1993

Evaluation of self and attitudes of others among international students

Debra Mae Grover
Iowa State University

Follow this and additional works at: https://lib.dr.iastate.edu/rtd

Part of the Higher Education Commons, International and Comparative Education Commons, and the Sociology of Culture Commons

Recommended Citation

https://lib.dr.iastate.edu/rtd/17336

This Thesis is brought to you for free and open access by the Iowa State University Capstones, Theses and Dissertations at Iowa State University Digital Repository. It has been accepted for inclusion in Retrospective Theses and Dissertations by an authorized administrator of Iowa State University Digital Repository. For more information, please contact digirep@iastate.edu.
Evaluation of self and attitudes of others among international students

by

Debra Mae Grover

A Thesis Submitted to the Graduate Faculty in Partial Fulfillment of the Requirements for the Degree of

MASTER OF SCIENCE

Department: Sociology
Major: Sociology

Signatures have been redacted for privacy

Iowa State University
Ames, Iowa
1993
DEDICATION

To Ida and John Grover, you have been my inspiration throughout the process of writing this thesis and my college career. You both have made me what I am today. Your continued support in my endeavors will be never forgotten. May God bless you always.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>CHAPTER 1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Need for Study</td>
<td>2</td>
</tr>
<tr>
<td>Organization of Thesis</td>
<td>4</td>
</tr>
<tr>
<td>CHAPTER 2. REVIEW OF LITERATURE</td>
<td>5</td>
</tr>
<tr>
<td>Past Studies</td>
<td>5</td>
</tr>
<tr>
<td>Racial Background</td>
<td>5</td>
</tr>
<tr>
<td>Faculty Relations</td>
<td>6</td>
</tr>
<tr>
<td>Adjustment</td>
<td>7</td>
</tr>
<tr>
<td>Theoretical Perspective</td>
<td>13</td>
</tr>
<tr>
<td>Theoretical Hypotheses</td>
<td>17</td>
</tr>
<tr>
<td>Theoretical Hypotheses:</td>
<td>17</td>
</tr>
<tr>
<td>CHAPTER 3. METHODOLOGY</td>
<td>19</td>
</tr>
<tr>
<td>Sampling</td>
<td>19</td>
</tr>
<tr>
<td>Data Collection</td>
<td>20</td>
</tr>
<tr>
<td>Operationalization of Concepts</td>
<td>20</td>
</tr>
<tr>
<td>Evaluations of Students' Attributes</td>
<td>21</td>
</tr>
<tr>
<td>Social Barriers</td>
<td>21</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table 2.1: "U" Curve of Adjustment .......................... 10
Table 4.1: Self-evaluation of one's attributes .................. 28
Table 4.2: Satisfaction with treatment by U.S. students and faculty ... 29
Table 4.3: Social barriers that may prevent you from establishing good relationships with U.S. nationals .................. 30
CHAPTER 1. INTRODUCTION

The number of international students attending colleges and universities in this country has been steadily increasing (Edles, 1980). In 1970, 144,708 international student attended these institutions. In 1975, there were 179,344; in 1980, 311,882; 1985, 343,777. As a result of this increase of international students, the United States is considered as the leading host for undergraduate and graduate students from other countries (Ray, 1983). Today, the number of international students attending American colleges and universities are over an outstanding 419,585 (Open Doors, 1992).

International students that attend universities in the U.S. come from very diverse social, economic, and academic backgrounds, yet have one common goal, that is, to complete their education. Lee (1981:x) states that:

When these participants come to the United States, they bring with them a desire for an education to provide them with the professional, social, and personal skills required for a meaningful role in their society. While pursuing this goal, they must also become involved in the daily life of the United States, their host country. It is at this point that they are exposed to new and different societal values, roles, rights, and responsibilities. In short, they are suddenly in an alien culture which requires a significant adaptation.

In order for international students to participate in American colleges and universities, they are required to accommodate and to adjust to the host society.
As the numbers of international students on various campuses continue to grow, colleges and universities will find themselves in need of specialized training in assisting and advising the international students in their adjustment process in their new environment. Some of the problems that will need to be addressed are described by Gibson (1964:223) as follows:

The problems involved in having foreign students on a campus are manifold. Getting them to the United States and to the campus, orienting them to American customs and social institutions, scaling language barriers, and adjustment to the new environment are some of the issues that will need attention.

While the presence of international students on our campuses adds some concerns to the host institution with regard to their adjustment, benefits of having them are grossly under-recognized. Christensen (1988:71) states:

A key component of the international dimension at Iowa State University is the presence of approximately 2,500 foreign students on campus, representing 121 countries. The University is honored that so many foreign students chose it for their educations. More are welcome. Their presence improves and broadens the intellectual and cultural climate on campus. Directly and indirectly they serve as teachers of American students, while learning about and from Americans.

Such an environment will provide a preparatory stage for U.S. students to move into the international political and economic market place upon graduation.

Need for Study

As the number of international students in the United States has been increasing there also has been a growing concern about issues related to their adjustment
to the U.S. educational environment. Attending college for some students from other countries means overcoming insurmountable odds. Adaptation and adjustment are concerns that many international students struggle with daily in U.S. institutions. U.S. culture, language, and educational systems are left to their imagination. International students come to the U.S. with preconceived notions of what and how it will be, when most of their culture, language, and educational backgrounds are so diversely different within their culture, language and educational systems, than they would encounter once they sojourn from their home country to their host country. Therefore, once international students arrive they rely on U.S. nationals’ help and guidance so that they can adjust to their new environment. Also being from such diverse backgrounds and systems, as suggested by Noury (1970) international students find it difficult to conform to the norms of American students and the U.S.A. Problems associated with adjustment to a new environment for international students, is that, there is a lack of understanding of some specific factors which prevent international students from establishing good relationships with U.S. students (Ray, 1983).

A person’s attitude toward others with whom they interact are significantly affected by certain personal characteristics which they possess in addition to their observable behavior according to Baron (1974). Therefore, perceptions of others come into existence forming our attitudes and behaviors.

In this study we will examine how international students perceive others’ evaluations of themselves, specifically (1) U.S. students’ evaluation of international students; (2) attitudes of U.S. students towards them; (3) faculty treatment of them; and (4) their racial background.
Organization of Thesis

The literature review in Chapter II will be conducted from a symbolic interactionist perspective, also included will be the definitions of the key concepts and a series of hypotheses to be tested. Chapter III will include the methods and measurements. In Chapter IV the finding will be presented along with the results of the hypothesis testing. The conclusion and recommendations will be the discussion in Chapter V.
CHAPTER 2. REVIEW OF LITERATURE

The focus of this study is to examine the relationships between self-evaluations of international students and their perceptions of their racial background and their relationship with the faculty and U.S. students.

First, past studies that are considered to be relevant to this focus will be reviewed in this chapter. Then, the theoretical perspective that guided this study will be presented along with theoretical hypotheses.

Past Studies

Racial Background

We will review recent studies regarding interaction of international students with others. Past studies have shown that international students travelling to the U.S. for a higher education have wrestled with the notions of what to expect once they arrive in the U.S., will they be accepted as an international student and will they be respected for being a person, just to name a few. The contributing factor from which these unanswered questions stem is that of Racial Background. Racial characteristics can and will be recognized immediately when entering a new environment and Ray points out that individuals believe that racial background has the strongest negative effect on interaction for international students' with others (1983). This issue was
also supported by Meloni (1986) when her study suggests that there were many factors students attribute to their difficulty in adjustment, but for most international students those of racial background and being a foreigner are the most important.

Most international students prefer interaction with their own countrymen rather than with U.S. nationals. As stated by Kang, international students exhibit three types of interaction with American nationals. They are as follows: Open contact with international and American students; closed contact with international students only and isolated contact which is rare contact with either group of students (1987).

Obtaining a degree from an American institution often coincide with adjusting to a new culture, but obtaining a degree is a desire of many individuals from developing countries. Often, the high standards international students have to meet result in the best students being selected. Hence, in order for those students that have been selected to study in the U.S., it is understood by students, friends, families, and sponsors that this individual will work hard to be successful in their sojourn. Adjustment plays a key role in a sojourners visit to a new culture. Therefore, a lack of contact or inability to make effective contact with U.S. nationals can lead to alienation for international students, which in turn makes the adjustment process difficult for some international students in the U.S. (Dalili, 1982).

Faculty Relations

Alawiye (1982) discussed concerns that international students had about their relationship with the Faculty. He suggested that the relationship between faculty and students would be relevant to their achieving academic success. He also noted that, in some instances, an overt attempt initiated by international students aided
American faculty and students in receiving international students in a receptive and friendly light.

Eid (1989) study focused on the assessment of needs, satisfaction, and concerns of international students, where some of the categories in the questionnaire of the study were academics, student support and interpersonal relationships between faculty and students. Among the findings were that international students were satisfied with their relationships, but encountered other barriers they had to face, e.g. language difficulty, etc.

Adjustment

Grisbacher (1991) study showed that social interaction of international students with U.S. students is effective in many areas; improving their attitudes toward U.S. students, preventing alienation, enhancing language acquisition, etc. The more exposure and open-mindedness international students possess, the better the adjustment process will be and also the more favorable the attitudes of international students toward U.S. students will be. The study of 142 college students also supports the notion that the more interaction one has with U.S. students the more significant and positive relationships will be in cross-cultural adjustment (Chen, 1990).

Being an international student combined with situational factors such as language difficulty and racial barriers produce a special kind of communication pattern. These patterns were detected through a questionnaire, which resulted in factors such as cognitive perceptions (favorable attitudes toward Americans) and personal interaction patterns (preference of interaction with countrymen) being major contributors to adjustment (Kang, 1987).
International students adjustment is primarily based on their interaction with others. The studies (Kang, 1987; Grisbacher, 1991; and Dalili, 1982) suggests that international students prefer the support of countrymen to U.S. nationals. One of the reasons for this decision is that international students are familiar with those individuals who share similar characteristics with them, but the effects of international students adjustment alerts us that interaction with others (countrymen and U.S. nationals) is a necessary component in the adjustment process.

Social interaction with American students is a big part of adjustment and overcoming any language difficulty that international students may be faced with in the process. Adjustment to a new culture for most international students is encountering experiences that are new. Some of those experiences include understanding the educational system such as lecture, reports (oral and written), and discussions, social customs; making new friends, forming relationships with others, and acceptance into social groups (Meloni, 1986). These notions have plagued international students and deterred them from interacting with others once they arrive in the United States.

Sverre Lysgaard (1955) developed an hypothesis that encompassed the ideals of sojourners experiences with adjustment in academia. This hypothesis is well-known by many and is widely recognized as the “U-Curve, Table 2.1.” He states in Klineberg (1979:118) that:

Adjustment as a process over time seems to follow a U-shaped curve: adjustment is felt to be easy and successful to begin with; then follows a “crisis” in which one feels less well adjusted, somewhat lonely and unhappy; finally one begins to feel better adjusted again, becoming more integrated into the foreign community.

Sojourners adjustment, the premise of this hypothesis, which deals with the short-term visitation that an individual experience once they enter an unfamiliar culture.
This arrangement is not one of permanence, instead one of convenience for their journey. Included in the adjustment process are several variables of concern such as; academic performance, satisfaction with personal and social aspects of the sojourn, the major barriers (i.e., language, racial, etc.) that international students may be faced with and many others. The outcome of the sojourners experience could be one that is positive or negative towards the host nationals. Several authors (Adler, 1975; Arensberg and Niehoff, 1964; Foster, 1962; Gullahorn and Gullahorn, 1963; Lundstedt, 1963; Oberg, 1960) have described the stages of adjustment, but revealed them differently. Oberg (1960) and others outline four stages in this discussion of adjustment: (1) the honeymoon stage known as the period of fascination, elation, and optimism. In looking at the individual students and how they are pigeon holed into categories, these would be those international students that have just arrived to the U.S. for the first time, so everything seems to be new and wonderful. This stage continues for approximately six weeks to six months. Between the first and second stages, international students experience a slight decrease in the emotion due to a lack of involvement in the host culture. (2) The hostile stage known as the period of hostility and emotionally stereotyped attitudes towards the host nationals and increased association with fellow sojourners. These individuals are those who have encountered a situation that left them with a low self-image of themselves in their minds. This encounter could be the determining factor as to what their success rate will be at a U.S. college or university. Noel, Levitz, and Saluri (1985) suggested that students success is largely determined by experiences during the first year. This stage continues approximately six months to twelve months. The students aforementioned should be of great concern to educators, because of the effect it could
Table 2.1 U-curve of adjustment (Albertson and Birky, 1961)

<table>
<thead>
<tr>
<th>GOOD</th>
<th>(1) Honeymoon Stage: Satisfaction high, High expectations. (6 weeks to 6 months)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Satisfaction decrease: Low level in involvement.</td>
</tr>
<tr>
<td>POOR</td>
<td>(2) Hostile Stage: Hostility and emotionally stereotyped attitudes towards host nationals and association with fellow sojourners increase. (6 months to 12 months)</td>
</tr>
<tr>
<td></td>
<td>(4) Satisfaction Stage: Adjustment is complete as possible, (18 months and more)</td>
</tr>
<tr>
<td></td>
<td>(3) Recovery Stage: Satisfaction increases, language and knowledge of the new culture increases. (12 months to 18 months)</td>
</tr>
</tbody>
</table>
be those international students that have just arrived to the U.S. for the first time, so everything seems to be new and wonderful. This stage continues for approximately six weeks to six months. Between the first and second stages, international students experience a slight decrease in the emotion due to a lack of involvement in the host culture. (2) The hostile stage known as the period of hostility and emotionally stereotyped attitudes towards the host nationals and increased association with fellow sojourners. These individuals are those who have encountered a situation that left them with a low self-image of themselves in their minds. This encounter could be the determining factor as to what their success rate will be at a U.S. college or university. Noel, Levitz, and Saluri (1985) suggested that students success is largely determined by experiences during the first year. This stage continues approximately six months to twelve months. The students aforementioned should be of great concern to educators, because of the effect it could have on their educational experience. (3) The recovery stage known as the period where language knowledge is increased and the ability to get around in the new culture has also increased. These individuals are those who have come to the U.S. with the determination to receive an education. They have encountered situation that have set them back on their progress, but they continue on despite the difficulties they have experienced. This stage advances them towards their second year of study which is approximately twelve months to eighteen months. Satisfaction is important to these individuals. (4) The satisfaction stage known as the period in which adjustment is complete as possible, the anxiety is largely gone, and new customs are accepted and enjoyed. This stage continues on eighteen months or more. International students passing through this period are adjusting well to their new culture and experiences.
The collegiate environment is one that is overpowering for incoming students from diverse backgrounds. Their initial reaction to the host environment is overwhelming, until interaction between other students and the variables of site, demographics, and programs are at the forefront of their involvement (Levine, 1989). This premise is what has guided the understanding of these stages of adjustment.

The institution's commitment to these international students should incorporate the concept of "front loading" a term coined by Upcraft to mean: putting the strongest, most student-centered staff, programs, and services in the first year (1989). The rationale for this concept is that if the resources that a student will need to finish at that institution is available up front then the probability for success at that institution is greater. Forrest (1982:44) suggested that:

...the single most important move that an institution can make to increase students persistence to graduation is to ensure that students receive the guidance they need at the beginning of the journey through college to graduation.

What has been suggested by Upcraft (1989) and Forrest (1982) is applicable to not only U.S. students but also international students, especially when they are going through the U-curve of adjustment. If proper guidance is given during the honeymoon stage, the hostile stage could be eliminated or at least shortened.

Theoretical Perspective

The theoretical perspective of this study will be reviewed through the theory of symbolic interactionism. This perspectives' foci are directed towards the individual's self-concept and the interaction between a person's internal thoughts and emotions along with their social behavior.
Individuals are active participants in their behavior, which they in turn interpret, evaluate, and define. Individuals plot out their own action rather than waiting passively for others to impinge. This is also the route by which individuals make decisions and formulate opinions (Wallace, 1986).

Herbert Blumer, the originator of this theory, refers to symbolic interactionism as the notion that individuals and society are determined by each other and that neither can be understood without reference to the other (Blumer, 1969). To understand individuals, one must examine the society which has shaped them and which is continually reshaping them (Stephan, 1985).

Mead, similar to Blumer, connects individuals with society. He believes that people first develop an awareness of others and only later develop an awareness of themselves. In other words, people warrant approval from others. Through shared meanings people are allowed to respond to the attitudes and intentions of others (Stephan, 1985). Thus, shared meanings are vital in the communication process among humans (Ray, 1983). Therefore, if communication is deterred due to a lack of understanding between U.S. students and foreign students, then some level of dissatisfaction will occur in foreign students’ interaction with U.S. students.

Mead’s concept of self-interaction is that human beings take things into account and organize themselves for action, and also role-taking. Mead explains that communication is a process whereby each person “takes the role of the other”; that is, each “assumes the attitude of the other individual as well as calling it out in the other,” which would be impossible without self-interaction (Mead, 1964). Out of this capacity of an individual to take the role of the other individuals towards himself develops what Mead calls the “generalized other.” The generalized other is the
organized set of attitudes that are common to a group, and that are taken on by individuals as a context for his own behavior (Schellenberg, 1978). This concept is the major theoretical concept that guided this study.

Along with the notion of the “generalized other” is that of “significant others” which Sullivan states is the appraisal of select others—the others that are most important to the individual, which is what the “self” is based upon (Stephan, 1985). The concept of “self” is explained as a system of beliefs that an individual holds about himself and each has a distinct corresponding value (Silvernail, 1979). These terms are two influential sets of evaluations to the self-concept received in the early part of one’s life. Kinch suggests that we try to also select others in such a way that their evaluations of us are similar to those of our own self-concept (Kinch, 1968).

The presence of individuals of the same ethnic origin in one place undoubtedly has a decisive influence on the adjustment process of foreign students. Kinch’s notion explains why significant others for foreign students tend to be their countrymen. In other words, foreign students tend to select significant others among those who share common culture for needed communication and interaction and importantly those who evaluate them similar to one’s self-concept.

When there is a lack of ethnic groups for foreign students to turn to, Americans and others are needed to satisfy their needs. This reaching out to others contributes to the formation of a new set of significant others to international students. Lee (1984) suggests that at some point U.S. students become significant others to international students due to their daily presence, this may include U.S. students and faculty. These significant others offer opportunities for development and social relationships that may enhance the adjustment of foreign students.
The interaction that takes place between the international student and their significant others contributes to the concept of the student's "looking-glass self." This concept refers to the self you understand as a result of the information reflected back at you in the judgements of others with whom you interact (Wallace, 1986). Cooley suggests that the "looking-glass self" incorporates three principles: (1) the imagination of our appearance in the minds of the significant others, (2) our perceptions of their evaluation of that appearance, and (3) one's own reaction (e.g. pride or embarrassment) to the perceived evaluations by the significant others (Cooley, 1964; p. 169). In other words, "looking-glass self" is the idea that we perceive ourselves as reflected in a mirror "held" by others around us. As we become aware of our reflection, we become aware of our 'self' (that is, we begin to use expressions such as 'I', 'me', etc.). As we become aware of 'self', we begin to perceive ourselves in terms of roles, abilities, limitations, etc. These perceptions are, in part, self-determined, and, in part, influenced by the way we believe others perceive us (Silvernail, 1979:9).

Symbolic interactionism treats the 'self' as a composite. Specifically, Mead speaks of self in terms of two "phases." One phase is the 'I,' which Mead sees as the unorganized response of the organism to the attitudes of others, the spontaneous disposition or impulse to act (1964). The other is the "me," a set of organized attitudes of others that the individual himself assumes in turn; that is, those perspectives of oneself that the individual has learned from others. According to these concepts of Mead, the attitudes of U.S students and faculty will become an integral part of the organized 'me', while 'I' of the international students will have to respond to this new 'me' (1964). The adjustment problem of international students can be viewed according to Symbolic Interactionism perspective: the attitudes of U.S. students and
the faculty institute a part of the organized ‘me’ of the international student, and ‘I’ of the international student need to react towards that ‘me’ (Mead, 1964).

Continuing on the perceptions of foreign students and the three principles that Cooley mentions, Quarantelli and Cooper (1966:281–297) conducted a study that demonstrates those principles. The study entailed:

...respondents perceived that classmates and other friends (their status-equals, comparatively speaking) would rate them on the average higher than the respondents rated themselves. In the same study, faculty and upperclassmen (their superordinates) were perceived by the respondents to give them somewhat lower ratings than they were given by classmates and other friends. Thus, we expect foreign students to perceive their ratings by friends at home to be at least as high as their own.

Lee also found that foreign students perceive their highest ratings from their fellow countrymen and their lowest ratings from U.S. students, and their own ranking between the two (1984).

Theoretical Hypotheses

This theoretical perspective suggests that what is important in understanding the adjustment process which international students must go through in the U.S. is their own perceptions of others’ attitudes of them rather than what others actually think of the international students. The following hypotheses were formulated based on the above theoretical perspective:

Theoretical Hypotheses:

1. Self-evaluation of one’s own academic performance depends on one’s perception of the significant others’ evaluation of it.
2. Self-evaluation of one's own intelligence depends on one's perception of significant others' evaluation of it.

3. Self-evaluation of one's own physical appearance depends on one's perception of the significant others' evaluation of it.

4. Self-evaluation of one's own academic performance depends on satisfaction with the treatment by significant others.

5. Self-evaluation of one's own intelligence depends on satisfaction with the treatment by significant others.

6. Self-evaluation of one's own physical appearance depends on satisfaction with the treatment by significant others.

7. Self-evaluation of one's own academic performance depends on one's perception of the effect of social barriers in social interaction.

8. Self-evaluation of one's own intelligence depends on one's perception of the effect of social barriers in social interaction.

9. Self-evaluation of one's own physical appearance depends on one's perception of the effect of social barriers in social interaction.
CHAPTER 3. METHODOLOGY

Data used in this thesis were drawn from a national survey conducted by Motoko Y. Lee and her associates at the Department of Sociology at Iowa State University. The original study was approved by the Iowa State University Human Subjects Committee. The study was funded by the United States Agency for International Development (USAID) through the National Association for Foreign Student Affairs (NAFSA). The purpose of the original study was to assess the needs of students from developing countries that were attending U.S. colleges and universities. For more details see Lee et al. (1981).

Sampling

The survey population of the study was determined by the criteria set forth by NAFSA and USAID. They consisted of the following: Those who (1) were pursuing a degree attending U.S. colleges and universities, (2) had attended at least one full quarter or semester at the time of sampling, (3) were attending a college or university that had 300 or more international students in attendance in spring 1979, and (4) were from 102 developing nations as designated by USAID.

A multistage cluster sample with probability proportionate to size (PPS sample), was used to select the schools and students across the nation. PPS sampling as
discussed by Babbie (1986) was followed. To obtain cooperation, the objectives of this project were communicated to the international students' advisors at each selected institution. The sample included 1,897 students from 30 universities across the U.S.

Data Collection

Questionnaire booklets were mailed out to respondents at 30 colleges and universities across the nation in 1979. The number of contacts made ranged from two to five depending on the response time of the respondents. The contacts were made to each respondent to thank those who had returned the survey and to urge others who had not completed one to do so. The return rate for each school ranged from 13.5 percent to 64.6 percent due to: (1) varying updatedness of the lists, (2) difference in sampling and the number of contacts—up to five contacts were made when schools provided the researchers with the lists, and only two contacts were made when the schools did not wish to provide the lists, but were willing to sample with the researchers' guidance (the lower rates were found among the latter schools). (3) variability in mail service depending on the institutional region. Only a part of this data set was used for this thesis.

Operationalization of Concepts

This portion of the thesis will present the operational measures for the theoretical concepts that are included in the theoretical hypotheses.
Evaluations of Students' Attributes

The attributes of our concern in this thesis were the students academic performance, intelligence, and physical appearance. For these measures, the significant others are limited to the U.S. students, (we assume the significant others of international students included U.S. students). Self-evaluations of one's attributes and one's perceptions of U.S. students evaluations of them were obtained by using the respondents' ratings of the attributes according to the following questions: "How do you rate them?" and "How do you think U.S. students would rate them?"

1. Your academic performance.
2. Your intelligence.
3. Your physical appearance.

In the above, respondents were to answer by circling one number for each item for each question: 1 = among the lowest, 2 = fairly low, 3 = average, 4 = fairly high, and 5 = among the highest.

Social Barriers

The perceived effects of social barriers were measured using the following question. "How much do you think these social barriers are preventing you from having good relationships with U.S. nationals?" The respondents' indicated their rating by using these items as social barriers:

1. Your racial background.
2. Your being a foreigner.
3. Your attitude towards others.

In the above, respondents were to circle one number for each item for each
question: 1 = not at all, 2 = a little, 3 = somewhat, 4 = much, and 5 = very much.

Satisfaction With Treatment

This concept was measured by the ratings to the following two items. For these measures, significant others were limited to U.S. students and faculty members. The question was: “How satisfied is your need for...?”

1. Being treated as fairly as U.S. students by faculty members.
2. Being respected as a fellow human being by U.S. students.

In the above, each respondent were to circle one number for each item being rated by using the following seven-point scale: 1 = very unsatisfied, 2 = quite unsatisfied, 3 = somewhat unsatisfied, 4 = neither satisfied nor unsatisfied, 5 = somewhat satisfied, 6 = quite satisfied, and 7 = very satisfied.

Empirical Hypotheses

1. E.H.1 The extent to which the international student rates one’s own academic performance is positively dependent upon U.S. students’ rating of it as perceived by the student.

2. E.H.2 The extent to which the international student rates one’s own intelligence is positively dependent upon U.S. student’s rating of it as perceived by the student.

3. E.H.3 The extent to which the international student rates one’s own physical appearance is positively dependent upon U.S. students’ rating of it as perceived by the student.
4. E.H.4a The extent to which the international student rates one’s own academic performance is positively dependent upon the extent to which the student perceives treated fairly as U.S. students by faculty members.

5. E.H.4b The extent to which the international student rates one’s own academic performance is positively dependent upon the extent to which the student perceives being respected as a fellow human being by U.S. students.

6. E.H.5a The extent to which the international student rates one’s own intelligence is positively dependent upon the extent to which the student perceives being treated fairly as U.S. student by faculty members.

7. E.H.5b The extent to which the international student rates one’s own intelligence is positively dependent upon the extent to which the student perceives being respected as a fellow human being by U.S. student.

8. E.H.6a The extent to which the international student rates one’s own physical appearance is positively dependent upon the extent to which the student perceives being treated fairly as U.S. students by faculty members.

9. E.H.6b The extent to which the international student rates one’s own physical appearance is positively dependent upon the extent to which the student perceives being respected as a fellow human being by U.S. students.

10. E.H.7a The extent to which the international student rates one’s own academic performance is negatively dependent upon the extent to which students’ racial background prevents them from having good relationships with U.S. nationals.
11. E.H.7b The extent to which the international student rates one's own academic performance is negatively dependent upon the extent to which students' being a foreigner prevents them from having good relationships with U.S. nationals.

12. E.H.7c The extent to which the international student rates one's own academic performance is negatively dependent upon the extent to which students' attitude towards others prevents them from having good relationships with U.S. nationals.

13. E.H.8a The extent to which the international student rates one's own intelligence is negatively dependent upon the extent to which students' racial background prevents them from having good relationships with U.S. nationals.

14. E.H.8b The extent to which the international student rates one's own intelligence is negatively dependent upon the extent to which students' being a foreigner prevents them from having good relationships with U.S. nationals.

15. E.H.8c The extent to which the international student rates one's own intelligence is negatively dependent upon the extent to which students' attitude towards others prevent them from having good relationships with U.S. students.

16. E.H.9a The extent to which the international student rates one's own physical appearance is negatively dependent upon the extent to which students' racial background prevent them from having good relationships with U.S. nationals.

17. E.H.9b The extent to which the international student rates one's own physical appearance is negatively dependent upon the extent to which students' being
a foreigner prevent them from having good relationships with U.S. nationals.

18. E.H.9c The extent to which the international student rates one's own physical appearance is negatively dependent upon the extent to which student's attitude towards others prevent them from having good relationships with U.S. nationals.

**Statistical Technique**

Descriptive statistics were be reported for each variable. To test empirical hypothesis, Pearson correlation coefficients (r) were computed using SPSS on the mainframe. In doing so, the measures of variables in the empirical hypothesis were assumed to be at the interval level of measurement.

In the test of significance, instead of taking the conventional levels of significance (0.05 and 0.01), we will use at least 5 percent of the variation in common between the two variables (r-value equal or larger than 0.224, which means r-value squared being 0.05 or larger) as the required level of support for research hypothesis, i.e. for rejection of the null hypotheses. This decision to test the hypotheses based on substantive significance rather than conventional statistical significance was made because of the following reason: When a sample is as large as this study (n = 1,897) almost any correlation coefficients will be will be statistically significant, but not necessarily significant substantively speaking.
CHAPTER 4. FINDINGS AND DISCUSSION

The focus of this chapter will be the description of the data and reporting the results of the hypothesis testing.

Description of Data

In Table 4.1, the data shows that self-evaluation of attributes of international students show fairly high ratings that were reported. Surprisingly, they perceive the U.S. students' evaluation of the attributes to be almost as high as their own evaluation except their physical appearance. In the case of physical appearance, their own evaluation was higher than what they perceived to be the evaluation by the U.S. students.

Table 4.2 shows that generally most students were satisfied the treatment they received from the U.S. students and faculty. Approximately 57 percent of them, in a varying degree, felt they were treated as fairly as U.S. students by faculty members, and 60 percent felt they were respected to some degree as a fellow human being by the U.S. students and the faculty.

In Table 4.3, the data shows that the barriers presented in this study was of minimal concern to most respondents, however, about 21 percent felt their racial background presented a serious barrier, and 34 percent felt being a foreigner was a
serious barrier, while 15 percent claimed their own attitude towards others was a barrier.

Results of Hypothesis Testing

The results of the hypotheses will be presented in this section. The hypothesis will be supported if the r-value is equal or larger than 0.224, i.e., 5 percent or more of variation in common between the two variables. Pearson correlation coefficient among all measure are found in Appendix A.

E.H.1 The extent to which the international student rates one's own academic performance is positively dependent upon U.S. students' rating of it as perceived by the student. This hypothesis was supported (r = .663, sig = .000).

E.H.2 The extent to which the international student rates one's own intelligence is positively dependent upon U.S. students' rating of it as perceived by the student. This hypothesis was supported (r = .554, sig = .000).

E.H.3 The extent to which the international student rates one's own physical appearance is positively dependent upon U.S. students' rating of it as perceived by the student. This hypothesis was supported (r = .609, sig = .000).

E.H.4a The extent to which the international student rates one's own academic performance is positively dependent upon the extent to which the student perceives being treated as fairly as U.S. students by faculty members. This hypothesis measured a very weak support (r = 0.1133, sig = .000), even though it is statistically significant, but substantively not meeting the required level we set for supporting the hypothesis.

E.H.4b The extent to which the international student rates one's own academic performance is positively dependent upon the extent to which the students perceives
Table 4.1  Self-Evaluation of One's Attributes

<table>
<thead>
<tr>
<th>How do you rate them?</th>
<th>How do you think U.S. students would rate them?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AP</strong>%</td>
<td><strong>INT</strong>%</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Among the lowest</td>
<td>0.1</td>
</tr>
<tr>
<td>Fairly low</td>
<td>2.1</td>
</tr>
<tr>
<td>Average</td>
<td>30.8</td>
</tr>
<tr>
<td>Fairly high</td>
<td>46.1</td>
</tr>
<tr>
<td>Among the highest</td>
<td>20.9</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
<tr>
<td>Mean*</td>
<td>3.9</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.8</td>
</tr>
</tbody>
</table>

n = 1897  
AP = Academic Performance  
INT = Intelligence  
PA = Physical Appearance

* 1 = Among the lowest, ..., 5 = Among the highest
Table 4.2  Satisfaction with treatment by U.S. students and faculty.

<table>
<thead>
<tr>
<th>Being treated as fairly as U.S. students by faculty members</th>
<th>Being respected as a fellow human being by U.S. students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Very unsatisfied</td>
<td>10.2</td>
</tr>
<tr>
<td>Quite unsatisfied</td>
<td>6.0</td>
</tr>
<tr>
<td>Somewhat unsatisfied</td>
<td>9.8</td>
</tr>
<tr>
<td>Neither satisfied nor unsatisfied</td>
<td>16.6</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>14.4</td>
</tr>
<tr>
<td>Quite satisfied</td>
<td>19.7</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>23.3</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean* 4.72  4.8
Standard Deviation 1.9  1.9

n = 1897

* 1 = very unsatisfied, ..., 7 = very satisfied
Table 4.3 Social barriers that may prevent you from establishing good relationships with U.S. nationals.

<table>
<thead>
<tr>
<th>Your racial background</th>
<th>Your being a foreigner</th>
<th>Your attitude towards others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Not at all</td>
<td>35.4</td>
<td>15.3</td>
</tr>
<tr>
<td>A little</td>
<td>19.7</td>
<td>22.6</td>
</tr>
<tr>
<td>Somewhat</td>
<td>24.0</td>
<td>28.1</td>
</tr>
<tr>
<td>Much</td>
<td>11.7</td>
<td>17.6</td>
</tr>
<tr>
<td>Very much</td>
<td>9.2</td>
<td>16.4</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Mean&lt;sup&gt;a&lt;/sup&gt;</td>
<td>2.4</td>
<td>3.0</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.32</td>
<td>1.29</td>
</tr>
</tbody>
</table>

n = 1897

1 = Not at all, ..., 5 = Very much
being respected as a fellow human being by U.S. students. This hypothesis was not supported, since it did not meet the criterion set ($r = .0601$, $\text{sig} = 0.00$).

**E.H.5a** The extent to which the international student rates one's own intelligence is positively dependent upon the extent to which the student perceives being treated as fairly as U.S. students by faculty members. This hypothesis was not supported. It lacked a substantive support, even though it was statistically significant ($r = .0392$, $\text{sig} = 0.00$).

**E.H.5b** The extent to which the international student rates one's own intelligence is positively dependent upon the extent to which the student perceives being respected as a fellow human being by U.S. students. This hypothesis was not supported. It lacked a substantive support, even though it was statistically significant ($r = .0484$, $\text{sig} = 0.00$).

**E.H.6a** The extent to which the international student rates one's own physical appearance is positively dependent upon the extent to which the student perceives being treated as fairly as U.S. students by faculty members. This hypothesis was not supported. It lacked a substantive support, even though it was statistically significant ($r = .0155$, $\text{sig} = 0.00$).

**E.H.6b** The extent to which the international student rates one's own physical appearance is positively dependent upon the extent to which the students perceives being respected as a fellow human being by U.S. students. This hypothesis was not supported. It lacked a substantive support, even though it was statistically significant ($r = .0443$, $\text{sig} = 0.00$).

**E.H.7a** The extent to which the international student rates one's own academic performance is negatively dependent upon the extent to which students' racial back-
ground prevents them from having good relationships with U.S. students. This hypothesis was not supported. It lacked a substantive support, even though it was statistically significant ($r = -.0142, \text{sig} = 0.00$).

E.H.7b The extent to which the international student rates one's own academic performance is negatively dependent upon the extent to which students' being a foreigner prevents them from having good relationships with U.S. students. This hypothesis was not supported. It lacked a substantive support, even though it was statistically significant ($r = -.0296, \text{sig} = 0.00$).

E.H.7c The extent to which the international student rates one's own academic performance is negatively dependent upon the extent to which students' attitude towards others prevent them from having good relationships with U.S. nationals. This hypothesis was not supported ($r = -.0845, \text{sig} = 0.00$).

E.H.8a The extent to which the international student rates one's own intelligence is negatively dependent upon the extent to which students' racial background prevents them from having good relationships with U.S. nationals. This hypothesis was not supported. It lacked a substantive support, even though it was statistically significant ($r = .0177, \text{sig} = 0.00$).

E.H.8b The extent to which the international student rates one's own intelligence is negatively dependent upon the extent to which students' being a foreigner prevents them from having good relationships with U.S. nationals. This hypothesis was not supported. It lacked a substantive support, even though it was statistically significant ($r = .0166, \text{sig} = 0.00$).

E.H.8c The extent to which the international student rates one's own intelligence is negatively dependent upon the extent to which students' attitude towards others
prevent them from having good relationships with U.S. nationals. This hypothesis measured a very weak support \((r = 0.1104, p = 0.00)\), even though it is statistically supported, but substantively not meeting the required level we set for supporting the hypothesis.

E.H.9a The extent to which the international student rates one's own physical appearance is negatively dependent upon the extent to which students' racial background prevent them from having good relationships with U.S. nationals. This hypothesis was not supported \((r = 0.1041, \text{sig} = 0.00)\).

E.H.9b The extent to which the international student rates one's own physical appearance is negatively dependent upon the extent to which students' being a foreigner prevents them from having good relationships with U.S. nationals. This hypothesis was not supported \((r = 0.0974, \text{sig} = 0.00)\).

E.H.9c The extent to which the international student rates one's own physical appearance is negatively dependent upon the extent to which students' attitude towards others prevent them from having good relationships with U.S. nationals. This hypothesis was not supported \((r = -0.0925, \text{sig} = 0.00)\).

Even though many of the hypotheses were statistically significant, only Hypotheses 1, 2, and 3 were supported according to the special criterion set for this thesis. The variables in these hypotheses demonstrated at least 5 percent or more of variance in common.
CHAPTER 5. CONCLUSIONS AND RECOMMENDATIONS

The goal that was intended for this thesis was to investigate the relationships between self-evaluation on one hand and satisfaction and social barriers that are faced by international students on the other. Many of the respondents in this study, seem to have tackled the adjustment barriers and have survived in spite of the difficulties they were faced with in attending colleges and universities while sojourning to the United States.

Self-evaluation for international students in this study were mostly very positive. The self-image of them and their thoughts of how others perceived them were also very positive. This attitude serves as a buffer to aide in surviving the adjustment process. Individuals that keep this positive self-image are the students that continue on with higher expectations. However, there were noticeable percentages of students who felt they were rated lowly by the U.S. students with regard to these attributes, and much smaller percentages rated themselves lowly. These students are of concern to educators. Those low self-images held by the these students must have detrimental affect on their educational experience in the U.S., even though these students were small in the percentage. In this study most international students reported that they were satisfied with the need for being treated as fairly as U.S. students by faculty members and being respected as a fellow human being by U.S. students.
The two largest numbers of respondents were found at the highest levels of satisfaction. However, we should not overlook the fact that 26 percent of the respondents expressed dissatisfaction with the treatment given by the faculty and 24 percent with the treatment given by the U.S. students. These students may be viewed as those in the second stage of the "U-curve" we discussed earlier (see Table 2.1).

Social barriers that were examined were racial background, being a foreigner and one's attitude towards others. Overall, these barriers seem to have very little effect on international students for having good relationships with U.S. students. However, the aspect of being a foreigner was considered to be more of a serious barrier than racial background and their own attitude towards others. Approximately one in three respondents indicated being a foreigner was a serious barrier, and one in five indicated one's racial background. A smaller portion indicated their attitude towards others was also being a serious barrier. The seriousness of being a foreigner as a barrier showed strong negative correlation with satisfaction measures of the treatment ($r = .358$ with the treatment by the faculty and $r = .448$ with the treatment by the U.S. students).

The first three hypotheses were supported. The support for these hypotheses renders an additional support for Cooley's concept of "looking-glass self" (Cooley, 1964). The lack of strong support for the other hypotheses suggest that these factors do not appear to have substantial, direct effects on the student's self-evaluations of their attributes. Their satisfaction or dissatisfaction with the way they are treated and their sense of social barriers may have indirect affects on their self-evaluations.
Recommendations

Although this study has focused on the attributes, levels of satisfaction and barriers that may be encountered by international students during the sojourn to the U.S. colleges and universities we must not lose sight of our institutions’ philosophies. Students from near and far travel to U.S. colleges and universities to receive higher education, once they arrive it should be our (student, faculty and staff) responsibility to ensure that their needs are not overlooked. Our attempt to ease their adjustment should be the least of our difficulties.

U.S. educators must try to assist in the process of their adjustment for every international student who comes to study in the U.S. In this spirit, I will make recommendations as to what institutions can do to assist those students who experience dissatisfaction with the treatment they receive from the faculty and the U.S. students, also those who consider their racial background and their being a foreigner to be social barriers for establishing good relationships with U.S. nationals. Even though these students were a minority in number in this study, these problems need to be dealt with for their adjustment at U.S. schools.

At the level of administration, the following recommendations were made:

1. We should foster an environment geared towards faculty and staff being committed to the success of international students and their adjustment process;
2. We should implement policies that aide international students academically, financially, and socially. Allocation of needed resources for the faculty and staff to carry out activities and creation of reward systems are essential.
3. We should develop facilities and hire staff to adequately serve the population of international students. The intent of this recommendation is to provide diverse staff members and a facility equipped to
handle the needs and concerns of support for these students (i.e., registration procedures, housing, information, budgeting monies, food, language difficulty, etc.); and

(4) We should develop an orientation program that incorporate student development, it should be time sequenced (pre-enrollment, entering, during first year), it should include the family, and it should involve faculty and staff. The colleges and universities do, in fact, have a responsibility to provide maximum opportunity for students (Upcraft and Gardner, 1989). This opportunity can occur by involving the faculty and staff. The motivation to care about getting involved in international students adjustment process could include a variety of activities geared towards participation.

For example, reward incentive programs which rewards a department monetarily for their participation in the area of multicultural awareness. The overall conception of responsibility to student adjustment should be incentive enough but sometimes encouragement is needed to fulfill the order. The top administration should provide a clear direction for internationalization along with a clear mission statement in order for a higher education to achieve successful internationalization (Carroll, 1993).

Recommendations for advisors are as follows: (1) The primary focus should be the students and meeting their needs; (2) They should serve as a mediator between the students and the administrators faculty and staff. (3) They should seek knowledge of other cultures to keep abreast of new information (i.e., conferences, travel, workshops, classes, etc.), and (4) They should develop educational programs on policies and procedures for academics, social customs and norms of the university and U.S.

Recommendations for professors, instructors, and teaching assistants are as follows: (1) They should participate in sensitivity training workshops by professionals. This recommendation is very important because it will be performed by individu-
als who possess insight from experience. In other words, these workshops should be conducted by international or ethnic minority individuals. They should internationalize the content of the curricula. They should expand their knowledge base of various cultures; and They should enhance communication and listening skills for dealing with diverse groups. These two skills may seem trivial and demeaning, but these are the two that are frequently overlooked. They should create small group learning opportunities for international students to interact with U.S. students in class, which will extend beyond the classroom setting as they get to know one another; and They should add international students along with U.S. students to departmental committees, so that their input will be included on student issue decision making.

The U.S. students role in the international students’ adjustment process is to be that exactly, a student. Meaning, in this learning process, an exchange of information should take place. They should join conversational groups, so that, as an international student learns the art of speaking English, an U.S. student should be learning another language. This could serve as a form of tutorial which would benefit both parties. They should be open-minded to learn about new cultures and experiences from international students; and They should also attend workshops, seminars, classes, and conferences to enhance their awareness of other cultures.

Colleges and universities must be ready to respond to the diverse population that will attend their institutions. Their approach to students learning may be an area in which changes need to be made in the future. Students today are the most varied body of individuals in the history of higher education (Levine, 1989). Similarities and differences will have to be dealt with carefully. If students are to be prepared to
function in the world in the 1990's and beyond, university initiated policies, decision making, and programming geared towards internationalization must be of priority. We must look at where we, the U.S., stand in this global economy. Becoming familiar with other cultures in view of our political and economic linkages with other nations must be at the forefront of our agendas. We must learn about those with whom we do business with in order to be properly informed. One way we can progress in this regard is by having international students on our campuses. By doing so, we give opportunities to U.S. students, faculty and staff to internationalize themselves.

It is our hope that these recommendations are taken and use by many, as it will aide in the betterment of the services provided for international students on this campus and many other colleges and universities across the U.S.
BIBLIOGRAPHY

Alawiye, Osman and Westbrook, George L.
1982 "NMSU Foreign Student Perceptions: A Transitional Evaluation."
(Research Report). Las Cruces, New Mexico: New Mexico State University.

Albertson, Maurice and Birky, Pauline

Babbie, Earl

Baron, M

Blumer, Herbert

Carroll, Bill

Chen, Guo-Ming
Christensen, George C.

Cooley, Charles H.

Dalili, Farid

Edles, N.

Eid, Mamoud T. and Theresa Jordan–Domschot

Forrest, A.

Grisbacher, John

Gullahorn, John

Institute of International Education
Kang, Tae-Young
1987 "Communication Patterns of Foreign Students: A Survey Among Korean students in the University of Texas at Austin." Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication, August.

Kinch, J. W.

Klineberg, Otto and Hull, W. Frank

Lee, Motoko Y., Abd-Ella, M., and Burks, L. A.

Lee, Motoko Y.

Levine, A. E.

Lysgaard, Sverre

Mead, George H.
1964 On Social Psychology; selected papers, revised ed., Chicago, University of Chicago Press.

Meloni, Christine
Noel, L., Levitz, R., and Saluri, D.

Noury, Mostafa M.

Quarantelli, E. L. and J. Cooper

Ray, Melvin C.

Ray, Melvin C. and Lee, M.Y.

Schellenburg, James

Silvernail, David

Stephan, C.W. and W.G. Stephan

Wallace, Ruth A.

Upcraft, M. Lee and John Gardner and Associates
ACKNOWLEDGEMENTS

This was all possible, because there are those who care. To Dr. Motoko Y. Lee, my major professor and mentor, who saw me through to the end. You are a very patient and understanding individual that have touched many lives. For believing in me, I am indebted to you. You will always be remembered. To Dr. George Jackson, my mentor. One of the people who knew I could make it through Iowa State University. When I needed you, you were there for me with encouraging words and open arms, you too have touched many lives. Thanks to you, I have found my profession to pursue. Through valuable experiences that you have provided me with over the years in the office of Minority Student Affairs, you will “never not ever” be forgotten. To Dr. William Wolansky, a great professor. Thanks for allowing me to have you as part of my committee, you too will be remembered. To Dr. Daniel Robinson, professor and friend, thank you once again for coming to my rescue by sitting on my committee, your generosity will never be forgotten. You have been a great influence in the many lives that you have touched and will always be remembered. To Dr. John Tait, who had me on edge for a while, wondering who would be next in line since you had retired before my thesis was complete. You are a life saver for putting your retirement on the back burner and seeing me through to the end. You are a special person and will always be remembered. And to my
family and friends, hopefully no enemies, I credit you all for my success at Iowa State University. You too will never be forgotten!
### PEARSON CORRELATION COEFFICIENT TABLE

<table>
<thead>
<tr>
<th></th>
<th>Q262</th>
<th>Q264</th>
<th>Q545</th>
<th>Q548</th>
<th>Q549</th>
<th>Q551</th>
<th>Q553</th>
<th>Q554</th>
<th>Q556</th>
<th>Q557</th>
<th>Q559</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q262</td>
<td>1.0000</td>
<td>0.5934</td>
<td>-0.2280</td>
<td>-0.3578</td>
<td>-0.0296</td>
<td>0.1133</td>
<td>0.1729</td>
<td>0.0392</td>
<td>0.1482</td>
<td>-0.0155</td>
<td>0.0505</td>
</tr>
<tr>
<td>Q264</td>
<td>1.0000</td>
<td>-0.3460</td>
<td>-0.4475</td>
<td>0.0123</td>
<td>0.0601</td>
<td>0.1426</td>
<td>0.0484</td>
<td>0.1955</td>
<td>-0.0443</td>
<td>0.0910</td>
<td></td>
</tr>
<tr>
<td>Q545</td>
<td>1.0000</td>
<td>0.5079</td>
<td>0.2341</td>
<td>-0.0142</td>
<td>-0.0193</td>
<td>0.0177</td>
<td>-0.0488</td>
<td>0.1041</td>
<td>-0.0186</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q548</td>
<td>1.0000</td>
<td>0.1982</td>
<td>-0.0296</td>
<td>-0.0872</td>
<td>0.0166</td>
<td>-0.0922</td>
<td>0.0974</td>
<td>-0.0674</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q549</td>
<td>1.0000</td>
<td>-0.0845</td>
<td>-0.0526</td>
<td>-0.1104</td>
<td>-0.0527</td>
<td>-0.0925</td>
<td>-0.1270</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q551</td>
<td>1.0000</td>
<td>0.6628</td>
<td>0.4718</td>
<td>0.4110</td>
<td>0.2041</td>
<td>0.1655</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q553</td>
<td>1.0000</td>
<td>0.3706</td>
<td>0.5879</td>
<td>0.1551</td>
<td>0.2201</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q554</td>
<td>1.0000</td>
<td>0.5544</td>
<td>0.3683</td>
<td>0.2419</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q556</td>
<td>1.0000</td>
<td>0.2522</td>
<td>0.3402</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q557</td>
<td>1.0000</td>
<td>0.6089</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q559</td>
<td>1.0000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*See the following page for identification of Q numbers.*
APPENDIX B. SURVEY QUESTIONS

1. Q262 = Satisfaction with the need to be treated as fairly as U.S. students by faculty members.

2. Q264 = Satisfaction with the need to be respected as a fellow human being by U.S. students.

3. Q545 = The social barrier of racial background which prevent you from establishing good relationships with U.S. nationals.

4. Q548 = The social barrier of being a foreigner which prevent you from establishing good relationships with U.S. nationals.

5. Q549 = The social barrier of your attitude towards others which prevent you from establishing good relationships with U.S. nationals.


7. Q553 = Self-evaluation of one's academic performance as perceived by significant others.

8. Q554 = Self-evaluation of one's own intelligence.

9. Q556 = Self-evaluation of one's own intelligence as perceived by significant others.
10. Q557 = Self-evaluation of one's own physical appearance.

11. Q559 = Self-evaluation of one's own physical appearance as perceived by significant others.