley, & Bingi, 1991, 1992; Wehrly, 1988). Part of this international student satisfaction has been derived from the help sources and programs which have been established by college and university student affairs offices to assist the international population with academic, social, and cultural issues and pressures. For
instance, many campuses have created English as a Second Language (ESL) classes and conversational English programs to assist international students with English language issues. Other institutions have implemented faculty development programs concerning international student learning styles and educational development, created specific international student academic and co-curricular support services, established cultural sharing programs, and introduced a peer buddy and support network using faculty mentors. American students, and other international students (Barratt & Huba, 1994; Coleman & Carsky, 1994; Shigaki & Smith, 1997; Zimmermann, 1995).

However, since the arrival of the first international students in the United States, there have been issues of concern which have confronted and affected the international population such as language proficiency, academics, and finances (Heikenheimo & Shute, 1986; Huntley, 1993; Parr et al., 1991, 1992; Sandhu, 1994).

Furthermore, these issues of concern that confront international students can often be attributed to social adjustments. DeArmond (1983) found that between 15% and 25% of international students studying in the United States have significant adjustment problems. International student adjustment problems may be linked to numerous variables such as institutional size, housing arrangements, religious affiliation, or health issues. However, some of the more important social adjustment variables cited in the literature are: language proficiency, alienation, culture shock, gender, age, marital status, major field of study, length of stay in the United States, national origin, academics, and financial (Barratt & Huba, 1994; Huntley, 1993; Lee et al., 1981). As Owie (1982) noted nearly 20 years ago concerning the academic and social issues confronting international students studying in the United States:
With increasing numbers of foreign students gaining admission into American colleges and universities, the need to evolve programs that would enhance their achievement is quite obvious. One of the goals of foreign students' services in colleges and universities should be that of helping foreign students to reduce the impact of social and academic pressures. (p. 38)

In conclusion, the number of international students studying within the American system of higher education continues to increase. Most international students, through the use of friendships, family, counseling, and support systems, manage to cope successfully with various adjustments encountered while attending colleges and universities in the United States. However, a significant percentage of the nearly 458,000 international students studying at American institutions of higher education experience some adjustment problems. Parr et al. (1991) found that student affairs offices have devoted more programming efforts toward understanding the needs and issues of international students. Nonetheless, as the American system of higher education enters the 21st century, student affairs offices often do not have relevant or complete information which addresses the pertinent concerns and issues confronting today's international students.

Statement of the Problem

Throughout the American system of higher education, student affairs offices often are given the responsibility of providing programming and support systems to international students. In order to provide international students with well-defined programs and support systems, student affairs professionals must have current and complete information which indicates the concerns and feelings of the international student population. Moreover,
student affairs offices need to have current and complete information which indicates the concerns and feelings of international students because many student affairs professionals are in leadership positions of determining the direction of resource acquisition, resource allocation, and program planning for international student programs and support systems.

Parr et al. (1991) is often cited as the most prominent study which has looked at student affairs directors' perceptions of the concerns and feelings of international students participating in the American system of higher education. This study conducted a random sample of 100 directors of student affairs offices at both large, public and small, private institutions throughout the United States.

In addition, Thielen and Limbird (1992) examined the significance of the role of student affairs professionals in the development and experiences of international students at American colleges and universities. As Thielen and Limbird note:

Given the acumen of student affairs staff members in group dynamics and development, it would be natural for them to be prime instigators in inviting a new constituency to form around the goal of integrating international students into the campus. (p. 126)

However, there has never been a study conducted exclusively at private, four-year liberal arts colleges in the United States which has identified student affairs professionals' perceptions of the concerns and feelings of international students at this institutional type. The Carnegie Foundation for the Advancement of Teaching (1994) classifies liberal arts institutions as Baccalaureate Colleges I and II. According to the Carnegie Foundation, Baccalaureate Colleges I and II are classified in the following manner:
These institutions [Baccalaureate Colleges I] are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award 40 percent or more of their baccalaureate degrees in liberal arts fields and are restrictive in admissions. These institutions [Baccalaureate Colleges II] are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award less than 40 percent of their baccalaureate degrees in liberal arts fields or are less restrictive in admissions. (p. xix)

In summary, throughout American institutions of higher education, student affairs offices often are given the leadership responsibility of program and budgetary planning for international student services. There is very little research which has studied student affairs professionals' perceptions of the concerns and feelings of international students. At the private, four-year liberal arts level, very little information exists which examines student affairs professionals' views of the concerns and feelings experienced by international students studying at this institutional type.

**Purposes of the Study**

Research indicates that student affairs professionals at private, four-year liberal arts institutions, who work with international students, have little information about the collective views of their cohorts' perceptions of the concerns and feelings of international students. This study will attempt to resolve this informational void by:

1. Gathering student affairs professionals' perceptions of the concerns and feelings of international students at private, four-year liberal arts institutions as measured by the International Student Questionnaire: Director Form (ISQDF) (Parr et al., 1991).
2. Identifying and classifying student affairs professionals' perceptions of the influential and non-influential concerns of international students at private, four-year liberal arts institutions as measured by the ISQDF.

3. Identifying and classifying student affairs professionals' perceptions of the positive and negative feelings of international students at private, four-year liberal arts institutions as measured by the ISQDF.

4. Providing suggestions and recommendations to student affairs professionals at private, four-year liberal arts institutions which would assist them in the development of more effective programming and support systems for international students.

Significance of the Study

This study was initiated as an attempt to assist student affairs professionals at private, four-year liberal arts institutions with information pertaining to the collective views of their cohorts' perceptions of the concerns and feelings of international students. The researcher hopes that the information and inferences presented in this study will provide student affairs professionals at private, four-year liberal arts institutions with complete and up-to-date information about the concerns and feelings of international students, so that the development of well-planned programs and support systems may benefit the international population.

Research Questions

The questions proposed in this study will focus on student affairs professionals' perceptions of the concerns and feelings of international students at private, four-year liberal arts institutions. Specifically, this study will provide data on the following:
1. According to the perceptions of student affairs professionals, what are the overall concerns and feelings of international students at private, four-year liberal arts institutions?

2. According to the perceptions of student affairs professionals, what are the concerns of international students at private, four-year liberal arts institutions?

3. According to the perceptions of student affairs professionals, what are the feelings of international students at private, four-year liberal arts institutions?

4. Do significant differences exist on the study's multiple dependent variables, concerns and feelings, when examined against 10 independent, factor variables: the size of an institution, religiously-affiliated versus non-religiously-affiliated status of an institution, the geographic location of an institution, the age of the student affairs professional, the gender of the student affairs professional, the level of education of the student affairs professional, the previous study abroad experience of the student affairs professional, the previous living abroad experience of the student affairs professional, the number of years working with international students of the student affairs professional, and the number of hours per week contact with international students of the student affairs professional?

5. What is the strength of the correlation between scores on concerns and scores on feelings?

**Assumptions**

The following assumptions were made regarding this study:

1. A sufficient number of student affairs professionals at private, four-year liberal arts institutions voluntarily participated in this study and answered all of the questions provided.
2. The student affairs professionals at private, four-year liberal arts institutions sampled for this study were sufficiently knowledgeable about the concerns and feelings of international students.

3. The student affairs professionals at private, four-year liberal arts institutions sampled for this study represented the perceptions of other student affairs professionals at like institutional types (i.e., private, four-year liberal arts institutions).

4. The results of this study will be of value to other student affairs professionals who provide programming to and support systems for international students.

Limitations of the Study

The scope of this study was limited to analyzing and reporting on data collected from a simple random sample of 100 student affairs professionals at Baccalaureate I & II institutions selected from the Carnegie Foundation for the Advancement of Teaching's A Classification of Institutions of Higher Education (1994), which may not provide generalizability to other institutional types such as Research I or Doctoral I institutions. Thus, the information derived from this study may not be representative of all student affairs professionals' perceptions of the concerns and feelings of international students throughout the system of American higher education.

Definition of Terms

The following terms appear throughout this study and will be defined as follows:
**Academic Adjustment**

The academic adjustments made by international students, such as enrolling in English as a Second Language courses, to assist them in achieving successful academic performances within the American system of higher education.

**Alienation**

To lack a sense of belonging or experience feelings of powerlessness and social estrangement.

**American System of Higher Education**

The American system of post-secondary education started in 1636, which presently includes the following six Carnegie classification types: Research I & II, Doctoral I & II, Master’s I & II (Comprehensive I & II), Baccalaureate Colleges I & II, Two-year, and Professional or Specialized institutions.

**Country of Origin**

An international student’s country of residence as indicated by an F-1 or J-1 visa. For this study, the terms country of origin and national origin will be used interchangeably.

**Cultural Adjustment**

The adjustments made by international students, such as cross-cultural adaptations, to effectively cope with and function in a new environment.
**Culture Shock**

The process of adapting to the differences brought on by living in a new culture when feeling a sense of loss or deprivation with support systems.

**Developing Country**

A country which is considered to be in a stage of economic development when compared to the leading industrial democracies called the Group of Seven, or G-7, countries: Canada, France, Germany, Italy, Japan, the United Kingdom, and the United States.

**Director/Student Affairs Professional**

A designated college or university official responsible for the development and administration of programs, support systems, budgets, and related opportunities for international students. Since professional titles at Baccalaureate Colleges I & II do not always correlate with titles emanating from other institutional types, such as Research I or Doctoral I, this study will include other professional titles such as international/foreign student adviser, dean of students, associate or assistant dean of students, and director of international student programs, as student affairs directors/professionals who work with international students.

**Foreign Country**

A country outside of the territorial boundaries of the United States.
Foreign Student
A student, undergraduate or graduate, from a country other than the United States who is enrolled in a degree program at an American institution of higher education. For this study, the terms international student and foreign student will be used interchangeably.

Help Source
A program, person, or established system which provides a source of help to international students.

Host Country
The country in which an international student is presently studying. For this study, the term host country refers to the United States.

International Education
Educational initiatives which encompass a variety of activities in three areas: the curriculum, the international movement of students and scholars, and academic programs abroad.

International Student
A student, undergraduate or graduate, from a country other than the United States who is enrolled in a degree program at an American institution of higher education. For this study, the terms international student and foreign student will be used interchangeably.

Issues of Concern
A concern, such as academic performance or English language proficiency, which may cause an international student some apprehension.
National Origin

An international student’s country of residence as indicated by an F-1 or J-1 visa. For this study, the terms national origin and country of origin will be used interchangeably.

Social Adjustment

The adjustments that confront international students, such as language proficiency or financial pressures, which can be culturally-based or brought on by the stresses associated with experiencing a new environment.

Stress

The pressures of a new culture and environment encountered by international students which can lead to feelings of frustration, anxiety, or loss of social support and cause personal, academic, or social problems.

Support System

A program, person, or established system which provides a source of help to international students.

Organization of the Study

Chapter one of this study presents an introduction to the research and the issues being studied. This chapter also includes a statement of the problem, the purposes of the study, and the significance of the study. Furthermore, this chapter presents research questions and the study’s assumptions, limitations, definition of terms, and overall organization.
Chapter two of this study includes a review of the literature. This section presents an overview of the history of higher education and international students, the demographic trends of international students in the United States over the last four decades, a review of the feelings that international students experience at American institutions of higher education, a review of the concerns of international students at American institutions of higher education, a review of the literature pertaining to student affairs professionals’ perceptions of the concerns and feelings of international students, a review of the various cultural competence models used by student affairs professionals, and a summary.

Chapter three outlines the research methodology used in this study. This section presents the research design, a description of the population and the sample, the instrumentation, instrument development: pilot testing, research procedures for data collection, research questions, null hypotheses, and data analysis.

Chapter four discusses the findings and results of the research conducted in this study.

Chapter five presents a summary, conclusions derived from the study, a discussion of the conclusions and linkages to the review of the literature, implications inferred from the conclusions, and recommendations for further research.
CHAPTER 2. REVIEW OF LITERATURE

This chapter examines the literature and pertinent research associated with this study. The literature review was completed through the use of journal articles, books, dissertations, theses, reports, microfilm, and ERIC (Education Resources Information Center). This review is divided into seven sections:

Section one will review the history of higher education and international students and reasons for international student participation in various systems of higher education.

Section two will examine the tremendous population increase of international students in American institutions of higher education within the last four decades and the current demographic trends of international students in the United States.

Section three will look at the research concerning the feelings that international students have experienced, such as satisfaction and alienation, while enrolled at American colleges and universities.

Section four will look at the research addressing the concerns which confront international students such as language, academics, and financial issues.

Section five will look at the research addressing student affairs professionals' perceptions of the concerns and feelings of international students.

Section six will examine the various cultural competence models that student affairs professionals are using to improve the services, programming, and planning which they provide to international students.

The last section will summarize the main issues addressed throughout the literature review.
The History of Higher Education and International Students

The history of international students is connected closely to the origins of institutions of higher education. Because of this association, it is important to review the history of international students in higher education in order to understand why international students became involved in the various systems of higher education and to identify some of the positive and negative feelings, concerns, and issues that the international population has encountered. As Altbach, Kelly, and Lulat (1985) note, "... universities throughout much of history have been truly international institutions, enrolling students from many nations as an integral part of their policies and practices" (p. 3). Bulthuis (1986) adds, "...students and professors [have been] going abroad in search of academic opportunities unavailable at home and accepting the challenge of adapting to strange people and customs" (p. 19).

Historically, institutions of higher learning were established in societies which had accumulated a semblance of wealth and stability. Some of the first institutions of higher learning originated in the forest ashrams of India circa 1500 B.C. These institutions, which were often religious retreats or communal gatherings, attracted young men from other lands who were interested in a life of introspection and philosophical discussion (Fletcher, 1968). Furthermore, in 600 B.C., the Indian universities of Taxila and Nalandas enrolled not only international students but international teachers/scholars who instructed in international languages such as Sanskrit (Nurullah & Naik, 1956).

The first large influx of international students into a system of higher education occurred in 5th century B.C. Athens, Greece. During the 5th century B.C., international students from the Greek and the western world came in large numbers to study law, philosophy, and rhetoric at three types of institutions of higher learning: the Academy, the
Peripatetic, and the Epicurean (Walden. 1913). By 350 B.C., Greek education was attracting international students from as far away as Europe, Asia Minor, and North Africa to the city of Alexandria, Egypt. In 332 B.C., the Library and Museum was founded in Alexandria which became the world center for scholarly activity and the advancement of science until the Islamic conquests of the 7th century A.D. (Fletcher, 1968).

The next influx of international students into a system of higher education occurred during the 7th century A.D., with the emergence of Islamic educational centers. The establishment of Islamic educational centers added to the Greek system of science and philosophy. Great centers of advanced learning were established at Baghdad, Cairo, Damascus, and Jerusalem to serve all of Islamic civilization. These Islamic educational centers attracted international students interested in mathematics, science, medicine, law, philosophy, and literature. Scholars of education often refer to the establishment of the University of Al-Azhar in Cairo, Egypt, in 970 A.D., as the first modern university in the world. With this title, Al-Azhar is also viewed as the first modern institution of higher education to have enrolled international students (Fletcher, 1968).

From 1100-1500, a version of the modern institution of higher education, the Medieval university, emerged in European cities such as Paris, Bologna, Cordova, Florence, and Salerno. Haskins (1957) notes:

Only in the twelfth and thirteenth centuries do there emerge in the world those features of organized education with which we are most familiar, all the machinery of instruction represented by faculties and colleges and courses of study, examinations and commencements and academic degrees. On all these matters we
are the heirs and successors, not of Athens and Alexandria, but of Paris and Bologna.

(p.1)

A common Medieval university was the *studium generale*. The *studium generale* introduced students to Greek philosophers and physicians, new arithmetic from Islamic universities, medicine, theology, and Roman law. The language of instruction was the internationally used language of Latin. Many of the faculty at these universities were internationals. International students often enrolled at a *studium generale* due to the reputations of particular scholars, the cosmopolitan character of a university, or because of the courses offered. Specifically, law was an important subject to master due to the growth in the trade industry and the political renaissance which was occurring in Europe during this period (Cobban, 1975; Rashdall, 1936).

Furthermore, during this era of higher education, universities were assigning country of residence labels to each student enrolled due to the large number of international students participating within the European educational system. With large numbers of foreign students, many universities experienced adjustment problems with the international community. For example, international students, at various *studia generalia*, often organized into groups in order to protect themselves against the arbitrary actions of local officials and the corruption of townspeople. As Haskins (1957) states:

Bologna had become the resort of some hundreds of students, not only from Italy, but from beyond the Alps. Far from home and undefended, they united for mutual protection and assistance, and this organization of foreign, or Transmontane, students was the beginning of the university. (p. 8)
Because of the effective system of higher education that had been established in Europe, international students did not participate in the newly created American system of higher education until after the founding of the colonial nine colleges, 1636-1769 (i.e., Harvard in 1636, William and Mary in 1693, Yale in 1701, Princeton in 1746, Columbia in 1754, Pennsylvania in 1755, Brown in 1764, Rutgers in 1766, and Dartmouth in 1769) (Rudolph, 1990). For instance, the first reported international student enrolled at an American institution of higher education was Francisco de Miranda, who studied at Yale University in 1784 (Barber, 1985).

During the early 19th century, the number of international students studying in America was very small. International students who enrolled in the American system of higher education in the 1800s were often interested in the colonial nine schools because of their affiliation with the previously described system of higher education that had evolved out of 14th and 15th century Europe. For example, Harvard and Yale were colleges that attracted small numbers of international students because of their emulation of the English system of higher education found at the universities of Cambridge and Oxford (Veysey, 1965).

In the middle of the 19th century, the German model of higher education, which emphasized the seminar, scientific research, and graduate-level coursework, gained popularity with international students. By 1899, the international student population at German universities had risen to 6,248 which equaled the combined international student populations at all higher education institutions in France, England, and the United States (Wheeler, King, & Davidson, 1925).
Moreover, the German model impacted American higher education by introducing the ideas of the elective system of study, graduate education, and fellowships. These new educational initiatives, which broadened the financial and educational opportunities available to students within the system of American higher education, helped to increase the number of international students enrolled at American colleges and universities in the 20th century (Brubacher & Rudy, 1976).

It was not until after World War II that the American system of higher education grew rapidly and improved its quality to become the premiere model for international education. The increased growth in American higher education, which included more scholastic opportunities for American students and international students, was influenced by events such as the establishment of English as the international language of trade and the United States assuming the role of global leader in world economics and politics. However, the greatest influence on the increased growth in American higher education for American and international students may have been the establishment of pro-higher education endeavors such as the Servicemen's Readjustment Act of 1944 (i.e., federal funding, in the millions of dollars, spent on higher education), the Truman Commission of 1947 (i.e., recommended that higher education remove racial, ethnic, and financial barriers which hindered student enrollment), and the National Defense Education Act of 1958 (i.e., provided funding for mathematics, science, and foreign language education) (Altbach et al., 1985; Bhawuk, 1990; Rudolph, 1990).
Reasons for Studying in the United States

Since World War II, international students have attended American institutions of higher education for numerous reasons such as an interest in American culture, to take advantage of the various educational opportunities offered by different institutional types, to obtain specialized training, to pursue educational objectives, to follow scholarship opportunities, or to help progress their country's economic development through further education (Charles & Stewart, 1991; Chronicle of Higher Education, 1997; Fundham, 1988; Hull, 1978; Lee et al., 1981; Spaulding & Flack, 1976). As Greisberger (1984) notes:

For almost forty years, the educational resources of the United States have attracted foreign students in constantly growing numbers. This tremendous increase in foreign student enrollment over the years has placed new demands on United States colleges and universities to meet the unique needs of this group. (p.18)

Reasons for International Student Participation in American Higher Education

Understanding the reasons why international students participate in the American system of higher education is important to help them obtain their educational objectives, but also is meaningful to the many student affairs professionals who work and interact with this increasing population. Current research indicates some of the reasons why international students have chosen to study in the United States within the last four decades.

Spaulding and Flack (1976) found five reasons why international students enrolled in American institutions of higher education:

1. To acquire advanced education or training which was not available in the country of origin.
2. To acquire prestige by obtaining a degree from the United States.

3. To utilize financial resources, such as scholarships, that had become available.

4. To leave undesirable political or economic problems which had arisen in the country of origin.

5. To acquire more knowledge about the United States.

Singh (1976) found that international students studied in the American system of higher education to accomplish educational goals, to acquire prestige, and to gain experience in the United States.

According to Hood (1979), foreign countries often viewed American higher education as a system which could be used to assist in educating and modernizing a developing country's labor forces and technical programs. "Many sponsors have specific expectations of the students and of the U.S. educational system ... their demands are for technical training which they perceive as necessary for economic development" (p.21).

Fitterling (1981) found three general reasons why a foreign country would send a student to study at an American college or university:

1. The need for scientifically trained persons by the foreign country.

2. The foreign country's labor market structure demanded that some of its decision-makers be educated and trained in a higher education system from an industrialized country like the United States.

3. There was interest in international scientific and economic cooperation between the foreign country and the United States.

In a study conducted by Lee et al. (1981), data indicated that international students studied in the United States for many reasons, but the primary reason was to obtain an
education. Hopefully an education from the United States would “provide them
[international students] with the professional, social, and personal skills required for a
meaningful role in their society” (p. x).

Goodwin and Nacht (1984) found that the education and training of international
students in the American system of higher education had benefits for the United States and
foreign countries in terms of stimulating bilateral trade, creating investment opportunities,
and promoting international economic and political cooperation.

Haglund (1987) found that the concept of international student participation in the
American system of higher education can be seen as an idea of hope, but also as a panacea
for foreign countries with few financial resources to invest in areas such as development or
education. As Haglund notes:

Large numbers of international students began coming to the United States in the
1960s, primarily because expertise was needed to develop the infrastructure in their
respective countries... as related to the development plans which would satisfy the
standards of the international financial institutions such as the World Bank and the
International Monetary Fund... (p. 42)

In a study at the University of Maryland at College Park, Molla and Sedlacek (1989)
concluded that the most common reason given by international students for enrolling at the
university was due to the academic programs offered by the institution.

In a study completed by the Office of International Student Affairs at the University
of Illinois at Urbana-Champaign, Marino (1997) found that a majority of the surveyed
international students chose to study at Illinois because of the reputation of its academic
quality.
Demographic Trends of International Students in the United States

As noted earlier, it has only been since World War II that large numbers of international students have participated in the American system of higher education. The greatest increase in the number of international students enrolled in American colleges and universities has been during the last four decades. For example, during the 1954-55 academic year, there were 34,232 international students enrolled in American institutions of higher education. Twenty years later, during the 1974-75 academic year, there were 154,580 international students within the system of American higher education. By the 1979-80 academic year, 286,343 international students had enrolled in American colleges and universities. During the 1984-85 academic year, 342,113 international students were studying in the United States and 2.5 billion dollars were being allocated to the education of these students (Altbach et al., 1985; Davis, 1997).

In the 1990s, the enrollment of international students continues to grow and has helped bolster the American system of higher education's total student enrollment. The latest statistics show that during the 1996-97 academic year, the number of international students reached 457,984 or 3.2 % of the total student population in higher education (Davis, 1997) (Figure 2).

The demographic composition of today's international students shows that of the 457,984 international students enrolled in the American system of higher education during the 1996-97 academic year, 270,211 (59 %) were males and 187,773 (41 %) were females. The majority of these international students were classified as either undergraduates (219,832 or 2.5 % of all four-year undergraduate enrollment in the U.S.) or graduates (192,353 or 10 % of all graduate enrollment in the U.S.) (Davis, 1997).
Figure 2. Foreign Students in U.S. Institutions, 1996-97: Region of Origin

Source: Davis, 1997
International students were enrolled in six institutional types found within the American system of higher education: Research I & II, Doctoral I & II, Master's I & II, Baccalaureate Colleges I & II, two-year institutions (i.e., associate of arts colleges), and other institutions (i.e., specialized institutions). Research institutions enrolled the most international students at 192,353 or 41.9%. Master's institutions enrolled the second most international students at 91,597 or 20%. Doctoral and two-year institutions enrolled the third most international students at 59,538 or 13%. Baccalaureate and other institutions enrolled the least amount of international students at 27,479 or 5.9%. Of these six institutional types, the leading institutions with the largest enrollments of international students were: Boston University (4,657 or 15.7% of the total student enrollment at the institution), New York University (4,491 or 12.5% of the total student enrollment at the institution), the University of Southern California (4,183 or 15.2% of the total student enrollment at the institution), the University of Wisconsin at Madison (3,886 or 9.8% of the total student enrollment at the institution), and Columbia University (3,807 or 18.8% of the total student enrollment at the institution) (Carnegie Foundation for the Advancement of Teaching, 1994; Davis, 1997).

Asians were the fastest growing sub-group, comprising 56.9% (260,593 students) of all international students in the United States. The five countries which had the most international students in the American system of higher education during the 1996-97 academic year were: Japan (46,292), China (42,503), the Republic of Korea (37,130), India (30,641), and Taiwan (30,487) (Davis, 1997).

The degrees conferred to international students shows that 9,858 students were granted an associate, 36,923 students were granted a bachelor's, 48,727 students were
granted a master’s, 11,130 students were granted a doctorate, and 1,611 students were
granted a professional degree (Chronicle of Higher Education, 1997).

The five most popular fields of study for international students during the 1996-97
academic year were: business and management (95,860 students or 20.9%), engineering
(71,001 students or 15.5%), “other” which includes fields such as general studies,
communications, and law (44,367 students or 9.7%), social sciences (38,691 students or
8.4%), and physical and life sciences (37,198 students or 8.1%) (Davis, 1997).

The leading primary sources of funding for international students came from:
personal or family (307,948 students or 67.2%), U.S. colleges or universities (77,445
students or 16.9%), country of origin government or educational institution (25,235 students
or 5.5%), foreign private sponsor (15,984 students or 3.5%), and U.S. private sponsor
(8,931 students or 2.3%) (Davis, 1997).

The Feelings of International Students

Feelings of Satisfaction

Some of the research which has been conducted on international students who
participate in the American system of higher education has found that international students
are often very satisfied with their academic performances and well-adjusted to American
culture. In fact, recent research has described international students in a positive manner
using terms such as “flexible,” “stalwart,” “persevering,” and “cosmopolitan” (Leong,
that, “They [international students] often possess a single-minded sense of determination to
excel in their studies. Many are among the most capable students from their homeland.... Many will return to their homeland to rise to positions of leadership” (pp. 370-371).

In a study of the attitudes and values of international students, Spaulding and Flack (1976) compared various international student nationality groups and concluded that students from Latin America and Europe were more satisfied with their experiences in the United States than international students from other continents.

In a study of international students enrolled at colleges and universities in New Jersey, Georgiades (1980) implemented the Michigan International Student Problem Inventory (MISPI) and concluded that a large percentage of international students did encounter significant problems. However, overall, most of these students were satisfied with their academic and cultural experiences in the United States.

In addition, Brislin (1981) found that a majority of international students had adjusted successfully to their new culture and environment in the United States.

In a needs study of 2,000 international students, Lee et al. (1981) found that international students who had command of the English language, meaningful American friendships, and a stable job-related situation to return to in their country of origin, were the students most likely to experience high levels of satisfaction with their sojourn in the United States.

Church (1982) found that 80% of international students surveyed had little or no problems adjusting to a new culture or educational environment while studying in the United States.

In a study of international students enrolled at the University of Hartford, Coleman and Carsky (1994) found that 90% of the international students were satisfied with their
overall academic experiences at the university. As Coleman and Carsk noted, "... international students did not perceive themselves to be isolated, lonely, or at a disadvantage in terms of language. They had been able to meet people and establish friendships with American students or with other international students" (p. 9).

According to research conducted by Luzzo, Henao, and Wilson (1996), international students expressed overall satisfaction with their academic performances, experiences on campus, social interactions with Americans, and the existing campus programs which were available to be used as help sources.

In a study conducted at Wellesley College, Maciel (1996) found that, overall, the social interactions between American students and international students were primarily viewed as meaningful and affable.

In a study at the University of San Francisco, McEvoy-Jamil (1997) concluded that international students, especially women, who preserve their ethnic and culture identities while attending an American institution of higher education may succeed at a higher rate, both academically and in coping with their stressors, than those international students who do not preserve their ethnic and culture identities.

**Feelings of Alienation**

Developmental psychologist Urie Bronfenbrenner (1986) defines alienation as, "To be alienated is to lack a sense of belonging, to feel cut off from family, friends, school or work..." (p. 430).
In a study at North Carolina State University, Stafford (1978) found that international students rated feelings of homesickness as the most difficult problem to overcome when attempting to adjust to a new culture and environment.

Brislin (1981) found that upon arrival at an American college or university, international students often went through a period of adjustment where they encountered feelings of alienation. For instance, international students often felt alienated due to a new culture, speaking a different language, or loneliness. These feelings of alienation caused irritability, distrust or hostility toward members of the new culture, depression, withdrawal from the new culture, and lowered work and academic performances.

In an examination of international students' feelings of hopelessness and depression, Peterson and Seligman (1984) found that international students often experienced unforeseen, negative occurrences which caused them to either withdraw from the host culture, become hostile, or adopt a behavior of learned helplessness.

Using the Social Contact Scale (SCS) and the University Alienation Scale (UAS), Schram and Lauver (1988) examined the alienation of international students from American university life. Schram and Lauver contended that university alienation, defined as feelings of powerlessness, meaninglessness, and social estrangement, can be predicted on the basis of three criteria: social contact, graduate status, and geographical home region. The researchers found that a great majority of international students experienced feelings of alienation during their stays at American universities.

According to Brendtro, Brokenleg, and Van Bockern (1990), there are four major alienation factors:
1. Destructive Relationships: Experiencing rejection and expecting to be hurt by close relations.

2. Climates of Futility: Suffering great insecurity and feelings of inadequacy.

3. Learned Irresponsibility: Being overwhelmed by a sense of powerlessness.

4. Loss of Purpose: Searching for meaning in a world of confusing values.

In a study of 100 American institutions of higher education, Parr et al. (1992) found that the areas of greatest concern to international students were financial, cultural differences, and extended family. Concern for the extended family, i.e., having contact with the extended family and knowing the family’s welfare, scored the highest out of these three areas. International students with the greatest concerns tended to report more negative feelings and were less active socially.

According to Zhang and Rentz (1996), Asian international students at American universities often experienced depression and tension, which led to feelings of alienation, due to confronting severe cultural differences and personal value conflicts.

In a study at Urban New England College, Weir (1997) found that international students encountered two major areas of concern, culture and language, which often led to feelings of isolation and alienation.

**Feelings of Culture Shock/Stress**

When international students arrive in the United States, with few support systems or familiar cultural signs and symbols to assist them in their adaptation to American culture and a new environment, stress is often the resultant process. This process of adapting to cultural differences, while lacking a familiarity with the environment, has been referred to as
"culture shock." Westwood and Barker (1990) define culture shock as "a sense of loss and feelings of deprivation in regard to friends, status, profession, and possessions" (p. 252).

Oberg (1960) was the first researcher to use the term "culture shock" and found six types of culture shock:

1. Strain: Due to the effort required to make necessary psychological adaptations.
2. A Sense of Loss: Having feelings of deprivation in terms of friends, status, profession, and possessions.
3. Rejection: Being rejected by and/or rejecting members of the new culture.
5. Anxiety: Having anxiety and indignation after becoming aware of cultural differences.
6. Feelings of Inadequacy: Not being able to cope with the new culture and environment.

Other researchers have expounded on Oberg's work with culture shock. For example, Adler (1975) found that research often labeled culture shock as a negative outcome, but when experienced in small portions culture shock may become a salient part of a student's self-development. As Adler explains:

In the encounter with another culture the individual gains new experiential knowledge by coming to understand the roots of his of her own ethnocentrism and by gaining new perspectives and outlooks on the nature of culture.... the more one is capable of experiencing new and different dimensions of human diversity, the more one learns of oneself. (p. 22)

According to Spaulding and Flack (1976), international students often experienced a U-curve of culture shock when initially entering the unfamiliar culture of the United States. For example, when international students arrived in the United States, they had an initial
sense of optimism with their new situation. However, during their stay in the United States, many international students encountered cultural stresses that led to frustration and negative expectations. This period of negative adjustment was followed by a positive upswing in which international students often viewed their experiences in the United States as positive and meaningful.

Furthermore, Church (1982) found that 20% of international students surveyed had great difficulty adjusting to their new educational environment.

Gunn and Zwingmann (1983) found that international educational experiences can cause an "uprooting syndrome," or periods of dislocation and transition, where international students encounter cultural adjustments and adaptations which may lead to stress and vulnerability.

Concerning cultural adjustment, Reiff and Kidd (1986) found that, "Cross-cultural adjustment and successful integration into campus life and the local community will result in a more meaningful experience for them [international students]" (p. 39).

Using the Survey of Academic Experiences of International Students (SAEIS), Wan, Chapman, and Biggs (1992) looked at stress in the context of international students' understanding of the stressfulness of certain situations or demands (i.e., cultural distance, social support network, and role competencies) and students' perceptions of their abilities to cope with these demands. This study found that cultural distance was a leading factor in the lives of students from non-European educational systems, who thought that their academic experiences were highly stressful. International students who had strong social support networks rated their academic situations as less stressful than students who had less well-
developed social networks. In terms of role competencies, students who thought that their English language skills were good felt little stress.

According to Hayes and Lin (1994), many international students arriving in the United States often lost their sense of shared identity, which usually derived from their family and peers. Furthermore, the existing cultural context at American universities often generated stress, depression, frustration, anxiety, and fear in international students, which produced overwhelming feelings of loss of social support. This loss of social support caused personal, academic, and social problems.

Using the Acculturative Stress Scale for International Students (ASSIS) at a university in the Northeast, Michailidis (1996) examined the individual factors that contribute to international students’ stress while attending an American institution of higher education. Michailidis concluded that stress often impeded international students’ academic achievements.

In a study of international students, Furnham (1997) found that internationals who encountered culture shock not only distrusted members of the host culture and became disengaged from the environment, but also experienced psychosomatic complaints.

**The Concerns of International Students**

Since the arrival of the first international students in the United States, there have been issues of concern and adjustment, both academic and nonacademic, which have confronted and affected the international population such as language proficiency, gender, academics, and financial matters (Brislin, 1981; Heikenheimo & Shute, 1986; Huntley, 1993; Klineberg & Hull, 1979; Parr et al., 1991, 1992; Sandhu, 1994). Church (1982) notes
that international students studying in the United States often have experienced problems and adjustments which were "... uniquely culture-based or are at least aggravated by the stresses of the new cultural experience" (p. 544).

Within the last 20 years, American institutions of higher education have experienced tremendous changes due to the influence of globalization. One of the effects of globalization, meaning the experience of encountering an increasingly interdependent global society, has been the large increase in the population of international students at American campuses, especially students who are classified as either Asian, female, or graduate. As Harari (1981) noted nearly 20 years ago, "International understanding has come to represent a very practical and urgent need, and clearly higher education has the major responsibility in this area in the long term" (pp. 1-2).

Thus, for those student affairs professionals who work with international students, a comprehension of the history of the issues and concerns which the international population has encountered, and may continue to experience as American higher education enters the 21st century, is of paramount importance to the implementation of models, programs, or systems intended to be used as help sources.

The Institute of International Education (1980) found that international students studying in the United States may encounter the following adjustment issues during their sojourn at institutions of higher education:

1. Language: With the exception of the student whose native language is English, the international student will have to learn to communicate in an unfamiliar language. Often there is a long period of stress before such students can use English with facility.
2. New Educational System: International students will have to become accustomed to a new educational system with its administrative complexities, grading, study methods, classroom procedures, writing, presentation of papers, and examinations.

3. Social Mores: International students will have to accommodate themselves to different social mores.

4. Homesickness: International students may have to form new friendships to overcome feelings of homesickness.

5. Food: International students may have to become accustomed to new types of food and habits of eating.

Furthermore, there are issues of concern that confront international students which can often be attributed to social adjustments. Zhang and Rentz (1996) define social adjustment as “… international students’ ability to cope with the environment sufficiently and efficiently and to function as comfortably in the new culture as the home culture” (p. 322).

Social adjustments for international students may be linked to numerous variables such as institutional size, housing arrangements, religious affiliation, or health issues. However, some of the more important social adjustment variables cited in the literature and examined in this study, which have been successfully used as predictors of social adjustment issues affecting international students, are: language proficiency, gender, age, marital status, major field of study, length of stay in the United States, national origin, academics, and financial (Barratt & Huba, 1994; Church, 1982; Hull, 1978; Huntley, 1993; Lee et al., 1981).
**Language Proficiency**

For international students to have a rewarding academic and social experience at American institutions of higher education, they must have an acceptable level of English proficiency in terms of reading, writing, speaking, and comprehending the language.

Huntley (1993) states that "... to adapt successfully to American culture and academic demands, all foreign students must master both conversational and formal English" (p.5).

In a study conducted at the University of Nebraska at Lincoln, Moghrabi (1972) found that the University's international population rated English language proficiency as its issue of greatest concern.

In a study at East Texas State University, Nenyod (1975) found that international students whose level of English proficiency was low, encountered problems with housing, food services, and social adjustments.

In a survey of international students at Oregon State University, Penn and Durham (1978) concluded that international students who had problems with English language comprehension, and had little or no knowledge of American customs, had trouble interacting with host country students.

Adams (1981) found that the use of idiomatic expressions in an academic setting often affected the scholastic performance of international students due to the students' minimal exposure to these expressions during English language training courses.

According to Heikenheim and Shute (1986), almost one-third of international students arriving in the United States, who planned on enrolling in institutions of higher education, rated their English language skills as inadequate.
In a study for the College of Liberal Arts at the University of Minnesota - Twin Cities, Lukas (1989) found that international freshmen who had a higher level of English proficiency performed better in the classroom than international freshmen who had a lower level of English proficiency. However, when Lukas examined international students of advanced academic level, i.e., beyond the freshmen year, there were no significant differences in the academic performances between students with a higher level of English proficiency and students with a lower level of English proficiency.

At a large university in the Southeast, Kagan and Cohen (1990) looked at many variables which influenced the cultural resistance, cultural shift, and cultural assimilation of international students. In terms of just the variable English language, Kagan and Cohen found that international students who were considered highly cultural resistant did not speak English at home and did not have close American friends. In contrast, international students who scored high in the areas of cultural shift and cultural assimilation often spoke English at home and had close American friends.

In a study which looked at the adjustment problems encountered by Asian international students at the University of Wisconsin at Madison, Xia (1991) used the MISPI and found that, in general, English language issues caused the most concern for this specific international group.

In a language needs study at three large universities in upstate New York, Xu (1991) found that international students’ understanding of their level of English proficiency was the best indicator of academic difficulty in the areas of writing, speaking, listening, and reading. The age of the international student and the length of their previous English training were found to be predictors of writing, speaking, and listening.
Wan et al. (1992) concluded that, "English language skills appear to override all other concerns, which suggest that international students' perceived language skills have the most significant influence on their appraisal of the stressfulness of classroom situations" (p. 617).

According to Barratt and Huba (1994), international students who had achieved a proficient level of English had higher incidents of social interaction with American students and better cultural adjustments to a new environment.

In a study of adjustment issues encountered by Korean international students in the Pittsburgh metro area, Han (1997) found that this particular group of international students identified English language as a leading problem area.

**Gender**

With the number of female international students studying in the United States increasing, gender difference in the international population is an important factor to look at in terms of male and female adjustments to a new culture, environment, and academic situation. Lee et al. (1981) concluded that, "The results of studies concerning the relationship between sex [gender] and problems encountered in the United States concur that females encounter more problems than males... sex [gender] difference appears to be an important factor to be considered" (pp. 12-13).

In a study of African international students, Pruitt (1978) found that female African students did not adjust to their new environment as well as male African students, and the female students experienced more psychological problems than the males.
Manese, Sadlacek, and Leong (1988) determined that female international students' self-perceptions showed that they expected to encounter many academic problems, that some of their beliefs may be compromised, and that they were not leaders.

In an examination of the experiences of male and female international graduate students attending a large university in the East, Mallinckrodt and Leong (1992) suggested that support from international students' families and academic programs would have a positive direct effect on stress symptoms. An analysis of their data showed that male international students rated relations with other students in their programs as poor, the curriculum was seen as very inflexible, and the level of communication and cohesion support in their families was viewed as poor. The female international students reported poorer relations with faculty members than the men and were significantly more anxious towards school.

In a survey of female international students at the University of Texas at Austin, Davis (1993) found that females often had conservative values, encountered problems with the American use of the English language, cherished their own cultural symbols, and had positive feelings about the place and role of women in American society.

According to Huntley (1993), overall, undergraduate and graduate female international students encountered more adjustment problems than the undergraduate and graduate male international student population.

In a study of international students of the Islamic religion living in the San Francisco metro area, Luna (1996) found that male Muslim students encountered more adjustment problems than female Muslim students, especially in the area of finances.
Age

Gaither and Griffin (1971) found that there was a relationship between adjustment problems and age. Younger international students often had fewer and less severe adjustment problems than older international students.

According to Han (1975), issues of adjustment for older international students were greater and more severe compared to the issues of adjustment encountered by younger international students. Specifically, Han found that international students who were beyond the age of 30, often experienced more academic difficulties than international students under the age of 30.

Hull (1978) found that older international students were more aware of and involved in academic issues of concern than younger international students.

Pruitt (1978) found that African international students who were younger in age experienced better adjustments to American culture than older African students.

Lee et al. (1981) concluded that older international students experienced better adjustments with academics and the applicability of their education when compared to younger international students.

According to Church (1982), the variable age had been inconsistently connected with the good and/or bad adjustments made by international students.

Huntley (1993) found that age was one of the leading barriers for international students when attempting to make social adjustments to life at an American institution of higher education.

Barratt and Huba (1994) found that younger international students had more interaction with American students than older internationals. Because of this extra contact,
younger international students tended to adjust better to various life and academic situations than older international students.

In an examination of Muslim international students who were living and studying in the San Francisco metro area, Luna (1996) found that older, Muslim international students had more difficulty adjusting to life and academics in the United States than did younger Muslim international students.

Marital Status

Married international students were found to have higher academic achievements, a greater level of satisfaction with their overall experience, and fewer adjustment or crisis issues than single international students (El-Lakany, 1970; Han 1975; Siriboonma, 1978).

Lee et al. (1981) found that married international students were more satisfied with their academic experiences than unmarried international students.

According to Gilbert and Holahan (1982), married, male international students experienced less stress than married, female international students. The females' extra stress was linked to having to take on additional roles such as wife, mother, and student.

Huntley (1993) found that some married international students, for financial, political, or personal reasons, did not bring their spouse and/or children to the United States. Often, married international students were separated from their spouses for long periods of time which led to high levels of stress and adjustment problems.

In a study at the University of Wisconsin at Madison, Jacobson (1993) concluded that married international students perceived their problems and adjustments to be of less concern than did unmarried international students.
In a study of female international students, Vertheiyi (1995) concluded that many female, married international students go through a difficult adjustment process due to the complex nature of their roles as students, wives, and mothers. Female, married international students often have problems which include overcoming language barriers, alienation from family and friends, the lack of female support systems, and newly defined roles in an unfamiliar environment.

**Major Field of Study**

Quinn (1975) determined that there was a relationship between an international student's major field of study and positive social adjustments. International students who majored in the liberal arts experienced more positive social adjustments than international students who majored in the sciences.

According to Chongolnee (1978), international students who majored in the field of engineering had the highest academic performance, while international students who majored in the physical sciences had the second best academic performance. In contrast, international students who majored in the social sciences field had the lowest academic performance.

In a study conducted by Lee and Ray (1987), which looked at international students' concerns in terms of the relevancy of the major field of study which they had chosen, research indicated that international students' choices of major fields of study were often related to three areas:

1. Relevancy of the student's future job in the country of origin.
2. Relevancy to the present needs of the country of origin.
3. Relevancy to the future needs of the country of origin.

According to Wagner (1989), international graduate students in the academic disciplines of education, the social sciences, and agriculture often had their choice of major field of study influenced by a financial donor.

Huntley (1993) concluded that the major fields of study chosen by international students were connected to language requirements. For example, most international students chose majors in the fields of science or technology where the English language requirements were low, thus yielding a greater probability for academic success. "The field in which the foreign student majors may also determine the probability of his or her success in academic performance and in the problems to be faced" (p. 8).

In a study of Asian international students at three universities in the Southeast, Tay (1997) found that Asian students who had majors in technical fields of study displayed more career interest symmetry than Asian students who were enrolled in non-technical fields of study.

Length of Stay in the United States

Becker (1971) found that international students who remained in the United States for lengthy periods of time often exhibited more patriotism toward the United States than to their country of origin.

However, Sharma (1971) found that the variable length of stay had very little or no effect on the adjustment problems experienced by international students.
According to Spaulding and Flack (1976), the variable length of stay had a very significant relationship with the problems or lack of problems that international students encountered with social adjustments in the United States.

Lee et al. (1981) found that the relationship between length of stay and social adjustment was often a negative experience for international students during the first year of study at an American institution of higher education. The relationship between length of stay and social adjustment became more positive as international students entered into their second year of study.

Parr et al. (1992) found that international students who had resided in the United States for a period of one to two years were more negative in attitude than international students who had lived in the United States for less than one year or greater than two years.

In a study of Chinese graduate students at a mid-sized, public university in the Midwest, Zhang and Rentz (1996) concluded that the longer Chinese students were in the United States, the greater was their satisfaction level with and cultural adaptation to American culture.

**National Origin**

Church (1982) concluded that of the international students surveyed, students from Asia (i.e., specifically the Far East) had the most problems with social adjustments, students from Europe had the easiest time with social adjustments, and students from India, Africa, the Middle East, and Inter America fell in the middle having some problems with social adjustments.
According to Furnham and Bochner (1982), international students who came from cultures that were extremely different from American culture had difficulty adjusting to their new environment and daily experiences.

Barna (1983) determined that international students who came from cultures vastly different than the culture found in the United States had problems socializing, anticipating events correctly, and experienced discontinuity in their lives.

Surdam and Collins (1984) found that international students from European and western countries often had easier adjustments to life and academics in the United States than did students from non-European countries (e.g., African countries and Middle Eastern countries).

In a study at Michigan State University, Okafor (1986) looked at the relationship between adjustment problems and personal characteristics of international students. Okafor found that a majority of the international students who participated in the study had not experienced many adjustment problems. Those who had encountered serious adjustment difficulties tended to have feelings of homesickness, had financial problems, and had resided in the United States for a short period of time.

In a study of Cameroonian students enrolled in higher education institutions in the San Francisco metro area, Pendar (1987) used a modified form of the MISPI and found that, in general, these students were concerned with financial, linguistic, social, and academic issues. Specifically, female Cameroonian students had more health problems than males, and graduate Cameroonian students experienced more adjustment difficulties than undergraduate Cameroonian students.
Riley (1992) found that African international students in the United States tended to have academic problems related to violations of the American educational concept of rigid deadlines for class projects and papers. Often, these academic problems were due to African students' value orientation towards sharing and personal relationships and not towards time deadlines or linear tasks.

According to Huntley (1993), international students who came from countries with extremely different cultural and academic environments, in comparison to those found in the United States, often had great difficulty adjusting to culture in the United States.

At a university in the Northeast, Michailidis (1996) found that national origin, in terms of first, second, and third world status, played a major role in the degree of stress experienced by international students. In relation to first and second world international students, third world international students encountered much more stress concerning issues of acculturation.

**Academics**

Academics are very important to international students studying in the United States. Cadieux and Wehrly (1986) note that, "When international students are asked to prioritize their goals in coming to the United States, the majority will indicate that the largest percentage of their time and energy is directed towards achieving academic goals" (p. 52).

Hj:zainuddin (1974) concluded that younger international students showed better academic performance than older international students.
In contrast to the Hijzainuddin study, Siriboonma (1978) found that, in general, the older the age of an international student, the higher the international student’s academic performance.

Goodwin and Nacht (1984) found that at various prestigious American institutions of higher education, international students were regularly some of the best scholars on campus. “The foreign students are consistently among the best on campus” (p. 37).

Furthermore, national and longitudinal studies by Barber (1985) and Zikopoulos and Barber (1986) found that international graduate students were degree-oriented and encountered very few academic problems while enrolled at American colleges and universities.

However, a study by Hamouda (1986) concluded that international students felt that they had encountered academic problems in seven areas of their collegiate lives:

1. Difficulties with academic advisors.
2. The relevance of the curriculum of study.
3. Discrimination.
4. Differences between the American system of higher education and the country of origin system.
5. Difficulties with the local university system.
7. Difficulties with class instructors.

Solomon and Young (1987) stressed that academic adjustment problems for international students, who had dropped out of school for a number of years, were more difficult and serious than those academic adjustment issues experienced by international
students who had not dropped out but continued on from one academic level of higher education to the next.

In a study which examined the problems experienced by undergraduate and graduate students from Nigeria enrolled at urban universities in Texas, Ukaegbu (1989) implemented the MISPI and found that a lack of satisfactory academic advising was a major area of concern for this group of international students.

According to Bosher and Rowekamp (1992), the best predictor of academic success for international students studying in the United States was the number of years of education that the international student had completed in their country of origin.

Henderson, Milhouse, and Cao (1993) found that, "Academic failure was perceived as an unbearable humiliation to the students [international students] and it was also their ultimate source of anxiety and tension in cross-cultural adaptations" (p. 386).

In research which looked at the major causes of the stress-related problems experienced by Asian international students, Abu Al Rub (1995) found that this particular international group rated the area of academic concerns as the leading cause of their stress.

In a study of international students at a large, public university in the Northeast, Stoynoff (1997) found that there was a significant relationship between TOEFL (Test of English as a Foreign Language) scores and the academic success, or lack of success, of international students.
Financial

Spaulding and Flack (1976) found that international students experienced many problems during their stay in the United States. However, financial issues were cited by international students as the most common problem.

Pruitt (1978) found that there was a positive relationship between international students who received financial sponsorship from their home government and successful social adjustment to life in the United States.

Cadieux and Wehrly (1986) found that financial issues and related stresses, especially a lack of adequate funding, was a major area of concern for international students. “Financial stress affects students’ [international students’] academic life by consuming their emotional energy as well as by prompting students to take heavier academic loads in order to graduate as soon as possible” (p. 52).

At Iowa State University, Deressa and Beavers (1988) studied the concerns of international students at a particular college in the institution. Deressa and Beavers found that international students rated financial needs as the leading area of concern.

In a survey of international students at the University of Maryland at College Park, Molla and Sedlacek (1989) found that the most frequently cited problems encountered by international students was obtaining financial resources to continue their education.

In a study of international students at 20 large universities, Wagner (1989) found that funding provided by the institution or by sponsors was very important to international graduate students. Of the international graduate students who participated in this study, 50% received at least one-third of their financial support from personal sources, 35% of the students received a grant from their home countries or institutions, and 30% received
of the international undergraduate students who participated in the survey. 92% received most of their financial support from personal sources. 10% received grants from their American institutions, and 5% received resources from their home countries or universities.

In a study conducted at Texas A&M University, Bontrager, Birch, and Kracht (1990) found that international students who had completed the Mooney Problem Checklist (MPC), which inventories counseling concerns, felt that the best way the university could help the international population was by finding them a job or by helping them keep their present job.

In a study which examined the concerns and adjustment problems of international graduate students at Lehigh University, Parson (1991) found that financial issues were rated as the greatest concern of these students.

In a study which looked at the most serious problems encountered by international students enrolled at the University of Wisconsin at Madison, Jacobson (1993) administered the Wisconsin International Student Questionnaire (WISQ) and found that financial issues were perceived as the most serious concern by international students.

At the University of Memphis, McCoy (1996) examined the adjustment problems and concerns of Asian international students. McCoy found that financial aid was the leading concern of Asian international students at the university.

In a survey conducted by the Office of International Student Affairs at the University of Illinois at Urbana-Champaign, Marino (1997) found that a large majority of the institution's international students rated maintaining adequate financial support as their most significant concern.
Literature Pertaining to Student Affairs Professionals' Perceptions of the Concerns and Feelings of International Students

Throughout the American system of higher education, student affairs offices often are given the responsibility of providing programming and support systems for international students. In order to provide international students with well-defined programs and support systems, student affairs professionals must have current and complete information which indicates the concerns and feelings of today's international student population. Moreover, student affairs offices need to have current and complete information which indicates the concerns and feelings of international students because many student affairs professionals are in leadership positions of determining the direction of resource acquisition, resource allocation, and program planning for campus international student programs and support systems.

However, when looking at student affairs professionals' perceptions of the concerns and feelings of international students, very little scholarly research exists which examines this area of higher education. Moreover, there is a noticeable void in information which pertains, exclusively, to student affairs professionals' perceptions of the concerns and feelings of international students at private, four-year liberal arts institutions. As Parr et al. (1991) note, "Little is known about the collective views of the directors [or other professionals] of student affairs, although they are in a strategic position to understand the concerns and feelings of this student contingent [international students]" (p. 371).

Parr et al. (1991) is the most prominent study which has looked at student affairs directors' perceptions of the concerns and feelings of international students participating in the American system of higher education. This study conducted a random sample of 100
directors of student affairs offices, at both large, public and small, private institutions, throughout the United States. Parr et al. found that student affairs offices have devoted more programming efforts toward understanding the needs and issues of international students. However, student affairs offices often do not have relevant or complete information which addresses the pertinent concerns and issues confronting today’s international students.

In addition, Thielen and Limbird (1992) examined the significance of the role of student affairs professionals in the development and experiences of international students at American colleges and universities.

**Student Affairs Professionals Use of the Cultural Competence Model**

As indicated in the review of the literature, during the last 40 years, numerous studies have been conducted which have highlighted and emphasized the prominent role that concerns and feelings have played in the experiences of international students within the American system of higher education.

Some student affairs professionals refer to their work with international students as "global education." Burch (1997) defines global education as "...a holistic approach that enables students and teachers alike to understand themselves and their relationships to the world community" (p. vii).

Moreover, an understanding of global education is important because it helps student affairs professionals obtain a proficient level of cultural competence, which includes a better understanding of issues such as cultural sensitivity, cultural knowledge, and cultural communication. Acquiring these important cultural competencies is necessary for student affairs professionals to increase their knowledge and understanding of the concerns and
feelings of international students. As Anderson and Fenichel (1989) note, "... cultural
sensitivity implies rather, knowledge that cultural differences as well as similarities exist...
Cultural knowledge helps a professional to be aware of possibilities and to be ready to
respond appropriately" (pp. 8-9).

Currently, an emphasis on obtaining cultural competence has become an important
part of student affairs professionals' positions due to the increasing number of international
students participating in the American system of higher education. Martin (1993) defines
cultural competence, also referred to as intercultural competence, as "... the mutual
avowing/confirmation of the interactants' cultural identities where both interactants engage
in behavior perceived to be appropriate and effective in advancing both cultural identities"
(p. 25).

Ruben (1976) found seven important categories affiliated with obtaining effective
intercultural competence:

1. Display of respect.
2. Interaction posture.
3. Orientation to knowledge.
4. Empathy.
5. Role behavior.
6. Interaction management.
7. Tolerance for ambiguity.

In a study that examined intercultural communication, which includes diversity
issues, language issues, and cultural issues, McReynolds (1992) found that intercultural
communication was important to practitioners in any field who attempted to achieve a level
of intercultural competence, who worked with international populations, or who were influenced by globalization and changing demographics.

Furthermore, using the Coordinated Management of Meaning (CMM) to look at intercultural communication, Driskill (1991) examined first generation Indian and Indian-American intercultural pairs and found that obtaining context-specific examples and descriptions from these pairs was related to attaining a better understanding of competent intercultural communication.

According to Martin (1993), three salient components make up an effective intercultural competence model that educators should aspire to emulate:

1. Cultural identity for each group or person.
2. Communication issues important to each group or person.
3. Conversational improvement strategies associated with communication issues.

In a study of Chinese international students at two universities in California, Tedeschi (1993), using the Counselor Effectiveness Rating Scale (CERS) and the Cross-Cultural Counseling Inventory (CCCI), found that student affairs professionals, particularly counselors, should have a proficient level of cultural competence. However, it is also important to note that Chinese international students’ perceptions played an important role in defining the cultural competence of counselors, especially when the variables length of stay in the United States, level of acculturation, and age of the Chinese students were considered.

Furthermore, Jarchow (1997) noted that deans, who are prominent student affairs professionals, should instill an international perspective into their respective colleges to create a global, educational climate and promote the idea of cultural competence. "The dean
must approach the task of creating a global community.... the college climate must help faculty and students to develop cross-cultural competence and to think globally...” (p. 210).

In addition, Jarchow (1997) listed nine ways in which a dean could help to create a global, educational climate and promote intercultural competence at the departmental and college levels:

1. College’s Mission: The college’s mission and goals should reflect an international perspective.

2. Faculty Development: Encourage faculty to participate in international activities.

3. Faculty Exchanges: Encourage faculty to participate in international exchanges.

4. Visiting Scholars: The college should host visiting international scholars.

5. World Culture Camps: The college should host a summer camp which focuses on global activities.

6. The Curriculum: The college should internationalize its various curricula.

7. International Student Teaching” Encourage students to participate in student teaching opportunities overseas.

8. Study Abroad: Encourage faculty and students to enroll in courses and workshops overseas.

9. Join Organizations and Consortia: The college should join various international educational organizations and consortia.

Finally, Tederman (1997) believes that as part of a campus-wide endeavor to create a global, educational climate, strong leadership from the dean of students at small, private, liberal arts institutions is imperative when working with multicultural student groups and multicultural organizations. Interaction with multicultural student groups and multicultural
organizations, which includes international students, should be a major priority of the dean of students. As Tederman notes, "Commitment and continuity of effort are the two most essential and crucial ingredients required when working with multicultural student groups.... The dean of students should play an active role in strengthening and supporting this organization..." (p. 55).

**Summary**

A review of the literature reveals many insights about the concerns and feelings of international students and their historic relationship with higher education.

First, international students have participated in various systems of higher education since the inception of the concept of higher education. Throughout the centuries, international students have encountered numerous issues and concerns which have influenced their cultural, social, and academic experiences at institutions of higher education.

Second, after World War II, international students began to enroll, *en masse*, at American institutions of higher education for numerous reasons (e.g., to obtain specialized training, to pursue educational objectives, or to take advantage of scholarship opportunities). During the last four decades, international student enrollment numbers have increased steadily at American colleges and universities. Demographic trends predict that international students will continue to enroll, in increasing numbers, at American institutions of higher education.

Third, current research shows that most international students, through the use of friendships, family, counseling, and support systems, manage to cope successfully with
various adjustments encountered while enrolled at colleges and universities in the United States. Moreover, many international students are satisfied with their academic performances and their new culture and environment. However, a notable percentage of the nearly 458,000 international students studying at American institutions of higher education have substantial needs and experience adjustment issues.

Fourth, throughout this review of the literature, much of the research reiterated common themes about the concerns, feelings, issues, and adjustments encountered by international students involved in the American system of higher education such as: alienation, culture shock, language proficiency, gender, age, marital status, major field of study, length of stay in the United States, national origin, academics, and financial.

Fifth, student affairs offices often are given the leadership responsibility of program and budgetary planning for international student services. However, there is very little research, and a major informational void with private, four-year liberal arts institutions, which has studied student affairs professionals’ perceptions of the concerns and feelings of international students.

Finally, student affairs professionals are using variations of the cultural competence model to improve the services, programming, and planning that is provided to international students. As Willer (1992) notes, “… student affairs professionals must be asked to assume active roles as international educators. For their positions, expertise, and involvement with [international] students’ lives makes them, in fact, key personnel…” (p. 165).
CHAPTER 3. METHODOLOGY

This chapter describes the methods and procedures that were utilized to conduct this study of student affairs professionals' perceptions of the concerns and feelings of international students at private, four-year liberal arts institutions. Presented in this chapter are the following areas: research design, a description of the population and the sample, instrumentation, instrument development: pilot testing, research procedures for data collection, research questions, null hypotheses, and data analysis.

Research Design

The research design used in this study has been termed "descriptive research." Descriptive research has also been called "survey research" and involves the gathering of data, usually through the implementation of a questionnaire or a survey, to test hypotheses or answer research questions concerning a specific study (Borg and Gall, 1979). Naidoo (1990) notes that "... questionnaires, when appropriately administered, allow the respondent to be honest and allow freedom in participating" (p. 73). Furthermore, descriptive research, through the use of surveys, can lead to the collection of data which may assist in identifying principles or perceptions of importance to the study being conducted (Slavin, 1984).

Description of the Population and the Sample

The target population for this study included all 689 Carnegie Foundation for the Advancement of Teaching (1994) classified Baccalaureate Colleges I & II in the United States. The Carnegie classification was the sole criterion that needed to be met to establish a target population.
A simple random sampling technique was used to select the sample of 100 institutions. Each of the 689 institutions was assigned a consecutive number that was entered into a computer. The computer randomly chose 100 institutions, which comprised the sample population. Although a sample of 100 institutions, when measured against the population of 689 institutions, represents only 14.5% of the target population, Van Dalen (1979) finds that a sample size of 10% to 20% of a target population is satisfactory for descriptive research studies.

After the sample population had been established, the NAFSA (Association of International Educators) Membership Directory: 1997-98 (1998) was used to obtain the names of the student affairs professionals at the selected institutions who would be sent a survey packet.

Instrumentation

The instrument used for this study was the Parr et al. (1991) International Student Questionnaire: Director Form (ISQDF) (Appendix D). Using Cronbach's alpha reliability coefficient (Anastasi, 1988), Parr et al. found that the ISQDF had a computed reliability of .93 for the concerns section, .80 for the feelings section, and .92 for the full scale of the survey.

This survey instrument is divided into three sections: general information, the concerns of international students, and the feelings of international students.

Section one, and part of section three, consists of 12 questions designed to collect demographic information about the respondents and their respective institutions.
Section two, the concerns of international students, consists of 40 questions that are divided into seven areas which identify and classify the concerns of international students: living expenses concerns, cultural concerns, academic concerns, lifestyle concerns, practical necessity concerns, amenity concerns, and familial concerns. These 40 questions are based on a general theoretical perspective devised by Lee et al. (1981), which, in turn, was derived from Maslow’s theory of a hierarchy of needs (Rotter & Hochreich, 1975). Each of the 40 questions is measured on a Lickert-type scale ranging from one to six. The respondents were asked to indicate their response to each question or statement by circling the number which corresponded to either: no concern (1), minor concern (2), slight concern (3), moderate concern (4), major concern (5), or great concern (6).

Section three, the feelings of international students, consists of 15 questions constituted in one area which identifies and classifies the feelings of international students: positive, negative, outlook, and posture. These 15 questions serve as an index of how international students cope with their concerns. Each of the 15 questions is measured on a Lickert-type scale ranging from one to six. The respondents were asked to indicate their response to each question or statement by circling the number which corresponded to either: very infrequently (1), infrequently (2), somewhat infrequently (3), somewhat frequently (4), frequently (5), or very frequently (6).

Instrument Development: Pilot Testing

As was mentioned earlier, the ISQDF has documented reliability and internal consistency (Parr et al., 1991). However, this study’s researcher added five, new demographic questions, so a small pilot test was conducted to assure that the survey’s
validity and internal consistency remained sound. Furthermore, a pilot test of the ISQDF was conducted to review the clarity of the survey's directions and questions and to verify the amount of time required to answer all of the instrument's 67 questions.

A pilot test of the ISQDF was conducted at three local, Baccalaureate I & II institutions in October 1997. The results of the pilot test indicated that the addition of the five new demographic questions did not threaten the instrument's documented reliability or internal consistency, the survey's directions and questions were clear, and the average amount of time needed to complete the entire instrument was 15 minutes.

**Research Procedures for Data Collection**

This study was approved by the Iowa State University Human Subjects Review Committee on February 9, 1998. The committee confirmed that the subjects of this study would be protected from harm or discomfort, participation in the study was voluntary, all individuals and institutions would remain anonymous, and the data collected would be confidential (Appendix E).

On February 10, 1998, after the Human Subject Committee had approved this study, an initial survey, cover letter, and a prepaid return envelope were sent to each of the student affairs professionals at the 100 institutions selected for the sample (Appendix C). The survey contained directions for completing each question or statement and reminded each respondent that all information, pertaining to an individual or an institution, would remain confidential. The cover letter explained the premise of the study and why the research was important to international students, to liberal arts institutions, and to student affairs...
professionals. Moreover, the cover letter clarified that all survey-related information would remain confidential and that participation in this study was voluntary.

On February 17, 1998, a week after the first mailing of the instrument, a follow-up letter was sent to each of the 100 institutions selected for the sample, which reminded them to complete the survey and return it to the researcher as soon as possible (Appendix C). On March 3, 1998, a second survey and cover letter were sent to those institutions which had not responded to the first mailing of the instrument (Appendix C).

**Research Questions**

This study sought to provide answers to the following research questions:

1. According to the perceptions of student affairs professionals, what are the overall concerns and feelings of international students at private, four-year liberal arts institutions?
2. According to the perceptions of student affairs professionals, what are the concerns of international students at private, four-year liberal arts institutions?
3. According to the perceptions of student affairs professionals, what are the feelings of international students at private, four-year liberal arts institutions?
4. Do significant differences exist on the study's multiple dependent variables, concerns and feelings, when examined against 10 independent, factor variables: the size of an institution, religiously-affiliated versus non-religiously-affiliated status of an institution, the geographic location of an institution, the age of the student affairs professional, the gender of the student affairs professional, the level of education of the student affairs professional, the previous study abroad experience of the student affairs professional, the previous living abroad experience of the student affairs professional, the number of years working with
international students of the student affairs professional, and the number of hours per week contact with international students of the student affairs professional?

5. What is the strength of the correlation between scores on concerns and scores on feelings?

**Null Hypotheses**

The above-mentioned research questions led to the formulation of the following null hypotheses (Note: For some of the hypotheses, such as hypotheses 1, 3, and 4, the researcher created specific numerical and geographical breaks according to previous research which had been completed concerning international students at American colleges and universities).

**Hypothesis 1**

There is no significant difference between student affairs professionals at an institution with an enrollment of 1,999 students or less and student affairs professionals at an institution with an enrollment of 2,000 students or more when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

**Hypothesis 2**

There is no significant difference between student affairs professionals at religiously-affiliated institutions and student affairs professionals at non-religiously-affiliated institutions when rating the concerns and feelings of international students at private, four-year liberal arts institutions.
**Hypothesis 3**

There is no significant difference between student affairs professionals geographically located in the Midwest and student affairs professionals geographically located in the Northeast when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

**Hypothesis 4**

There is no significant difference between student affairs professionals 21 to 30 years of age and student affairs professionals 31 years of age or older when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

**Hypothesis 5**

There is no significant difference between male student affairs professionals and female student affairs professionals when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

**Hypothesis 6**

There is no significant difference between student affairs professionals with a bachelor's degree and student affairs professionals with a master's degree or beyond when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

**Hypothesis 7**

There is no significant difference between student affairs professionals who have studied outside of the U.S. and student affairs professionals who have not studied outside of the U.S.
when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

**Hypothesis 8**

There is no significant difference between student affairs professionals who have lived outside of the U.S., continuously for at least three months, and student affairs professionals who have not lived outside of the U.S., continuously for at least three months, when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

**Hypothesis 9**

There is no significant difference between student affairs professionals who have worked with international students for 5 years or less and student affairs professionals who have worked with international students for 6 years or more when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

**Hypothesis 10**

There is no significant difference between student affairs professionals who have contact with international students 4 hours per week or less and student affairs professionals who have contact with international students 5 hours per week or more when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

**Data Analysis**

The data collected from the surveys were coded for statistical analysis using the SPSSx statistical package (Statistical Package for the Social Sciences). The demographic
data pertaining to the respondents and their respective institutions were analyzed using descriptive statistics (i.e., frequency distributions, percentages, and cumulative percentages). In addition, descriptive statistics, such as mean and standard deviation, were used to summarize the full scale scores of concerns and feelings and the factor scores for the concern section and the feeling section.

Furthermore, an inferential statistical procedure to compare means for two groups, the independent sample t-test with a .05 level of significance, was used to determine if the observed difference between the respective sample means was sufficiently large to be attributed to group differences rather than a difference which would be expected by change. The t-tests were based on the following independent variables: the size of an institution, religiously-affiliated versus non-religiously-affiliated status of an institution, the geographic location of an institution, the age of the student affairs professional, the gender of the student affairs professional, the level of education of the student affairs professional, the previous study abroad experience of the student affairs professional, the previous living abroad experience of the student affairs professional, the number of years working with international students of the student affairs professional, and the number of hours per week contact with international students of the student affairs professional.

In addition, to determine if differences existed on the study’s multiple dependent variables, concerns and feelings, 10 independent factor variables were examined through the use of a multiple analysis of variance test (MANOVA). The MANOVA procedure used factor variables to divide the population into groups, which assisted in testing null hypotheses concerning the effects of the independent, factor variables on the means of different groupings of the dependent variables. Because more than one dependent variable
was employed, four multivariate analysis of variance tests, with a .05 level of significance, could be used: Pillai’s trace, Wilks’ lambda, Hotelling’s trace, and Roy’s largest root criterion. For this study, Wilks’ lambda, which ranges between 0 to 1 with values close to 0 indicating that group means are different and values close to 1 indicating that group means are not different, was used as the multivariate test of significance. The 10 factor variables were: the size of an institution, religiously-affiliated versus non-religiously-affiliated status of an institution, the geographic location of an institution, the age of the student affairs professional, the gender of the student affairs professional, the level of education of the student affairs professional, the previous study abroad experience of the student affairs professional, the previous living abroad experience of the student affairs professional, the number of years working with international students of the student affairs professional, and the number of hours per week contact with international students of the student affairs professional.

Finally, to determine the strength of the correlation between the scores on concerns and the scores on feelings, a linear regression model was implemented to calculate Pearson’s correlation coefficient (r).
CHAPTER 4. RESEARCH FINDINGS AND DISCUSSION

This chapter is divided into six sections. The first section looks at the response rate of the random sampling technique used, a mail survey, to gather data from 100 student affairs professionals concerning their perceptions of the concerns and feelings of international students at private, four-year liberal arts institutions. The second section provides the results of the descriptive statistical analysis, i.e., frequency, percent, and cumulative percent, used in this study. The third section provides descriptive statistics for research questions 1 - 3. The fourth section presents the results of the inferential statistical analysis, independent sample t-tests, used with the study’s hypotheses. The fifth section presents the results of the multiple analysis of variance test used in this study for research question 4. The sixth section provides the results derived from the linear regression used in this study for research question 5.

Results of Descriptive Statistics

Survey Response Rate

This study looked at student affairs professionals’ perceptions of the concerns and feelings of international students at private, four-year liberal arts institutions. To collect data for this study, a simple random sampling technique was used. The target population for this study included all 689 Carnegie Foundation for the Advancement of Teaching (1994) Baccalaureate I & II institutions in the United States. To select a sample of 100 institutions, each of the 689 institutions was assigned a consecutive number that was entered into a computer. The computer randomly chose 100 institutions, which comprised the sample population.
The first mailing of the research instrument yielded a high response rate, in which 52 out of the 100 institutions in the sample responded to the survey. A second, follow-up mailing of the research instrument yielded another good response rate, in which 27 more institutions responded to the survey. The total response rate for this study was very high at 79% or 79 institutions out of 100 responded to the study's survey instrument (Figure 3). Of the 79 surveys that were received, only one survey could not be used due to insufficient information. In total, 78 surveys were used to conduct the research done for this study.

Figure 3. Survey Response Rate
Respondents' Age

Table 1 provides the descriptive statistics pertaining to the age of the respondents who participated in this survey. Table 1 shows that the largest percentage of student affairs professionals were between the ages of 41 to 50 (34.6%). Student affairs professionals between the ages of 61 to 70 represented the smallest percentage of the respondents (6.4%).

Table 1. Distribution of Respondents By Age

<table>
<thead>
<tr>
<th>AGE</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
<th>CUMULATIVE PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 to 30</td>
<td>10</td>
<td>12.8</td>
<td>12.8</td>
</tr>
<tr>
<td>31 to 40</td>
<td>17</td>
<td>21.8</td>
<td>34.6</td>
</tr>
<tr>
<td>41 to 50</td>
<td>27</td>
<td>34.6</td>
<td>69.2</td>
</tr>
<tr>
<td>51 to 60</td>
<td>19</td>
<td>24.4</td>
<td>93.6</td>
</tr>
<tr>
<td>61 to 70</td>
<td>5</td>
<td>6.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N = 78

Respondents' Gender

Table 2 provides the descriptive statistics pertaining to the gender of the respondents who participated in this survey. Table 2 shows that the largest percentage of student affairs professionals were female (74.4%). Male student affairs professionals represented a smaller percentage of the respondents (25.6%).
Table 2. Distribution of Respondents By Gender

<table>
<thead>
<tr>
<th>GENDER</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
<th>CUMULATIVE PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>20</td>
<td>25.6</td>
<td>25.6</td>
</tr>
<tr>
<td>Female</td>
<td>58</td>
<td>74.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N = 78

Respondents' Level of Education

Table 3 provides the descriptive statistics pertaining to the level of education of the respondents who participated in this survey. Table 3 shows that the largest percentage of student affairs professionals had a master's degree (55.1%). Student affairs professionals with a degree termed "other" represented the smallest percentage of the respondents (1.3%).

Table 3. Distribution of Respondents By Level of Education

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
<th>CUMULATIVE PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Degree</td>
<td>18</td>
<td>23.1</td>
<td>23.1</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>43</td>
<td>55.1</td>
<td>78.2</td>
</tr>
<tr>
<td>Doctorate</td>
<td>16</td>
<td>20.5</td>
<td>98.7</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1.3</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N = 78
Respondents’ Professional Titles

Professional titles at private, four-year liberal arts institutions do not always correlate with titles emanating from other institutional types such as Research I or Doctoral I. Therefore, this study included the titles of the student affairs professionals at private, four-year liberal arts institutions who assist with the development and administration of programs, support systems, budgets, and related opportunities for international students. Many titles were listed for student affairs professionals who spent part of the academic year working with international students (Appendix A). The top three professional titles were:

1. International/Foreign Student Adviser (cited in 23 surveys).
2. Associate Dean of Students (cited in 9 surveys).
2. Director of International Student Programs (cited in 9 surveys).
3. Assistant Dean of Students (cited in 8 surveys).
3. Dean of Students (cited 8 surveys).
3. Director of International Student Services (cited in 8 surveys).

Moreover, Figure 4 shows all of the titles derived from this study pertaining to the various positions held by student affairs professionals at private, four-year liberal arts institutions who work with international students. The professional titles ranged from the very common designations of international student adviser, associate dean of students, and director of international student programs to the less common designations of dean of international affairs and faculty adviser for international students.
A.C. = Academic Counselor; ASST.D. = Assistant Dean of Students; ASSOC.D. = Associate Dean of Students; C.M.D. & A. = Coordinator of Multicultural Development and Affairs; D.IAFF. = Dean of International Affairs; D.S. = Dean of Students; D.IADM. = Director for International Admissions; D.I.S.P. = Director of International Student Programs; D.I.S.S. = Director of International Student Services; F.A.I.S. = Faculty Adviser for International Students; I.S.A. = International Student Adviser; I.S.C. = International Student Counselor

Figure 4. The Titles of Student Affairs Professionals at Private, Four-Year Liberal Arts Institutions Who Work With International Students
**Respondents' Experience of Having Studied Outside of the United States**

Table 4 provides the descriptive statistics pertaining to the study abroad experience of the respondents who participated in this survey. Table 4 shows that a large percentage of student affairs professionals had studied outside of the United States (56.4%). However, a significant percentage of student affairs professionals had not studied outside of the United States (43.6%).

<table>
<thead>
<tr>
<th>STUDIED OUTSIDE OF THE U.S.</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
<th>CUMULATIVE PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>44</td>
<td>56.4</td>
<td>56.4</td>
</tr>
<tr>
<td>No</td>
<td>34</td>
<td>43.6</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N = 78

**Respondents' Experience With Having Lived Outside of the United States Continuously For at Least Three Months**

Table 5 provides the descriptive statistics pertaining to the living abroad experience of the respondents who participated in this survey. Table 5 shows that a large percentage of student affairs professionals had lived outside of the United States continuously for at least three months (71.8%). A small percentage of student affairs professionals had not lived outside of the United States continuously for at least three months (28.2%).
Table 5. Distribution of Respondents Based on Having Lived Outside of the United States Continuously For at Least Three Months

<table>
<thead>
<tr>
<th>LIVED OUTSIDE OF THE U.S.</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
<th>CUMULATIVE PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>56</td>
<td>71.8</td>
<td>71.8</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>28.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N = 78

Respondents' Years of Working With International Students

Table 6 provides the descriptive statistics pertaining to the respondents’ work experience with international students. Table 6 shows that the largest percentage of student affairs professionals had worked with international students for nine years or more (41.0%). Student affairs professionals, who had worked with international students for less than one year, represented the smallest percentage of the respondents (6.4%).
Table 6. Distribution of Respondents By Number of Years Working With International Students

<table>
<thead>
<tr>
<th>YEARS WORKING</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
<th>CUMULATIVE PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1</td>
<td>5</td>
<td>6.4</td>
<td>6.4</td>
</tr>
<tr>
<td>1 to 2</td>
<td>6</td>
<td>7.7</td>
<td>14.1</td>
</tr>
<tr>
<td>3 to 5</td>
<td>20</td>
<td>25.6</td>
<td>39.7</td>
</tr>
<tr>
<td>6 to 8</td>
<td>15</td>
<td>19.2</td>
<td>59.0</td>
</tr>
<tr>
<td>9 or more</td>
<td>32</td>
<td>41.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N = 78

Respondents' Contact Hours Per Week With International Students

Table 7 provides the descriptive statistics pertaining to the respondents' contact hours experience with international students. Table 7 shows that the largest percentage of student affairs professionals had contact with international students for seven hours per week or more (44.9 %). Student affairs professionals, who had contact with international students for less than one hour per week, represented the smallest percentage of the respondents (2.6 %).
Table 7. Distribution of Respondents By Number of Contact Hours/Week With International Students

<table>
<thead>
<tr>
<th>HOURS/WEEK</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
<th>CUMULATIVE PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1</td>
<td>2</td>
<td>2.6</td>
<td>2.6</td>
</tr>
<tr>
<td>1 to 2</td>
<td>10</td>
<td>12.8</td>
<td>15.4</td>
</tr>
<tr>
<td>3 to 4</td>
<td>23</td>
<td>29.5</td>
<td>44.9</td>
</tr>
<tr>
<td>5 to 6</td>
<td>8</td>
<td>10.3</td>
<td>55.1</td>
</tr>
<tr>
<td>7 or more</td>
<td>35</td>
<td>44.9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N = 78

Enrollment Size of Respondents' Institutions

Table 8 provides the descriptive statistics pertaining to the enrollment size of the respondents' institutions. Table 8 shows that the largest percentage of student affairs professionals worked at private, four-year liberal arts institutions with an enrollment between 1,000 to 1,999 students (55.1 %). Student affairs professionals, who worked at private, four-year liberal arts institutions with an enrollment between 3,000 to 3,999 students, represented the smallest percentage of the respondents (1.0 %).
Table 8. Distribution of Respondents By Size of Institutional Enrollment

<table>
<thead>
<tr>
<th>ENROLLMENT</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
<th>CUMULATIVE PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 999</td>
<td>18</td>
<td>23.1</td>
<td>23.1</td>
</tr>
<tr>
<td>1.000 to 1,999</td>
<td>43</td>
<td>55.1</td>
<td>78.2</td>
</tr>
<tr>
<td>2.000 to 2,999</td>
<td>16</td>
<td>20.5</td>
<td>98.7</td>
</tr>
<tr>
<td>3.000 to 3,999</td>
<td>1</td>
<td>1.3</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N = 78

Religious Affiliation or Non-Religious Affiliation of Respondents’ Institutions

Table 9 provides the descriptive statistics pertaining to the religious affiliation of the respondents’ institutions. Table 9 shows that a large percentage of student affairs professionals worked at private, four-year liberal arts institutions which had a religious affiliation (52.6%). A slightly smaller percentage of student affairs professionals worked at private, four-year liberal arts institutions which did not have a religious affiliation (47.4%).

Table 9. Distribution of Respondents Based on Religious Affiliation

<table>
<thead>
<tr>
<th>RELIGIOUS AFFILIATION</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
<th>CUMULATIVE PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41</td>
<td>52.6</td>
<td>52.6</td>
</tr>
<tr>
<td>No</td>
<td>37</td>
<td>47.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N = 78
Geographic Location of Respondents’ Institutions

Table 10 provides the descriptive statistics pertaining to the geographic location of the respondents’ institutions. Table 10 shows that the largest percentage of student affairs professionals’ private, four-year liberal arts institutions were geographically located in the Midwest (43.6%). Student affairs professionals, who worked at private, four-year liberal arts institutions in the Southwest, represented the smallest percentage of the respondents (1.3%).

Table 10. Distribution of Respondents By Geographic Location of Institution

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
<th>CUMULATIVE PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England States</td>
<td>7</td>
<td>9.0</td>
<td>9.0</td>
</tr>
<tr>
<td>Northeast</td>
<td>18</td>
<td>23.1</td>
<td>32.1</td>
</tr>
<tr>
<td>Southeast</td>
<td>7</td>
<td>9.0</td>
<td>41.0</td>
</tr>
<tr>
<td>South</td>
<td>2</td>
<td>2.6</td>
<td>43.6</td>
</tr>
<tr>
<td>Midwest</td>
<td>34</td>
<td>43.6</td>
<td>87.2</td>
</tr>
<tr>
<td>Pacific States</td>
<td>9</td>
<td>11.5</td>
<td>98.7</td>
</tr>
<tr>
<td>Southwest</td>
<td>1</td>
<td>1.3</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N = 78
**Leading Countries of Origin of the International Students Enrolled at Respondents' Institutions**

Many countries represented the various populations of international students enrolled at private, four-year liberal arts institutions (Appendix B). The top three countries of origin for international students were:

1. Japan (cited in 44 surveys and also the country which had the most international students in the American system of higher education during the 1996-97 academic year).

2. India (cited in 24 surveys and also the country which had the fourth largest number of international students in the American system of higher education during the 1996-97 academic year).

3. Korea (cited in 18 surveys and also the country which had the third largest number of international students in the American system of higher education during the 1996-97 academic year).

Furthermore, when comparing this study's distribution of the various populations of international students enrolled at private, four-year liberal arts institutions with the latest distribution of all international students participating in the American system of higher education (Figure 2), the findings are quite consistent (Figure 5).
Figure 5. Countries of Origin of the International Students Enrolled at Private, Four-Year Liberal Arts Institutions
Research Question 1: Views of Student Affairs Professionals

What are student affairs professionals' perceptions of the concerns and feelings of international students at private, four-year liberal arts institutions?

To look at student affairs professionals' perceptions of the concerns and feelings of international students at private, four-year liberal arts institutions, the means for the full scale score (i.e., a combination of the seven factor scores for the concerns and the four factor scores for the feelings), the concern factor scores, and the feeling factor scores were computed and compared. There were seven concern factors: culture (seven questions), practical necessities (eight questions), extended family (five questions), lifestyle (four questions), living expenses (six questions), school (five questions), and amenities (five questions). There were four feeling factors: negative (four questions), positive (six questions), posture (two questions), and outlook (three questions).

Table 11 shows that, overall, student affairs professionals' full scale score indicated that they perceived international students at private, four-year liberal arts institutions to be between the categories of slight concern (3) and moderate concern (4) for the concerns and somewhat infrequently (3) and somewhat frequently (4) for the feelings. The full scale score had a $M = 3.666$ with a $SD = .536$.

Furthermore, student affairs professionals rated the overall concern factor scores and the overall feeling factor scores between the categories of slight concern (3) and moderate concern (4) and somewhat infrequently (3) and somewhat frequently (4) respectively. The
overall concern factor score had a $M = 3.488$ with a $SD = .681$ and the overall feeling factor score had a $M = 3.977$ with a $SD = .417$.

Based on a comparison with the survey’s Lickert-type scales, the data indicated that student affairs professionals felt that international students at private, four-year liberal arts institutions had normal concerns and feelings and seemed to be quite satisfied and happy with their experiences.

### Table 11. Student Affairs Professionals’ Collective Concern Factor and Feeling Factor Scores

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>N</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Scale (All 11 Concern &amp; Feeling Factors)</td>
<td>78</td>
<td>3.666</td>
<td>.536</td>
</tr>
<tr>
<td>Concerns (All 7 Factors)</td>
<td>78</td>
<td>3.488</td>
<td>.681</td>
</tr>
<tr>
<td>Feeling (All 4 Factors)</td>
<td>78</td>
<td>3.977</td>
<td>.417</td>
</tr>
</tbody>
</table>

Concern Scale:  
1 = No Concern. 2 = Minor Concern. 3 = Slight Concern.  
4 = Moderate Concern. 5 = Major Concern. 6 = Great Concern.  

Feeling Scale:  
1 = Very Infrequently. 2 = Infrequently. 3 = Somewhat Infrequently.  
4 = Somewhat Frequently. 5 = Frequently. 6 = Very Frequently.

### Research Question 2: Perceived Concerns Found By Student Affairs Professionals

According to the perceptions of student affairs professionals, what are the concerns of international students at private, four-year liberal arts institutions?

Table 12 shows that student affairs professionals rated the concerns of international students at private, four-year liberal arts institutions between the categories of minor concern (2) and moderate concern (4). Of the seven concern factors, the extended family factor had the highest rating with a $M = 4.039$ and a $SD = .966$. The practical necessities factor had the
lowest concern rating with a $M = 2.954$ and a $SD = .805$. Moreover, the data indicated that for some international students, the extended family factor was a point of great concern. However, the practical necessities factor was a point of very little concern for some international students at private, four-year liberal arts institutions.

Table 12. Student Affairs Professionals’ Collective Concern Factor Scores

<table>
<thead>
<tr>
<th>CONCERN FACTOR</th>
<th>N</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td>78</td>
<td>3.843</td>
<td>.861</td>
</tr>
<tr>
<td>Practical Necessities</td>
<td>78</td>
<td>2.954</td>
<td>.805</td>
</tr>
<tr>
<td>Extended Family</td>
<td>78</td>
<td>4.039</td>
<td>.966</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>78</td>
<td>3.654</td>
<td>.904</td>
</tr>
<tr>
<td>Living Expenses</td>
<td>78</td>
<td>3.079</td>
<td>.713</td>
</tr>
<tr>
<td>School</td>
<td>78</td>
<td>3.682</td>
<td>1.130</td>
</tr>
<tr>
<td>Amenities</td>
<td>78</td>
<td>3.167</td>
<td>.792</td>
</tr>
</tbody>
</table>

Concern Scale: 1 = No Concern. 2 = Minor Concern. 3 = Slight Concern. 4 = Moderate Concern. 5 = Major Concern. 6 = Great Concern

Research Question 3: Perceived Feelings Found By Student Affairs Professionals

According to the perceptions of student affairs professionals, what are the feelings of international students at private, four-year liberal arts institutions?

Table 13 shows that student affairs professionals rated the feelings of international students at private, four-year liberal arts institutions between the categories of somewhat infrequently (3) and somewhat frequently (4). Of the four feeling factors, the positive factor
had the highest rating with a $M = 4.526$ and a $SD = .539$. The negative factor had the lowest rating with a $M = 3.625$ and a $SD = .687$.

Moreover, based on a comparison with the survey's Lickert-type scales, the data indicated that many international students at private, four-year liberal arts institutions felt very positive, had normal outlooks and attitudes, and did not often feel negative.

Table 13. Student Affairs Professionals' Collective Feeling Factor Scores

<table>
<thead>
<tr>
<th>FEELING FACTOR</th>
<th>N</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative</td>
<td>78</td>
<td>3.625</td>
<td>.687</td>
</tr>
<tr>
<td>Positive</td>
<td>78</td>
<td>4.526</td>
<td>.539</td>
</tr>
<tr>
<td>Outlook</td>
<td>78</td>
<td>3.957</td>
<td>.711</td>
</tr>
<tr>
<td>Posture</td>
<td>78</td>
<td>3.801</td>
<td>.566</td>
</tr>
</tbody>
</table>

Feeling Scale:  1 = Very Infrequently,  2 = Infrequently,  3 = Somewhat Infrequently,  4 = Somewhat Frequently,  5 = Frequently,  6 = Very Frequently

Results of Inferential Statistical Analysis: Independent Sample T-Tests For Hypotheses 1 - 10

For each of the study's 10 hypotheses, independent sample t-tests were conducted on the overall means of each of the seven concern factors and the four feeling factors. To check assumptions for all of the independent sample t-tests that were calculated, histograms and boxplots were constructed. The histograms and boxplots verified that all of the populations were normally distributed, the distributions were not very skewed, and samples were randomly selected. Because these criteria were met, independent sample t-tests were suitable to use for all of the hypotheses analyzed.
Null Hypothesis 1: $H_0: \mu_{11} = \mu_{12}$

$\mu_{11}$ = mean of institutional enrollment of 1,999 students or less

$\mu_{12}$ = mean of institutional enrollment of 2,000 students or more

It was hypothesized that there would be no significant difference between student affairs professionals at an institution with an enrollment of 1,999 students or less and student affairs professionals at an institution with an enrollment of 2,000 students or more when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

Table 14 shows the overall means, standard deviations, t-values, degrees of freedom, and alpha levels for each concern and feeling factor. Based on the size of institutional enrollment, there were two significant differences in student affairs professionals' ratings of the concerns and feelings of international students at private, four-year liberal arts institutions. The t-value for the practical necessities concern factor was significant at -3.237 with a p-value of .002. Furthermore, the t-value for the school concern factor was significant at -2.029 with a p-value of .046. Therefore, at the .05 level, the null hypothesis ($H_0: \mu_{11} = \mu_{12}$) was rejected. The alternative hypothesis ($H_1: \mu_{11} \neq \mu_{12}$) was accepted, which stated that based on the size of the institutional enrollment, student affairs professionals at private, four-year liberal arts institutions did differ in their opinions when rating the concerns (i.e., practical necessities and school) and feelings of international students at private, four-year liberal arts institutions.
Table 14. T-Test Analysis For Hypothesis 1

1.999 OR LESS 2.000 OR MORE

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>MEAN</th>
<th>SD</th>
<th>MEAN</th>
<th>SD</th>
<th>T</th>
<th>DF</th>
<th>PROB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONCERN</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td>3.918</td>
<td>.826</td>
<td>3.571</td>
<td>.954</td>
<td>-1.479</td>
<td>76</td>
<td>.143</td>
</tr>
<tr>
<td>Practical Necessities</td>
<td>3.100</td>
<td>.706</td>
<td>2.427</td>
<td>.931</td>
<td>-3.237</td>
<td>76</td>
<td>.002**</td>
</tr>
<tr>
<td>Extended Family</td>
<td>4.020</td>
<td>.998</td>
<td>4.106</td>
<td>.869</td>
<td>.323</td>
<td>76</td>
<td>.747</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>3.746</td>
<td>.842</td>
<td>3.324</td>
<td>1.060</td>
<td>-1.726</td>
<td>76</td>
<td>.088</td>
</tr>
<tr>
<td>Living Expenses</td>
<td>3.118</td>
<td>.696</td>
<td>2.941</td>
<td>.775</td>
<td>-3.901</td>
<td>76</td>
<td>.370</td>
</tr>
<tr>
<td>School</td>
<td>3.816</td>
<td>1.097</td>
<td>3.200</td>
<td>1.147</td>
<td>-2.029</td>
<td>76</td>
<td>.046*</td>
</tr>
<tr>
<td>Amenities</td>
<td>3.249</td>
<td>.773</td>
<td>2.871</td>
<td>.812</td>
<td>-1.766</td>
<td>76</td>
<td>.081</td>
</tr>
<tr>
<td><strong>FEELING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td>3.635</td>
<td>.659</td>
<td>3.588</td>
<td>.800</td>
<td>-.248</td>
<td>76</td>
<td>.805</td>
</tr>
<tr>
<td>Positive</td>
<td>4.527</td>
<td>.527</td>
<td>4.520</td>
<td>.595</td>
<td>-.052</td>
<td>76</td>
<td>.959</td>
</tr>
<tr>
<td>Outlook*</td>
<td>3.967</td>
<td>.666</td>
<td>3.922</td>
<td>.878</td>
<td>-.199</td>
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<td>Posture</td>
<td>3.787</td>
<td>.581</td>
<td>3.853</td>
<td>.523</td>
<td>.423</td>
<td>76</td>
<td>.673</td>
</tr>
</tbody>
</table>

* p < .05
** p < .01
* Denotes that for Levene’s Test for Equality of Variances, equal variances were not assumed due to the test’s significance level falling below .05 (i.e., .045).
Null Hypothesis 2: $H_0: \mu_{21} = \mu_{22}$

$\mu_{21} = \text{mean of religiously-affiliated institutions}$

$\mu_{22} = \text{mean of non-religiously-affiliated institutions}$

It was hypothesized that there would be no significant difference between student affairs professionals at religiously-affiliated institutions and student affairs professionals at non-religiously-affiliated institutions when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

Table 15 shows the overall means, standard deviations, t-values, degrees of freedom, and alpha levels for each concern and feeling factor. Based on religious affiliation or non-religious affiliation of an institution, there was one significant difference in student affairs professionals' ratings of the concerns and feelings of international students at private, four-year liberal arts institutions. The t-value for the living expenses concern factor was significant at 2.262 with a p-value of .027. Therefore, at the .05 level, the null hypothesis ($H_0: \mu_{21} = \mu_{22}$) was rejected. The alternative hypothesis ($H_a: \mu_{21} = \mu_{22}$) was accepted, which stated that based on religious affiliation or non-religious affiliation of an institution, student affairs professionals at private, four-year liberal arts institutions did differ in their opinions when rating the concerns (i.e., living expenses) and feelings of international students at private, four-year liberal arts institutions.
Table 15. T-Test Analysis For Hypothesis 2

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>AFFILIATION</th>
<th>NON-AFFILIATION</th>
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</thead>
<tbody>
<tr>
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<td>(N = 37)</td>
</tr>
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<td>CONCERN</td>
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<td></td>
</tr>
<tr>
<td>Culture</td>
<td>3.889</td>
<td>3.792</td>
</tr>
<tr>
<td></td>
<td>.873</td>
<td>.857</td>
</tr>
<tr>
<td>Practical Necessities</td>
<td>3.104</td>
<td>2.787</td>
</tr>
<tr>
<td></td>
<td>.757</td>
<td>.833</td>
</tr>
<tr>
<td>Extended Family</td>
<td>4.112</td>
<td>3.957</td>
</tr>
<tr>
<td></td>
<td>.969</td>
<td>.971</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>3.781</td>
<td>3.514</td>
</tr>
<tr>
<td></td>
<td>.884</td>
<td>.917</td>
</tr>
<tr>
<td>Living Expenses</td>
<td>3.248</td>
<td>2.892</td>
</tr>
<tr>
<td></td>
<td>.693</td>
<td>.695</td>
</tr>
<tr>
<td>School</td>
<td>3.820</td>
<td>3.530</td>
</tr>
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<td>1.073</td>
<td>1.153</td>
</tr>
<tr>
<td>Amenities</td>
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<td>3.130</td>
</tr>
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<td></td>
<td>.885</td>
<td>.685</td>
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<td>FEELING</td>
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</tr>
<tr>
<td>Outlook</td>
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<td>3.991</td>
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<tr>
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<td>.736</td>
<td>.692</td>
</tr>
<tr>
<td>Posture</td>
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<td>3.716</td>
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<td></td>
<td>.510</td>
<td>.618</td>
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<table>
<thead>
<tr>
<th>T</th>
<th>DF</th>
<th>PROB</th>
</tr>
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<tr>
<td>.494</td>
<td>76</td>
<td>.622</td>
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<tr>
<td>1.758</td>
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<tr>
<td>.707</td>
<td>76</td>
<td>.482</td>
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<td>1.309</td>
<td>76</td>
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<td>2.262</td>
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<td>1.133</td>
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<td>.261</td>
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<td>.389</td>
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<td>.698</td>
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<tr>
<td>.534</td>
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<td>.595</td>
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<tr>
<td>.467</td>
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<td>.642</td>
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<tr>
<td>-.396</td>
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<td>.694</td>
</tr>
<tr>
<td>1.266</td>
<td>76</td>
<td>.209</td>
</tr>
</tbody>
</table>

* p < .05
Null Hypothesis 3: \( H_0: \mu_{31} = \mu_{32} \)

\( \mu_{31} \) = mean of geographic location in the Midwest

\( \mu_{32} \) = mean of geographic location in the Northeast

It was hypothesized that there would be no significant difference between student affairs professionals geographically located in the Midwest and student affairs professionals geographically located in the Northeast when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

Table 16 shows the overall means, standard deviations, t-values, degrees of freedom, and alpha levels for each concern and feeling factor. Based on geographic location in either the Midwest or the Northeast, there were no significant differences in student affairs professionals' ratings of the concerns and feelings of international students at private, four-year liberal arts institutions. At an alpha level of .05, the t-values for all of the concern and feeling factors were not significant. There were no significant differences and the null hypothesis \( H_0: \mu_{31} = \mu_{32} \) was not rejected. Therefore, based on geographic location in either the Midwest or the Northeast, student affairs professionals at private, four-year liberal arts institutions did not differ in their opinions when rating the concerns and feelings of international students at private, four-year liberal arts institutions.
Table 16. T-Test Analysis For Hypothesis 3

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>MIDWEST</th>
<th></th>
<th>NORTHEAST</th>
<th></th>
<th>T</th>
<th>DF</th>
<th>PROB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MEAN</td>
<td>SD</td>
<td>MEAN</td>
<td>SD</td>
<td></td>
<td></td>
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<tr>
<td>CONCERN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td>3.958</td>
<td>1.026</td>
<td>3.738</td>
<td>.781</td>
<td>-.794</td>
<td>50</td>
<td>.431</td>
</tr>
<tr>
<td>Practical</td>
<td>3.040</td>
<td>.902</td>
<td>2.778</td>
<td>.753</td>
<td>-1.055</td>
<td>50</td>
<td>.297</td>
</tr>
<tr>
<td>Necessities</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended Family</td>
<td>4.265</td>
<td>.943</td>
<td>3.878</td>
<td>.926</td>
<td>-1.416</td>
<td>50</td>
<td>.163</td>
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<tr>
<td>Lifestyle</td>
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<td>1.085</td>
<td>3.486</td>
<td>.788</td>
<td>-1.088</td>
<td>50</td>
<td>.282</td>
</tr>
<tr>
<td>Living Expenses</td>
<td>3.260</td>
<td>.797</td>
<td>2.861</td>
<td>.642</td>
<td>-1.829</td>
<td>50</td>
<td>.073</td>
</tr>
<tr>
<td>School</td>
<td>3.794</td>
<td>1.189</td>
<td>3.411</td>
<td>1.059</td>
<td>-1.146</td>
<td>50</td>
<td>.257</td>
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<tr>
<td>Amenities</td>
<td>3.388</td>
<td>.886</td>
<td>2.911</td>
<td>.780</td>
<td>-1.922</td>
<td>50</td>
<td>.060</td>
</tr>
<tr>
<td>FEELING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative*</td>
<td>3.676</td>
<td>.730</td>
<td>3.500</td>
<td>.485</td>
<td>-1.041</td>
<td>47</td>
<td>.303</td>
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<td>Positive</td>
<td>4.598</td>
<td>.560</td>
<td>4.611</td>
<td>.554</td>
<td>.080</td>
<td>50</td>
<td>.936</td>
</tr>
<tr>
<td>Outlook</td>
<td>4.108</td>
<td>.714</td>
<td>3.704</td>
<td>.656</td>
<td>-1.996</td>
<td>50</td>
<td>.051</td>
</tr>
<tr>
<td>Posture</td>
<td>3.897</td>
<td>.561</td>
<td>3.722</td>
<td>.600</td>
<td>-1.044</td>
<td>50</td>
<td>.301</td>
</tr>
</tbody>
</table>

* Denotes that for Levene's Test for Equality of Variances, equal variances were not assumed due to the test's significance level falling below .05 (i.e., .040).
**Null Hypothesis 4: \( H_0: \mu_{s1} = \mu_{s2} \)**

\( \mu_{s1} = \) mean of professionals 21 to 30 years of age

\( \mu_{s2} = \) mean of professionals 31 years of age or older

It was hypothesized that there would be no significant difference between student affairs professionals 21 to 30 years of age and student affairs professionals 31 years of age or older when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

Table 17 shows the overall means, standard deviations, t-values, degrees of freedom, and alpha levels for each concern and feeling factor. Based on the age of the respondents, there were four significant differences in student affairs professionals’ ratings of the concerns and feelings of international students at private, four-year liberal arts institutions. The t-value for the culture concern factor was significant at -3.080 with a p-value of .003. The t-value for the practical necessities concern factor was significant at -2.081 with a p-value of .041. The t-value for the lifestyle concern factor was significant at -3.040 with a p-value of .003. The t-value for the school concern factor was significant at -2.810 with a p-value of .006. Therefore, at the .05 level, the null hypothesis \( (H_0: \mu_{s1} = \mu_{s2}) \) was rejected. The alternative hypothesis \( (H_1: \mu_{s1} \neq \mu_{s2}) \) was accepted, which stated that based on the age of the respondent, 21 to 30 years of age or 31 years of age or older, student affairs professionals at private, four-year liberal arts institutions did differ in their opinions when rating the concerns (i.e., culture, practical necessities, lifestyle, and school) and feelings of international students at private, four-year liberal arts institutions.
Table 17. T-Test Analysis For Hypothesis 4

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>21 TO 30 YRS</th>
<th>31 YRS OR OLDER</th>
<th></th>
<th></th>
<th>T</th>
<th>DF</th>
<th>PROB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(N = 10)</td>
<td>(N = 68)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CONCERN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td>4.586</td>
<td>.565</td>
<td>3.733</td>
<td>.845</td>
<td>-3.080</td>
<td>76</td>
<td>.003**</td>
</tr>
<tr>
<td>Practical</td>
<td>3.438</td>
<td>.646</td>
<td>2.882</td>
<td>.805</td>
<td>-2.081</td>
<td>76</td>
<td>.041*</td>
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<tr>
<td>Necessities</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended Family</td>
<td>4.280</td>
<td>1.059</td>
<td>4.003</td>
<td>.955</td>
<td>- .845</td>
<td>76</td>
<td>.401</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>4.425</td>
<td>.698</td>
<td>3.540</td>
<td>.878</td>
<td>-3.040</td>
<td>76</td>
<td>.003**</td>
</tr>
<tr>
<td>Living Expenses</td>
<td>3.250</td>
<td>.589</td>
<td>3.054</td>
<td>.729</td>
<td>- .811</td>
<td>76</td>
<td>.420</td>
</tr>
<tr>
<td>School</td>
<td>4.580</td>
<td>.774</td>
<td>3.550</td>
<td>1.117</td>
<td>-2.810</td>
<td>76</td>
<td>.006**</td>
</tr>
<tr>
<td>Amenities</td>
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<td>.640</td>
<td>3.124</td>
<td>.807</td>
<td>-1.258</td>
<td>76</td>
<td>.212</td>
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<tr>
<td>FEELING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td>3.925</td>
<td>.472</td>
<td>3.581</td>
<td>.705</td>
<td>-1.491</td>
<td>76</td>
<td>.140</td>
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<td>.492</td>
<td>4.539</td>
<td>.547</td>
<td>.578</td>
<td>76</td>
<td>.565</td>
</tr>
<tr>
<td>Outlook</td>
<td>4.100</td>
<td>.446</td>
<td>3.936</td>
<td>.743</td>
<td>-.677</td>
<td>76</td>
<td>.500</td>
</tr>
<tr>
<td>Posture</td>
<td>3.800</td>
<td>.422</td>
<td>3.802</td>
<td>.587</td>
<td>.008</td>
<td>76</td>
<td>.994</td>
</tr>
</tbody>
</table>

* p < .05  
** p < .01
Null Hypothesis 5: $H_0: \mu_{51} = \mu_{52}$

$\mu_{51} =$ mean of male professionals
$\mu_{52} =$ mean of female professionals

It was hypothesized that there would be no significant difference between male student affairs professionals and female student affairs professionals when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

Table 18 shows the overall means, standard deviations, t-values, degrees of freedom, and alpha levels for each concern and feeling factor. Based on the gender of the respondent, there were no significant differences in student affairs professionals' ratings of the concerns and feelings of international students at private, four-year liberal arts institutions. At an alpha level of .05, the t-values for all of the concern and feeling factors were not significant. There were no significant differences and the null hypothesis ($H_0: \mu_{51} = \mu_{52}$) was not rejected. Therefore, based on the gender of the respondent, student affairs professionals at private, four-year liberal arts institutions did not differ in their opinions when rating the concerns and feelings of international students at private, four-year liberal arts institutions.
Table 18. T-Test Analysis For Hypothesis 5

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>MALE</th>
<th></th>
<th>FEMALE</th>
<th></th>
<th>T</th>
<th>DF</th>
<th>PROB</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>MEAN</td>
<td>SD</td>
<td>MEAN</td>
<td>SD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CONCERN</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td>3.871</td>
<td>.812</td>
<td>3.833</td>
<td>.884</td>
<td>.173</td>
<td>76</td>
<td>.863</td>
</tr>
<tr>
<td>Practical Necessities</td>
<td>2.969</td>
<td>.782</td>
<td>2.948</td>
<td>.819</td>
<td>.097</td>
<td>76</td>
<td>.923</td>
</tr>
<tr>
<td>Extended Family*</td>
<td>4.060</td>
<td>.763</td>
<td>4.031</td>
<td>1.033</td>
<td>.133</td>
<td>45</td>
<td>.895</td>
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<tr>
<td>Lifestyle</td>
<td>3.688</td>
<td>.835</td>
<td>3.642</td>
<td>.933</td>
<td>.192</td>
<td>76</td>
<td>.848</td>
</tr>
<tr>
<td>Living Expenses</td>
<td>3.150</td>
<td>.776</td>
<td>3.055</td>
<td>.695</td>
<td>.514</td>
<td>76</td>
<td>.609</td>
</tr>
<tr>
<td>School</td>
<td>3.520</td>
<td>1.004</td>
<td>3.738</td>
<td>1.173</td>
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<td>76</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Negative*</td>
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<td>.906</td>
<td>3.603</td>
<td>.602</td>
<td>.386</td>
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<td>.702</td>
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<td>4.471</td>
<td>.516</td>
<td>1.532</td>
<td>76</td>
<td>.130</td>
</tr>
<tr>
<td>Outlook</td>
<td>4.183</td>
<td>.597</td>
<td>3.879</td>
<td>.735</td>
<td>1.667</td>
<td>76</td>
<td>.100</td>
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<td>Posture</td>
<td>3.850</td>
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<td>3.785</td>
<td>.578</td>
<td>.444</td>
<td>76</td>
<td>.658</td>
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</table>

* Denotes that for Levene’s Test for Equality of Variances, equal variances were not assumed due to the test’s significance level falling below .05 (i.e., .038 and .048).
**Null Hypothesis 6: H₀: μ₁ = μ₂**

μ₁ = mean of professionals with a bachelor’s degree

μ₂ = mean of professionals with a master’s degree or beyond

It was hypothesized that there would be no significant difference between student affairs professionals with a bachelor’s degree and student affairs professionals with a master’s degree or beyond when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

Table 19 shows the overall means, standard deviations, t-values, degrees of freedom, and alpha levels for each concern and feeling factor. Based on the level of education of the respondent, there were no significant differences in student affairs professionals’ ratings of the concerns and feelings of international students at private, four-year liberal arts institutions. At an alpha level of .05, the t-values for all of the concern and feeling factors were not significant. There were no significant differences and the null hypothesis (H₀: μ₁ = μ₂) was not rejected. Therefore, based on the level of education of the respondent, those with a bachelor’s degree and those with a master’s degree or beyond, student affairs professionals at private, four-year liberal arts institutions did not differ in their opinions when rating the concerns and feelings of international students at private, four-year liberal arts institutions.
Table 19. T-Test Analysis For Hypothesis 6

Bachelor's Master's or Beyond
(N = 18) (N = 60)

<table>
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<th>MEAN</th>
<th>SD</th>
<th>MEAN</th>
<th>SD</th>
<th>T</th>
<th>DF</th>
<th>PROB</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONCERN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td>3.873</td>
<td>.867</td>
<td>3.833</td>
<td>.866</td>
<td>-.170</td>
<td>76</td>
<td>.865</td>
</tr>
<tr>
<td>Practical Necessities</td>
<td>3.076</td>
<td>.759</td>
<td>2.917</td>
<td>.820</td>
<td>-.736</td>
<td>76</td>
<td>.464</td>
</tr>
<tr>
<td>Extended Family</td>
<td>3.878</td>
<td>1.018</td>
<td>4.087</td>
<td>.954</td>
<td>.802</td>
<td>76</td>
<td>.425</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>3.625</td>
<td>.867</td>
<td>3.663</td>
<td>.922</td>
<td>.153</td>
<td>76</td>
<td>.878</td>
</tr>
<tr>
<td>Living Expenses</td>
<td>3.093</td>
<td>.650</td>
<td>3.075</td>
<td>.735</td>
<td>-.091</td>
<td>76</td>
<td>.928</td>
</tr>
<tr>
<td>School</td>
<td>3.689</td>
<td>1.039</td>
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<td>1.164</td>
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<td>76</td>
<td>.977</td>
</tr>
<tr>
<td>Amenities</td>
<td>3.122</td>
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<td>3.180</td>
<td>.798</td>
<td>.270</td>
<td>76</td>
<td>.788</td>
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<tr>
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<td>Negative</td>
<td>3.389</td>
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<td>3.696</td>
<td>.694</td>
<td>1.682</td>
<td>76</td>
<td>.097</td>
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<tr>
<td>Positive*</td>
<td>4.667</td>
<td>.379</td>
<td>4.483</td>
<td>.574</td>
<td>-1.579</td>
<td>43</td>
<td>.122</td>
</tr>
<tr>
<td>Outlook</td>
<td>3.759</td>
<td>.782</td>
<td>4.017</td>
<td>.685</td>
<td>1.354</td>
<td>76</td>
<td>.180</td>
</tr>
<tr>
<td>Posture</td>
<td>3.667</td>
<td>.420</td>
<td>3.842</td>
<td>.600</td>
<td>1.153</td>
<td>76</td>
<td>.253</td>
</tr>
</tbody>
</table>

* Denotes that for Levene's Test for Equality of Variances, equal variances were not assumed due to the test's significance level falling below .05 (i.e., .032).
Null Hypothesis 7: $H_0: \mu_{11} = \mu_{72}$

$\mu_{11} =$ mean of professionals who had studied outside of U.S.

$\mu_{72} =$ mean of professionals who had not studied outside of U.S.

It was hypothesized that there would be no significant difference between student affairs professionals who had studied outside of the U.S. and student affairs professionals who had not studied outside of the U.S. when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

Table 20 shows the overall means, standard deviations, t-values, degrees of freedom, and alpha levels for each concern and feeling factor. Based on respondents who had studied outside of the U.S. and those who had not, there were no significant differences in student affairs professionals’ ratings of the concerns and feelings of international students at private, four-year liberal arts institutions. At an alpha level of .05, the t-values for all of the concern and feeling factors were not significant. There were no significant differences and the null hypothesis ($H_0: \mu_{11} = \mu_{72}$) was not rejected. Therefore, based on respondents who had studied outside of the U.S. and those who had not, student affairs professionals at private, four-year liberal arts institutions did not differ in their opinions when rating the concerns and feelings of international students at private, four-year liberal arts institutions.
Table 20. T-Test Analysis For Hypothesis 7

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>MEAN Studied Outside U.S. (N = 44)</th>
<th>SD</th>
<th>MEAN Not Studied Outside U.S. (N = 34)</th>
<th>SD</th>
<th>T</th>
<th>DF</th>
<th>PROB</th>
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<td>CONCERN</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td>.828</td>
<td>3.807</td>
<td>.914</td>
<td>.321</td>
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<td>2.967</td>
<td>.710</td>
<td>-.128</td>
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<td>.898</td>
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<tr>
<td>Necessities</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Extended Family</td>
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<td>.953</td>
<td>4.018</td>
<td>.997</td>
<td>.166</td>
<td>76</td>
<td>.868</td>
</tr>
<tr>
<td>Lifestyle</td>
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<td>.872</td>
<td>3.691</td>
<td>.956</td>
<td>-.319</td>
<td>76</td>
<td>.751</td>
</tr>
<tr>
<td>Living Expenses</td>
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<td>3.147</td>
<td>.728</td>
<td>-.739</td>
<td>76</td>
<td>.462</td>
</tr>
<tr>
<td>School</td>
<td>3.577</td>
<td>1.155</td>
<td>3.818</td>
<td>1.098</td>
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<td>.355</td>
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<td>3.059</td>
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<tr>
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<td>3.631</td>
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<td>.636</td>
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<tr>
<td>Outlook</td>
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<tr>
<td>Posture</td>
<td>3.807</td>
<td>.593</td>
<td>3.794</td>
<td>.538</td>
<td>.098</td>
<td>76</td>
<td>.922</td>
</tr>
</tbody>
</table>

* Denotes that for Levene's Test for Equality of Variances, equal variances were not assumed due to the test's significance level falling below .05 (i.e., .031).
Null Hypothesis 8: $H_0: \mu_{\bar{x}_1} = \mu_{\bar{x}_2}$

$\mu_{\bar{x}_1}$ = mean of professionals who had lived outside of U.S.

$\mu_{\bar{x}_2}$ = mean of professionals who had not lived outside of U.S.

It was hypothesized that there would be no significant difference between student affairs professionals who had lived outside of the U.S. continuously for at least three months, and student affairs professionals who had not lived outside of the U.S. continuously for at least three months, when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

Table 21 shows the overall means, standard deviations, t-values, degrees of freedom, and alpha levels for each concern and feeling factor. Based on respondents who had lived outside of the U.S. continuously for at least three months and those who had not, there were no significant differences in student affairs professionals’ ratings of the concerns and feelings of international students at private, four-year liberal arts institutions. At an alpha level of .05, the t-values for all of the concern and feeling factors were not significant. There were no significant differences and the null hypothesis ($H_0: \mu_{\bar{x}_1} = \mu_{\bar{x}_2}$) was not rejected. Therefore, based respondents who had lived outside of the U.S. continuously for at least three months and those who had not, student affairs professionals at private, four-year liberal arts institutions did not differ in their opinions when rating the concerns and feelings of international students at private, four-year liberal arts institutions.
Table 21. T-Test Analysis For Hypothesis 8

<table>
<thead>
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<th>FACTORS</th>
<th>MEAN</th>
<th>SD</th>
<th>MEAN</th>
<th>SD</th>
<th>T</th>
<th>DF</th>
<th>PROB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lived Outside U.S.</strong></td>
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<td></td>
<td><strong>Not Lived Outside U.S.</strong></td>
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<tr>
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<tr>
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<td>3.708</td>
<td>.864</td>
<td>.865</td>
<td>76</td>
<td>.390</td>
</tr>
<tr>
<td>Practical Necessities</td>
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<td>.839</td>
<td>2.875</td>
<td>.723</td>
<td>.538</td>
<td>76</td>
<td>.592</td>
</tr>
<tr>
<td>Extended Family</td>
<td>4.154</td>
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<td>3.746</td>
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<td>1.699</td>
<td>76</td>
<td>.093</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>3.705</td>
<td>.900</td>
<td>3.523</td>
<td>.922</td>
<td>.801</td>
<td>76</td>
<td>.426</td>
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<tr>
<td>Living Expenses</td>
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<td>.685</td>
<td>3.152</td>
<td>.790</td>
<td>-.560</td>
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<td>1.138</td>
<td>3.691</td>
<td>1.136</td>
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<td>.966</td>
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<td>.157</td>
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<td>.650</td>
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<td>.544</td>
<td>4.599</td>
<td>.529</td>
<td>-.747</td>
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<td>.458</td>
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<tr>
<td>Outlook</td>
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<td>3.879</td>
<td>.671</td>
<td>.608</td>
<td>76</td>
<td>.545</td>
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<tr>
<td>Posture</td>
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<td>.570</td>
<td>3.818</td>
<td>.568</td>
<td>-.164</td>
<td>76</td>
<td>.870</td>
</tr>
</tbody>
</table>
Null Hypothesis 9: $H_0: \mu_{o1} = \mu_{o2}$

$\mu_{o1}$ = mean of professionals who had worked with international students 5 years or less
$\mu_{o2}$ = mean of professionals who had worked with international students 6 years or more

It was hypothesized that there would be no significant difference between student affairs professionals who had worked with international students for 5 years or less and student affairs professionals who had worked with international students for 6 years or more when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

Table 22 shows the overall means, standard deviations, t-values, degrees of freedom, and alpha levels for each concern and feeling factor. Based on respondents who had worked with international students for 5 years or less and those who had worked with international students for 6 years or more, there were no significant differences in student affairs professionals' ratings of the concerns and feelings of international students at private, four-year liberal arts institutions. At an alpha level of .05, the t-values for all of the concern and feeling factors were not significant. There were no significant differences and the null hypothesis ($H_0: \mu_{o1} = \mu_{o2}$) was not rejected. Therefore, based respondents who had worked with international students for 5 years or less and those who had worked with international students for 6 years or more, student affairs professionals at private, four-year liberal arts institutions did not differ in their opinions when rating the concerns and feelings of international students at private, four-year liberal arts institutions.
Table 22. T-Test Analysis For Hypothesis 9

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>MEAN</th>
<th>SD</th>
<th>MEAN</th>
<th>SD</th>
<th>T</th>
<th>DF</th>
<th>PROB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONCERN</strong></td>
<td></td>
<td></td>
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<td>3.936</td>
<td>.736</td>
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<td>.272</td>
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<td>.807</td>
<td>.303</td>
<td>76</td>
<td>.763</td>
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<tr>
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<td>4.136</td>
<td>.983</td>
<td>1.101</td>
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<td>.274</td>
</tr>
<tr>
<td>Lifestyle</td>
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<td>1.053</td>
<td>3.713</td>
<td>.797</td>
<td>.707</td>
<td>76</td>
<td>.482</td>
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<tr>
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<td>3.096</td>
<td>.668</td>
<td>.253</td>
<td>76</td>
<td>.801</td>
</tr>
<tr>
<td>School</td>
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<td>3.638</td>
<td>1.180</td>
<td>-.419</td>
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<td>.676</td>
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<td>3.230</td>
<td>.719</td>
<td>.865</td>
<td>76</td>
<td>.390</td>
</tr>
<tr>
<td><strong>FEELING</strong></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td>3.524</td>
<td>.687</td>
<td>3.692</td>
<td>.686</td>
<td>1.053</td>
<td>76</td>
<td>.296</td>
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<td>.442</td>
<td>4.582</td>
<td>.592</td>
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<td>76</td>
<td>.262</td>
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<tr>
<td>Outlook</td>
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<td>.706</td>
<td>3.993</td>
<td>.721</td>
<td>.542</td>
<td>76</td>
<td>.589</td>
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<tr>
<td>Posture</td>
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<td>.621</td>
<td>.341</td>
<td>76</td>
<td>.734</td>
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</table>

* Denotes that for Levene’s Test for Equality of Variances, equal variances were not assumed due to the test’s significance level falling below .05 (i.e., .025).
Null Hypothesis 10: $H_0: \mu_{101} = \mu_{102}$

$\mu_{101} =$ mean of professionals who had contact with international students 4 hrs/wk or less

$\mu_{102} =$ mean of professionals who had contact with international students 5 hrs/wk or more

It was hypothesized that there would be no significant difference between student affairs professionals who had contact with international students 4 hours per week or less and student affairs professionals who had contact with international students 5 hours per week or more when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

Table 23 shows the overall means, standard deviations, t-values, degrees of freedom, and alpha levels for each concern and feeling factor. Based on respondents who had contact 4 hours per week or less with international students and those who had contact 5 hours per week or more with international students, there was one significant difference in student affairs professionals' ratings of the concerns and feelings of international students at private, four-year liberal arts institutions. The t-value for the school concern factor was significant at 2.116 with a p-value of .038. Therefore, at the .05 level, the null hypothesis ($H_0: \mu_{101} = \mu_{102}$) was rejected. The alternative hypothesis ($H_a: \mu_{101} \neq \mu_{102}$) was accepted, which stated that based on respondents who had contact 4 hours per week or less with international students and those who had contact 5 hours per week or more with international students, student affairs professionals at private, four-year liberal arts institutions did differ in their opinions when rating the concerns (i.e., school) and feelings of international students at private, four-year liberal arts institutions.
Table 23. T-Test Analysis For Hypothesis 10

<table>
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<th>FACTORS</th>
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<th>SD</th>
<th>MEAN</th>
<th>SD</th>
<th>T</th>
<th>DF</th>
<th>PROB</th>
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</thead>
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<tr>
<td>4 Hrs/Wk or Less</td>
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<td></td>
<td>5 Hrs/Wk or More</td>
<td></td>
<td></td>
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<td>(N = 35)</td>
<td></td>
<td></td>
<td>(N = 43)</td>
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</tr>
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<td>.845</td>
<td>76</td>
<td>.401</td>
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<td>.683</td>
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<td>76</td>
<td>.261</td>
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<td>Necessities</td>
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<td>.900</td>
<td>3.217</td>
<td>.683</td>
<td>-2.86</td>
<td>76</td>
<td>.261</td>
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<td>4.562</td>
<td>.659</td>
<td>1.036</td>
<td>76</td>
<td>.303</td>
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<tr>
<td>Lifestyle</td>
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<td>.842</td>
<td>4.139</td>
<td>.593</td>
<td>1.534</td>
<td>76</td>
<td>.128</td>
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<tr>
<td>Living Expenses</td>
<td>3.058</td>
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<td>3.217</td>
<td>.722</td>
<td>-1.161</td>
<td>76</td>
<td>.204</td>
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<td>1.116</td>
<td>4.496</td>
<td>.495</td>
<td>-1.534</td>
<td>76</td>
<td>.128</td>
</tr>
<tr>
<td>Amenities</td>
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<td>.842</td>
<td>3.536</td>
<td>.659</td>
<td>1.036</td>
<td>76</td>
<td>.303</td>
</tr>
<tr>
<td>FEELING</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
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<td>.708</td>
<td>3.969</td>
<td>.738</td>
<td>1.036</td>
<td>76</td>
<td>.303</td>
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<td>.495</td>
<td>4.969</td>
<td>.495</td>
<td>-1.534</td>
<td>76</td>
<td>.128</td>
</tr>
<tr>
<td>Outlook</td>
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<td>.487</td>
<td>1.161</td>
<td>76</td>
<td>.204</td>
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<tr>
<td>Posture</td>
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<td>.487</td>
<td>3.536</td>
<td>.659</td>
<td>1.036</td>
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<td>.303</td>
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</tbody>
</table>

* p < .05
Results of the Multiple Analysis of Variance (MANOVA): Research Question 4

To determine if differences existed on the study's multiple dependent variables, the concerns and feelings, 10 independent, factor variables were examined through the use of a multiple analysis of variance test (MANOVA). The MANOVA assisted in testing null hypotheses concerning the effects of the independent, factor variables on the means of different groupings of the dependent variables. The 10 independent, factor variables were: the size of an institution, religiously-affiliated versus non-religiously-affiliated status of an institution, the geographic location of an institution, the age of the student affairs professional, the gender of the student affairs professional, the level of education of the student affairs professional, the previous study abroad experience of the student affairs professional, the previous living abroad experience of the student affairs professional, the number of years working with international students of the student affairs professional, and the number of hours per week contact with international students of the student affairs professional.

To check assumptions for the MANOVA test, a separate histogram for each of the groups was constructed to determine if each population was normal. Also, a boxplot for each of the groups was constructed to look at the spread of the observations. The histograms and the boxplots verified that the population was normally distributed and the distributions were not very skewed. Because these criteria were met, the MANOVA test was suitable to use for the analysis.

Based on the scores of the two dependent variables, the concerns and feelings, and the 10 demographic, independent factors noted above, Table 24 shows the overall scores for
Wilks' lambda, the hypothesis degree of freedom, the error degree of freedom, the F statistic, and the level of significance (.05). The results of Table 24 indicate that using the 10 independent variables to find differences on the two dependent variables showed that none of the comparisons were significant at the .05 level and the group means were not different.

<table>
<thead>
<tr>
<th>EFFECT</th>
<th>WILKS'</th>
<th>HYP DF</th>
<th>ERROR DF</th>
<th>F</th>
<th>PROB</th>
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</thead>
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<tr>
<td>Studied Outside of U.S.</td>
<td>.991</td>
<td>2</td>
<td>49</td>
<td>.235</td>
<td>.792</td>
</tr>
<tr>
<td>Lived Outside of U.S.</td>
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<td>2</td>
<td>49</td>
<td>.410</td>
<td>.666</td>
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<tr>
<td>Years Working</td>
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<td>98</td>
<td>.902</td>
<td>.518</td>
</tr>
<tr>
<td>Hours/Week Contact</td>
<td>.949</td>
<td>8</td>
<td>98</td>
<td>.323</td>
<td>.955</td>
</tr>
<tr>
<td>Institutional Enrollment</td>
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<td>98</td>
<td>1.123</td>
<td>.354</td>
</tr>
<tr>
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<td>49</td>
<td>.245</td>
<td>.783</td>
</tr>
<tr>
<td>Institutional Location</td>
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<td>98</td>
<td>.717</td>
<td>.707</td>
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<tr>
<td>Age</td>
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<td>8</td>
<td>98</td>
<td>1.208</td>
<td>.302</td>
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<tr>
<td>Gender</td>
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<td>2</td>
<td>49</td>
<td>1.785</td>
<td>.178</td>
</tr>
<tr>
<td>Level of Education</td>
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<td>.770</td>
<td>.547</td>
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</table>

**Results of the Linear Regression: Research Question 5**

To determine the strength of the correlation between the scores on concerns and the scores on feelings, a linear regression model was implemented to calculate Pearson’s correlation coefficient ($r$). The Pearson’s correlation coefficient assisted in measuring the
strength of a linear association between two variables (i.e., the concern score and the feeling score). The range for the correlation coefficient is from -1 to 1. An $r$ of -1 has an exact negative relationship between the two variables, an $r$ of 1 has an exact positive relationship between the two variables, and an $r$ of 0 has no linear relationship between the two variables.

To check assumptions for the linear regression model, a scatterplot of residuals plotted vs predicted values was run to see if the residuals were randomly scattered around the line and if there were any outliers. A residual histogram was run to see if the residuals followed a normal distribution with a mean equal to 0 and if there were no outliers present. Finally, a normal probability plot was run to see if the residuals followed a normal distribution with a mean equal to 0 and if there were no outliers present. All of the above criteria were met and it was concluded that a linear model was appropriate to run for these data.

The linear relationship between the concern score and the feeling score is shown in Table 25. Table 25 shows that the correlation coefficient of -.582, with a very significant p-value of .000, indicates that there is a very strong, positive linear relationship between the two variables: concern score and feeling score.

Table 25. Linear Regression

<table>
<thead>
<tr>
<th>VARIABLE</th>
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<tr>
<td>Concern Score</td>
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<td>.000***</td>
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<td>Feeling Score</td>
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*** $p < .001$
CHAPTER 5. SUMMARY, CONCLUSIONS, DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

This chapter is divided into five sections: a summary, conclusions derived from the study, a discussion of the conclusions and linkages to the review of the literature, implications inferred from the conclusions, and recommendations for further research.

Summary

Restatement of the Problem

Throughout the American system of higher education, student affairs offices often are given the responsibility of providing programming and support systems for international students. In order to provide international students with well-defined programs and support systems, student affairs professionals must have current and complete information which indicates the concerns and feelings of the international student population. Moreover, student affairs offices need to have current and complete information which indicates the concerns and feelings of international students because many student affairs professionals are in leadership positions of determining the direction of resource acquisition, resource allocation, and program planning for campus international student programs and support systems.

However, there is very little research which has studied student affairs professionals' perceptions of the concerns and feelings of international students. At the private, four-year liberal arts level, very little information exists which examines student affairs professionals' views of the concerns and feelings experienced by international students studying at this institutional type.
Furthermore, there has never been a study conducted exclusively at private, four-year liberal arts colleges in the United States which has identified student affairs professionals' perceptions of the concerns and feelings of international students at this institutional type. Thus, it was the intention of this study to conduct a random sample of 100 student affairs professionals at Baccalaureate I & II institutions throughout the United States to examine these professionals' perceptions of the concerns and feelings of international students participating in the American system of higher education.

**Restatement of the Purpose**

Research indicates that student affairs professionals at private, four-year liberal arts institutions who work with international students, have little information about the views of their cohorts' perceptions of the concerns and feelings of international students. The purpose of this study was as follows:

1. Gathering student affairs professionals' perceptions of the concerns and feelings of international students at private, four-year liberal arts institutions as measured by the ISQDF.
2. Identifying and classifying student affairs professionals' perceptions of the influential and non-influential concerns of international students at private, four-year liberal arts institutions as measured by the ISQDF.
3. Identifying and classifying the student affairs professionals' perceptions of the positive and negative feelings of international students at private, four-year liberal arts institutions as measured by the ISQDF.
4. Providing suggestions and recommendations to student affairs professionals at private, four-year liberal arts institutions which would assist them in the development of more effective programming and support systems for international students.

Conclusions

Based on the findings from this study, the following conclusions pertain to student affairs professionals and their perceptions of the concerns and feelings of international students at private, four-year liberal arts institutions.

1. Based on a comparison with the survey's Lickert-type scales, overall, international students were perceived to be quite well-adjusted and have near normal concerns in the areas of culture, practical necessities, lifestyle, school, amenities, extended family, and living expenses. Also, international students were perceived to be happy, confident, determined, and trusting and were not viewed as often sad, discouraged, or angry.

2. Specifically, international students were perceived to have slight to moderate concerns. The areas of greater concern were extended family and culture. The areas of modest concern were school and lifestyle. The areas of lesser concern were practical necessities, living expenses, and amenities.

3. International students were perceived to have between infrequently and somewhat infrequently negative feelings. International students were viewed as having between somewhat frequently to frequently positive feelings. The outlook and posture feelings rated between somewhat infrequently and somewhat frequently.
4. Based on descriptive statistics, student affairs professionals at private, four-year liberal arts institutions who work with international students were highly-qualified, well-educated, and possessed substantial work experience.

5. Based on the size of institutional enrollment, student affairs professionals at private, four-year liberal arts institutions did differ in their opinions when rating the concerns and feeling of international students (i.e., practical necessities concerns and school concerns).

6. Based on religious affiliation or non-religious affiliation of an institution, student affairs professionals at private, four-year liberal arts institutions did differ in their opinions when rating the concerns and feeling of international students (i.e., living expenses concerns).

7. Based on geographic location in either the Midwest or the Northeast, student affairs professionals at private, four-year liberal arts institutions did not differ in their opinions when rating the concerns and feeling of international students.

8. Based on the age of the respondent, 21 to 30 years of age or 31 years of age or older, student affairs professionals at private, four-year liberal arts institutions did differ in their opinions when rating the concerns and feeling of international students (i.e., practical necessities concerns, culture concerns, lifestyle concerns, and school concerns).

9. Based on the gender of the respondent, student affairs professionals at private, four-year liberal arts institutions did not differ in their opinions when rating the concerns and feeling of international students.

10. Based on the level of education of the respondent, those with a bachelor's degree and those with a master's degree or beyond, student affairs professionals at private, four-year liberal arts institutions did not differ in their opinions when rating the concerns and feeling of international students.
11. Based on respondents who had studied outside of the U.S. and those who had not, student affairs professionals at private, four-year liberal arts institutions did not differ in their opinions when rating the concerns and feeling of international students.

12. Based on respondents who had lived outside of the U.S. continuously for at least three months and those who had not, student affairs professionals at private, four-year liberal arts institutions did not differ in their opinions when rating the concerns and feeling of international students.

13. Based on respondents who had worked with international students for 5 years or less and those who had worked with international students for 6 years or more, student affairs professionals at private, four-year liberal arts institutions did not differ in their opinions when rating the concerns and feeling of international students.

14. Based on respondents who had contact 4 hours per week or less with international students and those who had contact 5 hours per week or more with international students, student affairs professionals at private, four-year liberal arts institutions did differ in their opinions when rating the concerns and feeling of international students (i.e., school concerns).

15. None of the 10 demographic, independent variables that were examined for differences on the two dependent variables were significant at the .05 level (i.e., the group means were not different).

16. A Pearson's correlation coefficient of +.582, with a very significant p-value of .000, indicated that there was a very strong, positive linear relationship between the concern score variable and the feeling score variable.
Discussion of the Conclusions and Linkages to the Review of the Literature

Based on the findings of this study, and a linkage to the review of the literature, the following discussion pertains to the previously-mentioned conclusions derived from student affairs professionals' perceptions of the concerns and feelings of international students at private, four-year liberal arts institutions.

Overall Concerns and Feelings

Collectively, student affairs professionals perceived that international students at private, four-year liberal arts institutions were well-adjusted with either slight to moderate concerns in the seven areas which comprised the concerns factor. In addition, student affairs professionals perceived that international students were either somewhat frequently or frequently positive and had determined attitudes and positive outlooks. Finally, as previously noted in the review of the literature (Brislin, 1981; Lee et al., 1981; Parr et al., 1991, 1992; Wehrly, 1988), the study's data indicated that international students had normal concerns and feelings and seemed to be quite satisfied and happy with their experiences in the American system of higher education.

Overall Concerns

As was found by Parr et al. (1991), student affairs professionals rated the concerns of international students at private, four-year liberal arts institutions as either of slight concern or moderate concern. For most of the concern factors, international students were perceived to have slight concerns in the areas of practical necessities, living expenses, lifestyle, and amenities. International students were thought to have moderate concerns in the areas of
academics and culture. However, this study indicated that for some international students, the extended family was a definite point of concern.

**Extended Family**

The areas of moderate concern found in the extended family category were wondering about the family’s welfare (e.g., health or finances) ($M = 4.37, SD = 1.17$), letting the family down because of poor grades ($M = 4.21, SD = 1.35$), and reconciling parental wishes with new, personal goals which may have been acquired since coming to the United States (e.g., the selection of a new academic major) ($M = 4.09, SD = 1.12$). The areas of slight concern found in the extended family category were maintaining enough contact ($M = 3.85, SD = 1.17$) and easing parental fears about the students’ new lives in the United States ($M = 3.68, SD = 1.10$).

**Living Expenses**

Some of the areas of moderate concern found in the living expenses category were having adequate financial support or aid ($M = 4.86, SD = 1.04$) and having work or work study opportunities ($M = 4.29, SD = 1.12$). Some of the areas of minor concern and no concern, respectively, found in the living expenses category were finding good, affordable housing ($M = 2.33, SD = 1.32$) and finding good, affordable childcare ($M = 1.33, SD = 1.03$).

**Culture**

The area of moderate concern found in the culture category was coping with feelings of alienation ($M = 4.21, SD = 1.15$). Some of the areas of slight concern found in the culture
category were understanding the American mind/thought process ($M = 3.77$, $SD = 1.04$) and learning to accept Americans in spite of cultural differences ($M = 3.41$, $SD = 1.09$).

**Practical Necessities**

Some of the areas of slight concern found in the practical necessities category were speaking the English language ($M = 3.67$, $SD = 1.58$) and understanding the slang, idioms, or different accents common to American English ($M = 3.45$, $SD = 1.23$). Some of the areas of minor concern found in the practical necessities category were using a telephone (e.g., finding a company or making long distance calls) ($M = 2.65$, $SD = 1.24$) and adjusting to American cars and traffic ($M = 2.26$, $SD = .99$).

**Lifestyle**

Some of the areas of slight concern found in the lifestyle category were learning how to socialize in the United States ($M = 3.96$, $SD = 1.02$), adjusting to the American pace of life ($M = 3.85$, $SD = 1.09$), being discriminated against by Americans ($M = 3.54$, $SD = 1.23$), and acquiring and maintaining an international student visa ($M = 3.27$, $SD = 1.36$).

**Amenities**

Some of the areas of slight concern found in the amenities category were finding enjoyable entertainment ($M = 3.56$, $SD = 1.19$) and adjusting to a different climate ($M = 3.46$, $SD = 1.22$). Some of the areas of minor concern found in the amenities category were finding newspapers or magazines from the country of origin ($M = 2.95$, $SD = 1.09$) and finding appropriate clothing for different occasions ($M = 2.90$, $SD = 1.09$).
Academics

The area of moderate concern found in the school category was understanding class lectures (M = 4.05, SD = 1.24). Some of the areas of slight concern found in the school category were finding time to study while adjusting to being in a new country (M = 3.82, SD = 1.17), finding an adviser who would take time to help the international student (M = 3.42, SD = 1.56), and learning how to register for classes, pay tuition, or file degree plans (M = 3.42, SD = 1.46).

Overall Feelings

Furthermore, as was found by Parr et al. (1991), student affairs professionals rated the feelings of international students at private, four-year liberal arts institutions as being somewhat frequently to frequently positive, having a good attitude, possessing a determined outlook, and being somewhat infrequently to infrequently negative. Moreover, the data indicated that many international students at private, four-year liberal arts institutions felt quite positive, were determined and happy, had normal outlooks and attitudes, and did not often feel negative, discouraged, or angry.

Positive

The area of frequently found in the positive feeling category was determined (M = 5.26, SD = .63). The areas of somewhat frequently found in the positive feeling category were happy (M = 4.65, SD = .66), confident (M = 4.49, SD = .83), cheerful (M = 4.46, SD = .72), and thankful (M = 4.42, SD = 1.03). The area of somewhat infrequently found in the positive feeling category was relaxed (M = 3.87, SD = .92).
Outlook

The area of somewhat frequently found in the outlook feeling category was cautious (M = 4.05, SD = .91). The areas of somewhat infrequently found in the outlook feeling category were lonely (M = 3.99, SD = .96) and shy (M = 3.83, SD = .99).

Posture

The area of somewhat frequently found in the posture feeling category was trusting (M = 4.27, SD = .71). The area of somewhat infrequently found in the posture feeling category was discouraged (M = 3.33, SD = .98).

Negative

The area of somewhat frequently found in the negative feeling category was frustrated (M = 4.00, SD = .84). The areas of somewhat infrequently found in the negative category were worried (M = 3.99, SD = .88) and sad (M = 3.56, SD = .83). The area of infrequently found in the negative feeling category was angry (M = 2.95, SD = 1.02).

Descriptive Statistics

Based on descriptive statistics, student affairs professionals at private, four-year liberal arts institutions who work with international students were highly-qualified, well-educated, and possessed substantial work experience. As noted in the review of the literature, these exemplary qualifications can be attributed, partially, to attaining cultural competence (Jarchow, 1997; Ruben, 1976; Tederman, 1997). Thus, student affairs professionals at private, four-year liberal arts institutions were:

• Highly-educated: 75.6 % of the respondents had a master’s degree or a doctorate.
• Culturally competent: 56.4% of the respondents had participated in a study abroad experience.
• Culturally competent: 71.8% of the respondents had lived outside of the U.S. continuously for at least three months.
• Very experienced working with international students: 41.0% of the respondents had worked with international students for nine years or more.
• Very interactive with international students on a weekly basis: 44.9% of the respondents had seven or more contact hours per week with international students.

Furthermore, student affairs professionals at private, four-year liberal arts institutions who work with international students had the following similarities:
• Older: 59.0% of the respondents were between the ages of 41 to 60.
• Female: 74.4% of the respondents were of this gender.
• Came from institutions with an enrollment between 1,000 to 1,999 students (55.1%).
• Came from institutions which had a religious affiliation (52.6%).
• Came from institutions geographically located in the Midwest (43.6%).

**Null Hypotheses**

1. It was hypothesized that there would be no significant difference between student affairs professionals at an institution with an enrollment of 1,999 students or less and student affairs professionals at an institution with an enrollment of 2,000 students or more when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

   Based on the size of institutional enrollment, student affairs professionals at private, four-year liberal arts institutions did differ in their opinions when rating the concerns and
feeling of international students. Results indicated that differences were not found with five of the concern factors: culture, amenities, living expenses, lifestyle, and extended family. Furthermore, no differences were found with any of the feeling factors: positive, negative, outlook, and posture.

However, two significant differences were found in student affairs professionals’ ratings of the practical necessities concerns and school concerns of international students at private, four-year liberal arts institutions. As noted in the review of the literature pertaining to language proficiency (Heikenheim & Shute, 1986; Huntley, 1993; Wan et al., 1992) and academics (Hamouda, 1986; Henderson et al., 1993; Parr et al., 1992), these significant differences indicate that international students’ practical necessity (e.g., speaking the English language or understanding the slang, idioms, or different accents common to American English) and academic issues (e.g., finding time to study and understanding class lectures), when based on the size of institutional enrollment, are points of concern with student affairs professionals.

2. It was hypothesized that there would be no significant difference between student affairs professionals at religiously-affiliated institutions and student affairs professionals at non-religiously-affiliated institutions when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

Based on religious affiliation or non-religious affiliation of an institution, student affairs professionals at private, four-year liberal arts institutions did differ in their opinions when rating the concerns and feeling of international students. Results indicated that differences were not found with six of the concern factors: culture, amenities, practical
necessities, school, lifestyle, and extended family. Furthermore, no differences were found with any of the feeling factors: positive, negative, outlook, and posture.

However, one significant difference was found in student affairs professionals' ratings of the living expenses concerns of international students at private, four-year liberal arts institutions. As noted in the review of the literature pertaining to finances (Bontrager et al., 1990; Marino, 1997; Molla & Sedlacek, 1989), this significant difference indicates that international students' living expense issues, such as having adequate financial support or aid and having work or work study opportunities, when based on the religious affiliation or non-religious affiliation of an institution, are points of concern with student affairs professionals.

3. It was hypothesized that there would be no significant difference between student affairs professionals geographically located in the Midwest and student affairs professionals geographically located in the Northeast when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

Based on geographic location in either the Midwest or the Northeast, student affairs professionals at private, four-year liberal arts institutions did not differ in their opinions when rating the concerns and feeling of international students. Results indicated that differences were not found with any of the seven concern factors: culture, amenities, practical necessities, school, lifestyle, living expenses, and extended family. Furthermore, no differences were found with any of the feeling factors: positive, negative, outlook, and posture.

4. It was hypothesized that there would be no significant difference between student affairs professionals 21 to 30 years of age and student affairs professionals 31 years of age or older.
when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

Based on the age of the respondent, 21 to 30 years of age or 31 years of age or older, student affairs professionals at private, four-year liberal arts institutions did differ in their opinions when rating the concerns and feeling of international students. Results indicated that differences were not found with three of the concern factors: amenities, living expenses, and extended family. Furthermore, no differences were found with any of the feeling factors: positive, negative, outlook, and posture.

However, four significant differences were found in student affairs professionals’ ratings of the practical necessities concerns, culture concerns, lifestyle concerns, and school concerns of international students at private, four-year liberal arts institutions. As noted in the review of the literature pertaining to practical necessities (Adams, 1981; Kagan & Cohen, 1990; Xia, 1991), school (Lukas, 1989; Moghrabi, 1972; Xu, 1991), culture (Brislin, 1981; Hayes & Lin, 1994; Schram & Lauver, 1988) and lifestyle (Spaulding & Flack, 1976; Wan et al., 1992; Zhang & Rentz, 1996), these significant differences indicate that international students’ practical necessity (e.g., speaking the English language), school (e.g., finding time to study), culture (e.g., coping with feelings of alienation or learning to accept Americans in spite of cultural differences), and lifestyle issues (e.g., learning how to socialize in the United States or adjusting to the American pace of life), when based on the age of the responding professionals, are points of concern with student affairs professionals. It was hypothesized that there would be no significant difference between male student affairs professionals and female student affairs professionals when rating the concerns and feelings of international students at private, four-year liberal arts institutions.
Based on the gender of the respondent, student affairs professionals at private, four-year liberal arts institutions did not differ in their opinions when rating the concerns and feeling of international students. Results indicated that differences were not found with any of the seven concern factors: culture, amenities, practical necessities, school, lifestyle, living expenses, and extended family. Furthermore, no differences were found with any of the feeling factors: positive, negative, outlook, and posture.

6. It was hypothesized that there would be no significant difference between student affairs professionals with a bachelor’s degree and student affairs professionals with a master’s degree or beyond when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

Based on the level of education of the respondent, those with a bachelor’s degree and those with a master’s degree or beyond, student affairs professionals at private, four-year liberal arts institutions did not differ in their opinions when rating the concerns and feeling of international students. Results indicated that differences were not found with any of the seven concern factors: culture, amenities, practical necessities, school, lifestyle, living expenses, and extended family. Furthermore, no differences were found with any of the feeling factors: positive, negative, outlook, and posture.

7. It was hypothesized that there would be no significant difference between student affairs professionals who had studied outside of the U.S. and student affairs professionals who had not studied outside of the U.S. when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

Based on respondents who had studied outside of the U.S. and those who had not, student affairs professionals at private, four-year liberal arts institutions did not differ in
their opinions when rating the concerns and feeling of international students. Results indicated that differences were not found with any of the seven concern factors: culture, amenities, practical necessities, school, lifestyle, living expenses, and extended family. Furthermore, no differences were found with any of the feeling factors: positive, negative, outlook, and posture.

8. It was hypothesized that there would be no significant difference between student affairs professionals who had lived outside of the U.S., continuously for at least three months, and student affairs professionals who had not lived outside of the U.S., continuously for at least three months, when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

Based on respondents who had lived outside of the U.S. continuously for at least three months and those who had not, student affairs professionals at private, four-year liberal arts institutions did not differ in their opinions when rating the concerns and feeling of international students. Results indicated that differences were not found with any of the seven concern factors: culture, amenities, practical necessities, school, lifestyle, living expenses, and extended family. Furthermore, no differences were found with any of the feeling factors: positive, negative, outlook, and posture.

9. It was hypothesized that there would be no significant difference between student affairs professionals who had worked with international students for 5 years or less and student affairs professionals who had worked with international students for 6 years or more when rating the concerns and feelings of international students at private, four-year liberal arts institutions.
Based on respondents who had worked with international students for 5 years or less and those who had worked with international students for 6 years or more, student affairs professionals at private, four-year liberal arts institutions did not differ in their opinions when rating the concerns and feeling of international students. Results indicated that differences were not found with any of the seven concern factors: culture, amenities, practical necessities, school, lifestyle, living expenses, and extended family. Furthermore, no differences were found with any of the feeling factors: positive, negative, outlook, and posture.

10. It was hypothesized that there would be no significant difference between student affairs professionals who had contact with international students 4 hours per week or less and student affairs professionals who had contact with international students 5 hours per week or more when rating the concerns and feelings of international students at private, four-year liberal arts institutions.

Based on respondents who had contact 4 hours per week or less with international students and those who had contact 5 hours per week or more with international students, student affairs professionals at private, four-year liberal arts institutions did differ in their opinions when rating the concerns and feeling of international students. Results indicated that differences were not found with six of the concern factors: culture, amenities, practical necessities, living expenses, lifestyle, and extended family. Furthermore, no differences were found with any of the feeling factors: positive, negative, outlook, and posture.

However, one significant difference was found in student affairs professionals’ ratings of the school concerns of international students at private, four-year liberal arts institutions. As noted in the review of the literature pertaining to academics (Cadieux &
Wehrly, 1986; Hamouda, 1986; Huntley, 1993), this significant difference indicates that international students' academic issues, such as finding time to study and understanding class lectures, when based on the responding professionals’ number of contact hours per week with international students, are points of concern with student affairs professionals.

**MANOVA**

The data from the MANOVA indicated that none of the comparisons were significant at the .05 level and the group means were not different. As Parr et al. (1991) noted about the use of a MANOVA test with the data collected from the International Student Questionnaire: Director Form. “Inasmuch as significance did not obtain for any of these comparisons [using a MANOVA], it appears that the findings obtained from this questionnaire may be fairly generalized, i.e., they appear to hold irrespective of demographic differences” (p. 374).

**Pearson’s Correlation Coefficient**

Finally, the Pearson’s correlation coefficient ($r$) of $+.582$, with a very significant p-value of $.000$, indicated that there was a very strong, positive linear relationship between the concern score variable and the feeling score variable. Parr et al. (1991) found that this linear relationship between the scores on concerns and the scores on feelings was important because it suggested that “… directors [student affairs professionals] who rated students as having the greatest concerns also tended to rate students as having more frequent negative feelings” (pp. 373-374).
Implications

The following implications were inferred from the study's conclusions:

1. Student affairs professionals at private, four-year liberal arts institutions should work actively with international students in the areas which are perceived to cause them the most concern: extended family (e.g., letting the family down because of poor grades or wondering about the family's welfare), academics (e.g., finding time to study or understanding class lectures), and culture (e.g., learning to be happy in a culture with a different world view or coping with feelings of alienation).

2. International students at private, four-year liberal arts institutions continue to have needs in two specific areas within the living expenses concern: having adequate financial support or aid and having work or work study opportunities.

3. International students at private, four-year liberal arts institutions continue to have needs in two specific areas within the lifestyle concern: learning how to socialize in the United States and adjusting to the American pace of life.

4. International students at private, four-year liberal arts institutions continue to have needs in one specific area within the practical necessities concern: speaking the English language.

5. In some instances, international students at private, four-year liberal arts institutions are perceived to feel somewhat frequently frustrated and not frequently relaxed.

6. To resolve some of the extended family concerns of international students, student affairs professionals should increase their efforts to promote the idea of connecting international students with a host family or the concept of partnering international students with other students, staff, or faculty mentors who have lived or studied abroad.
7. Private, four-year liberal arts institutions should attempt to increase the funding available to international students by providing more financial support and allowing for more work study opportunities.

8. International student advisers and academic advisers should team together in an effort to resolve some of the traditional academic, cultural, and social concerns which impede the learning experiences of international students. Programming such as peer group support systems, the buddy study system, conversational English clubs, and global ambassadors may assist in the resolution of these concerns.

9. Student affairs professionals should become involved in, or be an adviser to, international student organizations on campus to better understand the current concerns and feelings of this population.

10. Although international students at private, four-year liberal arts institutions are perceived to be well-adjusted, happy, determined, confident, and with normal concerns, student affairs professionals need to continue, and redefine if necessary, the programming, services, support systems, and financial resources which have helped international students reach this status.

11. Student affairs professionals should continue to develop their knowledge and increase their experiences concerning international students through work or study abroad opportunities, attending conferences and workshops, and enrolling in continuing education courses.

12. Student affairs professionals should experience other positions within an institution which have contact with international students to develop further skills and procure new ideas.
Recommendations

The following recommendations for future research were derived from the results and conclusions of this study.

1. If the ISQDF is implemented again at private, four-year liberal arts institutions, some of the questions contained in this survey should be eliminated or rephrased because they do not pertain, or are not relevant, to the unique environment found at this institutional type (e.g., questions such as finding good, affordable housing, finding good, affordable childcare, or adjusting to American cars and traffic).

2. If the ISQDF is implemented again, a question should be included concerning the percentage of time of the respondents' institutional positions, which has been allocated to contact with international students. This question is important because at liberal arts institutions, student affairs professionals often occupy various institutional positions which may each allot a specific percentage time toward interaction with international students.

3. If the ISQDF is implemented again, an area in the survey should be included which allows respondents the opportunity to provide descriptions, or send brochures, of innovative international student programs, support systems, and help sources which have been implemented on campuses or are being discussed. Of particular interest would be those innovative programs or help sources which have addressed, with some success, the concerns and feelings that consistently affect international students such as extended family, culture, academics, finances, and alienation.

4. If the ISQDF is implemented again, a question should be included concerning the ethnicity of the respondents. This additional question may provide the field of student affairs
with a more precise demographic picture of its professional population which works with international students.

5. If the ISQDF is implemented again, a more specific question should be included pertaining to the type of discrimination encountered by international students at American colleges and universities (e.g., discrimination such as racism, classism, ageism, gender bias, nativism, or xenophobia).

6. If the ISQDF is implemented again, a question should be included concerning the financial effect, or other significant effects, that a major influence, such as the oil crisis in Nigeria, the Gulf War in the Middle East, the financial crisis in Asia, or the sanctions imposed on India and Pakistan for nuclear testing, has on international students originating from these regions.

7. If the ISQDF is implemented again, a question should be included which examines the link between international student satisfaction within the American system of higher education and the cosmopolitan character of today’s international population (i.e., the students' various language skills, living abroad experiences, travel abroad experiences, and primary and secondary school experiences within different educational systems).

8. To obtain a better understanding of today's international students and student affairs professionals, it would be relevant to study simultaneously student affairs professionals' and international students' perceptions of the concerns and feelings of the international population at private, four-year liberal arts institutions. With this information, researchers could compare and contrast these current perceptions and realities with the findings presented in the scholarly literature and the data previously compiled by the ISQDF.
9. Because this survey has been conducted at the liberal arts level and also at a mixed four-year level (i.e., small, private and large, public four-year institutions), it would be interesting to implement this instrument exclusively at the community college level to check for similarities and differences.

10. With the appropriate funding, it would be interesting and informative to implement this survey at all of the 689 Baccalaureate Colleges I & II in the United States.

11. The findings of this study should be used to assist campus multicultural centers with initiating and/or improving international student services and programming. For instance, as part of a campus-wide global educational endeavor, international students could be included in a multicultural center where they could impart their cultural perspectives, and also have a place to maintain these perspectives, to the various constituents which comprise an institution.

12. More research needs to be done on the issues which consistently concern international students: extended family, culture, and academics. The review of the literature indicated that these three areas have been traditional points of concern for international students and they continue to influence, often in negative ways such as through frustration or a lack of relaxation, the learning experiences of international students participating in the American system of higher education. Furthermore, research needs to determine why, for the last 10 to 15 years, there has been very little change within the American system of higher education concerning these problematic areas.

13. Institutions of higher education must continue the programming, services, and staffing that has enabled, in part, international students to feel positive, happy, confident, trusting, and determined while studying in the United States.
14. Institutions of higher education must continue the programming, services, and staffing that has enabled, in part, international students to have, and maintain, normal concerns in the areas of lifestyle, amenities, practical necessities, and living expenses.

15. The findings of this study should be summarized and distributed to student affairs professionals at private, four-year liberal arts institutions.

16. The findings of this study could be used as a reference to lend support for an increase in the resources and funding which assist with procuring the programming, services, and staffing needed to help international students with their concerns and feelings.
APPENDIX A. RESPONDENTS’ PROFESSIONAL TITLES

<table>
<thead>
<tr>
<th>TITLE</th>
<th>NUMBER CITED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Dean of Students</td>
<td>8</td>
</tr>
<tr>
<td>Associate Dean of Students</td>
<td>9</td>
</tr>
<tr>
<td>Coordinator of Multicultural Development and Affairs</td>
<td>3</td>
</tr>
<tr>
<td>Dean of International Affairs</td>
<td>1</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>8</td>
</tr>
<tr>
<td>Director for International Admissions</td>
<td>3</td>
</tr>
<tr>
<td>Director of International Student Programs</td>
<td>9</td>
</tr>
<tr>
<td>Director of International Student Services</td>
<td>8</td>
</tr>
<tr>
<td>Faculty Adviser for International Students</td>
<td>2</td>
</tr>
<tr>
<td>International Student Adviser (or Foreign Student Adviser)</td>
<td>23</td>
</tr>
<tr>
<td>International Student Counselor</td>
<td>2</td>
</tr>
</tbody>
</table>

N = 78
**APPENDIX B. COUNTRIES OF ORIGIN OF THE INTERNATIONAL STUDENTS ENROLLED AT RESPONDENTS' INSTITUTIONS**

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>NUMBER CITED</th>
<th>COUNTRY</th>
<th>NUMBER CITED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
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<td>Malaysia</td>
<td>1</td>
</tr>
<tr>
<td>Bahamas</td>
<td>2</td>
<td>Marshall Islands</td>
<td>1</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>1</td>
<td>Mexico</td>
<td>3</td>
</tr>
<tr>
<td>Brazil</td>
<td>1</td>
<td>Nepal</td>
<td>3</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>5</td>
<td>Nigeria</td>
<td>4</td>
</tr>
<tr>
<td>Burundi</td>
<td>1</td>
<td>Norway</td>
<td>2</td>
</tr>
<tr>
<td>Canada</td>
<td>10</td>
<td>Oman</td>
<td>1</td>
</tr>
<tr>
<td>China</td>
<td>14</td>
<td>Pakistan</td>
<td>8</td>
</tr>
<tr>
<td>Croatia</td>
<td>1</td>
<td>Panama</td>
<td>1</td>
</tr>
<tr>
<td>England</td>
<td>1</td>
<td>Peru</td>
<td>1</td>
</tr>
<tr>
<td>France</td>
<td>4</td>
<td>Philippines</td>
<td>2</td>
</tr>
<tr>
<td>Germany</td>
<td>4</td>
<td>Poland</td>
<td>2</td>
</tr>
<tr>
<td>Ghana</td>
<td>5</td>
<td>Romania</td>
<td>2</td>
</tr>
<tr>
<td>Greece</td>
<td>1</td>
<td>Russia</td>
<td>4</td>
</tr>
<tr>
<td>Guatemala</td>
<td>1</td>
<td>Senegal</td>
<td>1</td>
</tr>
<tr>
<td>India</td>
<td>24</td>
<td>Singapore</td>
<td>4</td>
</tr>
<tr>
<td>Indonesia</td>
<td>4</td>
<td>Sri Lanka</td>
<td>1</td>
</tr>
<tr>
<td>Ireland</td>
<td>2</td>
<td>Sweden</td>
<td>4</td>
</tr>
<tr>
<td>Jamaica</td>
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<td>Taiwan</td>
<td>3</td>
</tr>
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<td>Japan</td>
<td>44</td>
<td>Tanzania</td>
<td>2</td>
</tr>
<tr>
<td>Kenya</td>
<td>6</td>
<td>Turkey</td>
<td>7</td>
</tr>
<tr>
<td>Korea</td>
<td>18</td>
<td>United Arab Emirates</td>
<td>2</td>
</tr>
<tr>
<td>Kuwait</td>
<td>2</td>
<td>Venezuela</td>
<td>4</td>
</tr>
</tbody>
</table>
APPENDIX C. LETTERS OF CORRESPONDENCE TO PARTICIPANTS
Dear Colleague:

The attached instrument is part of a national survey designed to collect information about student affairs professionals’ perceptions of the concerns and feelings of international students at liberal arts institutions. Because of your contact with international students, you have valuable insights into the needs and issues of this population at your institution. We are asking for your perceptions and opinions as they apply to the concerns and feelings of international students across nationalities. This survey should be completed by an individual who works with international students (e.g., an international student advisor, a director or programmer for an office of international education/students, a dean, a student personnel/life professional). If you are not that person, we would be grateful if you could pass this cover letter and survey to the appropriate individual.

Your participation in this survey is voluntary. All of the information that you provide will remain confidential. The use of the numeric identifier on the first page of the survey instrument is to assist us in determining who has returned the information. This survey should take approximately 15 minutes to complete. In order for the results of this study to be accurate and representative, it is important that each survey be completed and returned as soon as possible.

A summary of the results of this research will be made available to all interested respondents. You may receive a summary of the results by sending an electronic message to David Walker at dawalker@iastate.edu.

We would be pleased to answer any questions you might have concerning this survey. Please call or write David Walker at (515) 294-9339 or Iowa State University, 5 Hamilton Hall, Ames, IA 50011. Thank you for your assistance.

Sincerely,

Dr. Daniel C. Robinson
Professor of Higher Education
Iowa State University

David A. Walker
Doctoral Candidate in Higher Education
Iowa State University
February 17, 1998

Dear Colleague:

On February 10, 1998, a survey entitled "Student Affairs Professionals' Perceptions of the Concerns and Feelings of International Students at Liberal Arts Institutions" was mailed to you. Enclosed with the survey was a cover letter which requested your cooperation in completing and returning the instrument to David Walker as soon as possible. If you have already completed and returned the survey to us, please accept our sincere appreciation and disregard this request. If you have not completed and returned the survey, please do so today.

Because this survey was sent to a small, yet representative, sample of liberal arts institutions, your participation is critical to the success of this project and to the accuracy of the results. Data generated from this survey will be used to assist student affairs professionals at liberal arts institutions in the development of more effective programs, support systems, or help sources for international students.

If you did not receive a survey, or it was misplaced, please send an e-mail message to David Walker at dawalker@iastate.edu or call him at (515) 294-9339 and he will send another survey to you. Thank you for your cooperation in completing this survey.

Sincerely,

Dr. Daniel C. Robinson
Professor of Higher Education
Iowa State University

David A. Walker
Doctoral Candidate in Higher Education
Iowa State University
March 03, 1998

Dear Colleague:

On February 10, 1998, we sent you a survey entitled "Student Affairs Professionals' Perceptions of the Concerns and Feelings of International Students at Liberal Arts Institutions." Your cooperation in completing and returning the survey was requested. Currently, we have not received your completed survey. Perhaps, our first survey did not reach you. Therefore, we are enclosing another survey and ask that you take 15 minutes to complete it. If you have already returned the survey, please disregard this request.

Your participation in this project is essential for its success. Data generated from this survey will be used to assist student affairs professionals at liberal arts institutions in the development of more effective programs, support systems, or help sources for international students.

If you have questions, please send an e-mail message to David Walker at dawalker@iastate.edu or call him at (515) 294-9339. Thank you for your cooperation in completing this survey.

Sincerely,

Dr. Daniel C. Robinson
Professor of Higher Education
Iowa State University

David A. Walker
Doctoral Candidate in Higher Education
Iowa State University
APPENDIX D. INTERNATIONAL STUDENT QUESTIONNAIRE: DIRECTOR FORM
Student Affairs Professionals' Perceptions of the Concerns and Feelings of International Students at Liberal Arts Institutions
INTERNATIONAL STUDENT QUESTIONNAIRE: DIRECTOR FORM
(Devised by Parr. Bradley. & Bingi. 1991; Modified by Walker. 1998)

For each question, please circle or fill in the response most accurate for you.

PART I: GENERAL INFORMATION

1. Title of the person completing this survey: ________________________

2. Have you ever studied outside of the United States? (Circle number)
   1 = YES
   2 = NO

3. Have you ever lived outside of the United States continuously for at least three months? (Circle number)
   1 = YES
   2 = NO

4. How many years have you worked with international students? (Circle number)
   1 = LESS THAN 1 YEAR
   2 = 1 TO 2 YEARS
   3 = 3 TO 5 YEARS
   4 = 6 TO 8 YEARS
   5 = 9 YEARS OR MORE

5. How many hours a week do you have contact with international students? (Circle number)
   1 = LESS THAN 1 HOUR
   2 = 1 TO 2 HOURS
   3 = 3 TO 4 HOURS
   4 = 5 TO 6 HOURS
   5 = 7 HOURS OR MORE

6. What is the approximate enrollment at your institution? (Circle number)
   1 = LESS THAN 999 STUDENTS
   2 = 1,000 TO 1,999 STUDENTS
   3 = 2,000 TO 2,999 STUDENTS
   4 = 3,000 TO 3,999 STUDENTS
   5 = 4,000 TO 4,999 STUDENTS
   6 = 5,000 STUDENTS OR MORE

7. Which of the following categories best describes your institution? (Circle number)
   1 = RELIGIOUSLY-AFFILIATED
   2 = NOT RELIGIOUSLY-AFFILIATED

8. Where is your institution located? (Circle number)
   1 = NEW ENGLAND STATES
   2 = NORTHEAST
   3 = SOUTHEAST
   4 = SOUTH
   5 = MIDWEST
   6 = ROCKY MOUNTAINS
   7 = PACIFIC STATES
   8 = SOUTHWEST

9. Please list the top three nationalities of the international students enrolled at your institution:
PART II: THE CONCERNS OF INTERNATIONAL STUDENTS
The following questions ask you to rate the concerns of international students. Please answer each question by circling your response using the following scale:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO CONCERN</td>
<td>MINOR CONCERN</td>
<td>SLIGHT CONCERN</td>
<td>MODERATE CONCERN</td>
<td>MAJOR CONCERN</td>
<td>GREAT CONCERN</td>
<td></td>
</tr>
</tbody>
</table>

A. INTERNATIONAL STUDENTS' DAILY LIVING CONCERNS ARE:

10. Having adequate financial support or aid.  1 2 3 4 5 6
11. Having work or work study opportunities.  1 2 3 4 5 6
12. Speaking the English language.  1 2 3 4 5 6
13. Understanding the slang, idioms, or different accents common to American English.  1 2 3 4 5 6
14. Finding good, affordable housing.  1 2 3 4 5 6
15. Finding familiar groceries or food.  1 2 3 4 5 6
16. Finding good, affordable childcare.  1 2 3 4 5 6
17. Finding convenient, affordable transportation.  1 2 3 4 5 6
18. Acquiring and maintaining an international student visa.  1 2 3 4 5 6
19. Finding good, affordable medical care.  1 2 3 4 5 6
20. Finding a place of worship related to their faith.  1 2 3 4 5 6
21. Using a telephone (e.g., finding a company or making long distance calls).  1 2 3 4 5 6
22. Acquiring and carrying identification cards (e.g., a driver’s license or a student ID).  1 2 3 4 5 6
23. Adjusting to American cars and traffic.  1 2 3 4 5 6
24. Using technology (e.g., computers, electronic mail, ATM machines).  1 2 3 4 5 6
25. Finding newspapers or magazines from their country of origin.  1 2 3 4 5 6
26. Adjusting to a different climate.  1 2 3 4 5 6
27. Finding appropriate clothing for different occasions.  1 2 3 4 5 6
28. Finding television or radio programs that telecast news about their country of origin.  1 2 3 4 5 6
29. Finding enjoyable entertainment.  1 2 3 4 5 6
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO CONCERN</td>
<td>MINOR CONCERN</td>
<td>SLIGHT CONCERN</td>
<td>MODERATE CONCERN</td>
<td>MAJOR CONCERN</td>
<td>GREAT CONCERN</td>
<td></td>
</tr>
<tr>
<td><strong>B. INTERNATIONAL STUDENTS' SOCIO-CULTURAL CONCERNS ARE:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Adjusting to American values.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>31. Learning how to socialize in the United States.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>32. Understanding how Americans think.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>33. Adjusting to the American pace of life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>34. Adapting to American norms without losing their own cultural norms.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>35. Learning to be happy living in a culture with a world view different from their own.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>36. Coping with feelings of alienation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>37. Being discriminated against by Americans (e.g., because of ethnicity, religion, dress).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>38. Learning how to interpret and respond to aspects of the American character (e.g., assertiveness or competitiveness).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>39. Learning to accept Americans in spite of cultural differences.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><strong>C. INTERNATIONAL STUDENTS' ACADEMIC CONCERNS ARE:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. Finding an advisor who will take the time to help them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>41. Learning how to register for classes, pay tuition, or file degree plans.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>42. Finding time to study while adjusting to being in a new country.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>43. Understanding class lectures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>44. Building an academic support system with other students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><strong>D. INTERNATIONAL STUDENTS' CONCERNS ABOUT THEIR EXTENDED FAMILY ARE:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. Maintaining enough contact.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>46. Easing parental fears about their new lives in the United States.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>47. Reconciling parental wishes with new, personal goals which may have been acquired since coming to America (e.g., the selection of a new academic major).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>48. Letting the family down because of poor grades.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>49. Wondering about their family's welfare (e.g., health or finances).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
PART III: COPING STRATEGIES OF INTERNATIONAL STUDENTS

The following questions ask you to rate how international students cope with the stresses associated with living abroad and attending an American university or college. Please answer each question by circling your response using the following scale:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERY INFREQUENTLY</td>
<td>INFREQUENTLY</td>
<td>SOMEWHAT INFREQUENTLY</td>
<td>SOMEWHAT FREQUENTLY</td>
<td>FREQUENTLY</td>
<td>VERY FREQUENTLY</td>
</tr>
</tbody>
</table>

A. INTERNATIONAL STUDENTS FEEL:

50. Happy. 1 2 3 4 5 6
51. Sad. 1 2 3 4 5 6
52. Frustrated. 1 2 3 4 5 6
53. Worried. 1 2 3 4 5 6
54. Relaxed. 1 2 3 4 5 6
55. Determined. 1 2 3 4 5 6
56. Confident. 1 2 3 4 5 6
57. Shy. 1 2 3 4 5 6
58. Lonely. 1 2 3 4 5 6
59. Thankful. 1 2 3 4 5 6
60. Angry. 1 2 3 4 5 6
61. Trusting. 1 2 3 4 5 6
62. Cautious. 1 2 3 4 5 6
63. Cheerful. 1 2 3 4 5 6
64. Discouraged. 1 2 3 4 5 6

65. Your present age: ________ YEARS

66. What is your gender? (Circle number)
   1 = MALE
   2 = FEMALE
67. Which is the highest level of education that you have completed? (Circle number)
   1 = BACHELOR’S DEGREE
   2 = MASTER’S DEGREE
   3 = DOCTORATE
   4 = OTHER (PLEASE SPECIFY)___________________

Thank you for taking the time to complete this survey and for your insights about the concerns and feelings of international students at your institution. Please check the survey to be sure that it is complete. All information will remain confidential; reports based on this study will not reveal identities of individual respondents or their institutions.

Please place this completed survey in the enclosed stamped envelope and deposit it in the mail at your earliest convenience. Thank you!
APPENDIX E. INFORMATION FOR REVIEW OF RESEARCH INVOLVING HUMAN SUBJECTS
Information for Review of Research Involving Human Subjects
Iowa State University
(Please type and use the attached instructions for completing this form)

1. Title of Project: Student Affairs Professionals' Perceptions of the Concerns and Feelings of International Students at Private, Four-Year Liberal Arts Institutions

2. I agree to provide the proper surveillance of this project to insure that the rights and welfare of the human subjects are protected. I will report any adverse reactions to the committee. Additions to or changes in research procedures after the project has been approved will be submitted to the committee for review. I agree to request renewal of approval for any project continuing more than one year.

David A. Walker
Typed name of principal investigator
Professional Studies
Department
515-294-9330
Phone number to report results

2/3/98
Date
Signature of principal investigator
5 Hamilton Hall
Campus address

3. Signatures of other investigators: Date Relationship to principal investigator

Daniel L. Johnson
Major Professor

4. Principal investigator(s) (check all that apply)

□ Faculty □ Staff □ Graduate student □ Undergraduate student

5. Project (check all that apply)

□ Research □ Thesis or dissertation □ Class project □ Independent Study (490, 590, Honors project)

6. Number of subjects (complete all that apply)

100 = adults, non-students □ ISU students □ minors under 14 □ minors 14 - 17

7. Brief description of proposed research involving human subjects: (See instructions, item 7. Use an additional page if needed.)

See Attached

(Please do not send research, thesis, or dissertation proposals.)

8. Informed Consent:

□ Signed informed consent will be obtained. (Attach a copy of your form.)

☑ Modified informed consent will be obtained. (See instructions, item 8.)

□ Not applicable to this project.

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9. Confidentiality of Data: Describe below the methods you will use to ensure the confidentiality of data obtained. (See instructions, item 9.)

Each survey will have a code number for the purpose of identifying the institutions which have responded to the survey. When the surveys are returned, the code numbers will be removed from them immediately. Furthermore, data will be summarized and reported in group terms only, and no individual person or institutional name will be used in the survey. Only the principal investigator (David Walker) and the major professor (Dr. Dan Robinson) will have access to the survey code numbers.

10. What risks or discomfort will be part of the study? Will subjects in the research be placed at risk or incur discomfort? Describe any risks to the subjects and precautions that will be taken to minimize them. (The concept of risk goes beyond physical risk and includes risks to subjects' dignity and self-respect as well as psychological or emotional risk. See instructions, item 10.)

No risk or discomfort to the subjects is anticipated.

11. CHECK ALL of the following that apply to your research:
   - A. Medical clearance necessary before subjects can participate
   - B. Administration of substances (foods, drugs, etc.) to subjects
   - C. Physical exercise or conditioning for subjects
   - D. Samples (blood, tissue, etc.) from subjects
   - E. Administration of infectious agents or recombinant DNA
   - F. Deception of subjects
   - G. Subjects under 14 years of age and/or
   - H. Subjects in institutions (nursing homes, prisons, etc.)
   - I. Research must be approved by another institution or agency (Attach letters of approval)

If you checked any of the items in 11, please complete the following in the space below (include any attachments):

Items A–E
Describe the procedures and note the proposed safety precautions.

Items D–E
The principal investigator should send a copy of this form to Environmental Health and Safety, 118 Agronomy Lab for review.

Item F
Describe how subjects will be deceived; justify the deception; indicate the debriefing procedure, including the timing and information to be presented to subjects.

Item G
For subjects under the age of 14, indicate how informed consent will be obtained from parents or legally authorized representatives as well as from subjects.

Items H–I
Specify the agency or institution that must approve the project. If subjects in any outside agency or institution are involved, approval must be obtained prior to beginning the research, and the letter of approval should be filed.

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Checklist for Attachments and Time Schedule

The following are attached (please check):

12. ☒ Letter or written statement to subjects indicating clearly:
   a) the purpose of the research
   b) the use of any identifier codes (names, #s), how they will be used, and when they will be removed (see item 17)
   c) an estimate of time needed for participation in the research
   d) if applicable, the location of the research activity
   e) how you will ensure confidentiality
   f) in a longitudinal study, when and how you will contact subjects later
   g) that participation is voluntary; nonparticipation will not affect evaluations of the subject

13. ☐ Signed consent form (if applicable)

14. ☐ Letter of approval for research from cooperating organizations or institutions (if applicable)

15. ☒ Data-gathering instruments

16. Anticipated dates for contact with subjects:
   First contact                      Last contact
   February 16, 1998                  March 9, 1998
   Month/Day/Year                      Month/Day/Year

17. If applicable: anticipated date that identifiers will be removed from completed survey instruments and/or audio or visual tapes will be erased:
   March 9, 1998
   Month/Day/Year

18. Signature of Departmental Executive Officer  Date  Department or Administrative Unit
    Patricia M. Keith  2/3/98  Prof. Studies

19. Decision of the University Human Subjects Review Committee:
   ☒ Project approved  ☐ Project not approved  ☐ No action required
   Patricia M. Keith  2/1998  Signature of Committee Chairperson

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Question 7.

A. Much of the research in higher education, concerning international students, has studied the issues and adjustments experienced directly by this population. However, there is little, if any, research which looks at the perceptions of those who work with international students, student affairs professionals, concerning the issues and feelings of international students at private, four-year liberal arts institutions.

B. Subjects for this study will be individuals in U.S. institutions of higher education who work with, in some capacity, international students (e.g., deans, foreign student advisers, vice presidents for student affairs, counselors). The institutions for this study will be selected randomly from the total population, which constitutes all Carnegie classified Baccalaureate I & II institutions (Note: these institutions are also known as Liberal Arts I & II institutions).

C. A survey (see attached) will be sent to the individual who is in charge of or works with international students and international student programs at the U.S. institutions of higher education selected for this study. Initially, each selected institution will be sent one survey. After the data are collected and analyzed, using the SPSSx statistical software package, recommendations will be made in order to help higher education institutions improve the programs, services, help sources, and advising they offer international students.
Question 8 & 12: Information Sheet

Dear Colleague:

Currently, the system of American higher education is endeavoring to respond to an increasingly interdependent global society. During the 1990s, the enrollment of international students at American universities and colleges has increased to nearly 458,000 students or 3.2% of the total student population in higher education. Unfortunately, at private, four-year liberal arts institutions, there has been little research conducted which pertains to the concerns and feelings of international students, their coping strategies, or the student services resources available to this population. Without such information, or an understanding of the concerns and feelings of international students at liberal arts institutions, assisting this population and developing help sources will be difficult.

The attached instrument is part of a national survey designed to collect information about student affairs professionals' perceptions of the concerns and feelings of international students at private, four-year liberal arts institutions. Because of your contact with international students, you have valuable insights into the needs and issues of this population at your institution. We are asking for your perceptions and opinions as they apply to the concerns and feelings of international students across nationalities. This survey should be completed by an individual who works with international students (e.g., a dean, an international student advisor, a student personnel/life professional, a director or programmer for an office of international education/students). If you are not that person, we would be grateful if you could pass this cover letter and survey to the appropriate individual.

Your participation in this survey is voluntary and you may withdraw from the study at any time. In order for the results of this study to be accurate and representative, it is important that each survey be completed and returned as soon as possible. All of the information that you provide will remain confidential. The use of the numeric identifier on the first page of the survey instrument is to assist us in determining who has returned the information. This survey should take approximately twenty minutes to complete.

A summary of the results of this research will be made available to all interested respondents. You may receive a summary of the results by sending an electronic message to David Walker at dawalker@iastate.edu.

We would be pleased to answer any questions you might have concerning this survey. Please call or write David Walker at (515) 294-9339 or Iowa State University, 5 Hamilton Hall, Ames, IA 50011. Thank you for your assistance.

Sincerely,

David A. Walker
Doctoral Candidate in Higher Education
Iowa State University

Dr. Daniel C. Robinson (Major Professor)
Professor of Higher Education
Iowa State University
REFERENCES


ACKNOWLEDGMENTS

I would like to thank the following individuals or groups who have played an important role in the development of my scholarly and non-scholarly life:

• I am very grateful to my major professor, Dr. Daniel Robinson, for his guidance, confidence in my abilities, humor, patience, and learning style.

• I would like to thank the other members of my doctoral committee, Dr. Karen Donaldson, Dr. George Jackson, Dr. Modupe Labode, and Dr. Larry Ebbers, for their cooperation, encouragement, and influences on me academically.

• A big thank you to the Educational Leadership and Policy Studies Research Funding Committee for providing me with $500.00 to finish this dissertation.

• Merci mingi to the people of Zaire, specifically the Bapende of Nyanga, and the people of Mauritania, especially the Black Maures of Ain-it-Teiss.

• Thanks to my wife for all of her help and listening!