

AN ABSTRACT OF THE THESIS OF

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Title: An Investigation of the Problems Experienced by Saudi Students While Enrolled in Institutions of Higher Education in the United States

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Frank Cross

The objective of this study was to investigate the problems Saudi students have encountered while studying in institutions of higher education in the United States and to examine possible differences between various subgroups of Saudi students in their perceptions of the problems they have encountered in colleges and universities in the United States.

The sample for this study was drawn randomly from the total population of Saudi students in the United States. Of the 834 students contacted, 379 male and 51 female Saudi students returned usable responses. The data were collected using a two-part questionnaire: Part I was devised by the investigator to collect demographic data; and Part II was a modified version of the Michigan International Student Prob-

Arabic and administered in Arabic. Data were analyzed using frequencies for demographic data and three-way, two-way, and one-way analyses of variance for testing differences.

The major findings were as follows:

- 1) The problem area of most concern to Saudi students as a group was Financial Aid (mean, 7.81), followed by Academic Records, Living-Dining, and Admission-Selection. The problems of least concern to Saudi students were found in the areas of Student Activities and Health Services.
- 2) Sex, marital status, and the interaction of sex and age had no bearing on the problems experienced by Saudi students in the United States.
- 3) Younger students experienced significantly more problems in three problem areas than did older students: Academic Records, Financial Aid, and Placement Services.
- 4) Academic classification was found to be the most discriminating factor in the problems experienced by Saudi students in all of the eleven problem areas. In general, it can be concluded that the problems of Saudi students decrease as they attain higher academic levels.
- 5) Participating in a predeparture orientation program seemed to effectively reduce problems in the Financial Aid and Placement Services areas. However,

more problems in the English Language area were associated with participating in the predeparture orientation program.

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An Investigation of the Problems  
Experienced by Saudi Students While Enrolled in  
Institutions of Higher Education in the United States

by

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the name of Allah the most merciful and the most beneficent*

# DEDICATION

This dissertation is dedicated to my late father,  
Mr. Abdul-Karim A. Al-Shedokhi.



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AN INVESTIGATION OF THE PROBLEMS EXPERIENCED BY  
SAUDI STUDENTS WHILE ENROLLED IN INSTITUTIONS  
OF HIGHER EDUCATION IN THE UNITED STATES

I. INTRODUCTION

From the earliest times knowledge has been an important means for individuals and societies to actualize their aspirations. Throughout the ages special places have existed where knowledge has thrived, attracting people across political frontiers and cultural boundaries in pursuit of learning.

In recent decades the United States has been a leading center in diverse fields of specialized knowledge, and it has hosted the largest share of students studying in countries other than their own (Open Doors, 1984). The presence of foreign students in the United States is both a source of excitement as well as a source of problems for American people and institutions on one hand, and on the other hand, for the foreign students themselves.

The continuing increase in the foreign student populations has made the problems of foreign students more visible. These problems have attracted the attention of researchers and student personnel, who have investigated their

nature in order to help foreign students culturally adjust to their stay in the United States.

### Statement of the Problem

For a long period of time foreign students have been considered an important factor in the enhancement of international understanding. In theory they are

in an excellent position to perform the role of "cultural carriers" adding to the mutual comprehension between the cultures in which they grew up and that which they have more recently acquired. (Eide, 1970, p. 47)

However, the impact of the host culture on foreign students from different cultural backgrounds can also be a source of difficulties for the foreign student. Longest has framed the problem as follows:

Social science research provides evidence that persons usually become anxious upon finding themselves in an environment in which they have inadequate knowledge of what is expected of them and how to meet their daily needs. Stress anxiety, when produced, usually impairs the individual's ability to learn, to organize his thinking and activities, and to function effectively in the strange environment or situation. (Longest, 1969, pp. 5-6)

In many cases foreign students' difficulties in adjusting to their new environment severely impacts the students' potential to achieve their goals. A committee headed by Ralph W. Tyler reported that

many foreign students of adequate intellectual quality drop out of college within a few months of their arrival here because they are inadequately prepared in the English language to keep up their courses. Many foreign students are unsuccessful because they lack the educational background or the motivation required by the program or the university in which they enroll.



Others are misled or mislead themselves into coming to the U.S. institutions of higher learning with expectations that cannot be fulfilled either by themselves or by the institutions involved. Still others have inadequate financial resources to cover their educational difficulties. (Foreign Students, 1969, p. 1)

Students from Saudi Arabia come from a cultural environment which is markedly different from that of the United States, making them susceptible to many of the problems manifested by other foreign students. However, the differences between Saudi culture and American culture may be far greater than, for example, the differences between European and American cultures. Hence, the problems of Saudi students may be differentiated from those of other foreign students. Furthermore, Saudi students differ among themselves with respect to sex, age, marital status, and educational experiences.

The problem of this study is summarized as follows:

- 1) What are the problems of most concern to Saudi graduate and undergraduate students who are enrolled in American institutions of higher education in the United States during the Spring term of 1986?
- 2) Do the problems of these Saudi students vary according to sex, age, marital status, major field of study, academic classification, and predeparture orientation?

## Need for the Study

Despite the fact that foreign students come from many different countries, there has been a tendency to deal with them as a single entity. John Porter (1977) has expressed the sentiments of a number of educators who have warned against this tendency:

The "foreign student" is perhaps an appropriate term for an immigration officer to use since it does describe a legal and administrative category of persons. But for purposes of study, for college and university faculties, and especially for student personnel workers, to treat a great variety of foreign students as a single category is a human error and a scientific monstrosity. In reality, those who come to the United States from other lands to pursue their education are of an infinite variety of nationalities, temperaments, cultures and backgrounds. (p. 1)

It is clear, then, that the results of studies of the problems of foreign students from countries other than Saudi Arabia cannot be generalized to Saudi students.

Yet, with the exception of a doctoral study by Abdul-Rahman Jammaz (1972), no research effort has been made to identify the problems of Saudi students in the United States or to compare problems among Saudi students. Additional study is needed, moreover, because Jammaz's study was limited to male Saudi students.

Furthermore, a number of important changes have occurred since Jammaz concluded his study:

- 1) Some of the most important recommendations offered by Jammaz have been implemented by the Saudi government. For example, a predeparture orientation

program for prospective scholarship students has been instituted.

- 2) The number of Saudi students enrolled in institutions of higher education and English language institutes in the U.S. in 1986 is six times higher than the number of Saudi students similarly enrolled during the period of time Jammaz covered in his study.
- 3) The Saudi Arabian Educational Mission (SAEM) in the U.S. has expanded its functions since 1972. From its origins as a small office in New York City, the SAEM has grown to become a large institution with five branches across the United States. Consequently, the quantity and the quality of the services offered by the SAEM have noticeably improved.

Saudi students still face difficulties while studying in the United States, and most of the difficulties they encounter, especially those of low and moderate intensity, are kept by the students to themselves or are discussed only with other uncertain students. They are rarely reported to the SAEM or to other student personnel agencies until they have become acute and are then often reflected by low grades, frequent transfers, legal problems, or sudden decisions to return home.

Since the problems Saudi students experience in the United States interfere with the ultimate goals of their sojourn, a comprehensive investigation of the problems of

Saudi students in the United States is needed. The present study moves in this direction.

#### Purpose of the Study

The purpose of this study is to investigate the problems a Saudi student might encounter while studying in an institution of higher education in the United States in order to:

- 1) Provide information that will offer insight into the sources of the problems experienced by Saudi students, hence making their alleviation possible;
- 2) Assist Saudi educational institutions that deal with Saudi students who are studying in the United States, whether through a predeparture orientation (such as is offered at Imam Muhammad Ibn Saud University) or through supervision in the United States (such as the Saudi Arabian Educational Mission), to plan more relevant orientation programs based on research findings;
- 3) Assist American educational institutions, foreign student advisors, professors, and academic advisors dealing with Saudi students in understanding the nature of these students' needs and problems, so that they may more effectively deal with them;
- 4) Provide information about the Saudi students in the United States, which may then be compared with the

problems of foreign students from other nations and different backgrounds;

- 5) Stimulate further research in more specific problem areas experienced by Saudi students in the United States.

#### Objectives of the Study

The objectives of the study are twofold:

- 1) To investigate the problems and concerns experienced by Saudi students who are enrolled in institutions of higher education in the United States.
- 2) To examine possible differences between various subgroups of Saudi students in their perception of the problems encountered in colleges and universities in the United States.

#### Limitations of the Study

This study will be limited to:

- 1) Students from Saudi Arabia who were studying in the United States during the Spring term of 1986.
- 2) Students who were at the post-secondary school level and who were in the United States to earn a graduate or undergraduate degree. This includes students enrolled in two-year colleges if their scholarships require them to earn bachelor's degrees. However, trainees and students at English

language institutes were not included in this study.

- 3) Students who were on scholarships and were under the supervision of the Saudi Arabian Educational Mission in the U.S. Self-sponsored students, and students sponsored by private agencies, were not included in this study.

#### Definition of Terms

**Academic classification:** Standing as a student in an undergraduate, master's, or doctoral degree program.

**Foreign student:** A student who is neither a citizen of the U.S. or an immigrant, but who is attending an American institution of higher education.

**Graduate students:** Students enrolled in a course of study beyond the level of the B.A. or B.S. degrees. This category includes special students awaiting admission to graduate schools.

**Predeparture orientation:** A Saudi Arabian program offered by Imam Muhammad Ibn Saud University, designed to introduce aspects of the American culture and educational system to prospective scholarship students prior to their departure from Saudi Arabia for the United States.

**Problem areas:** A reference to 1 of the 11 categories of problems which were investigated in this study.

**Problem situations:** Individual problems in a problem area, upon which students were asked to express an opinion.

**Problems:** The difficulties a Saudi student may encounter while studying in an institution of higher education in the United States.

**Undergraduate students:** Students enrolled in a college or university who have not yet attained a B.A. or B.S. degree.

## CHAPTER II

### REVIEW OF LITERATURE

Since World War II the volume of available literature on the status and various aspects of the sojourn of foreign students in the United States has continuously increased. In this chapter, however, only the literature appropriate to the purposes of this study, and which may be classified in one or more of the following categories, will be reviewed.

- 1) An overview of the adjustment of foreign students to the American environment.
- 2) Literature on the problems of foreign students in general.
- 3) Studies on the problems of foreign students from specific nationalities or backgrounds.
- 4) Studies on the problems of Middle Eastern students.
  - a) The problems of Middle Eastern and Arab students as a group.
  - b) Studies on the problems of students from specific Arab countries.
- 5) Studies related to the experience of Saudi students in the United States.

It should be noted that there will be some overlap in the content of the studies in the above categories.



## An Overview of the Adjustment of Foreign Students in the American Environment

### Patterns of Adjustment

The presence of foreign students on American campuses has attracted the attention of scholars and researchers from various disciplines. F. J. Pruitt (1978) indicated that one of the major issues of concern in the education of foreign students is their adaptation to American culture and its educational system. Adaptation has been defined by Honigmann (1954, cited in Pruitt, 1978) as the satisfaction of needs related to survival and by Cuenot (1951, cited in Pruitt, 1978) as a process by which a living organism accommodates to the environment. Shattuck (1964, cited in Pruitt, 1978) defined it as a process which provides an individual with the conditions required for goal oriented behavior.

To define the process of adaptation, Klein (1977) identified four major patterns of adjustment by international students to American culture:

Instrumental adaptation. This pattern is characteristic of those whose purposes in coming to the U.S. are well-defined and limited in scope (professional or academic goals). Major interaction and involvement with the host environment is centered around specific professional or academic tasks, while social needs are satisfied by seeking companionship from among those of their own nationality or

cultural background. The students in this category, referred to by Sewell and Davidsen (1956) as "detached observers", concentrate on their professional and academic goals. They do not experience severe adjustment problems and upon their return to their home countries readjust easily because their involvement in the host culture was limited and their contact with students of their own nationality helped them maintain identification with their native culture.

Identification. The primary interest of the sojourner of this pattern is involvement in cross-cultural contacts, while professional and academic goals are secondary. This pattern of adjustment may be characteristic of a) students who are highly aware of the temporary nature of the sojourn and want to derive as much from it as possible; and b) students who for various reasons are not particularly attached to their home countries. Sewell and Davidsen (1956) called the first type "enthusiastic participants," and the latter type "settlers." According to Klein (1977), for individuals in this pattern

major adjustment is made to facilitate contacts and interaction with new culture, exploration of the community, and interest in learning local customs. Interpersonal problems are the greatest source of stress for this group, with the level of tension high. (p. 3)

Satisfying interactions may result in positive attitudes toward the host country and adaptation of the cultural norms and interpersonal style. The risk of alienation from the

home country is high and readjustment tension is likely to be high upon return to the home country.

Withdrawal. In this pattern of adjustment, the interest of the sojourner in involvement in the host culture may surpass interest in academic goals. However, for various reasons tension may arise in the interpersonal context and impede adjustment. In coping with the unsatisfying social experience, the sojourner shifts from the failed experience with the host culture to primary contact with fellow nationals. Klein (1977) indicated that "great cultural distance, vulnerability to stress, and/or personal or cultural tendencies for sensitivity and withdrawal will predispose this pattern" (p. 4). Negative attitudes, on the part of the sojourner, toward the host culture are to be expected, and strong identification with native culture will be restored.

Resistance. The student in this pattern has no strong desire to become involved in the new culture. Although primary social contact is maintained with their own nationals or other foreigners, the student in this pattern of adjustment may partake of the host culture. However, the student's interaction is organized around advocating his or her native culture and exchange of information about cultures, or as Klein (1977) states, "the role of cultural ambassador is most salient" (p. 4). Attitude change in this pattern is of a minor nature and there is a strong maintenance of identification with the home country.

### Phases of Adjustment

The research on the relationship between the length of stay in the United States and the cultural adjustment of international students contributed to the development of theories on the "phases of adjustment." The widely known U-shaped adjustment cycle theory was first hypothesized by Lysgaard (1955, in DuBois, 1956) and later tested and modified by DuBois. According to this theory the international student in the United States, in the course of adjusting to American culture, goes through an adjustment cycle of four distinct phases identified as follows (Dubois):

The spectator phase. This occurs when the student first arrives in this country and is "characterized by psychological detachment from the new experience" (p. 67). The student is optimistic about his/her ability to adjust and is excited by the novelty of the experience. The role of a tourist is most dominant, with favorable attitudes towards the enjoyment of the new environment without meeting its demands. According to DuBois, during this phase

the visitor is protected from serious distress or major influence since he is not yet personally involved in the new scene . . . , the stresses of adjustment are assumed to exist primarily in the more superficial aspects of the personality. (p. 67)

The adaptive phase. The main characteristic of this phase is the student's active involvement in the life of the host country. In the course of his attempts to meet the demands of the host environment, the foreign student encounters various role conflicts. Adjustive stresses become

prominent and the student "tries out his repertory of adjustment strategies and tactics" (Dubois, 1956, p. 68). This phase is most difficult and prolonged, with increased cultural distance between the student and the host culture. The severity of stress experienced during this phase, and the degree of success in resolving the stress, will determine the success or failure of the entire adjustment process.

Coming-to-terms phase. Survival of the preceding critical phase engenders a rather calm period of coming to terms with the host environment. This is when the role conflicts and adaptive issues encountered during the preceding phase are brought to equilibrium. This does not necessarily imply that the student forms positive attitudes towards the host culture, but rather it means overcoming the state of confusion and uncertainty. DuBois (1956) affirmed that

this period may be characterized by either marked positive or negative attitudes or by objective judgment of the host country. If the equilibrium is charged with negative affect toward the host country, overt criticisms and verbal aggressiveness may be more freely expressed than in the earlier phases. (p. 69)

The predeparture phase. This phase is reflected as the student approached the end of his/her sojourn and is preparing to leave the host country. It is characterized by high expectations, apprehension, and reawakened tension and self-examination. During this period the student may see the host country and the sojourn period with a somewhat altered perspective.

Klein (1977) pointed out that in order to understand the process of adjustment, it is important to take into consideration the variables that influence adjustment. According to Klein, these variables are:

1. the strength of motive for change (e.g. desire for contact);
2. the amount of change needed (e.g. cultural distance);
3. the individual's skills and coping resources (e.g. self-confidence, prior experience, interpersonal effectiveness);
4. characteristic stress responses; [and]
5. reinforcement provided by the environment. (p. 2)

Similar factors were also identified by DuBois (1956) with more emphasis on the importance of self-esteem and fluency in the English language. She wrote that "constructive adjustment of a foreign guest to any new society, nation, or culture, requires that he has a healthy self-esteem." She added that inadequate facility with the English language, racial barriers, and cultural distance were other factors that could be damaging to self-esteem.

#### Literature on the Problems of Foreign Students in General

The Michigan International Student Problem Inventory (MISPI), developed by Porter (1962) at Michigan State University, is one of the most important studies of foreign students' problems conducted. One of Porter's objectives was to determine if the problems and concerns of foreign students were unique when compared to the problems of American students. Porter administered the MISPI to 108 foreign

and 50 American students at Michigan State University. The findings revealed that there were significant differences between the scores of foreign students and American students in all of the 11 categories surveyed: Admission-Selection, Orientation Services, Academic Records, Social-Personal, Living-Dining, Health Services, Religious Services, English Language, Student Activities, Placement Services, and Financial Aid.

Foreign students indicated a larger number of problems than did American students and the results also showed that there was a high correlation between the number of problems checked by a foreign student and each of the following variables: sex, academic classification, length of stay on campus, and English language facility. Female foreign students indicated a greater number of problems than did males; undergraduate foreign students indicated a greater number of problems than did graduate students; foreign students who were on campus for 13 months or longer indicated a greater number of problem than did those foreign students who were on campus for 1 year or less; and the foreign students who did not indicate English as their first spoken language of preference revealed more problems than did foreign students who used spoken English as their first language of preference.

S. Sharma (1972) conducted a study to identify and analyze adjustment problems experienced by non-European foreign students enrolled in graduate programs at selected universi-

ties in the State of North Carolina. A total of 195 foreign students responded to a questionnaire covering academic, personal, and social problems. The most severe academic problems reported by Sharma's subjects were English language-related: presenting oral reports, participating in class discussions, taking notes in class, understanding lectures, selecting an appropriate course of study, and preparing written reports.

Sharma's findings revealed the most severe personal problems to be homesickness, inadequate housing, insufficient funds, and finding companionship with the opposite sex. With regard to social problems, Sharma found that adjusting to American social customs, establishing personal friendships with American students, gaining acceptance in social groups, and inhibitions about participation in campus activities were the most severe.

Sharma identified a strong positive correlation between the academic, personal, and social adjustment problems of non-European foreign graduate students. Furthermore, the academic problems were found to be the most severe, requiring a longer time to resolve than the other two types. The age of students upon entering the U.S., their length of time in the U.S., and the campus of enrollment had no bearing on adjustment in these three problem areas.

The effect of length of time in the United States on the types, number, and severity of the problems foreign graduate and undergraduate students were likely to encounter



during their sojourn in the United States was studied by Day (1968), utilizing the MISPI. A total of 199 graduate and undergraduate foreign students who volunteered to participate in the study were divided into 3 groups according to the length of their stay in the United States: less than 11 months, 11 to 22 months, and 22 months or more.

Day found no significant relationship between the length of stay in the U.S. and the severity of problems encountered by students in either of the 3 time groups, concluding that the personal problems of graduate and undergraduate foreign students do not significantly increase, decrease, or fluctuate over a length of time in the United States. However, the length of time in the United States was found to influence the types of problems experienced by graduate and undergraduate foreign students. Graduate students in the United States for less than 11 months were more concerned with English Language and graduate students in the United States for 11 to 22 months were more concerned with Religious Services. Graduate students who were in the U.S. for 22 months or longer were less concerned about the English Language than were graduate students in the 11 to 22 months time-group. In general, undergraduates indicated fewer problem areas than did graduates, although as a group the undergraduates were more concerned with problems in English Language, Academic Records, Financial Aid, and Orientation Services than with the other scale areas.

E. K. Zain (1965) studied the academic and personal-social difficulties encountered by a selected group of foreign students at the University of Oregon. Data were obtained through the use of a questionnaire developed by the researcher, which was completed by 147 foreign students attending the University of Oregon during the Fall term of 1964. The data analysis identified difficulties in terms of their relationship to variables such as national origin, duration of stay in the U.S., level of education, sex, and age.

The findings indicated that the three major academic problems reported by the majority of the respondents were: writing essays and reports, participating in class discussions, and taking and organizing notes. With regard to academic examinations, the largest proportion of foreign students--regardless of their demographic background--encountered varying degrees of difficulty in "finishing on time" in essay tests, and in understanding the question on objective tests. Most of the problems perceived by the majority of foreign students in the sample to pose the least difficulty were personal in nature (e.g. finding native food), whereas most of the problems which created the most difficulties for the foreign students were more or less social in nature (e.g. participating in social events). Surprisingly, the sex, age, duration of stay, academic classification, and religious affiliation of foreign students had no bearing on the problems of foreign students at the Uni-

versity of Oregon. According to the results, only national-cultural background appears to have had some influence on the adjustment of the foreign students.

Utilizing the MISPI, E. D. Akpan-Iqout (1981) investigated the kinds of problems, concerns, and needs encountered by foreign students in Oklahoma universities and colleges. Out of the 43 colleges and universities contacted by Akpan-Iqout, 6 institutions were selected for further study on the basis that they had the highest number of foreign students from the largest number of countries. The questionnaire was sent to 710 international students randomly selected from the total population of foreign students who were enrolled at the 6 institutions during the Fall term of 1979. Of the total number contacted, 325 returned usable responses. The results of the study indicated the following findings:

- 1) The problems experienced by foreign students in the sample were similar to the problems experienced by foreign students elsewhere, as reported in the literature.
- 2) English Language, Financial Aid, and Academic Records were among the five most severe problems on each campus.
- 3) Foreign students in state institutions were troubled by Religious Services, while those in private institutions were not.
- 4) A foreign student's sex had a strong relationship to the kinds of problems experienced in three

areas: Orientation Services, Living-Dining, and Student Activities. Male students were more concerned with problems in these areas than were female students.

- 5) There was a significant relationship between age of the foreign student and the kinds of problems experienced in the area of Religious Services. Younger students were more concerned with religious services than were older students.
- 6) The academic classification of the foreign student had a strong relationship to the problems encountered. Unlike graduate students, undergraduates were very concerned with the problem areas of Admission-Selection, Orientation Services, Academic Records, Social-Personal, Living-Dining, and Student Activities.
- 7) Foreign students who spoke English as their first language of preference were more concerned with Orientation Services, Student Activities, and Financial Aid, whereas respondents who did not speak English as their first preference tended to be more concerned with English Language.
- 8) There was a relationship between the region from which a foreign student came and the problems encountered in the areas of Orientation Services, Social-Personal, Living-Dining, Religious Services, and English Language.

- 9) There was a significant difference between married and single foreign students in the area of Living-Dining; single students experienced far more problems in this area than did married students.
- 10) The length of stay in the United States was also a significant variable. Foreign students who had spent between 1 and 18 months in the United States experienced more problems in the areas of Living-Dining and English Language than did those who had spent 37 months or more in the U.S.
- 11) The nationality of the foreign student had a strong relationship to problems experienced in the areas of Orientation Services, Living-Dining, English Language, Student Activities, and Financial Aid.

J. G. Georgiades (1981) utilized the MISPI to explore environmental, social, and personal problems encountered by international students, as perceived by the international students themselves and by the professionals who worked with them. The instrument was distributed to all fulltime undergraduate foreign students enrolled at selected public community colleges and at the campuses of Rutgers State University in New Jersey. Direct mail, in-person distribution, and institutional mailings were used to distribute the instrument. Of the total distributed, 189 international students and 56 professionals responded to the questionnaire. The analysis of the collected data indicated the following results:

- 1) International students in public community colleges and in Rutgers University perceived no problems in the 11 areas. However, among foreign students at Rutgers, there was some suggestion that problems were present in the area of Financial Aid, and among foreign students at the public community colleges, there was some suggestion that problems were present in the areas of Financial Aid and English Language.
  - 2) The length of time on campus had no bearing upon students' problem perceptions.
  - 3) The students who chose English as their first language of preference reported no problems in the 11 subscale areas, whereas there was an indication of possible problems in the area of English Language for those who chose their native language as their first language of preference.
  - 4) There were no significant differences between men and women in any of the 11 problem areas as measured by the MISPI.
  - 5) Although age was found to have no role in student problem perceptions, there was some suggestion that Orientation Services, Social-Personal, Living-Dining, English Language, and Financial Aid were potential problem areas for foreign students in the age group 28 and above.
- L24

- 6) Professionals at both Rutgers University and the public community colleges perceived that international students would encounter problems in the area of English Language.

#### Studies on the Problems of Foreign Students From Specific Nationalities or Backgrounds

A. F. Khalidi (1972) examined the effect of cultural background on the adaptation of foreign students in the United States. The subjects for this study were 147 North European and Far Eastern students attending Michigan State University, Wayne State University, and the University of Detroit during the Winter term of 1972. The instrument used for collecting data was a modified version of Berger's Self-Acceptance scale and a General Cultural scale. Findings indicated that there was a strong relationship between the cultural backgrounds of foreign students and their adaptation in the United States.

The Khalidi study revealed that there was a positive relationship between student adaptation in the United States and the following cultural and situational variables: the similarity between the student's native culture and American culture; the attitudes of the student toward traditional family ideology; the length of the student's stay in foreign countries; the length of time the student had regularly spoken English; the country of origin; the previous methods of teaching to which the student was accustomed; the religion

of the student; the sex of the student; and the social relationships of the student with Americans.

Khalidi (1972) also found that there were significant differences between North European and Far Eastern students with regard to identification with the country of origin and with the host country. Northern European students found more similarities between their cultures and that of the United States, and they also identified less strongly with their countries than did Far Eastern students.

Von Dorpowski (1978), using a modified version of the MISPI, investigated the perceptions that Oriental, Latin American, and Arab students had of the problems they encountered while studying in the United States. He also examined the perceptions that foreign student advisors in U.S. colleges and universities had of the problems of foreign students, comparing the perceptions of the foreign students to those of the foreign student advisors. The investigator analyzed the responses of 356 Oriental, Latin American, and Arab students enrolled in 9 American universities in 38 states. Among other results, the analysis revealed the following findings:

- 1) There were significant differences in problem perceptions between students from the three geographic areas. Latin Americans reported fewer difficulties with Religious Services, Student Activities, Financial Aid, and Placement Services problem areas than did Oriental and Arab students.



- 2) With regard to the English Language problem area, it was found that undergraduate students reported that their difficulties tended to increase as they reached more advanced stages of their academic programs, whereas the opposite was true for the master's degree candidates. In other words, the longer master's students had been in the United States, the less they reported degrees of concern with the English Language area.
- 3) Male foreign students reported greater concern with the Financial Aid problem area than did female foreign students.
- 4) Foreign student advisors consistently reported that foreign students had more severe levels of difficulty with various problem areas than the foreign students themselves reported. Furthermore, female foreign student advisors tended to perceive foreign student problem areas with more intensity than did their male colleagues.
- 5) Foreign students and foreign student advisors consistently agreed in ranking Financial Aid, English Language, and Placement Services as the primary problem areas of most concern to foreign students.
- 6) Arab students were perceived by foreign student advisors as having the least difficulties with Living-Dining and English Language problem areas, while Oriental students were perceived by foreign

student advisors as having the most difficulties in these two problem areas.

M. A. Payind (1977) investigated the nature and extent of the academic, personal, and social problems of Afghan and Iranian students in the United States, including the examination of possible associations between the perceived problems of Afghan and Iranian students in the United States and various demographic factors (country of origin, sex, age, marital status, academic status, duration of stay in the U.S., major field of study, and financial sponsorship). Data for the study were collected through a questionnaire developed for the purpose, which was then mailed or hand-delivered to a random sample of 190 Afghan (154 men and 36 women) and 210 Iranian (161 men and 49 women) at selected colleges and universities across the country. Of the total of 400 questionnaires distributed, 103 Afghan men, 17 Afghan women, 101 Iranian men, and 24 Iranian women returned usable questionnaires. Additionally, personal interviews were held with a stratified selected group of 20 Afghan and 20 Iranian students.

Analysis of the collected data indicated the following results:

- 1) The most severe academic problems experienced by Afghan and Iranian students were language related: completing written examinations in the same length of time that American students were allotted; discussing, arguing, or communicating thoughts in

English in the classroom and presenting oral reports; and improving English to the level necessary to successfully pursue academic work, including taking classroom notes and preparing written reports. Other serious problems in this area were getting papers typed and competing with American students for high grades.

The most severe problems in the personal and financial categories were being shy, finding companionship with the opposite sex, and establishing frank relationships with professors.

- 2) The country of origin had no significant relationship to the problems of Afghan and Iranian students. Payind (1977) attributed this result to the similarities between Afghan and Iranian cultures and educational systems.
- 3) Females, single students, and younger students reported more academic, personal, and social problems than did males, married students, and older students. Undergraduate students had more academic and personal problems than did graduate students; students majoring in the humanities and the social sciences reflected more academic problems than did students in the sciences and engineering. The duration of the students' stay in the U.S. was significantly related to the academic and personal problems experienced by Afghan and Iranian stu-

dents. Students who resided in the United States for only short periods of time encountered more academic and personal problems than did those who stayed in the U.S. for longer periods of time.

The problems of Malayasian students were investigated by S. Salim (1984), who used a modified version of the MISPI to identify and examine adjustment problems experienced by Malayasian students enrolled at Western Michigan University during the Winter semester of 1984. The instrument was delivered by hand to each of the 238 Malayasian students enrolled and 246 completed questionnaires were returned.

Among other findings, the following was revealed:

- 1) Financial Aid, followed by English Language, were the two most serious problem areas for Malaysian students at Western Michigan University. Academic Records (including advising), Living-Dining, Social-Personal, Health Services, Orientation Services, Student Activities, and Religious Services were ranked, respectively, as the problem areas of next importance.
- 2) Malayasian students younger than 20 years of age experienced significantly more problems in the English language area than did older students.
- 3) Male students experienced significantly more problems in the area of Orientation Services, Living-Dining, and Financial Aid.

- 4) Single and married students differed significantly in 2 of the 11 problem areas. In the Social-Personal and Health Services areas, single students significantly experienced more adjustment problems than did married students.
- 5) Undergraduate students, students from rural backgrounds, government sponsored students, students who interacted less frequently with American students, students who interacted more frequently with Malayasian students, students who attended religious services two or more time a week, and students who obtained low Test of English as a Foreign Language (TOEFL) scores had more problems in the area of English Language.
- 6) The quantity of interaction with fellow Malayasian students seemed to relate to the problems encountered by Malayasian students. Students who interacted more frequently with Malayasian students, and students who participated in activities organized by the Malayasian Students' Organization two or more times a semester, reported experiencing more problems in the Academic Records (and advising) area.

The problem encountered by Nigerian students while studying in the United States were investigated by E. A. Arubayi (1980). The investigator modified the MISPI and mailed it to all 266 of the Nigerian students enrolled in

the Regents' System Universities in Kansas. Of this total, 213 Nigerian students returned completed questionnaires and the following findings were included in the study:

- 1) The problem area of most concern to Nigerian students was Financial Aid, followed by Social-Personal, Academic Records, Orientation Services, and Living-Dining, in that order. The problem area of least concern to Nigerian students was Religious Services.
- 2) Younger students reported more problems than older students in all problem areas, except for Admission-Selection and Academic Records.
- 3) Significant differences between male and female Nigerian students were found on four subscales. Female students experienced more problems with Academic Records and Health Services than did male students, whereas male students experienced more problems in the areas of Student Activities and Placement Services than did female students.
- 4) Married students reported more problems in the areas of English Language and Religious Services than did single students.
- 5) Interestingly enough, Muslim respondents were found to significantly differ from Christian respondents in their perception of the problems they encountered in four areas. Muslim respondents reported more problems than did Christians in the areas of

Admission-Selection, Academic Records, Social-Personal, and English Language.

- 6) Undergraduate students reported more concerns than did graduate students on all of the subscales, with the exception of Financial Aid.
- 7) With regard to the major field of study, respondents who were majoring in the humanities reported more problems than did respondents from other majors.

#### Studies on the Problems of Middle Eastern Students

##### The Problems of Middle Eastern and Arab Students As a Group

A. T. Al-Hinai (1977) studied the images, attitudes, and problems of Middle Eastern students in the United States. The researcher devised a questionnaire and distributed it by hand to 60 Middle Eastern students, whose names were randomly drawn from the total population of Middle Eastern students enrolled at the United States International University in San Diego, California. The subjects responded to the questionnaire in the presence of the researcher and returned it immediately. According to the study, of all difficulties faced, four seemed to be the most significant:

- 1) Academic problems due to the differences between the home country's educational system and the American educational system.

- 2) Language difficulty. Of the respondents, 67 percent were at times unable to express themselves clearly to their listeners due to lack of fluency in English.
- 3) American food and eating habits were found to be source of difficulty for nearly 70 percent of the respondents. The researcher attributed this problem to the fact that most of the Middle Eastern students were Muslims. Islam forbids the eating of pork and pork by-products, whereas many American foods contain pork or pork by-products.
- 4) Housing problems were reported to be a problem by 37 percent of the respondents.

The study also showed that most of the subjects found adjustment to American culture to be difficult, but at the same time they expressed general satisfaction with their sojourn in the U.S. and felt that their overall experience had been beneficial. With regard to "whom they would consult on important decisions," the majority indicated that they would consult their close friends.

M. A. Saleh (1979) conducted a study to identify the personal, social, and academic problems experienced by Arab students. The questionnaire which the researcher developed was sent to the 425 Arab students who were enrolled at 4 selected Texas institutions of higher education during the Spring semester of 1979. A total of 315 usable surveys were returned, including 229 undergraduate and 86 graduate stu-



dent responses. The study showed that the most frequent adjustment problems (reported by 50 percent or more of the respondents) were indicated in the following items: Americans have misconceptions about Arabs; I have difficulty with American tests, such as multiple choice and true-false statements; I do not like American food; I often feel homesick; Americans are not easy to make friends with; I have had to take courses that I did not want to take; I have difficulty in making course selections; I believe the Foreign Student Office is not doing a good job.

A note of caution is in order when generalizing about Arab students on the basis of Saleh's findings. The sample may be said to be undergraduate-biased insofar as undergraduates constituted 73 percent of the total number of respondents. Given this reservation, the following differences between subgroups were found:

- 1) Married and unmarried students significantly differed in items concerning religion, moral values, Americans making it difficult for Arabs to live in the United States, freedom to be with members of the opposite sex, and getting Americans to understand the spoken English of Arabs.
- 2) Male and female students differed significantly on only 4 of the 75 items included in the questionnaire. Three of these items concerned morals and the man-woman relationship and the fourth item concerned financial problems. Many of the Arab female

the Arab female students did not answer questions about morals, sex, and the man-woman relationship.

- 3) More graduate students than undergraduate students reported that: American professors were helpful; the university courses they had taken were very educational; it was difficult to drive in the United States; and professors were willing to give them individual attention.
- 4) Undergraduates reported the following more frequently than did graduate students: Americans made it difficult for them to live in the United States; they faced difficulties in using the library; and they had difficulties with professors who were not considerate of their feelings.

#### Studies on the Problems of Students

##### From Specific Arab Countries

A. G. Al-Ghanim (1983) investigated the academic, personal, and social problems of Kuwaiti students in the United States, including in his sample a random selection of the Kuwaiti student population throughout the U.S. A questionnaire was devised, to which 210 graduate and undergraduate Kuwait students submitted responses. The major findings were:

- 1) The most frequent academic problems reported by Kuwait students were: lack of academic advising, interaction with advisors, and difficulties in

securing academic admission. The most frequent personal and social problems encountered by the Kuwaiti students were homesickness, lack of access to magazines and newspapers from their home country, and conflict between Kuwaiti students' values and beliefs and those of members of the host culture.

- 2) The length of stay in the U.S. was negatively related to the academic problems experienced by Kuwaiti students; the longer Kuwaiti students stayed in the U.S., the fewer academic problems were encountered.
- 3) With regard to English language preparation, it was found that the higher a Kuwaiti student scored in the TOEFL examination at the beginning of a program, the less likely the student was to encounter academic, personal, and social problems.
- 4) Students who were majoring in pure and applied sciences were less concerned with English language problems than students who were majoring in the humanities.
- 5) Undergraduate students experienced more academic, personal, and social problems than did graduate students.
- 6) Male Kuwait students experienced more problems in understanding the American educational system, in relationships with American and international stu-

dents, and in interactions with their academic advisors than did female student.

- 7) Single students faced more problems in the areas of orientation, living, getting accustomed to American food, and participation in social activities than did married students. Married students, however, were more concerned with English language problems than were single students.

The adjustment problems of Kuwaiti students were also studied by A. M. Mubarak (1984). The purpose of this study was to determine if there were specific areas of American culture that posed greater difficulties for Kuwaiti students and to identify the areas of American culture that were the most compatible with Kuwaiti beliefs and life style. Mubarak sent a questionnaire to 189 Kuwaiti students enrolled in different institutions of higher learning throughout the country. The results of the study, based upon 160 usable questionnaires returned, indicated that the age of the students seemed to be an important factor in their adjustment. Older students tended to be more involved with academic work, whereas younger students had more contact with Americans and expressed more interest in the non-academic aspects of their sojourn. Married students were also found to be less well-adjusted than unmarried students. The length of stay in the U.S. seemed to influence the adjustment of Kuwaiti students. The least adjusted students were found to be those who had been in the United States for

one year or less; the rate of adjustment then improved as the students' length of stay increased. Proficiency in the English language was also found to relate positively to the Kuwaiti students' adjustment. Students who rated their English ability as good or fair reported less problems in establishing and maintaining social relations with Americans than did those who rated their English ability as poor.

The problems of undergraduate students from the United Arab Emirates (U.A.E.) were studied by S. M. Harfoush (1978). Data for the study were collected through a questionnaire which was mailed to all 385 undergraduate students who were studying in 29 states of the U.S. during the Fall of 1978. Of this total, 239 usable surveys were returned, including the responses of 226 males and 13 females. There were 227 single students and only 12 married students among the respondents. The results of the study indicated the following:

- 1) There was a positive relationship between the length of time the U.A.E. undergraduate students stayed in the United States and adjustment to social life in the U.S. The longer the students stayed in the U.S., the better their English became, the fewer problems they had with social interactions, and the more they liked American dating customs.
- 2) The religious practices of U.A.E. undergraduate students were affected by length of time in the

United States. Of the respondents, 82 percent indicated that they regularly prayed before coming to the U.S., compared to 63.2 percent who continued to pray after establishing residence in the U.S. Results also showed that those who had been in the United States longer, prayed less often than students with shorter periods of residence.

- 3) The majority of the respondents (52.7 percent) indicated that they did not favor American dating customs. Moreover, 62.3 percent perceived dating to be harmful to personal morality and 68.7 percent indicated that they would not consider marriage to an American even if they fell in love with one.
- 4) The majority of the respondents expressed favorable attitudes toward the American educational system and academic life. Of the respondents, 80.8 percent felt that their academic programs prepared them for their careers when they returned home; 54 percent were satisfied with their academic programs; 72.8 percent expressed their preference for academic study in the United States; and 51 percent felt that they were academically well-adjusted.
- 5) The majority (79.5 percent) reported satisfaction with their housing, whereas getting used to American food was one of the most troublesome items for 49.4 percent of the respondents.

- 6) The lack of adequate orientation was felt by 77.9 percent to be one of the most important factors hindering their initial adjustment.

#### Studies Related to the Experience of Saudi Students in the United States

A study was conducted by A. S. El-Banyan (1974) to explore the impact of the experience of studying in the United States on the attitudes of Saudi Arabian students toward their traditional cultural values. Three areas were emphasized: the position of women in society, family relations, and occupational values. The investigator developed a questionnaire which was sent through the Saudi Arabian Educational Mission to all 700 Saudi students enrolled in U.S. colleges and universities at the time of the study, but only 117 students returned usable surveys.

The study was based on the hypothesis that the longer students were in the United States and were exposed to and became adjusted to American culture, the more likely that students would undergo a negative change in their attitudes to their traditional cultural values. The findings of the study showed that attitude changes had occurred during students' periods of residence in the United States, and they confirmed that changes in students' attitudes may be associated with the length of their exposure to the American environment. There was a significant relationship between:

- 1) Length of stay, disagreement with traditional attitudes toward women, and exposure to American culture.
- 2) Length of stay, disagreement with traditional attitudes toward women, and adjustment to American culture.
- 3) Length of stay, disagreement with traditional attitudes toward the position of women, and age.
- 4) Length of stay, disagreement with traditional attitudes toward the position of women, and marital status.
- 5) Exposure, disagreement with traditional cultural values, and marital status.

No significant relationship was found between the length of stay and change in students' attitudes toward traditional occupational values.

The attitudes of Saudi students in the United States toward religion were investigated by R. M. Kershaw (1973). A Likert five-point scale questionnaire was developed by the researcher and mailed to the 160 Saudi students who were at the time of the study residing in Oregon and Washington in the vicinity of Portland, Oregon. Only 66 Saudi students completed and returned the questionnaire (a return rate of 42.5 percent) and only 4 of them were females. Among the results of the study, the following were reported:

- 1) Although respondents reported becoming less faithful in observing Muslim rules on prayer and fast-



ing, they had become more firmly committed to Islam and Islamic values since coming to study in the United States. They strongly indicated that they would not change their religion.

- 2) The respondents were not positive about allowing more than one religion in Saudi Arabia. They wanted Saudi Arabia to remain a Muslim state with total integration of religion and state.
- 3) The respondents did not have extensive contact with religious Americans or attend non-Muslim religious meetings, and were undecided about what they thought of Christianity.
- 4) Female Saudi students tended to be more conservative in their religious attitudes and behavior than the males.
- 5) When compared to non-Saudi Muslims, Saudi students were significantly more committed to Islam, more enthusiastic about the control religion exercised in their country, and less positive about the desirability of religious pluralism.

K. S. Al-Khedhair (1978) examined the cultural perceptions and attitudinal differences among Saudi male students in the United States. The subjects of the study were 258 male Saudi students, divided into 3 groups according to their length of stay in the the United States: Group A consisted of newly arrived students; Group B was composed of students who had been in the U.S. for three years; and Group

C included those students who had been in the U.S. for five years or more. The Cultural Literacy Inventory and the Shaw and Wright Scale to Measure Attitude Toward Defined Groups, along with a personal questionnaire, were used to collect data for the study. The instruments were translated into Arabic and administered to all groups in a bilingual form. Group A was given the instrument upon their arrival at the Saudi Educational Mission in Houston, Texas, whereas the other two groups received the instrument by mail. Based on the findings, the researcher offered the following conclusions:

- 1) Clearer cultural perception of American culture was shown by Groups B and C, whereas Group A (the newly arrived) seemed to have difficulty in understanding American culture. No significant difference in cultural perception was found between Group B and Group C, and no significant differences were found between the three groups in their attitudes towards the United States.
- 2) Marital status, socio-economic status, and previous international contact of the students did not seem to be contributing factors to significant differences in the students' cultural perceptions of, or attitude toward, the host nation.
- 3) The field of study and academic classification were, independently, contributing factors to significant differences in the students' cultural per-

ceptions of American culture. Students majoring in science and graduate students showed clearer perceptions of American culture than students majoring in the social sciences and related fields and undergraduate students.

- 4) The size of the college or university attended seems to have affected the students' attitudes to the United States. Students enrolled in small colleges indicated more favorable attitudes to the United States than did those attending larger institutions. However, the size of the college or university had no effect upon the students' cultural perceptions of American culture.

Heretofore, there has been only one study of the adjustment problems of Saudi students in the United States, an investigation by Abdul-Rahman Jammaz (1972) into the adjustment of Saudi students to American education and culture. Jammaz's study was based upon a questionnaire sent to a random sample of 400 male Saudi students enrolled in colleges and universities in the United States, to which 345 responses were received. The purposes of the study were to:

1. Obtain some information about the academic, social, and personal difficulties of Saudi students in the United States . . . .
2. Determine the degree of association between adjustment to life in the United States and the following variables: (1) age; (2) marital status; (3) academic classification, i.e., graduate or undergraduate; (4) previous employment before coming to the United States; (5) urbanization, i.e., village/town or city/large city; (6) type of college, i.e.,

small or large; (7) duration of stay; (8) major field of study; and (9) academic difficulties.

3. To determine the degree of association between adjustment to life in the United States and success in college work. (pp. 4-5)

Jammaz found that there was a high degree of association between each of the following variables and adjustment to life in the United States:

- 1) Age. Younger students were better adjusted than the older students.
- 2) Marital status. Unmarried students were better adjusted than married students.
- 3) Previous Employment. Students who were not employed before coming to the U.S. were better adjusted than those who were previously employed.
- 4) Size of College. Students who were attending small colleges were better adjusted than those who were attending larger institutions.
- 5) Major Field of Study. Science and engineering students were better adjusted than students majoring in the humanities and the social sciences.
- 6) Academic Difficulties. Students who had more academic problems were less well-adjusted.

No significant relationship was found between adjustment and the place of residence in Saudi Arabia, academic classification, or the duration of stay in the U.S..

A large number of the students (35.7 percent) in Jammaz's study reported that they had no predeparture orienta-

tion, and those who received some form of orientation reported that it had been informal (i.e., advice from their friends). Jammaz's study did not include female students, therefore his study did not test the relationship between sex and the problems of Saudi students. However, as reported by Hart (1974), Payind (1977), and Porter (1962), sex had been significantly related to the kinds and severity of problems experienced by foreign students.

### Summary and Conclusion

The above review of literature has surveyed various studies on foreign students in the United States. The literature indicates that during their sojourn in the United States foreign students experience difficulties which differ from those usually experienced by American students. Furthermore, not all foreign students evidence the same kinds of problems. Students from different nationalities experience different kinds of problems, and problems that are common to all foreign students are usually experienced by different national groups at varying levels of intensity.

In addition to the question of national origin, researchers have considered a number of independent variables which are believed to relate to the types and severity of problems experienced by foreign students. Age, sex, marital status, academic classification, major field of study, and predeparture orientation are among the variables that were

most frequently found to bear upon the problems of foreign students.

Clearly, this review indicates that foreign students experience problems in a broad range of areas. In summary, the problems most frequently reported by foreign students are in the areas of admission, orientation, academic records, social, personal, living and dining, religious, English language, and financial problems. All of these areas are covered by the Michigan International Student Inventory (MISPI), the instrument to be used in this study.

With the exception of Jammaz's study (1972), no research has been done to identify the problems of Saudi students in the United States. In addition to being limited to male students, Jammaz's study suffered the same problem as most of the studies dealing with the problems of foreign students. This problem is best explained by Spaulding and Flack (1976):

There has been little effort to achieve a standardized or replicable methodology (with some notable exceptions such as the Michigan International Student Problem Inventory). Hence, a questionnaire designed for one study is never used again, and findings based on it cannot be compared to results achieved in another study. (p. 33)

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter describes the procedures followed in conducting this study and is divided into the following sections: 1) population and sampling; 2) the instrument; 3) collection of data; and 4) analysis of data.

#### Population and Sampling

The population for this study consisted of Saudi Arabian students who were enrolled in graduate or undergraduate programs in the United States during the spring term of 1986, under the sponsorship of Saudi Arabian governmental or semi-private agencies.

There were at this time 5,835 Saudi students enrolled in educational institutions throughout the United States, 2,038 of whom were enrolled in training institutes, non-degree programs, high schools, and English language institutes. The latter categories were excluded from this study, reducing the target population to the 3,797 students enrolled in college or university degree programs. The following table shows the distribution of the target population according to sex and academic classification (Saudi Arabian Educational Mission, 1985).

Table 1. The Distribution of Saudi Students in the Target Population According to Sex and Academic Classification.

	Male_	Female	Total
Undergraduate Program	1,763	168	1,931
Master's Program	1,099	54	1,153
Doctoral Program	676	37	713
TOTAL:	3,538	259	3,797

Of the total target population of 3,797 students, the names of 709 male and 150 female students were randomly and proportionately drawn from the master list of each of the five U.S. branches of the Saudi Arabian Educational Mission. The male sample was stratified according to academic classification and it included 353 undergraduates, 220 master's degree candidates, and 136 doctoral degree candidates. Since the names and addresses of the Saudi students were considered to be confidential information by the Saudi Arabian Educational Mission, the random selection process was administered by a research expert on the staff of each branch of the Mission.

#### The Instrument

The instrument used in collecting data for this study was a two-part questionnaire. Part I was developed to collect information concerning the demographic backgrounds and the general characteristics of the subjects, including: age,



sex, marital status, English preparation, academic classification, college from which the student graduated, predeparture orientation, housing arrangements and size of the city in which the student was resident in the United States, size of the college or university in which the student was enrolled, and levels of affiliation with Islamic centers.

Part II of the instrument consisted of the Michigan International Student Problem Inventory (MISPI), developed by John Porter (1962) and widely used for the last 23 years in research projects dealing with foreign students (Day, 1968; Breuder, 1971; Hart, 1974; Von Dorpowski, 1977; Akpan-Iqout, 1980; Arubayi, 1980; Salim, 1984). The MISPI has also been used at Michigan State University as a counseling tool to help foreign students identify and express their concerns.

The MISPI consists of 132 items which identify problems of typical concern to foreign students. These items are equally distributed in 11 major problem areas related to recognized students personnel services. These areas include:

- 1) Admission-Selection
- 2) Orientation Services
- 3) Academic Records
- 4) Social-Personal
- 5) Living-Dining
- 6) Health Services
- 7) Religious Services
- 8) English Language

- 9) Student Activities
- 10) Financial Aid
- 11) Placement Services

According to Porter (1977) the purposes of the MISPI are:

- 1) To conduct research on the problems of students and groups for students from other countries;
- 2) To facilitate counseling interviews;
- 3) To provide a means for group surveys which might help identify needed college program changes; and
- 4) To provide faculty members and other student personnel workers with an instrument for orientation and discussion.

For the purposes of this study, and with Porter's permission, some of the MISPI items were modified and all items were changed to a Likert-type scale to allow for measuring the perceived level of intensity of a given problem. Thus, subjects were asked to rate each of the 132 items on the following scale: 0 = no problem; 1 = minor problem; and 2 = major problem. Scores on the 11 subscales of this modified version of the MISPI constituted the dependent variables.

To enhance the clarity of the instrument and to reduce the time required to complete it, the instrument was translated into the Arabic language by the investigator. The subsequent translation was then edited by a professional English-Arabic translator and reviewed by Mr. Khawaji, Instructor of Arabic at Portland State University. To further

materialize the accuracy of the translation, the Arabic version of the MISPI (Part II of the questionnaire) was then given to an Arab student for translation back into English (see Appendix C).

### Piloting

The questionnaire was pretested by a group of nine Saudi students (eight males and one female) to assure the clarity of the wording and the design in which the questionnaire was presented. The group made several valuable suggestions, most of which were incorporated into the final form of the questionnaire (see Appendix B).

### Validity and Reliability of the MISPI

To determine the validity of the MISPI, Porter administered the Inventory along with the Mooney Problem Checklist College Form to a group of 108 foreign students and American students. The results from administering the Mooney Problem Checklist showed a significant difference at the .05 level between the mean scores of American students and foreign students, mean scores of 44.97 and 21.24, respectively. The results from administering the MISPI showed a significant difference at the .05 level between the mean score of the foreign students and that of the American students, 15.06 and 11.26, respectively. According to Porter, these results tend to establish the concurrent validity of the MISPI. Other reliability estimates were .58 using the Kuder-Richardson formula for the total scale, and a total scale

reliability of .67 using the Spearman-Brown split-half method (Porter, 1977).

### Hypotheses

- 1) There is no significant difference between male and female students in their perception of the problems they experience while studying in U.S. colleges and universities.
- 2) There is no significant difference between the two age groups, 25 or less and over 25, in their perception of the problems they experience while studying in U.S. colleges and universities.
- 3) There is no significant difference between married and unmarried students in their perception of the problems they experience while studying in U.S. colleges and universities.
- 4) There is no significant interaction between sex and age of the respondents in their perception of the problems they experience while studying in U.S. colleges and universities.
- 5) There is no significant interaction between sex and marital status of the students in their perception of the problems they experience while studying in U.S. colleges and universities.
- 6) There is no significant interaction between age and marital status of the students in their perception

of the problems they experience while studying in U.S. colleges and universities.

- 7) There is no significant interaction between sex, age, and marital status of respondents in their perception of the problems they experience while studying in U.S. colleges and universities.
- 8) There is no significant difference between students who are majoring in the humanities and students who are majoring in the sciences in their perception of the problems they experience while studying in U.S. colleges and universities.
- 9) There is no significant difference between students who are in undergraduate, master's, or doctoral programs in their perception of the problems they experience while studying in U.S. colleges and universities.
- 10) There is no significant interaction between major fields of study and academic classifications of the students in their perception of the problems they experience while studying in U.S. colleges and universities.
- 11) There is no significant difference between Saudi male students who attended the predeparture orientation program offered by Imam Mohammed Ibn Saud University in Saudi Arabia and Saudi male students who did not attend that program in their perception

of the problems they experience while studying in U.S. colleges and universities.

#### Collection of Data

After completing the final draft of the Arabic translation of the instrument, five copies of the Arabic version of the questionnaire (Parts I and II) and a cover letter (in Arabic, see Appendix B) were mailed to the headquarters of the Saudi Arabian Educational Mission in Washington, D.C., which in turn forwarded a copy of both documents to each of the Mission's branches in the U.S.

At each branch of the Mission the questionnaire package was reproduced and mailed, accompanied by a stamped, self-addressed envelope, to each of the Saudi students included in the sample. Of the 859 surveys distributed, 29 were returned because students had moved and left no forwarding address. Of the latter number, 25 were male students and 4 were female students. Four of these students, all of them males, were successfully located and the final result was that the survey reached 834 Saudi students. No further follow-up efforts were made.

Of the total sample contacted, 430 students returned usable surveys. This overall rate of return was 51.5 percent, which is not unusual in surveys involving Saudi students. Kershaw (1973) reported a return rate of 42.5 percent and El Banyan (1974) reported a return rate of only 17 percent.

### Analysis of Data

Upon receipt of the 430 usable returns, all the information was coded on one upscan computer sheet for each subject and then processed, using the Oregon State University Cyber computer system. The Statistical Package for the Social Sciences (SPSS) was used to analyze the data and the following statistical analyses were made:

- 1) Frequencies and percentages were used to show demographic characteristics of the subjects.
- 2) Means and standard deviations were used to identify which of the 11 problem areas surveyed by the MISPI were of most concern to Saudi students as a group.
- 3) An analysis of variance (ANOVA) was used to determine significant differences between various subgroups of Saudi students in their perceptions of the problems they experienced while studying in U.S. colleges and universities:
  - a) A three-way ANOVA was used in testing hypotheses one through seven. The independent variables in the three-way ANOVA were sex, age, and marital status.
  - b) A two-way ANOVA was used in testing hypotheses eight through ten. The independent variables in the two-way ANOVA were academic classification (undergraduate, master's, or doctoral stu-

dents) and major field of study (the humanities or the sciences).

- c) A one-way ANOVA was used in testing hypothesis eleven. The independent variable in this analysis was predeparture orientation.

The dependent variables in all of the above described ANOVAs were the scores of each of the 11 subscales. The .05 level of significance was selected for all main effects and interactions tested with the ANOVAs described above.



## CHAPTER IV

### PRESENTATION OF FINDINGS

In this chapter the findings of this study are analyzed in five sections:

- 1) The characteristics of the Saudi students who responded to this study;
- 2) Identification of the problems of most concern to Saudi students as a group;
- 3) Comparisons between subgroups of Saudi students;
- 4) Students' comments; and
- 5) Sources of counseling help identified by the subjects.

#### The Characteristics of the Respondents

##### Respondents According to Sex

As shown in Table 2, the Saudi students who participated in this study included 379 male (88 percent) and 51 female (12 percent) students.

Table 2. The Distribution of Respondents According to Their Sex

<u>Sex</u>	<u>Number</u>	<u>Percentage</u>
Male	379	88
Female	51	12

### Respondents According to Age

As shown in Table 3, 217 students (50.5 percent) were between the ages of 26 and 30, 103 students (24 percent) were between the ages of 21 and 25, and 99 students (23 percent) were more than 30 years old. Only 6 students (1.4 percent) indicated that they were less than 21 years old.

Table 3. Distribution of Respondents  
According to Their Age

<u>Age</u>	<u>Number</u>	<u>Percent</u>
Less Than 21 Years	6	1.4
21 - 25 Years of Age	103	24.0
26 - 30 Years of Age	217	50.5
Over 30 Years of Age	99	23.0
No Response	5	1.2

### Respondents According to Marital Status

The data compiled in Table 4 indicates that the majority of the respondents in the sample, 275 students (64 percent), were married, whereas 153 (35.6 percent) reported that they were single. Of the married respondents, only 21 (7.6 percent) indicated that they had left their spouses in Saudi Arabia, whereas 254 (93.4 percent) students were accompanied by their spouses in the United States. Of the married students, 206 respondents (75 percent) reported having children, while 59 respondents (25 percent) reported that they had no children.

Table 4. Distribution of Respondents According to Their Marital Status.

<u>Marital Status</u>	<u>Number</u>	<u>Percent</u>
Single	153	35.6
Married	275	64.0
No Response	2	0.4
TOTAL:	430	100.0
Married, Spouse in U.S.	254	59.0
Married, Spouse in S.A.	15	3.5
Not Applicable	153	35.6
No Response	8	1.9
TOTAL:	430	100.0
Married, Have Children	206	48.0
Married, No Children	59	13.6
Not Applicable	153	35.6
No Response	12	2.8
TOTAL:	430	100.0

#### Respondents According to English Language Preparation

When the Saudi students included in the sample were asked whether or not they had achieved the required level of English proficiency prior to coming to the U.S., only 97 (nearly 23 percent) responded positively. A substantial majority of the respondents, 326 students (76 percent), indicated that they had completed their English language preparation only after their arrival in the U.S. (see Table 5).

Table 5. Distribution of Respondents According to When They Completed Their English Preparation.

<u>English Preparation</u>	<u>Number</u>	<u>Percent</u>
Before Arrival in the U.S.	97	22.6
After Arriving in the U.S.	326	75.8
No Response	<u>7</u>	<u>1.6</u>
TOTAL:	430	100.0

#### Respondents According to Academic Classification

The respondents were asked to indicate whether they were in an undergraduate, master's, or doctoral program. Table 6 shows that 147 (34 percent) of the respondents were undergraduates, 159 (37 percent) were enrolled in master's degree programs, and 124 (29 percent) were in doctoral programs.

Table 6. Distribution of Respondents According to Their Academic Classification

<u>Academic Classification</u>	<u>Number</u>	<u>Percent</u>
Undergraduates	147	34
Master's Program	159	37
Doctoral Program	<u>124</u>	<u>29</u>
TOTAL:	430	100

#### Respondents According to Their Major Field of Study

Table 7 shows that 244 respondents (57 percent) were majoring in the humanities or related fields, and 155 respondents (36 percent) were majoring in the sciences or

related fields. The remainder of the respondents, 31 students (7 percent), either had not selected a major field or they did not respond to the question.

Table 7. Distribution of Respondents According to Their Major Field of Study.

<u>Major Field</u>	<u>Number</u>	<u>Percent</u>
Humanities & Related Fields	244	57
Sciences & Related Fields	155	36
Undecided or No Response	31	7
TOTAL:	430	100

#### Graduate Respondents According to College of Graduation

Table 8 shows the distribution of graduate respondents according to the colleges from which they obtained their bachelor's degrees. The data in the table indicates that 90 respondents (31.7 percent) graduated from King Saud University; 65 respondents (22.8 percent) graduated from King Abdul Aziz University; 30 respondents (10.6 percent) graduated from the Imam Muhammad Ibn Saud University; 17 respondents (6 percent) graduated from the University of Petroleum; and the balance of the respondents (a total of approximately 10 percent) graduating from Saudi Arabian universities attended either King Faisal University, Ummul Qura University, or Women's Colleges. Note that none of the respondents indicated that they graduated from the Islamic University at Madinah and that 59 graduates (20.7 percent) obtained their bachelor's degrees from American universities or colleges.

Table 8. Distribution of Graduate Respondents By College or University From Which They Obtained Their Undergraduate Degrees.

<u>College or University</u>	<u>Number</u>	<u>Percent</u>
King Saud University	90	32.0
King Abdul Aziz University	65	23.0
Imam Muhammad Ibn Saud University	30	10.6
King Faisal University	5	1.7
University of Petroleum	17	6.0
Ummul Qura University	13	4.6
Women's Colleges in Saudi Arabia	4	1.4
Islamic University at Madinah	0	0.0
Colleges or Universities in the U.S.	59	20.7
TOTAL:	283	100.0

#### Respondents According to Predeparture Orientation

The respondents were asked whether they attended the predeparture orientation program offered by Imam Muhammad Ibn Saud University. The program is offered only to male students, therefore this question was not applicable to female students (n = 51). Table 9 indicates that 126 students (29 percent of the respondents) had attended the orientation program prior to their arrival in the U.S., whereas the majority of the sample, 245 students (57 percent), had not attended the program.

Table 9. Distribution of Respondents According to Attendance at the Imam Muhammad Ibn Saud University Predeparture Orientation Program.

<u>Attendance</u>	<u>Number</u>	<u>Percent</u>
Attended the Program	126	29
Did Not Attend the Program	245	57
Not Applicable	51	12
No Response	<u>8</u>	<u>2</u>
TOTAL:	430	100

#### Respondents According to Campus Size

As shown in Table 10, 94 students (22 percent of the sample) attended small colleges (with 6,000 or fewer students), whereas the majority of the respondents, 330 students (77 percent), attended colleges or universities with student populations of 6,000 or more.

Table 10. Distribution of Respondents According to Size of Campus Enrollment.

<u>Campus Size</u>	<u>Number</u>	<u>Percent</u>
Less than 6,000 Students	94	22
6,000 or More Students	330	77
No Response	<u>6</u>	<u>1</u>
TOTAL:	430	100

#### Respondents According to the Size of the City in which They Reside

According to Table 11, 117 respondents (27 percent) indicated that they were living in cities with populations of

more than 1 million; 92 respondents (21 percent) were living in cities with populations of less than 100,000; 78 respondents (18 percent) were living in cities with population sizes of 300,000 to 700,000; 75 respondents (17.5 percent) were living in cities with populations between 100,000 and 300,000; and 54 respondents (12.5 percent) indicated that they were living in cities with populations between 700,000 and 1 million.

Table 11. Distribution of Respondents According to Size of City of Residence in the U.S.

<u>City Population Range</u>	<u>Number</u>	<u>Percent</u>
100,000 or Less	92	21.0
100,000 to 300,000	75	17.4
300,000 to 700,000	78	18.0
700,000 to 1 Million	54	12.5
More than 1 Million	117	27.0
No Response	14	4.0
TOTAL:	430	100.0*
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* Sum of individual entries does not add to total due to rounding of entry numbers.		

#### Respondents According to Length of Stay in the U.S.

The majority of Saudi students who responded to the questionnaire, 271 or 63 percent, indicated that they had been in the United States for more than 3 years. There were 84 respondents (19.6 percent) who had resided in the U.S. between 2 and 3 years, 54 (12.6 percent) who had resided in



the U.S. for 1 to 2 years, 13 (3 percent) who had been in the U.S. for 6 months to 1 year, and only 5 (1.1 percent) of the respondents had been in the U.S. for less than 6 months.

Table 12. Distribution of Respondents According to the Length of Their Residence in the U.S.

<u>Length of Stay</u>	<u>Number</u>	<u>Percent</u>
Less Than Six Months	5	1.1
Six Months to One Year	13	3.0
One Year to Two Years	54	12.6
Two Years to Three Years	84	19.6
More Than Three Years	271	63.0
No Response	3	0.7
<b>TOTAL:</b>	<b>430</b>	<b>100.0</b>

#### Respondents According to Religious Participation

All of the respondents were asked whether or not there were mosques or places for Islamic worship in the cities where they lived. Nearly 95 percent (n = 407) indicated that there were mosques in their cities, and less than 5 percent (n = 19) indicated that they did not have mosques or places for Islamic worship in the cities where they lived. When asked about the frequency of their attendance at mosques for prayer, 24.4 percent (n = 105) indicated that they went to the mosques regularly (every day), 42.4 percent (n = 182) stated that they attended mosques every Friday, 10.7 percent (n = 46) checked "sometimes" to indicate the frequency of their attendance at the mosques, and 16.7 per-

cent (n = 72) stated that they rarely or never went to the mosques in the cities in which they resided.

Table 13. Distribution of Respondents According to Their Religious Participation.

<u>Availability of Mosques</u>	<u>Number</u>	<u>Percent</u>
Yes	407	94.7
No	19	4.4
No Response	4	0.9
TOTAL:	430	100.0
<u>Religious Participation in the Mosques</u>		
Regularly (every day)	105	24.4
Fridays	182	42.4
Sometimes	46	10.7
Rarely or Never	72	16.7
Not Applicable	19	4.4
No Response	6	1.4
TOTAL:	430	100.0

#### Problem Areas of Most Concern to Saudi Students

Determining the problem areas of most concern to Saudi students was suggested in question 1 of the "statement of the problem" in Chapter I. In order to answer that question, the means and standard deviations were computed for all respondents in each of the subscales. Table 14 shows the means and standard deviations of the scores of all respondents on each of the 11 problem area subscales. The table indicates that the total group of respondents had a mean of 7.81 with a standard deviation of 6.38 on the Finan-

cial Aid subscale; a mean of 6.50 with a standard deviation of 4.33 on the Academic Records subscale; a mean of 6.44 with a standard deviation of 4.41 on the Living-Dining subscale; a mean of 6.26 with a standard deviation of 4.41 on the Admission-Selection subscale; a mean of 6.14 with a standard deviation of 5.39 on the English Language subscale; a mean of 5.95 with a standard deviation of 4.07 on the Orientation Services subscale; a mean of 5.78 with a standard deviation of 4.48 on the Religious Services subscale; a mean of 5.75 with a standard deviation of 4.00 on the Social-Personal subscale; a mean of 5.69 with a standard deviation of 4.36 on the Placement Services subscale; a mean of 4.81 with a standard deviation of 4.06 on the Health Services subscale; and a mean of 4.04 with a standard deviation of 3.57 on the Student Activities subscale.

A higher mean on a particular subscale indicates a higher level of concern with that problem area. Thus, based on the data presented in Table 14, it can be inferred that the problem area of most concern to Saudi students was Financial Aid, followed by the Academic Records, Living-Dining, Admission-Selection, and English Language problem areas, in that order. The problems of least concern to Saudi students were in the area of Student Activities.

Table 14. All Respondents, Means and Standard Deviations for the Eleven Problem Areas.

Rank	Problem Area	Mean <sup>1</sup>	SD <sup>2</sup>
1	Financial Aid	7.81	6.38
2	Academic Records	6.50	4.33
3	Living-Dining	6.44	4.41
4	Admission-Selection	6.26	4.41
5	English Language	6.14	5.39
6	Orientation Services	5.95	4.07
7	Religious Services	5.78	4.48
8	Social-Personal	5.75	4.00
9	Placement Services	5.69	4.36
10	Health Services	4.81	4.06
11	Student Activities	4.04	3.57
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Notes: <sup>1</sup> The higher the mean, the higher the level of severity, and/or the greater number of problems.			
<sup>2</sup> SD = Standard Deviation.			

To ascertain the nature and magnitude of the problem situations encountered by Saudi students, the mean scores and standard deviations for all respondents were computed for each problem situation on each subscale. The results are presented below for each problem area, beginning with the problem areas of most concern to Saudi students. It may be suggested that if a problem situation is of concern to more than one-third of the respondents, it deserves special attention on the scale of priorities for remedial action.

### Financial Aid

The financial aid problem area was found to be the greatest concern to Saudi students as a group. Table 15 shows that 8 of the 12 problem situations in this subscale were checked by more than 33 percent of the respondents. These were "lack of money to cover expenses," checked by 70 percent of the respondents; "not receiving enough money from sponsor," checked by 67 percent; "cost of buying a car," checked by 57 percent; "unexpected financial needs," checked by 55 percent; "limited amount U.S. dollar will purchase," checked by 49 percent; "saving enough money for social occasions," checked by 42 percent; and "finding well-paying jobs," checked by 35 percent of the respondents.

Table 15. Financial Aid--Means, Standard Deviations, and Percentages of Concern, All Respondents.

<u>Problem Situation</u>	<u>Mean</u>	<u>SD</u>	<u>Percent Concerned</u>		
			<u>Minor</u>	<u>Major</u>	<u>Total</u>
Lack of money to cover expenses	1.15	.85	26	44	70
Not receiving enough money from sponsor	1.09	.86	26	41	67
Costs of buying a car	.91	.87	24	33	57
Unexpected financial needs	.86	.86	24	31	55
Limited amount U.S. dollar will purchase	.70	.79	29	20	49
Money for buying clothes	.64	.80	23	20	43
Saving enough money for social occasions	.60	.77	25	17	42
Finding well-paying jobs	.55	.81	15	20	35
Restrictions imposed by Immigration on working	.45	.71	19	13	32
Finding employment between college terms	.37	.70	11	13	24
Having to do manual labor	.36	.63	20	8	28
Finding part-time work	.35	.66	14	11	25
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Notes:	SD = Standard deviations.				
	Minor = Identified as a minor problem.				
	Major = Identified as a major problem.				

### Academic Records

Table 16 shows that on the Academic Records subscale, the problem situations which were checked by more than one-third of the respondents were "writing or typing term papers" (61 percent); "concern about grades" (54 percent); "insufficient advice from academic advisor" (56 percent);

"frequent examinations" (50 percent); "too many interferences with studies" (50 percent); "insufficient personal help from professors" (49 percent); "objective examinations (true-false, etc.)" (38 percent); and "grading system based on competition" (37 percent).

Table 16. Academic Records--Means, Standard Deviations, and Percentages of Concern, All Respondents.

<u>Problem Situation</u>	<u>Mean</u>	<u>SD</u>	<u>Percent Concerned</u>		
			<u>Minor</u>	<u>Major</u>	<u>Total</u>
Writing or typing term papers	.85	.77	38	23	61
Concern about grades	.80	.82	28	26	54
Insufficient advice from academic advisor	.77	.77	35	21	56
Frequent examinations	.66	.73	35	15	50
Too many interferences with studies	.64	.71	37	13	50
Insufficient personal help from professors	.63	.72	35	14	49
Objective examinations (true- false, etc.)	.49	.68	27	11	38
Grading system based on competition	.45	.65	28	9	37
Relationship between U.S. students and faculty	.40	.65	22	9	31
Feel unprepared for U.S. college academic demands	.39	.62	25	7	32
Doing laboratory assignments	.28	.50	20	4	24
Compulsory class attendance	.23	.50	16	3	19

Notes: SD = Standard deviations.  
 Minor = Identified as a minor problem.  
 Major = Identified as a major problem.

### Living-Dining

The problem situations of most concern to Saudi students on the Living-Dining subscale were: "bathroom facilities cause problems," checked by 57 percent; "problems regarding housing," by 54 percent; "costs of buying food," by 50 percent; "taste of food in United States," by 49 percent; "to be told were I must live," by 41 percent; and "distance to classes from residence," by 35 percent. Table 17 shows the problems of concern to Saudi students on the Living-Dining subscale.



Table 17. Living-Dining--Means, Standard Deviations, and Percentages of Concern, All Respondents.

<u>Problem Situation</u>	<u>Mean</u>	<u>SD</u>	<u>Percent Concerned</u>		
			<u>Minor</u>	<u>Major</u>	<u>Total</u>
Bathroom facilities cause problems	.85	.83	29	28	57
Problems regarding housing	.75	.79	32	21	53
Changes in weather conditions	.72	.75	36	18	54
Costs of buying food	.71	.77	31	19	50
Taste of food in United States	.66	.76	32	17	49
To be told where I must live	.65	.84	17	24	41
Distance to classes from residence	.45	.69	24	11	35
Not being able to room with U.S. students	.44	.72	16	14	30
Insufficient clothing	.44	.68	22	11	33
Lack of invitations to visit in U.S. homes	.40	.64	24	8	31
Finding a place to live between college terms	.23	.62	14	4	18
Relationship with roommate	.21	.53	9	6	15
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Notes:	SD = Standard deviations.				
	Minor = Identified as a minor problem.				
	Major = Identified as a major problem.				

### Admission-Selection

Table 18 shows the problem situations of concern to Saudi students on the Admission-Selection subscale. "Getting admitted to U.S. college or university" was the problem situation of most concern to Saudi students in this area, checked by 63 percent of the respondents. This was followed

by "difference in U.S. and home education system," checked by 60 percent; "not attending college of my first preference," checked by 50 percent; "differences in purposes among U.S. colleges," checked by 47 percent; "choosing college courses," by 43 percent; "concern about value of studying in U.S.," by 40 percent; and "registration for classes each term," by 36 percent.

Table 18. Admission-Selection--Means, Standard Deviations, and Percentages of Concern, All Respondents.

<u>Problem Situation</u>	<u>Mean</u>	<u>SD</u>	<u>Percent Concerned</u>		
			<u>Minor</u>	<u>Major</u>	<u>Total</u>
Getting admitted to U.S. college or university	1.05	.88	41	22	63
Differences in U.S. and home education system	.82	.77	22	38	60
Not attending college of my first preference	.74	.83	25	24	50
Differences in purposes among U.S. colleges	.64	.77	18	29	47
Choosing college courses	.55	.70	12	31	43
Concern about value of studying in U.S.	.52	.69	11	29	40
Registration for classes each term	.47	.68	11	26	36
Lack of knowledge about U.S.	.34	.62	8	24	31
Immigration regulations	.34	.58	6	22	28
Evaluation of my former scholastic records	.33	.60	7	18	26
Not being met on arrival at campus	.28	.60	8	13	21
Understanding college or university catalogs	.23	.55	4	14	19
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Notes:	SD = Standard deviations.				
	Minor = Identified as a minor problem.				
	Major = Identified as a major problem.				

### English Language

The highest number of problem situations indicated by more than one-third of the respondents was on the English Language subscale. Students checked 9 of 12 problem situa-

tions, including "ability to write in English," which was ranked number 1 in severity (checked by 59 percent of the respondents). This was followed by: "In-class oral presentations" (53 percent); "understanding U.S. slang" (45 percent); "my limited English vocabulary" (43 percent); "insufficient means for improving my English " (42 percent); "reciting in class" (40 percent), with a mean of .54; "reading text books written in English" (42 percent), with a mean of .53; "understanding lectures in English" (37 percent), with a mean of .46; and "my pronunciation (in English) not understood" (38 percent), with a mean of .45 (see Table 19).

Table 19. English Language--Means, Standard Deviations, and Percentages of Concern, All Respondents.

<u>Problem Situation</u>	<u>Mean</u>	<u>SD</u>	<u>Percent Concerned</u>		
			<u>Minor</u>	<u>Major</u>	<u>Total</u>
Ability to write in English	.77	.74	41	18	59
In-class oral presentations	.71	.76	34	19	53
Understanding U.S. "slang"	.58	.71	32	13	45
My limited English vocabulary	.55	.70	31	12	43
Insufficient means for improving my English	.55	.72	28	14	42
Reciting in class	.54	.72	27	13	40
Reading textbooks written in English	.53	.70	30	12	42
Understanding lectures in English	.46	.65	28	9	37
My pronunciation (in English) not understood	.45	.62	31	7	38
Speaking English	.42	.66	22	10	32
Holding a conversation with U.S. friends	.36	.62	21	7	28
Having a non-English speaking roommate	.30	.62	13	9	22
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Notes:	SD = Standard deviations.				
	Minor = Identified as a minor problem.				
	Major = Identified as a major problem.				

Orientation Services

As Table 20 shows, only four problem situations on the Orientation Services subscale were checked by more than one-third of the respondents. "Unfavorable remarks about home country" was checked by an overwhelming majority of the respondents (75 percent), followed by: "attitudes of some

students toward 'foreign' students" (61 percent); "concept of being a 'foreign' student" (59 percent); and "trying to be student, tourist, and 'ambassador'" (44 percent).

Table 20. Orientation Services--Means, Standard Deviations, and Percentages of Concern, All Respondents.

<u>Problem Situation</u>	<u>Mean</u>	<u>SD</u>	<u>Percent Concerned</u>		
			<u>Minor</u>	<u>Major</u>	<u>Total</u>
Unfavorable remarks about home country	1.08	.76	42	33	75
Attitudes of some students toward "foreign" students	.81	.75	40	21	61
Concept of being a "foreign" student	.79	.75	39	20	59
Trying to be student, tourist, and "ambassador"	.63	.79	25	19	44
College orientation program insufficient	.43	.66	24	9	33
Law enforcement practices in the U.S.	.42	.67	21	10	32
Understanding how to use the library	.37	.59	23	6	29
U.S. emphasis on time and promptness	.35	.59	23	6	29
Relationship with foreign student advisor	.34	.61	20	7	26
Treatment received at college orientation programs	.30	.55	21	5	26
Leisure time activities of U.S. students	.26	.51	19	3	23
Campus size	.24	.51	16	4	20

Notes: SD = Standard deviations.  
 Minor = Identified as a minor problem.  
 Major = Identified as a major problem.

Religious Services

Table 21 shows that "criticisms of my home country's religion" was the problem situation in the Religious Services subscale that bothered the great majority of Saudi students included in this study (checked by 71 percent of the respondents). It was followed by "confusion about religion and morals in U.S." (46 percent); "accepting differences in major religions" (42 percent); "having time to devote to my own religion" (39 percent), with a mean of .55; and "spiritual versus materialistic values" (40 percent), with a mean of .54.

Table 21. Religious Services--Means, Standard Deviations, and Percentages of Concern, All Respondents.

<u>Problem Situation</u>	<u>Mean</u>	<u>SD</u>	<u>Percent Concerned</u>		
			<u>Minor</u>	<u>Major</u>	<u>Total</u>
Criticisms of my home country's religion	1.13	.83	30	41	71
Confusion about religion and morals in the U.S.	.74	.85	22	26	46
Accepting differences in major religions	.57	.75	26	16	42
Having time to devote to my own religion	.55	.76	23	16	39
Spiritual versus materialistic values	.54	.74	25	15	40
Religious practices in United States	.48	.74	18	15	33
Christianity as a philosophy	.46	.71	19	13	32
Variety of religious faiths in U.S.	.42	.69	18	12	30
Attending religious meetings	.32	.59	19	7	26
Concern about my religious beliefs	.28	.61	11	8	19
Finding worship group of my own faith	.26	.58	11	7	18
Doubting the value of any religion	.17	.49	8	4	12
<hr/>					
Notes:	SD = Standard deviations.				
	Minor = Identified as a minor problem.				
	Major = Identified as a major problem.				

### Social-Personal

The problem which was checked by the highest number of respondents in this area was "homesickness" (indicated by 78 percent of the sample). It was followed by "feeling lonely"



(52 percent); "attitudes of some U.S. people to skin color" (45 percent); "sexual customs in United States" (38 percent); "trying to make friends" (38 percent); and "insufficient personal-social counselling" (35 percent). See Table 22.

Table 22. Social-Personal--Means, Standard Deviations, and Percentages of Concern, All Respondents.

<u>Problem Situation</u>	<u>Mean</u>	<u>SD</u>	<u>Percent Concerned</u>		
			<u>Minor</u>	<u>Major</u>	<u>Total</u>
Homesickness	1.22	.79	34	44	78
Feeling lonely	.77	.82	28	24	52
Attitudes of some U.S. people to skin color	.61	.74	30	15	45
Sexual customs in United States	.56	.78	20	18	38
Trying to make friends	.47	.65	30	8	38
Insufficient personal-social counselling	.46	.69	24	11	35
Concern about becoming too "westernized"	.38	.66	17	10	27
Feeling inferior to others	.36	.61	21	7	28
Not feeling at ease when among people	.35	.56	26	4	30
Falling in love with someone	.26	.59	11	7	18
U.S. emphasis on personal habits of cleanliness	.22	.54	11	5	16
Feeling superior to others	.20	.50	11	4	15

Notes: SD = Standard deviations.  
 Minor = Identified as a minor problem.  
 Major = Identified as a major problem.  
 The sum of "minor" and "major" columns may not  
 match the figure in the "total" column due to  
 rounding of percentages.

### Placement Services

Table 23 shows that 5 of the 12 problem situations on the Placement Services subscale were checked by more than one-third of the respondents. The first was "uncertainties in the world today" (67 percent), followed by: "U.S. education not what was expected" (50 percent); "wonder if U.S. education useful for job at home" (42 percent); "trying to extend stay in United States" (41 percent); and "desire enrolling at another college" (40 percent).

Table 23. Placement Services--Means, Standard Deviations, and Percentages of Concern, All Respondents.

<u>Problem Situation</u>	<u>Mean</u>	<u>SD</u>	<u>Percent Concerned</u>		
			<u>Minor</u>	<u>Major</u>	<u>Total</u>
Uncertainties in the world today	1.05	.83	30	37	67
U.S. education not what was expected	.66	.75	33	17	50
Wonder if U.S. education useful for job at home	.60	.77	25	17	42
Trying to extend stay in United States	.57	.75	25	16	41
Desire enrolling at another college	.56	.76	24	16	40
Finding a job upon returning home	.51	.77	16	17	33
Insufficient help from employment office	.45	.75	13	16	29
Not enough time in U.S. for study	.41	.64	25	8	33
Changes in home government	.38	.70	13	12	25
Staying in U.S. and getting a job	.28	.64	8	10	18
Obtaining American citizenship	.21	.52	11	5	16
Desire not to return to home country	.20	.54	7	6	13
<hr/>					
Notes:	SD = Standard deviations.				
	Minor = Identified as a minor problem.				
	Major = Identified as a major problem.				

### Health Services

As shown in Table 24, 4 of the 12 problem situations on the Health Services subscale were perceived by more than

one-third of the sample to be of concern. "Need more time to rest" was checked by 51 percent; "health suffering due to academic pace" was checked by 45 percent; "not finding suitable food" was indicated by 44 percent; and 39 percent of the respondents checked "feeling under tension".

Table 24. Health Services--Means, Standard Deviations, and Percentages of Concern, All Respondents.

<u>Problem Situation</u>	<u>Mean</u>	<u>SD</u>	<u>Percent Concerned</u>		
			<u>Minor</u>	<u>Major</u>	<u>Total</u>
Need more time to rest	.69	.76	33	18	51
Health suffering due to academic pace	.59	.73	30	15	45
Not finding suitable food	.57	.71	31	13	44
Feeling under tension	.50	.69	28	11	39
Recurrent headaches	.44	.71	18	13	31
Poor eyesight	.40	.66	21	10	31
Nervousness	.39	.65	21	9	30
Finding adequate health services	.38	.68	16	11	27
Service received at health center	.30	.55	21	5	26
Concern about my mental health	.28	.59	13	7	20
My height and physical shape	.18	.46	11	3	14
Hearing difficulties	.14	.42	7	3	10

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Notes: SD = Standard deviations.  
 Minor = Identified as a minor problem.  
 Major = Identified as a major problem.

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Student Activities

As pointed out above, the problem area of least concern to Saudi students was the area of Student Activities. Only three problem situations in this area bothered more than one-third of the respondents. These were the "relationship between men and women in U.S.", "concern about political discussions", and "lack of opportunities to meet more U.S. people", checked by 46, 40, and 40 percent, respectively. See Table 25.

Table 25. Student Activities--Means, Standard Deviations, and Percentages of Concern, All Respondents.

<u>Problem Situation</u>	<u>Mean</u>	<u>SD</u>	<u>Percent Concerned</u>		
			<u>Minor</u>	<u>Major</u>	<u>Total</u>
Relationship between men and women in the U.S.	.67	.80	26	20	46
Concern about political discussions	.53	.70	28	12	40
Lack of opportunities to meet more U.S. people	.52	.70	28	12	40
Activities of International Student Office	.40	.64	24	8	32
Activities of foreign student organizations	.37	.62	22	7	29
Treatment received at social functions	.29	.53	18	5	23
U.S. emphasis on sports	.28	.55	18	5	23
Regulations on student activities	.27	.53	18	4	22
The way Americans arrange dating	.24	.54	14	5	19
Problems when shopping in U.S.	.23	.49	16	3	19
Being accepted in social groups	.23	.49	16	3	19
Not being able to find companion from the opposite sex	.17	.45	11	3	14

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Notes: SD = Standard deviations.  
 Minor = Identified as a minor problem.  
 Major = Identified as a major problem.

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### Comparisons Between Subgroups of Saudi Students

A comparison between subgroups of Saudi students of their perceptions of the problems they encountered while studying in colleges and universities in the United States was suggested by question 2 in the "statement of the problem" in Chapter I. The comparison is presented in this section of Chapter IV. The research hypotheses are restated and the hypotheses which were analyzed by one statistical method are presented together.

Hypothesis 1: There is no significant difference between male and female students in their perception of the problems they experience while studying in U.S. colleges and universities.

Hypothesis 2: There is no significant difference between the two age groups, 25 or less and over 25, in their perception of the problems they experience while studying in U.S. colleges and universities.

Hypothesis 3: There is no significant difference between married and unmarried students in their perception of the problems they experience while studying in U.S. colleges and universities.

Hypothesis 4: There is no significant interaction between sex and age of the respondents in their per-

ception of the problems they experience while studying in U.S. colleges and universities.

Hypothesis 5: There is no significant interaction between sex and marital status of the students in their perception of the problems they experience while studying in U.S. colleges and universities.

Hypothesis 6: There is no significant interaction between age and marital status of the students in their perception of the problems they experience while studying in U.S. colleges and universities.

Hypothesis 7: There is no significant interaction between sex, age, and marital status of respondents in their perception of the problems they experience while studying in U.S. colleges and universities.

To test the hypotheses above, a three-way ANOVA was used. It is important to consider the following about the three-way ANOVA. The three-way ANOVA involves concurrent consideration of the levels of three independent variables and the analysis is carried out in three phases:

- 1) Phase one, in which each independent variable is considered independently. Comparisons are made between the levels of the independent variable.
- 2) Phase two, in which interaction between any two of the three variables is examined. The combinations are as follow: Variable one with variable two;



variable one with variable three; and variable two with variable three.

- 3) Phase three, in which the interaction between the three variables is considered.

Subjects who did not reveal their position with regard to one or more of the three independent variables are automatically excluded from the analysis at all levels. For example, a male subject who did not reveal his marital status is automatically excluded from the comparison between males and females in level one of the three-way ANOVA, even though he may have revealed his sex.

#### Hypothesis 1

Findings. The independent variable in Hypothesis 1 was sex. The subjects were 373 male and 51 female students. Comparison was carried out at level 1 of the three-way ANOVA. Table 26 indicates that there were no significant differences between male and female Saudi students in any of the 11 MISPI subscale areas. Therefore, the null hypothesis that there was no significant difference between male and female Saudi students in their perception of the problems they encountered while studying in U.S. colleges and universities was accepted for all of the 11 problem areas.

Table 26. ANOVA Results by Sex, with Mean Scores.

<u>Problem Areas</u>	Male (n=373) <u>Mean</u>	Female (n=51) <u>Mean</u>	F <u>Ratio</u>	<u>p</u> *
Admission-Selection	6.35	5.71	2.02	.156
Orientation Services	5.89	6.25	.055	.815
Academic Records	6.38	7.20	.543	.461
Social-Personal	5.72	6.08	.167	.683
Living-Dining	6.51	6.04	1.68	.196
Health Services	4.80	5.02	.004	.947
Religious Services	5.75	5.96	.578	.447
English Language	6.19	5.76	.049	.824
Student Activities	4.06	3.82	.371	.543
Financial Aid	7.81	8.14	.586	.444
Placement Services	5.63	6.12	.077	.781
* No significant difference at .05 p = probability				

These findings support the findings reported by Si-Tayeb (1981), who reported that there was no significant difference between male and female foreign students in any of the 11 problem areas. The findings in this study also support the findings reported by Von Dorpowski (1977) in 10 of the 11 problem areas and those reported by Salim (1984) in 8 of 11 problem areas. However, the results of the present study contrast sharply with the findings of both Von Dorpowski and Salim with respect to the area of Financial Aid. Both of these studies reported that male students were more concerned with Financial Aid than were female students.

In the present study, while no significant difference existed between the two sexes, female Saudi students were slightly more concerned with Financial Aid problems than were their male counterparts.

The findings in this study also supported those reported by Akpan-Iqout (1980) in 8 of the 11 problem areas, but contrasted sharply with the findings reported by the latter as well as with Salim (1984) with respect to Orientation Services. In both of these studies significant differences were found between male and female students, with male students reporting more problem in this area than did female students. In the present study, however, while no significant difference existed between the two sexes, female students indicated more problems in this area than did the male students.

The findings of the present study also do not support the findings reported by Akpan-Iqout (1980) with respect to the Living-Dining and Student Activities subscales, nor do they support the findings reported by Salim (1984) with respect to the Living-Dining subscale.

## Hypothesis 2

Findings. The respondents were divided into two age groups: 109 students in group I, 25 years old or less, and 315 students in group II, over 25 years of age. The ANOVA was executed at phase one of the three-way ANOVA and the findings are presented in Table 27.

The findings clearly indicate that age was an independently significant discriminator in 3 of the 11 problem areas, in which the younger students in group I experienced more problems than did the older students in group II. Based on the findings presented in Table 27, it was decided that the null hypothesis that there is no significant difference between the two age groups of Saudi students was rejected on three subscales, Academic Records, Financial Aid, and Placement Services, while it was supported on the eight remaining subscales.

Table 27. ANOVA Results by Age, with Mean Scores.

<u>Problem Areas</u>	AG I (n=109) <u>Mean</u>	AG II (n=315) <u>Mean</u>	F <u>Ratio</u>	<u>p</u>
Admission-Selection	6.56	6.17	3.145	.077
Orientation Services	6.39	5.77	1.243	.265
Academic Records	7.23	6.22	6.672	.010*
Social-Personal	6.50	5.50	2.109	.147
Living-Dining	6.75	6.36	.179	.672
Health Services	5.31	4.66	1.835	.176
Religious Services	6.17	5.64	1.191	.276
English Language	4.75	6.62	1.147	.285
Student Activities	4.10	4.01	1.853	.174
Financial Aid	10.00	7.10	4.093	.044*
Placement Services	6.72	5.33	6.367	.012*
* Significant at .05 p = probability AG I = Group 25 years of age or less. AG II = Group over 25 years of age.				

The findings reported in this study contradict the findings reported by Jammaz (1972), which indicated that the youngest age group of Saudi students had the highest adjustment score, whereas the oldest age group had the lowest adjustment score. The results of the present study, however, support the findings of Payind (1977), which indicated that older students had fewer academic problems than did younger students.

### Hypothesis 3

Findings. The independent variable in this hypothesis was marital status. The ANOVA included 273 married and 151 single students and it revealed that there was no significant difference between married students and single students on any of the 11 subscales. Therefore, based on the results presented in Table 28, it was decided that hypothesis 3 was accepted on all 11 subscales. Table 28 includes the results of the ANOVA and the means of each group for each of the eleven problem areas.

Table 28. ANOVA Results by Marital Status, with Mean Scores.

<u>Problem Areas</u>	Single (n=151) <u>Mean</u>	Married (n=273) <u>Mean</u>	<u>F</u> <u>Ratio</u>	<u>p</u> *
Admission-Selection	6.44	6.18	.001	.976
Orientation Services	5.99	5.90	.537	.464
Academic Records	6.55	6.44	.272	.603
Social-Personal	6.46	5.32	.144	.704
Living-Dining	7.25	6.02	.204	.652
Health Services	5.19	4.63	.446	.505
Religious Services	5.56	5.90	2.580	.109
English Language	5.01	6.76	.978	.323
Student Activities	4.07	4.01	.048	.827
Financial Aid	9.89	6.71	2.709	.101
Placement Services	6.53	5.22	2.482	.116

\* No significant difference at .05  
p = probability

Although no significant differences were found between married and single Saudi students in any of the 11 problem areas, single students indicated more problems than did married students in all but 2 of the 11 problem areas. The two subscales on which married students indicated more problems were Religious Services and English Language.

The findings reported in Table 28 support the findings reported by Hart (1974) in all of the 11 problem areas. The findings are also in agreement with the findings of Salim (1984), with the exception of the Social-Personal and Health Services subscales. The findings reported herein also support the results reported by Akpan-Iqout (1979) in all but one problem area. Akpan-Iqout reported that single foreign students significantly experienced more problems on the Living-Dining subscale than did their married counterparts.

The findings presented in Table 28 generally do not support the findings of Jammaz (1972) with reference to Saudi students or the findings of Mubarak (1984) with reference to Kuwaiti students, both of whom concluded that single students were better adjusted than their married counterparts. Although these differences were not shown to be significant, the findings pertinent to marital status in the present study are consistent with the findings reported by other researchers that single foreign students generally experienced more problems than did married foreign students (Payind, 1977; Han, 1975; Collins, 1976).

#### Hypothesis 4

Findings. The effect of the interaction between sex and age was tested in phase two of the three-way ANOVA. The respondents were divided into four groups, based upon their sex and the two age group 25 or fewer years (AG I) or more than 25 years (AG II). There were 81 male students in age group I, 292 male students in age group II, 28 female students in age group I, and 32 female students in age group II. Table 29 shows the results of the ANOVA according to the interaction between sex and age, which indicate that there was no significant effect of interaction between sex and age for problems encountered by Saudi students on any of the 11 MISPI subscales.

Based on the data presented in Table 29 it was decided that the null hypothesis that there is no significant interaction between sex and age with respect to the problems experienced by Saudi students at American colleges or universities was supported on all of the 11 subscales.



Table 29. ANOVA Results Associated With Interaction Between Sex and Age.

<u>Problem Areas</u>	<u>F</u> <u>Ratio</u>	<u>p</u> *
Admission-Selection	2.999	.084
Orientation Services	.023	.880
Academic Records	2.944	.087
Social-Personal	.216	.642
Living-Dining	.231	.631
Health Services	.012	.911
Religious Services	.004	.953
English Language	.547	.460
Student Activities	1.231	.268
Financial Aid	.151	.698
Placement Services	1.865	.173

\* No significant interaction at .05  
p = probability

### Hypothesis 5

Findings. For the purpose of testing hypothesis 5, the respondents were divided into four groups according to combinations between their sex and marital status. The groups constituted were 238 married males, 135 single males, 35 married females, and 16 single females. Table 30 shows the results of the ANOVA with respect to the interaction between sex and marital status. The three-way ANOVA indicated that there was a significant effect of interaction between sex and marital status of Saudi students in only 1 of 11 problem

areas, Orientation Services. Figure 1 shows the plotted cellular means associated with the interaction between sex and marital status on the Orientation Services subscale, indicating that although single male students were less concerned with problems in this area than were male married students (with no significant difference), the single female students were considerably more concerned with problems in this area than were married female students.

Table 30. Summary of Three-Way ANOVA Results Associated With Interaction Between Sex and Marital Status.

<u>Problem Areas</u>	<u>F</u> <u>Ratio</u>	<u>p</u>
Admission-Selection	.000	.993
Orientation Services	4.815	.029*
Academic Records	1.498	.222
Social-Personal	.118	.731
Health Services	.938	.331
Religious Services	1.783	.182
English Language	.004	.953
Student Activities	1.891	.170
Financial Aid	.027	.870
Placement Services	.293	.589
* significant at .05 p = probability		

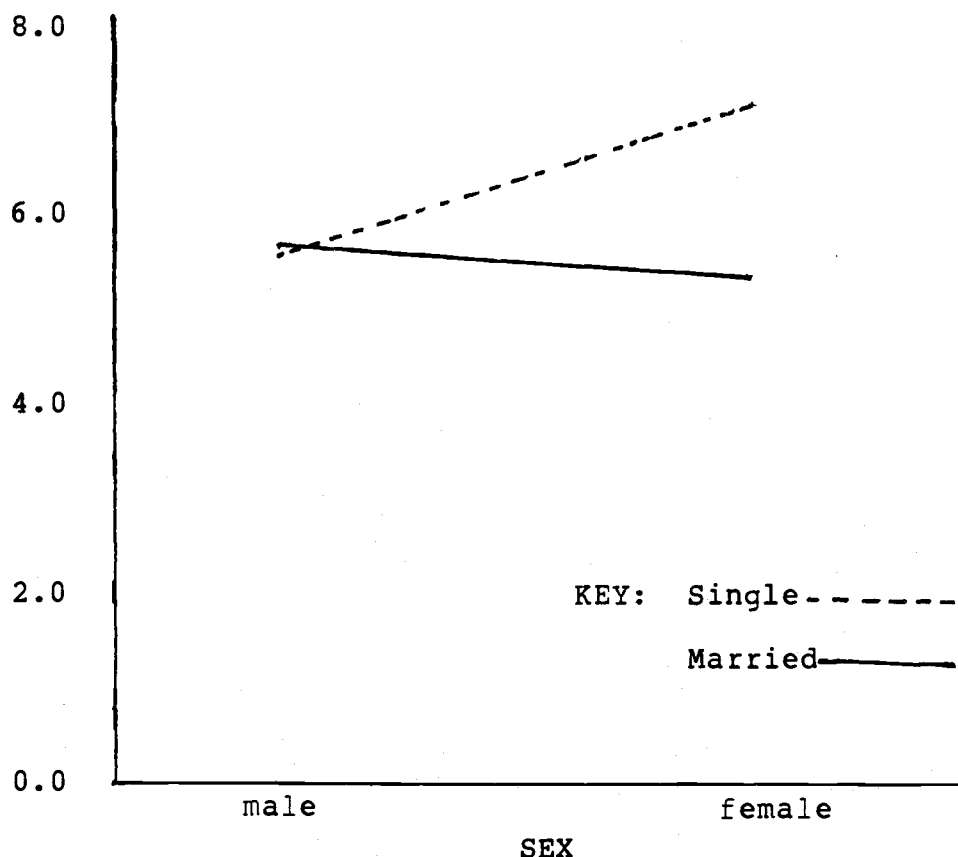


Figure 1. Cellular Plotting of the Interaction Between Sex and Marital Status

Based on the findings presented in Table 30, it was decided that the null hypothesis that there is no significant interaction between sex and marital status of Saudi students in their perception of the problems they encounter in U.S. colleges and universities was accepted for 10 of the 11 subscales and was rejected for 1 subscale, Orientation Services.

The above results are in agreement with the findings reported by Salim (1984) in all but the Orientation Services subscale.

### Hypothesis 6

Findings. Hypothesis 6 was tested by level two of the three-way ANOVA. Table 31 summarizes the results of the effect of interaction between age and marital status. The respondents were divided into four groups: 46 married students in age group I, 227 married students in age group II, 63 single students in age group I, and 88 single students in age group II. The results indicated that there was no significant interaction between age and marital status on the 11 subscales, with the exception of Orientation Services.

To show the direction of this interaction, cellular means were plotted and are presented in Figure 2. The plotted cellular means clearly show that while single students of age group I (the younger students) experienced fewer problems in the Orientation Services area than did the single students of age group II (the older students), the married students of age group I (the younger students) experienced considerably more problems in this area than did the married students of age group II (the older students).

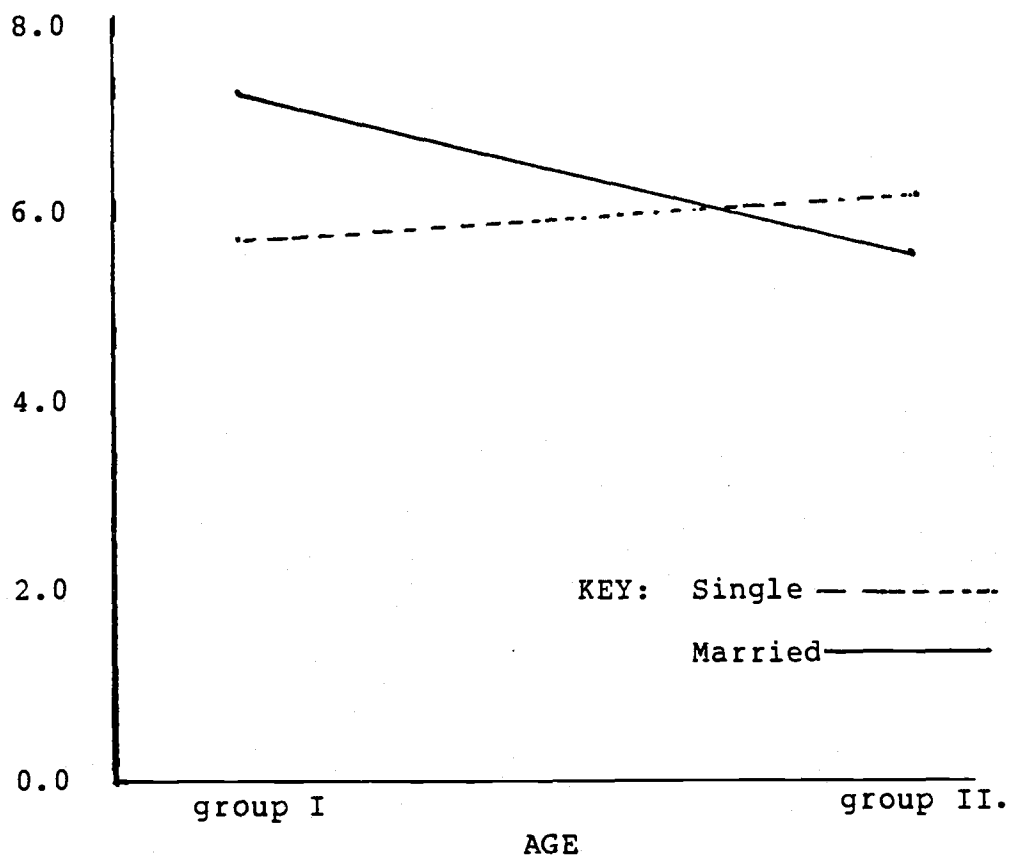


Figure 2. Cellular Plotting of the Interaction Between Age and Marital Status

Furthermore, the highest mean was scored by married students of age group I, whereas the lowest mean was scored by the married students of age group II. According to the data presented in Table 31, the null hypothesis that there is no interaction between age and marital status in the perception of Saudi students of their problems on American campuses was rejected in 1 of 11 problem areas, Orientation Services, and was accepted in the remaining 10 problem areas.

Table 31. ANOVA Results Associated With the Interaction Between Age and Marital Status.

<u>Problem Areas</u>	<u>F</u> <u>Ratio</u>	<u>p</u>
Admission-Selection	1.782	.183
Orientation Services	5.119	.024*
Academic Records	1.514	.219
Social-Personal	1.961	.162
Living-Dining	1.001	.318
Health Services	.011	.916
Religious Services	3.469	.063
English Language	.004	.953
Student Activities	1.173	.279
Financial Aid	.582	.446
Placement Services	.000	.998
* significant at .05		
p = probability		

Hypothesis 7

Findings. The effect of interaction between sex, age, and marital status was tested at level three of the ANOVA, revealing that there was no significant interaction between sex, age, and marital status in 10 of the 11 problem areas. Significant interaction between sex, age, and marital status was found in only one problem area, Health Services. Table 32 shows the results of the three-way ANOVA of the interaction between sex, age, and marital status. Based on these findings, it is concluded that the null hypothesis that

there is no significant interaction between sex, age, and marital status was accepted for 10 of the 11 subscales and was rejected on one subscale, Health Services.

The cellular means associated with the interaction between sex, age, and marital status on the Health Services subscale is presented in Table 33. As shown in Table 33, the highest level of concern with Health Services problems was associated with being a single female, 25 or less years age, followed by married males of 25 years of age or less. The lowest level of concern with problems in this area was associated with being a married male more than 25 years old, followed by being a married female more than 25 years old.

Table 32. ANOVA Results Associated With the Interaction Between Sex, Age, and Marital Status.

<u>Problem Areas</u>	<u>F</u> <u>Ratio</u>	<u>p</u>
Admission-Selection	.103	.748
Orientation Services	.148	.701
Academic Records	.034	.854
Social-Personal	.179	.672
Living-Dining	.026	.872
Health Services	3.828	.050*
Religious Services	.578	.447
English Language	.000	.994
Student Activities	1.171	.279
Financial Aid	.725	.395
Placement Services	.933	.335
* significant at .05 p = probability		

Table 33. Subgroup Means, Interaction Between Sex, Age, and Marital Status. Health Services Subscale.

	<u>Male</u>		<u>Female</u>	
	<u>Single</u>	<u>Married</u>	<u>Single</u>	<u>Married</u>
Age Group I	n=56	n=25	n=7	n=21
	$\bar{X}$ 4.79	$\bar{X}$ 6.64	$\bar{X}$ 7.14	$\bar{X}$ 4.52
Age Group II	n=79	n=213	n=9	n=14
	$\bar{X}$ 5.34	$\bar{X}$ 4.39	$\bar{X}$ 4.89	$\bar{X}$ 4.79

Note: Age Group I = 25 years of age or less  
Age Group II = More than 25 years of age.



To test the hypotheses listed below, a two-way ANOVA was used, in which the independent variables were major field and academic classification. The dependent variables were the scores on each of the 11 subscales.

Hypothesis 8: There is no significant difference between students who are majoring the humanities and students who are majoring in the sciences in their perception of the problems they experience while studying in U.S. colleges and universities.

Hypothesis 9: There is no significant difference between students who are in undergraduate, master's, or doctoral programs in their perception of the problems they experience while studying in U.S. colleges and universities.

Hypothesis 10: There is no significant interaction between major fields of study and academic classifications of the students in their perception of the problems they experience while studying in U.S. colleges and universities.

#### Hypothesis 8

Findings. The ANOVA shown in Table 34, which includes the mean scores for all subscales, indicates that there was a significant difference between Saudi students in different major fields (the humanities vs. the sciences) on 2 of the 11 MISPI subscales, Religious Services and English Language. Students majoring in the sciences and related fields

experienced significantly more problems in the area of Religious Services than did students majoring in the humanities and related fields, whereas in the area of English Language, students majoring in the humanities and related fields experienced significantly more problems, and had a higher mean score, than did students majoring in the sciences and related fields.

Based on these findings, it was concluded that the null hypothesis that there is no significant difference between students majoring in the humanities and students majoring in the sciences was rejected for 2 of the 11 MISPI subscales, Religious Services and English Language, and was accepted for the balance of the MISPI subscales.

Table 34. ANOVA Results by Major Field of Study (Independently), with Mean Scores.

<u>Problem Areas</u>	Human. (n=244) <u>Mean</u>	Science (n=154) <u>Mean</u>	<u>F</u> <u>Ratio</u>	<u>p</u>
Admission-Selection	6.14	6.71	.278	.599
Orientation Services	5.68	6.480	2.111	.147
Academic Records	6.15	6.87	.489	.485
Social-Personal	5.34	6.62	3.094	.079
Living-Dining	6.21	6.97	1.012	.315
Health Services	4.50	5.34	1.557	.213
Religious Services	5.30	6.49	4.150	.042*
English Language	6.77	5.30	4.354	.038*
Student Activities	3.73	4.56	3.087	.080
Financial Aid	7.09	9.14	1.938	.165
Placement Services	5.52	6.03	.004	.952
* Significant at .05 p = probability				

The findings of this study confirms the findings of Al-Ghanim (1983), that students majoring in the sciences were less concerned with problems in English Language than their counterparts in the humanities, and the findings of Akpan-Iqout (1979) were supported for all areas but the Religious Services and English Language subscales. Akpan-Iqout reported that there were no significant differences on any of the subscales of the MISPI between science students and humanities students, whereas this study found significant dif-

ferences between the two groups on the Religious Services and English Language subscales.

The findings in this study sharply contradict those reported by Payind (1977) and those of Jammaz (1974). Payind reported that students majoring in the humanities had more academic problems than did students majoring in the sciences and Jammaz concluded that students majoring in the sciences and engineering were more well-adjusted than students majoring in the humanities. This study, however, found the only significant differences between the two groups were in the areas of Religious Services and English Language. Furthermore, students majoring in the humanities reported fewer problems than did science students in every problem area, with the exception of the English Language area, where the opposite was true.

#### Hypothesis 9

Findings. The ANOVA results shown in Table 35 indicate that academic classification was independently a significant discriminator on all 11 of the MISPI subscales. In other words, there were significant differences between the three subgroups, of undergraduate, master's, and doctoral programs, of Saudi students in all of the problem areas.

The post hoc test, using Tukey's method, revealed that doctoral students experienced significantly fewer problems than did undergraduates in all of the 11 problem areas and

significantly fewer problems than did master's degree students on all of the problem area subscales except for Religious Services, where the difference was not significant.

There were also significant differences between undergraduates and master's students on five subscales: Academic Records, Social-Personal, Financial Aid, Placement Services, and English Language. Master's degree students reflected fewer problems than did undergraduates on these subscales, with the exception of English Language where the opposite was true.

Consequently, the null hypothesis that there is no significant difference between students who are in undergraduate, master's, or doctoral programs in their perception of the problems they experience while studying in U.S. colleges and universities is rejected.

Table 35. ANOVA Results by Academic Classification, with Mean Scores.

<u>Problem Areas</u>	UG (n=130) <u>Mean</u>	MA/S (n=152) <u>Mean</u>	Ph.D. (n=116) <u>Mean</u>	F <u>Ratio</u>	<u>p</u>
Admission-Selection	7.64	6.90	4.22	19.340	.001*
Orientation Services	6.82	6.43	4.49	11.456	.001*
Academic Records	7.85	6.70	4.48	18.347	.001*
Social-Personal	7.52	5.53	4.35	17.525	.001*
Living-Dining	7.72	7.05	4.42	17.921	.001*
Health Services	5.81	5.01	3.48	8.817	.001*
Religious Services	6.71	5.79	4.67	4.348	.014*
English Language	5.92	7.98	4.20	10.343	.001*
Student Activities	4.74	4.13	3.17	4.508	.012*
Financial Aid	10.29	7.24	5.30	25.831	.001*
Placement Services	7.24	6.00	3.63	22.508	.001*

\* Significant at .05

p = probability

UG = Undergraduate; MA/S = Master's; Ph.D. = Doctoral

These results contrast with the findings of Day (1968) and Jammaz (1972). Day reported that undergraduate students reflected fewer problems than did graduate students and Jammaz found no significant differences between graduate students and undergraduates. However, the findings reported in this study support those reported by Porter (1962) and by Al-Ghanim (1983). Porter reported that undergraduates reported more problems than did their graduate counterparts and Al-Ghanim concluded that Kuwaiti undergraduates were

faced with more academic, personal, and social problems than were graduate students.

The findings of this study also confirm in part the findings reported by Akpan-Iqout (1977) and by Si-Tayeb (1982). Akpan-Iqout found that undergraduate foreign students experienced significantly more problems than did graduate students in the areas of Admission-Selection, Orientation Services, Academic Records, Social-Personal, Living-Dining, and Student Activities. Si-Tayeb reported that undergraduate foreign students reflected significantly more problems than did their graduate counterparts in the areas of Orientation Services, Academic Records, Student Activities, and Financial Aid.

#### Hypothesis 10

Findings. The two-way ANOVA revealed that there was no significant interaction between the major field of study and the academic classification of Saudi students on the problems they experienced, with the exception of one area, Financial Aid (see Table 36).

The plotted cellular means on the Financial Aid subscale are shown in Figure 3. These plotted results clearly indicate that the interaction effect was ordinal in nature for levels 1 (undergraduates) and 2 (master's) and disordinal for levels 2 (master's) and 3 (doctoral). Science students indicated more problems at levels 1 and 2, in undergraduate and master's programs, but at level 3

(doctoral programs) humanities students indicated more intense concerns on the Financial Aid subscale than did science students.

Table 36. ANOVA Results by the Interaction of Major Fields of Study and Academic Classification.

<u>Problem Areas</u>	<u>F</u> <u>Ratio</u>	<u>p</u>
Admission-Selection	.025	.976
Orientation Services	.583	.559
Academic Records	.168	.845
Social-Personal	.271	.763
Living-Dining	.051	.951
Health Services	.767	.465
Religious Services	.361	.697
English Language	.942	.391
Student Activities	.049	.952
Financial Aid	3.107	.046*
Placement Services	.356	.701
* Significant at .05 p = probability		



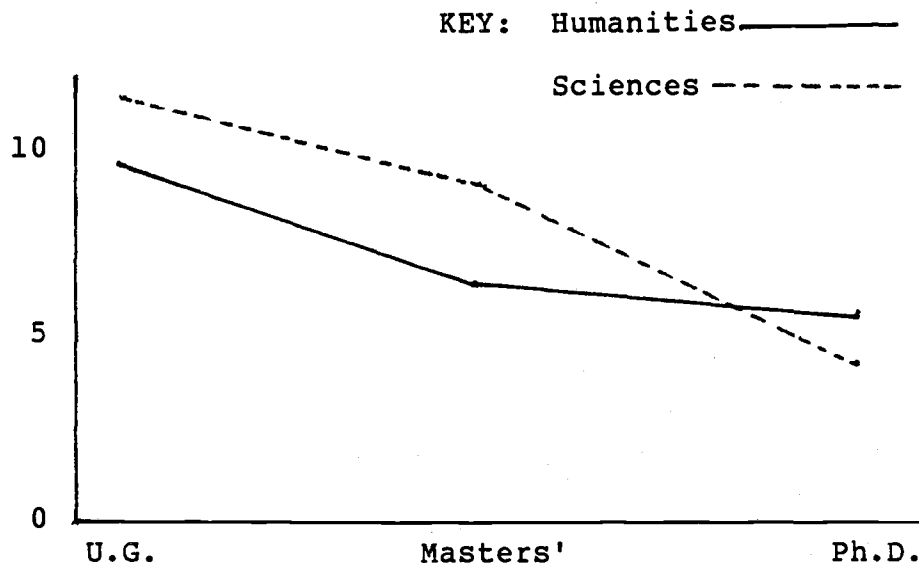


Figure 3. Cellular Plotting of the Interaction Between Academic Classification and the Major Field (Financial Aid subscale)

The null hypothesis that there is no significant interaction between major fields of study and academic classification of the students in their perception of the problems they experience while studying in U.S. colleges and universities was accepted for all problem areas, with the exception of the Financial Aid subscale.

#### Hypothesis 11

There is no significant difference between Saudi male students who attended the predeparture orientation program offered by Imam Mohammed Ibn Saud University in Saudi Arabia and Saudi male students who did not attend that program in their perception of the problems they experience while studying in U.S. colleges and universities.

Findings. To test the above hypothesis, a one-way ANOVA was used. The respondents were divided into two groups according to whether or not they had attended the predeparture orientation program offered by Imam Muhammad Ibn Saud University and its branches in Saudi Arabia. Since at the present time the program is open only to prospective male scholarship students, female respondents were excluded from this analysis. Among the male students, eight did not indicate whether or not they had attended the predeparture orientation and they were also excluded from this analysis.

The results shown in Table 37 indicate that there were significant differences between those who attended the orientation program and those who did not in only 3 of the 11 problem areas. Significant differences were found on the English Language, Financial Aid, and Placement Services subscales. On the Financial Aid and Placement Services subscales the students who did not attend the orientation program reported significantly more problems than did students who attended the orientation program. However, on the English Language subscale, the opposite was true and students who had attended the orientation program expressed a much greater level of concern with this problem area than did those who had not attended the orientation program. There were no other significant differences between the two groups on any of the remaining eight subscales.

Therefore, the null hypothesis that there is no significant difference between Saudi male students who attended

the predeparture orientation program and Saudi male students who did not attend that program in their perception of the problems they experience while studying in U.S. colleges and universities was rejected on three subscales, English Language, Financial Aid, and Placement Services, and was accepted for the remaining eight subscales.

Table 37. ANOVA Results by Predeparture Orientation, With Mean Scores.

<u>Problem Areas</u>	Part. (n=125) <u>Mean</u>	Non-Part. (n=245) <u>Mean</u>	F <u>Ratio</u>	<u>p</u>
Admission-Selection	6.37	6.34	.004	.9470
Orientation Services	5.98	5.89	.033	.8570
Academic Records	6.44	6.38	.014	.9065
Social-Personal	5.72	5.74	.003	.9594
Living-Dining	6.91	6.27	1.809	.1794
Health Services	5.05	4.70	.612	.4344
Religious Services	5.39	5.96	1.360	.2442
English Language	8.09	5.26	23.528	.0000*
Student Activities	4.02	4.11	.050	.8234
Financial Aid	6.43	8.49	8.876	.0031*
Placement Services	4.97	5.97	4.336	.0380*

\* Significant at .05

p = probability

Part. = Participants; Non-Part. = Non-Participants

It may be inferred that the findings of this study do not support the findings reported by Longest (1969) that

foreign students who attended an orientation program had higher English test scores.

#### Students' Comments

In order to solicit more information about the problems experienced by Saudi students while studying in American institutions of higher education, the respondents were asked to indicate if they had any additional comments or if there were problem areas not covered by the MISPI. Of the total number of respondents, 130 felt that the MISPI did not provide for complete coverage of the problems they personally faced and added additional comments. These comments were coded and categorized according to their nature in 10 categories. Table 38 shows the distribution of the comments, according to the identified categories.

Table 38. Distribution of Comments Made by Respondents.

<u>Category</u>	<u>Number</u>	<u>Percent</u>
Problems related to the SAEM	41	20.8
Criticisms of the questionnaire	35	17.8
Financial problems	21	10.7
Academic problems	21	10.7
Racial problems	21	10.7
Family related problems	21	10.7
Lack of information about home country	13	6.6
Religious problems	8	4.1
English language	8	4.1
Orientation problems	6	3.0
TOTAL:	*197	100.0

\* Some students wrote more than one comment.

Following are the descriptions of these categories and a summary of their content:

#### Saudi Arabian Education Mission (SAEM)

Of the total number of comments, 21 percent complained about problems relating to the SAEM. Comments in this category included statements like the following: "The people in the Mission do not understand the problems of the students"; "they issue arbitrary decisions"; "no cooperation and arrangements seem to exist between the SAEM and the sponsoring agencies in Saudi Arabia"; "frequent changes in the list of the American institutions acknowledged by the SAEM"; "when I

call the SAEM, I often do not find my advisor there in his office."

### Criticisms of the questionnaire

As shown in Table 38, 18 percent of the comments criticized the questionnaire. All of the criticisms were centered upon one issue, which is that Part II of the questionnaire included items that should not have been directed to Muslim students. Reference was always made to items 58 ("dating practices of U.S. people") and 60 ("not being able to find a suitable companion of the opposite sex") of the MISPI, with those referring to item 60 characterized by considerable anger. Criticism of this nature was not unexpected. However, since one of the purposes of this study was to provide information about the problems of Saudi students in the United States which can be compared to problems experienced by foreign students from other nations and different cultural backgrounds, it was felt that leaving the criticized items unchanged, although respondents may not have found them in good taste, was a necessary contribution to the purposes of this study. Thus, based on the findings of this study, an interesting comparison has been that while Afghan and Iranian students ranked "finding companionship with the opposite sex" to be the second most severe personal problem (Payind, 1977), Saudi students considered a problem of this nature to be the problem of least concern in its category (Student Activities).

Financial problems

Of the total number of comments, 11 percent were of a financial nature. Although the MISPI included this category, some respondents felt that there were additional problem situations which needed to be pointed out. Comments in this area included statements like the following: "Medical allowance is not enough for its purpose"; "housing is expensive"; "financial support should not be limited to two children"; and "our wives should be fully supported by the scholarship even if they do not go to school."

Academic problems

The comments in this area included the following statements: "Problems related to failure in qualifying and comprehensive exams"; "losing credits as a result of transfer"; "some universities are too tough while others are too easy"; "being told to take additional undergraduate courses prior to securing admission to a graduate program"; "not finishing my degree within the time given by my scholarship"; and "I need more time to complete a test than the average American student does."

Racial problems

Statements in this category are best represented by the following: "Some professors hate foreign students"; "some professors not fair with Arab students"; "the American media distort the image of Arabs"; "I do not feel free to express

my political or religious beliefs in front of my professors"; and "I feel insecure, especially during political crises."

#### Problems related to family

The most frequently mentioned remarks in this category were: "My children do not speak Arabic"; "not finding an Islamic school for my children"; "my wife is always under stress in this society."

#### Information about home country

Comments in this category were about the scarcity of reliable information about the Arab world in general and Saudi Arabia in particular. This was observed to be true not only with respect to the media, but also with regard to libraries and information centers, making it difficult for the students to write term papers about the problems of their home countries and making it difficult for the students to serve as their country's advocates among American students and the public.

#### Religious problems

The following were included in the religious problems mentioned in the comments: "Not being able to pray on time because of frequent conflict between class and prayer time"; "some professors misunderstand me and think that I was unfriendly and socially isolated because I don't attend parties where alcohol is served"; "I would rather suffer isola-



tion than lose my religious codes of conduct"; and "not finding Islamic food."

### English language

Comments in this category were mainly about English Language Institutes and the "Test of English as a Foreign Language" (TOEFL). A student stated that "I spent more time than I should have in the ELI because the ELI was more concerned with money than with education." Another student stated that "I had to wait one more semester before enrolling in the University because my score in TOEFL was two points less than the minimum required score."

### Orientation

Only six comments were included under this category. Observations included emphasizing the importance of informing students about the entry exams (GRE, GMAT, etc.) prior to their departure for the U.S. It was also suggested that students be made aware of their legal rights and limits of American society.

### Sources of Counseling Help

The respondents were asked "to whom do you usually go for help in resolving problems which have confronted you?" Table 39 presents a summary of the students' responses to this question. Since the nature of the question was too broad, many students indicated that their accurate response

would heavily depend upon the nature of the problem for which a solution is sought.

In general, the highest number (194 or 45 percent) of Saudi students included in the sample indicated that they would consult "fellow Saudi friends" as their first choice. "Staff or colleague from department of major", "foreign student advisor", and "family member" were sources chosen as first preference by 33 students each. "Major advisor" was mentioned as a first choice by 21 of the respondents and only 3 respondents indicated that they would first contact the Saudi Arabian Educational Mission about their problems.

As a second choice "staff or colleague from department of major" was mentioned by 80 respondents, "foreign student advisor" was mentioned by 70 respondents, and "friends from Saudi Arabia" and "major advisor" were the second choice of 65 and 42 respondents, respectively.

Table 39. Sources of Counseling Help Identified by the Respondents.

<u>Source</u>	<u>1st Pref. (number)</u>	<u>2nd Pref. (number)</u>
Colleagues from Saudi Arabia	194	65
Staff or colleagues from dept of major	33	80
Foreign student advisor	33	70
Family member	33	14
Major advisor	21	42
Muslim or Arab friends	20	16
Myself	20	3
Friends of any nationality	6	17
The Saudi Mission	3	14
Legal agents	1	0
No response	66	109
TOTAL:	430	430
Pref. = Preference		

It may be hypothesized that availability, informality, and the personal relationship are among the reasons why respondents preferred to consult a friend from their home country rather than their major advisors or the SAEM. A national friend is easy to contact; such a friend may be met at the cafeteria, the library, or be visited or called by telephone at any time, with no previous appointment necessary. In addition to these reasons, discussion with a national colleague is open no matter how slight the problem may be, at least insofar as the national colleague may offer

some contribution to the problem under discussion. However, when the problem involves official transactions and signatures are required, major advisors are usually contacted. The SAEM is contacted, it would seem, only when more complicated issues are involved.

## CHAPTER V

### SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to investigate the problems a Saudi student might encounter while studying in an institution of higher education in the United States.

The objectives of the study were:

- 1) To investigate the problems and concerns experienced by Saudi students who were enrolled in institutions of higher education in the United States.
- 2) To examine possible differences between various subgroups of Saudi students in their perception of the problems they encountered in colleges and universities in the United States.

Based on these objectives, the following null hypotheses were tested:

- 1) There is no significant difference between male and female students in their perception of the problems they experience while studying in U.S. colleges and universities.
- 2) There is no significant difference between the two age groups, 25 or less and over 25, in their per-

ception of the problems they experience while studying in U.S. colleges and universities.

- 3) There is no significant difference between married and unmarried students in their perception of the problems they experience while studying in U.S. colleges and universities.
- 4) There is no significant interaction between sex and age of the respondents in their perception of the problems they experience while studying in U.S. colleges and universities.
- 5) There is no significant interaction between sex and marital status of the students in their perception of the problems they experience while studying in U.S. colleges and universities.
- 6) There is no significant interaction between age and marital status of the students in their perception of the problems they experience while studying in U.S. colleges and universities.
- 7) There is no significant interaction between sex, age, and marital status of respondents in their perception of the problems they experience while studying in U.S. colleges and universities.
- 8) There is no significant difference between students who are majoring in the humanities and students who are majoring in the sciences in their perception of the problems they experience while studying in U.S. colleges and universities.

- 9) There is no significant difference between students who are in undergraduate, master's, or doctoral programs in their perception of the problems they experience while studying in U.S. colleges and universities.
- 10) There is no significant interaction between major fields of study and academic classifications of the students in their perception of the problems they experience while studying in U.S. colleges and universities.
- 11) There is no significant difference between Saudi male students who attended the predeparture orientation program offered by Imam Mohammed Ibn Saud University in Saudi Arabia and Saudi male students who did not attend that program in their perception of the problems they experience while studying in U.S. colleges and universities.

The instrument used to collect data for this study was a two-part questionnaire. Part I, a demographic data questionnaire, was devised by the investigator to solicit information on the characteristics of the subjects. Part II was a modified version of the Michigan International Student Problem Inventory (MISPI), which was selected after careful examination of the literature. The instrument was translated into the Arabic language and the Arabic version was administered in the collection of the data.

The research instrument was sent by mail through the Saudi Arabian Educational Mission (SAEM) to a random sample of 709 male and 150 female students enrolled in institutions of higher education in the U.S. during the spring term, 1986. Of this total 25 students could not be located and of the total sample contacted, 430 students returned usable surveys. The returned surveys were analyzed using the following statistical treatments: frequencies, means and standard deviations, one-way, two-way, and three-way analysis of variance. The .05 level of significance was used and Tukey's method was selected as a follow-up analysis when differences between three levels were found. The analysis of the data revealed the following results.

A. With respect to Objective 1, the findings were as follow:

- 1) The problem area of most concern to Saudi students as a group was Financial Aid (mean 7.81), followed by: a) Academic Records (mean 6.50), b) Living-Dining (mean 6.44), and c) Admission-Selection (mean 6.26). The problem area of least concern to Saudi students as a group was Student Activities (mean 4.04).
- 2) The problem situations of concern to more than 50 percent of the respondents are displayed in Table 40.



Table 40. Problem Situations of Concern to More Than Fifty Percent of Saudi Students

<u>Problem Situation</u>	<u>Problem Area</u>	<u>Percent</u>
Homesickness	Social-Personal	78
Unfavorable remark about home country	Orientation Serv.	75
Criticism of homeland religion	Religious Serv.	71
Lack of money to meet expenses	Financial Aid	70
Not receiving enough money	Financial Aid	67
Uncertainties in the world today	Placement Serv.	67
Getting admitted to university	Admission-Selec.	63
Writing term papers	Academic Records	61
Attitudes of some U.S. students toward foreign students	Orientation Serv.	61
Differences in U.S. and home educational systems	Admission-Selec.	60
Concept of being a foreign student	Orientation Serv.	59
Ability to write English	English Language	59
Cost of an automobile	Financial Aid	57
Bathroom facilities cause problems	Living-Dining	57
Insufficient advice from academic advisor	Academic Records	56
Unexpected financial needs	Financial Aid	55
Concern about grades	Academic Records	54
Problems regarding housing	Living-Dining	53
Being lonely	Social-Personal	52

B. With respect to Objective 2, the findings were as follows:

- 1) There were no significant differences between male and female Saudi students in their perception of the problems they encountered while studying in U.S. colleges and universities in any of the 11 problem areas measured by the MISPI. Hypothesis 1, therefore, was accepted for all of the 11 subscales.
- 2) There were significant differences between age group I (25 or less years) and age group II

(more than 25 years) in three problem areas: Academic Records, Financial Aid, and Placement Services. Younger students experienced more problems than did older students in these areas, but no significant differences between the two groups were found in the remaining eight problem areas. Therefore, Hypothesis 2 was rejected for three subscales, Academic Records, Financial Aid, and Placement Services, and was accepted for the remaining eight subscales.

- 3) There were no significant differences between married and unmarried Saudi students in any of the 11 problem areas. Therefore, Hypothesis 3 was accepted for all of the 11 subscales.
- 4) There was no significant interaction between the sex and age of Saudi students in this study in any of the 11 problem areas. Therefore, Hypothesis 4 was accepted for all 11 of the subscales.
- 5) There was a significant interaction between the sex and the marital status of Saudi students in the problem area of Orientation Services, but no significant interaction between the two variables was found in any of the remaining problem areas. Therefore, Hypothesis 5 was rejected for the Orientation Services subscale

and was accepted for the remaining 10 subscales.

- 6) There was a significant interaction between the age and the marital status of Saudi students in their perception of the problems they experienced in the Orientation Services problem area, but no significant interaction between the two variables was found in any of the remaining problem areas. Therefore, Hypothesis 6 was rejected for the Orientation Services subscale and was accepted for the remaining 10 subscales.
- 7) There was a significant interaction between the sex, age, and marital status of Saudi students in their perception of their problems in the Health Services problem area. However, there was no significant interaction between the three variables in any of the remaining 10 problem areas. Therefore, Hypothesis 7 was rejected for the Health Services subscale and was accepted for the remaining 10 subscales.
- 8) There were significant differences between Saudi students majoring in the humanities and those majoring in the sciences in the problem areas of Religious Services and English Language. Differences between the two groups were not significant in any of the remaining nine

problem areas. Therefore, Hypothesis 8 was rejected for the Religious Services and English Language subscales and was accepted for the remaining nine subscales.

- 9) Academic Classification was found to be an independently significant discriminator in the problems experienced by Saudi students in 10 of the 11 problems areas. In the Financial Aid problem area, however, although significant differences existed between the three academic classifications, they were not independently due to academic classification. Therefore, Hypothesis 9 was rejected for all of the subscales except Financial Aid.
- 10) The interaction between the major field of study and the academic classification of Saudi students was found to be significant in only the Financial Aid problem area. Therefore, Hypothesis 10 was rejected for the Financial Aid subscale and was accepted for the remaining 10 subscales.
- 11) The differences in the perception of problems encountered between participants in the predeparture orientation program and non-participants were significant in the English Language, Financial Aid, and Placement Services problem areas. Therefore, Hypothesis 11 was

rejected for the English Language, Financial Aid, and Placement Services subscales and was accepted for the remaining eight subscales.

### Discussion

According to the findings of this study, Financial Aid was the problem area of most concern to Saudi students as a group. Although this is consistent with the findings of other studies on foreign students, it was thought that Saudi students would not be so concerned with Financial Aid since they have scholarships which provide them funds to cover tuition and medical expenses, a monthly stipend of \$714.00 for living expenses (with an additional allowance for dependents, up to a limit of three), and a stipend for books and supplies equal to one month's living expenses.

The concern of Saudi students with this problem area may be explained from the findings of this study from two aspects:

- 1) Financial resources. The stipends paid to Saudi students may not be sufficient to meet the expenses of some subgroups of Saudi students, insofar as some students have legitimate expenses which other students do not have. Findings in this study showed a significant interaction between major field of study and academic classification on the Financial Aid subscale. Science students indicated more problems at the undergraduate and master's

levels than did humanities students, with undergraduates in both major fields indicating more problems than master's students. However, at the doctoral level science students indicated far fewer problems than did humanities students. One possible interpretation is that science students at the undergraduate and master's levels are required to purchase expensive textbooks, tools, and instruments, whereas at the doctoral level, science majors use the laboratory facilities of the university to conduct their research and experiments and are no longer required to purchase the primary tools used by students at lower academic levels.

- 2) Financial management. Another aspect of the problem may be explained by inappropriate management of the available financial resources by the student. This study found that Saudi students who attended the predeparture orientation program indicated significantly fewer problems in the Financial Aid area than did those students who did not attend the program. Furthermore, age group I (25 years of less) students indicated significantly more problems than did age group II (more than 25 years of age) students on the Financial Aid subscale. Although the difference was not significant, single students had a higher mean in this problem area than did married students. Assuming that maturity and responsibil-

ity are associated with being older, and/or being married, it may be expected that students in these categories will exercise a greater degree of efficient financial management. It should also be mentioned that the allowances provided by the scholarships of Saudi students has not been reviewed for several years. Needless to say, the costs of living in the U.S. are considerably more today than they were just five years ago.

Although Health Services was found to be the problem area of second least concern to the respondents in this study, the results indicated that some subgroups of Saudi students seemed to be more concerned with problems in this area than other subgroups. On the Health Services subscale the interaction of sex, age, and marital status was found to be significant and higher means were associated with two subgroups, single females and married males of age group I (25 years or less), with means of 7.14 and 6.64, respectively.

When the nature of these two subgroups, the nature of the problem situations in the Health Services subscale, and comments from individuals in these two subgroups are considered, it may be said that students of these two subgroups are more susceptible to stress than students from other subgroups. Younger, unmarried females in Saudi Arabia are fully dependent upon their families and in the U.S. find themselves in a far different society. They often live by

themselves, are far removed from the controls and protection of family and guardians, and with religious expectations placing limits upon their interaction with the opposite sex, the young, unmarried female students often experience stresses and strains which they are unable to share with anyone else. For the younger married male the stress may arise from being faced at an early age with the responsibilities of family and possibly children, without the supportive network of family available in Saudi Arabia, in addition to the responsibility of being a successful student in a foreign country. Role conflict may often be at its peak for male students in this category.

With regard to the differences between students who participated in the predeparture orientation program offered by IMBS University and those who did not, the findings of this study revealed that participants were more well-adjusted than non-participants in only two problem areas: Financial Aid and Placement Services. Contrary to expectations, non-participants indicated fewer problems on the English Language subscale than did participants. The complications in interpreting the latter finding is not only due to the fact that it is not consistent with the findings of other researchers, but there are no completely logical reasons to believe that this result has any relation to whether or not students participated in predeparture orientation programs. All that may be hypothesized at this point is that the differences between the two groups may be related



to predeparture English preparation; i.e. students who were well prepared in the English language did not feel a need to attend the orientation program since they had a good command of the English language and felt that their proficiency would help them, in a short period of time after their arrival in the U.S., make up any losses experienced as a result of not attending the orientation program. Therefore, they did not participate. However, this analysis is only theoretical and a more conclusive answer must be sought in terms of future research.

### Conclusions

Within the scope and limitations of this study, and based on the findings reported in this study, the following conclusions are offered:

- 1) Saudi students were most concerned with problems of Financial Aid, Academic Records, Living-Dining, Admission-Selection, and English Language areas and least concerned with problems in the Student Activities and Health Services areas.
- 2) The problems of Saudi students in the area of Financial Aid are influenced by the following factors: age, whereas younger students were more concerned; interaction between major field of study and academic classification, whereas science students at undergraduate and master's levels indicated more problems than did counterpart humanities

students, but at the doctoral level humanities students indicated more problems than their science counterparts; and whether or not Saudi students participated in the predeparture orientation program, whereas participants expressed fewer concerns.

- 3) Sex, marital status, and the interaction of sex and age had no bearing on the problems experienced by Saudi students in U.S. colleges and universities.
- 4) Younger Saudi students were more concerned with problems in the Academic Records, Financial Aid, and Placement Services areas than were their older counterparts.
- 5) The problems experienced by Saudi students in the Orientation Services area were affected by the interaction between sex and marital status. While the problems indicated by single male students did not differ from those indicated by married male students, single female students were more concerned with problems in the Orientation Services area than were married female students.
- 6) The problems experienced by Saudi students in the Orientation Services area were also influenced by the interaction between marital status and age. While single students of age group I (25 years or less) experienced fewer problems in this area than did the single students of age group II (more than

25 years), the married students of age group I experienced more problems in this area than did the married students of age group II.

- 7) The interaction between sex, age, and marital status influenced Saudi students' perception of the problems they encountered in the Health Services area. Single females of the younger age group reflected more concerns than did other subgroups in this area, followed in intensity by married males of the younger age group. If these females were to marry and if these males were not married, they would be less concerned with problems in this area.
- 8) Saudi students majoring in the humanities were more concerned with problems in the English Language area than were their counterparts in the sciences, while the latter were more concerned with problems in the Religious Services area than were humanities students.
- 9) Academic classification was the most discriminating factor in the problems experienced by Saudi students in almost all of the 11 problems areas:
  - Doctoral students indicated far fewer problems in 10 of the 11 problem areas than did undergraduates;
  - Doctoral students experienced fewer concerns than did master's students in all of the problem areas except Religious Services and Financial Aid;
  - Master's students were less concerned than were

undergraduate students with problems in the Academic Records, Social-Personal, and Placement Services areas;

- Undergraduate students were less concerned with problems in English Language than were master's students;

- In general, however, it can be concluded that the problems experienced by Saudi students decrease as they attain higher academic levels.

- 10) Participating in the predeparture orientation program seemed to effectively reduce problems in the Financial Aid and Placement Services areas. However, more problems in the English Language area were associated with participation in the predeparture orientation program.

#### Recommendations for Further Research

✓ This study, insofar as it has helped to answer some questions relevant to the problems encountered by Saudi students enrolled in U.S. colleges and universities, has also raised some questions which should be considered for future research: ✓

- 1) Although it was believed that Saudi students are financially more well off than other foreign students, the results of this study showed that the Financial Aid problem area was the area of most concern to Saudi students as a group. It is desirable to determine why this is the case

and a study to reassess the financial needs of Saudi students in the United States is necessary.

2) The study revealed that younger, unmarried females, followed by younger, married males, indicated more problems in the Health Services area than did other subgroups in the interaction between sex, age, and marital status, whereas the lowest means scored by subgroups in this area of interaction were scored by younger, married females and young, single males, respectively. ✓ Further study is needed to examine more closely the anxiety and stress problems experienced by various subgroups in the interaction between sex, age, and marital status of problems experienced by Saudi students in the United States.

3) Non-participants in the predeparture orientation program indicated fewer problems in the English Language area than did participants. A study is needed to address the question of why this is the case.

4) Studies which are similar in nature to this study are needed to identify the problems experienced by Saudi students in Europe and Canada.

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## APPENDICES

## APPENDIX A

Michigan International Student Problem Inventory

Original Version (John W. Porter)

# MICHIGAN INTERNATIONAL STUDENT PROBLEM INVENTORY

John W. Porter  
and A. O. Haller

Date of Birth \_\_\_\_\_ Sex \_\_\_\_\_ Today's Date \_\_\_\_\_  
 Country of Citizenship \_\_\_\_\_ Country of Residence \_\_\_\_\_  
 Class in College \_\_\_\_\_ Fresh., Soph., etc. Marital Status \_\_\_\_\_ Single, Married  
 Present College Course of Study \_\_\_\_\_ Education, Social Science, Engineering, etc.  
 Number of \_\_\_\_\_ and \_\_\_\_\_ at present College. At a previous U.S. College \_\_\_\_\_ years \_\_\_\_\_ months  
 Number of \_\_\_\_\_ and \_\_\_\_\_ in the U.S. Language you speak most easily \_\_\_\_\_

## PLEASE READ THESE DIRECTIONS CAREFULLY

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

## PLEASE FOLLOW THESE THREE STEPS

- Step One** Read the list of statements carefully, pause at each statement, and if it suggests a situation which is troubling you, circle the number to the left of the statement, as follows, (23). "Giving Oral Reports in Class."  
 Continue through the entire list in this way.
- Step Two** After completing Step One, go back over the numbers you have circled, and place an X in the circle of the statements which are of most concern to you, as follows, (23) "Giving Oral Reports in Class."
- Step Three** After completing Steps One and Two, please answer the questions on Page 4.

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 East Lansing, Michigan  
 1962

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

- |   |   |
|---|---|
| 1. Evaluation of my former school credentials   | 34. Getting admitted to U.S. college          |
| 2. Concern about value of a U.S. education      | 35. Registration for classes each term        |
| 3. Choosing college subjects                    | 36. Not attending college of my first choice  |
| 4. Treatment received at orientation meetings   | 37. Relationship with foreign student advisor |
| 5. Unfavorable remarks about home country       | 38. Leisure time activities of U.S. students  |
| 6. Concept of being a "foreign" student         | 39. Law enforcement practices in the U.S.     |
| 7. Frequent college examinations                | 40. Competitive college grading system        |
| 8. Compulsory class attendance                  | 41. Objective examinations (true-false, etc.) |
| 9. Writing or typing term (semester) papers     | 42. Insufficient advice from academic advisor |
| 10. Concern about becoming too "westernized"    | 43. Being lonely                              |
| 11. Insufficient personal-social counseling     | 44. Feeling inferior to others                |
| 12. Being in love with someone                  | 45. Trying to make friends                    |
| 13. Taste of food in United States              | 46. Costs of buying food                      |
| 14. Problems regarding housing                  | 47. Insufficient clothing                     |
| 15. Being told where one must live              | 48. Not being able to room with U.S. student  |
| 16. Poor eye sight                              | 49. Hard to hear                              |
| 17. Recurrent headaches                         | 50. Nervousness                               |
| 18. My physical height and physique             | 51. Finding adequate health services          |
| 19. Religious practices in United States        | 52. Finding worship group of own faith        |
| 20. Attending church socials                    | 53. Christianity as a philosophy              |
| 21. Concern about my religious beliefs          | 54. Variety of religious faiths in U.S.       |
| 22. Speaking English                            | 55. Reciting in class                         |
| 23. Giving oral reports in class                | 56. Understanding lectures in English         |
| 24. Ability to write English                    | 57. Reading textbooks written in English      |
| 25. Regulations on student activities           | 58. Dating practices of U.S. people           |
| 26. Treatment received at social functions      | 59. Being accepted in social groups           |
| 27. Relationship of men and women in U.S.       | 60. Not being able to find "dates"            |
| 28. Lack of money to meet expenses              | 61. Saving enough money for social events     |
| 29. Not receiving enough money from home        | 62. Immigration work restrictions             |
| 30. Having to do manual labor (work with hands) | 63. Limited amount U.S. dollar will purchase  |
| 31. Finding a job upon returning home           | 64. Becoming a citizen of the United States   |
| 32. Not enough time in U.S. for study           | 65. Changes in home government                |
| 33. Trying to extend stay in United States      | 66. Desire to not return to home country      |

TOTALS

(1)	67. Understanding college catalogs	100. Differences in purposes among U.S. colleges
S	68. Immigration regulations	101. Difference in U.S. and home education systems
	69. Lack of knowledge about U.S.	102. Not being met on arrival at campus
	70. Campus size	103. College orientation program insufficient
S	71. U.S. emphasis on time and promptness	104. Trying to be student, tourist and "ambassador"
	72. Understanding how to use the library	105. Attitude of some students toward "foreign" students
	73. Too many interferences with studies	106. Doing laboratory assignments
R	74. Feel unprepared for U.S. college work	107. Insufficient personal help from professors
	75. Concerned about grades	108. Relationship between U.S. students and faculty
	76. Sexual customs in United States	109. U.S. emphasis on personal habits of cleanliness
P	77. Homesickness	110. Not feeling at ease in public
	78. Feeling superior to others	111. Attitude of some U.S. people to skin color
	79. Bathroom facilities cause problems	112. Finding a place to live between college terms
D	80. Distances to classes from residence	113. Changes in weather conditions
	81. Relationship with roommate	114. Lack of invitations to visit in U.S. homes
	82. Dietary problems	115. Feeling under tension
S	83. Need more time to rest	116. Service received at health center
	84. Worried about mental health	117. Health suffering due to academic pace
	85. Having time to devote to own religion	118. Criticisms of home land religion
S	86. Spiritual versus materialistic values	119. Accepting differences in great religions
	87. Doubting the value of any religion	120. Confusion about religion and morals in U.S.
	88. Understanding U.S. "slang"	121. Insufficient remedial English services
L	89. My limited English vocabulary	122. Having a non-English speaking roommate
	90. My pronunciation not understood	123. Holding a conversation with U.S. friends
	91. Activities of International Houses	124. Activities of foreign student organizations
A	92. U.S. emphasis on sports	125. Lack of opportunities to meet more U.S. people
	93. Problems when shopping in U.S.	126. Concern about political discussions
	94. Finding part-time work	127. Costs of an automobile
A	95. Unexpected financial needs	128. Finding employment between college terms
	96. Money for clothing	129. Finding jobs that pay well
	97. Uncertainties in the world today	130. Insufficient help from placement office
S	98. Desire enrolling at another college	131. Staying in U.S. and getting a job
	99. U.S. education not what was expected	132. Wonder if U.S. education useful for job at home
<p>Step Two Now go back over the numbers you have circled, and place an X in the circle of statements which are of most concern to you, as follows (X) Writing or typing term (semester) papers.</p>		

Continue on Page 4 after Step Two

Step Three Please answer the following questions.

- 
1. Do you feel that the statements which you have marked on Pages 2 and 3 provide a fairly complete picture of the problem areas currently troubling you? Yes \_\_\_\_\_ No \_\_\_\_\_

If there are additional problems which trouble you, and they are not specifically listed on Pages 2 and 3, please indicate what they are in the space below.

2. Do you feel that this procedure of helping you identify problem areas is worthwhile, even though you might not have enjoyed checking the statements? Yes \_\_\_\_\_ No \_\_\_\_\_ Can you explain the reason for your answer?

3. To whom do you most frequently go for help in resolving problems which have confronted you?

For example, counselors, foreign student advisor, fellow students from your home country, faculty, etc. Please list in order of preference

- (1) \_\_\_\_\_  
(2) \_\_\_\_\_  
(3) \_\_\_\_\_

4. Would you like to discuss your concerns with someone? Yes \_\_\_\_\_ No \_\_\_\_\_

If "Yes", please write your name here \_\_\_\_\_

## APPENDIX B

Michigan International Student Problem Inventory  
Arabic Version



## بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

عزيزي الطالب / الطالبة،

السلام عليكم ورحمة الله وبركاته ، وبعد

فإني زميلك في البعثة التعليمية، أدرس في كلية التربية بجامعة ولاية أوريغون الحكومية ، وأنا الآن في مرحلة إعداد أطروحتي لشهادة الدكتوراة في (أسس التربية) ، وموضوع الأطروحة هو دراسة المشكلات التي يواجهها الطلاب السعوديون أثناء دراستهم في أمريكا.

إن الهدف من دراستي هذه هو إلقاء المزيد من الضوء على أحوال الطلاب السعوديين بالولايات المتحدة وطبيعة المشكلات التي يواجهونها ، آملاً أن تؤدي هذه الدراسة إلى مساعدة الطلاب أنفسهم في التغلب على تلك المشكلات ، وأن تفيدها منها أيضاً الجامعات والكليات الأمريكية في تخطيط الخدمات المقدمة للطلاب الأجانب بالإضافة إلى إسداء العون للمكتب التعليمي السعودي ومختلف جهات الأبحاث بالملكة في تطوير البرامج الخاصة بالطلاب السعوديين (مستقبلاً).

و الأستبيان المرفق هو وسيلتي لجمع المعلومات اللازمة لأتمام بحثي ، وقد تم تصميمه بحيث لا يستغرق من وقتك أكثر من خمس وعشرين دقيقة ، فياحبذا لو قمت بتعبئته الآن ، أو في أي وقت لاحق من هذا اليوم ، علماً بأن الأجابات التي تقدمها ستكون سرية للغاية ولن يطلع عليها أحد ، هذا فضلاً عن أنك لست مطالباً بكتابة إسمك .

أخي الطالب و أختي الطالبة ،

إجابتك على هذا الأستبيان هي جزء مهم لنجاح هذا البحث و إتمام دراستي ، لذا أرجو بعد تعبئة الأستبيان أن تعيده داخل الطرف المرفق بأسرع وقت ممكن ، ولك جزيل شكري على تعاونك ، سائلاً الله العلي القدير أن يوفقك في دراستك .

أخوكم ،

سعد عبد الكريم الشدوخي

القسم الأول: الرجاء الأجابة على الأسئلة الآتية، أو وضع علامة (X) أمام الأجابة المناسبة.

(١) الجنس:

— ذكر  
— أنثى

(٢) العمر:

— ٢٠ عاما أو أقل  
— ٢١ - ٢٥ عاما  
— ٢٥ - ٣٠ عاما  
— فوق ٣٠ عاما

(٣) الحالة الاجتماعية:

— أعزب  
— متزوج

إذا كنت متزوجا: (١) هل زوجتك/ زوجك معك في الولايات المتحدة؟ نعم، — لا. —  
(٢) هل لديك أطفال؟ نعم، — لا. —

(٤) فيما يتعلق بإتقانك للغة الإنجليزية:

— أتقنت اللغة الإنجليزية بالمستوى المطلوب قبل قدومك إلى الولايات المتحدة.  
— أكملت تعلمك للغة الإنجليزية حتى المستوى المطلوب في الولايات المتحدة.

(٥) المرحلة الدراسية في الوقت الحاضر:

— بكالوريوس  
— ماجستير  
— دكتوراة  
— أخرى، الرجاء التوضيح —

(٦) إذا كنت طالبا بالدراسات العليا، من أين حصلت على درجة البكالوريوس؟

— جامعة الملك سعود  
— جامعة الملك عبد العزيز  
— جامعة الإمام محمد بن سعود  
— جامعة الملك فيصل  
— الجامعة الإسلامية بالمدينة المنورة  
— جامعة البترول  
— جامعة أم القرى  
— جامعة أو كلية أمريكية  
— كلية البنات بالرياض  
— أخرى، الرجاء التوضيح —

ما هو تخصصك الذي تدرسه الآن:

(٨) هل حضرت برنامج التوجيه الذي تنظمه جامعة الأمام محمد بن سعود قبل حضورك إلى الولايات المتحدة؟  
 — نعم ، — لا .

إذا كانت الأجوبة بنعم، فما هو رأيك في البرنامج؟  
 — يفي بالمطلوب  
 — يحتاج لمزيد من المعلومات عن النواحي الأكاديمية  
 — يحتاج لمزيد من المعلومات عن النواحي الاجتماعية  
 — يحتاج لمزيد من المعلومات عن استخدام العملة الأمريكية، و الشراء ، وغيرها من الأمور الشخصية  
 — غير كافٍ مطلقاً

(٩) ما هو حجم الكلية أو الجامعة التي تدرس فيها الآن؟

— أقل من ٦٠٠٠ طالب  
 — أكثر من ٦٠٠٠ طالب

(١٠) ما هو حجم المدينة التي تعيش فيها الآن (عدد السكان) ؟

— أقل من ١٠٠ ألف  
 — ١٠٠ - ٢٠٠ ألف  
 — ٢٠٠ - ٣٠٠ ألف  
 — ٣٠٠ - ٧٠٠ ألف  
 — أكثر من مليون

(١١) كم أمضيت في الولايات المتحدة حتى الآن (بما في ذلك أي زيارات سابقة) ؟

— أقل من ستة شهور  
 — ستة شهور إلى عام واحد  
 — عام واحد إلى عامين  
 — عامين إلى ثلاثة أعوام  
 — أكثر من ثلاثة أعوام

(١٢) نوع السكن:

— غرفة في السكن الجامعي  
 — غرفة مع عائلة أمريكية  
 — شقة أو منزل مع زميل أمريكي  
 — شقة أو منزل مع زميل أجنبي غير ناطق بالعربية  
 — شقة أو منزل مع زميل عربي أو سعودي  
 — شقة أو منزل مع أسرته

(١٣) هل يوجد مسجد (أو مكان للصلاة) في المدينة التي تعيش فيها ؟

— نعم  
 — لا

إذا كانت الأجوبة بنعم، فما هو مدى ترددك علي المسجد؟

— بانتظام  
 — أيام الجمعة  
 — أحياناً  
 — نادراً أو مطلقاً

### القسم الثاني:

هذا القسم هو نسخة مترجمة عن "إستبيان متشجن عن مشكلات الطلبة الأجانب" (Michigan International Student Problem Inventory) وهو ليس إمتحاناً، فليست هناك إجابة صحيحة أو إجابة خاطئة، بل هو قائمة من العبارات التي تمثل بعض الحالات أو الظروف التي تسبب للطلاب الأجانب أحياناً شيئاً من الحرج أو الأزعاج أو الضيق أو القلق. وهذه العبارات تدور حول أمور عامة مثل إجراءات القبول بالجامعة ومجهود الطالب الدراسي واللغة ونحو ذلك.

الرجاء أن تقرأ العبارات وأن تتقف عند كل عبارة. فإن كانت تمثل مشكلة رئيسية تواجهك (أنت) شخصياً فضع علامة (x) في الخانة رقم (٢)، وإن كانت تمثل مشكلة غير رئيسية تواجهك فضع علامة (x) في الخانة رقم (٢)، أما إذا كانت العبارة لا تمثل بالنسبة لك مشكلة على الإطلاق فضع علامة (x) في الخانة رقم (١).

ملاحظة: قد تجد أن بعض العبارات تمثل حالات لا تعنيك أو لا تهتمك شخصياً في مثل هذه العبارات ضع علامة (x) في الخانة رقم (١).



لست شكلية رئيسية (١)	شكلية غير رئيسية (٢)	شكلية رئيسية (٣)
٦٧- فهم كتالوج الكلية أو الجامعة	١٠٠- الفروق في الأهداف بين الجامعات الأمريكية	
٦٨- قوانين إدارة الهجرة	١٠١- الفرق بين أنشطة التعليم الأمريكي ومثيلها في بلادى	
٦٩- نقص المعلومات عن أمريكا	١٠٢- عدم إستقبالي عندما وصلت الى الجامعة	
٧٠- مساحة الحرم الجامعي	١٠٣- برنامج التعريف بالجامعة ليس كافى	
٧١- الأهتمام في أمريكا بالوقت و الفورية	١٠٤- محاولة أن أكون طالباً، و سائحاً، و "سفيراً"	
٧٢- فهم كيفية إستعمال المكتبة	١٠٥- موقف بعض الطلبة من الطلبة الأجانب	
٧٣- وجود معوقات كثيرة عن الدراسة	١٠٦- تأدية الواجبات الصلصة	
٧٤- الشعور بأننى غير مهيا لمطلوبات الدراسة في أمريكا	١٠٧- قلة المساعدة الشخصية من المدرسين	
٧٥- الأهتمام بالتقديرات الدراسية	١٠٨- العلاقة بين الطلبة الأمريكيين و المدرسين	
٧٦- العادات الأمريكية فيما يتعلق بالجنس	١٠٩- الأهتمام في أمريكا بالنظافة كمادة شخصية	
٧٧- العنصر الى الوطن	١١٠- عدم الشعور بالارتياح وسط الناس	
٧٨- شعوري بالتضالي على الآخرين	١١١- موقف بعض الأمريكيين من لون البشرة	
٧٩- دورات الحياة تسبب مشكلات	١١٢- السكن في الأجازات بين الفصول الدراسية	
٨٠- المسافة بين السكن و مكان الدراسة	١١٣- التفهيرات في الأحوال الجوية	
٨١- العلاقة مع زميل السكن	١١٤- عدم تلقي الدعوة لزيارة البيت الأمريكية	
٨٢- الحصول على الأطعمة الفاسدة	١١٥- الشعور بالتوتر	
٨٣- الحاجة الى مزيد من الوقت للراحة	١١٦- الخدمة التي تلقيها في المركز الصحي	
٨٤- القلق حول صفتي الطلبة	١١٧- العناية الصحية بسبب سرعة سير الدراسة	
٨٥- وجود وقت أكرسه لديني	١١٨- الأتقادات الموجهة لدين بلاندا	
٨٦- القيم الروحية مقابل القيم المادية	١١٩- قبول الأختلافات بين الديانات الكبرى	
٨٧- الشك في جدوى أي دين	١٢٠- القشور المعني حول الدين و الأخلاق في أمريكا	
٨٨- فهم اللغة "العامة" الأمريكية	١٢١- قلة وسائل تحسين لغتي الإنجليزية	
٨٩- حصولتي المحدودة من المفردات الإنجليزية	١٢٢- كون زميلي في السكن غير ناطق بالإنجليزية	
٩٠- نظمي بالإنجليزية غير مفهوم	١٢٣- إجراء محادثة مع أصدقاء أمريكيين	
٩١- نشاطات مكتب الطلبة الأجانب	١٢٤- نشاطات منظمات الطلبة الأجانب	
٩٢- الأهتمام بالرياضة في أمريكا	١٢٥- قلة فرص الألتقاء بمزيد من الأمريكيين	
٩٣- مشكلات عند التسوق في أمريكا	١٢٦- القلق حول المناقشات السياسية	
٩٤- الحصول على عمل في الوقت الأضافي	١٢٧- تكلفة شراء سيارة	
٩٥- الأحتياجات المالية غير المتوقعة	١٢٨- الحصول على عمل في الأجازات بين الفصول الدراسية	
٩٦- المال اللازم لشراء اللباس	١٢٩- الحصول على الوظائف ذات الرواتب المنخفضة	
٩٧- التقلبات في وضع العالم اليوم	١٣٠- قلة المساعدة من مكتب التوظيف	
٩٨- الرغبة في الألتحاق بجامعة أخرى	١٣١- البقاء في أمريكا و الحصول على عمل	
٩٩- التعليم الأمريكي ليس كما كان متوقفا	١٣٢- التساؤل هل التعليم في أمريكا مفيد للعمل في بلاندا	

الرجاء الأجابة على السوء اليين التاليين :

- (١) هل تعتقد أن هذا الأستبيان يغطي بدقة جميع المشكلات التي تواجهك في الوقت الحاضر؟  
 نعم \_\_\_\_\_ لا \_\_\_\_\_  
 إذا كانت لديك مشكلات أخرى لم يتناولها الأستبيان ، الرجاء  
 أن توضحها فيما يلي :

- (٢) إلي من تلجأ عادة للمساعدة في حل المشكلات التي تواجهك :  
 مشرف الطلبة الأجانب ، أو زملائك من نفس الجنسية ، أو أحد المدرسين  
 أو غير ذلك .....؟

الرجاء توضيح ذلك فيما يلي بالترتيب حسب الأولوية :

(١)

(٢)

(٣)

(٤)

## APPENDIX C

Back Translation of the Instrument (Arabic to English)



Dear fellow Saudi student:

I am a graduate student in the area of Foundations at the School of Education at Oregon State University.

Like yourself, I came to the United States to pursue education, and now I am conducting a study to investigate the problems Saudi students encounter while studying in the United States. The study is a partial fulfillment of the requirement for the doctorate degree.

I hope through my research more will be known about the conditions of Saudi students in the United States, and the nature of their difficulties, and that this knowledge will be helpful to Saudi students themselves, as well as to the American colleges and universities as they plan services for foreign students, and to the Saudi Arabian Educational Mission and supporting agencies in the development of programs for future Saudi students.

The enclosed questionnaire is designed to collect information for the study and may not take more than 25 minutes of your time to complete. Could you do it right now or today while you are thinking about it? It will be most appreciated.

Dear friend: be assured that all the information you give will be treated as strictly confidential (nobody will know about it), and you are not asked to write your name.

Your cooperation is an essential part in making this study a success. Please return the completed forms in the enclosed self-addressed envelope as soon as possible.

Thank you in advance for your cooperation, and I wish you success in your studies.

Sincerely:

Saad A. Al-Shedokhi

Part I of the Questionnaire

Please check the appropriate answer or fill in the blank provided.

1. Sex  
☐ Male  
☐ Female
2. Age at the present time:  
☐ 20 years or less  
☐ 21 through 25 years  
☐ 26 through 30 years  
☐ over 30 years
3. Marital status:  
☐ Single  
☐ Married  
  
If married:
  - a) Is your spouse with you in the U.S.?  
☐ Yes; ☐ No
  - b) Do you have children?  
☐ Yes; ☐ No
4. With regard to the English language preparation, you:  
☐ achieved the required level of English before arriving in the U.S.A.  
☐ completed the required level of English while in the U.S.A.
5. Academic classification: At the present time you are:  
☐ undergraduate  
☐ graduate in a master's program  
☐ graduate in a doctoral program  
☐ other. Please specify\_\_\_\_\_.

6. If you are a graduate student, where did you receive your Bachelor's degree from?  
\_\_\_\_\_from King Saud University  
\_\_\_\_\_from King Abdul-Aziz University  
\_\_\_\_\_from Imam Muhammad Ibn Saud University  
\_\_\_\_\_from King Faisal University  
\_\_\_\_\_from the Islamic University at Madinah  
\_\_\_\_\_from the University of Petroleum  
\_\_\_\_\_from the University of Ommul-Qura  
\_\_\_\_\_from a college or a university in the U.S.A.  
\_\_\_\_\_from the Women's colleges in Saudi Arabia  
\_\_\_\_\_other. Please specify\_\_\_\_\_.
7. What is your present major?\_\_\_\_\_.
8. Prior to your departure from Saudi Arabia to the U.S.A., did you attend the orientation program which is offered by Imam Muhammad Ibn Saud University?  
\_\_\_\_\_yes  
\_\_\_\_\_no
- If yes, how would you evaluate that orientation program?  
\_\_\_\_\_sufficient to meet the needs  
\_\_\_\_\_lacking in academic information  
\_\_\_\_\_lacking in social information  
\_\_\_\_\_lacking in information concerning use of money, purchasing and other personal matters  
\_\_\_\_\_totally insufficient
9. How large is the college or university you are attending now?  
\_\_\_\_\_below 6,000 students  
\_\_\_\_\_over 6,000 students
10. How large is the city in which you are living now?  
\_\_\_\_\_with a population less than 100,000  
\_\_\_\_\_with a population between 100,000 and 300,000  
\_\_\_\_\_with a population between 300,000 and 700,000  
\_\_\_\_\_with a population between 700,000 and 1,000,000  
\_\_\_\_\_with a population over 1,000,000
11. For how long have you been in the U.S.A. (including previous stays or visits, if any)?  
\_\_\_\_\_less than 6 months  
\_\_\_\_\_6 months to 1 year  
\_\_\_\_\_1 to 2 years  
\_\_\_\_\_2 to 3 years  
\_\_\_\_\_over 3 years

12. Where do you live?

- ☐ in a dormitory
- ☐ in a room with an American family
- ☐ in an apartment or a house with an American roommate
- ☐ in an apartment or a house with a non-Arab foreign student
- ☐ in an apartment or a house with an Arab or Saudi roommate
- ☐ in an apartment or a house with your family

13. Is there a mosque (or a place for Islamic worship) in the city where you live?

- ☐ Yes
- ☐ No

If yes, how often do you go to it?

- ☐ regularly
- ☐ Fridays
- ☐ occasionally
- ☐ very rarely, or not at all

## PLEASE ANSWER THE FOLLOWING QUESTIONS

1. Do you feel that the statements which you have marked provide a fairly complete picture of the problem areas currently troubling you? Yes\_\_\_\_\_ No\_\_\_\_\_

If there are additional problems which trouble you, and they are not specifically listed, please indicate what they are in the space below.

2. To whom do you most frequently go for help in resolving problems which have confronted you?

For example, counselors, foreign student advisor, fellow students from your home country, faculty, etc. Please list in order of preference

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

## Part II of the Questionnaire

This part is a modified version of the Michigan International Student Problem Inventory. It is not a test and there are no right or wrong answer. Rather, it is a list of statements that represent situations that sometimes disturb, distress, grieve, annoy, or worry foreign students. The statements are related to situations such as admissions, academic work, language, and similar situations.

Please read the statements, pause at each statement, and if it represents a major problem which you (personally) might encounter, make a mark (X) in column 3 to the left of the statement. If the statement represents a minor problem you (personally) might encounter, make a mark (X) in column 2, and if the statement does not represent a problem you (personally) might encounter or does not apply to you, make a mark (X) in column 1.

1. Evaluation of my former scholastic records
2. Concern about value of studying in U.S.
3. Choosing college courses
4. Treatment received at orientation programs
5. Unfavorable remarks about home country
6. Concept of being a "foreign student"
7. Frequent examinations
8. Compulsory class attendance
9. Writing or typing term papers
10. Concern about becoming too "westernized"
11. Insufficient personal-social counseling
12. Falling in love with someone
13. Taste of food in United States
14. Problems regarding housing
15. To be told where I must live
16. Poor eye sight
17. Recurrent headaches
18. My height and physical shape
19. Religious practices in the United States
20. Attending religious meetings
21. Concern about my religious beliefs

22. Speaking English
23. In-class oral presentations
24. Ability to write English
25. Regulation of student activities
26. Treatment received at social functions
27. Relationship between men and women in U.S.
28. Lack of money to cover expenses
29. Not receiving enough money from sponsor
30. Having to do manual labor
31. Finding a job upon returning home
32. Not enough time in U.S. for study
33. Trying to extend stay in United States
34. Getting admitted to U.S. college or university
35. Registration for classes each term
36. Not attending college of my first preference
37. Relationship with foreign student advisor
38. Leisure time activities of U.S. students
39. Law enforcement practices in the U.S.
40. Grading system based on competition
41. Objective examinations (true-false, etc.)
42. Insufficient advice from academic advisor
43. Feeling lonely
44. Feeling inferior to others
45. Trying to make friends
46. Costs of buying food
47. Insufficient clothing
48. Not being able to room with U.S. student
49. Hearing difficulties
50. Nervousness
51. Finding adequate health services
52. Finding worship group of my own faith
53. Christianity as a philosophy
54. Variety of religious faiths in U.S.
55. Reciting in class
56. Understanding lectures in English
57. Reading textbooks written in English
58. The way Americans arrange for dates
59. Being accepted in social groups
60. No being able to find a companion from the opposite sex

61. Saving enough money for social occasions
62. Restrictions imposed by Immigration on working
63. Limited amount U.S. dollar will purchase
64. Obtaining American citizenship
65. Changes in home government
66. Desire not to return to home country
67. Understanding college (or university) catalogs
68. Immigration regulations
69. Lack of knowledge about U.S.
70. Campus size
71. U.S. emphasis on time and promptness
72. Understanding how to use the library
73. Too many interferences with studies
74. Feel unprepared for academic demands in U.S.
75. Concerned about grades
76. Sexual customs in United States
77. Homesickness
78. Feeling superior to others
79. Bathroom facilities cause problems
80. Distance to classes from residence
81. Relationship with roommate
82. Not finding suitable food
83. Need more time to rest
84. Concern about my mental health
85. Having time to devote to own religion
86. Spiritual versus materialistic values
87. Doubting the value of any religion
88. Understanding U.S. "slang"
89. My limited English vocabulary
90. My pronunciation in English not understood
91. Activities of international students' offices
92. U.S. emphasis on sports
93. Problems when shopping in U.S.
94. Finding part-time work
95. Unexpected financial needs
96. Money necessary for buying clothes
97. Uncertainties in the world today
98. Desire enrolling at another college
99. U.S. education not what was expected



100. Differences in purposes among U.S. colleges
101. Difference in U.S. and home education systems
102. Not being met on arrival at campus
103. College orientation program insufficient
104. Trying to be student, tourist and "ambassador"
105. Attitude of some students toward "foreign" students
106. Doing laboratory assignments
107. Insufficient personal help from professors
108. Relationship between U.S. students and faculty
109. U.S. emphasis on personal habits of cleanliness
110. Not feeling at ease when among people
111. Attitude of some U.S. people to skin color
112. Finding a place to live between college terms
113. Changes in weather conditions
114. Lack of invitations to visit in U.S. homes
115. Feeling under tension
116. Service received at health center
117. Health suffering due to academic pace
118. Criticisms of my home country's religion
119. Accepting differences in major religions
120. Confusion about religion and morals in U.S.
121. Insufficient means for improving my English
122. Having a non-English speaking roommate
123. Holding a conversation with U.S. friends
124. Activities of foreign student organizations
125. Lack of opportunities to meet more U.S. people
126. Concern about political discussions
127. Costs of buying a car
128. Finding employment between college terms
129. Finding well-paying jobs
130. Insufficient help from employment office
131. Staying in U.S. and getting a job
132. Wonder if U.S. education useful for job at home

## APPENDIX D

## Michigan International Student Problem Inventory

## Arranged by Subscales

I. Admission-Selection

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

II. Orientation Services

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

### III. Academic Records

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

### IV. Social-Personal

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

### V. Living-Dining

- 13. Taste of food in United States
- 14. Problems regarding housing
- 15. To be told where I must live
- 46. Costs of buying food
- 47. Insufficient clothing
- 48. Not being able to room with U.S. student
- 76. Sexual customs in United States
- 77. Homesickness
- 78. Feeling superior to others

- 112. Finding a place to live between college terms
- 113. Changes in weather conditions
- 114. Lack of invitations to visit in U.S. homes

#### VI. Health Services

- 16. Poor eye sight
- 17. Recurrent headaches
- 18. My height and physical shape
  
- 49. Hearing difficulties
- 50. Nervousness
- 51. Finding adequate health services
  
- 82. Not finding suitable food
- 83. Need more time to rest
- 84. Concern about my mental health
  
- 115. Feeling under tension
- 116. Service received at health center
- 117. Health suffering due to academic pace

#### VII. Religious Services

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

#### VIII. English Language

- 22. Speaking English
- 23. In-class oral presentations
- 24. Ability to write English
  
- 55. Reciting in class
- 56. Understanding lectures in English
- 57. Reading textbooks written in English

- 88. Understanding U.S. "slang"
- 89. My limited English vocabulary
- 90. My pronunciation in English not understood
- 121. Insufficient means for improving my English
- 122. Having a non-English speaking roommate
- 123. Holding a conversation with U.S. friends

#### IX. Student Activities

- 25. Regulation of student activities
- 26. Treatment received at social functions
- 27. Relationship between men and women in U.S.
- 58. The way Americans arrange for dates
- 59. Being accepted in social groups
- 60. No being able to find a companion from the opposite
- 91. Activities of international students' offices
- 92. U.S. emphasis on sports
- 93. Problems when shopping in U.S.
- 124. Activities of foreign student organizations
- 125. Lack of opportunities to meet more U.S. people
- 126. Concern about political discussions

#### X. Financial Aid

- 28. Lack of money to cover expenses
- 29. Not receiving enough money from sponsor
- 30. Having to do manual labor
- 61. Saving enough money for social occasions
- 62. Restrictions imposed by Immigration on working
- 63. Limited amount U.S. dollar will purchase
- 94. Finding part-time work
- 95. Unexpected financial needs
- 96. Money necessary for buying clothes
- 127. Costs of buying a car
- 128. Finding employment between college terms
- 129. Finding well-paying jobs

#### XI. Placement Services

- 31. Finding a job upon returning home
- 32. Not enough time in U.S. for study
- 33. Trying to extend stay in United States

- 64. Obtaining American citizenship
- 65. Changes in home government
- 66. Desire not to return to home country
  
- 97. Uncertainties in the world today
- 98. Desire enrolling at another college
- 99. U.S. education not what was expected
  
- 130. Insufficient help from employment office
- 131. Staying in U.S. and getting a job
- 132. Wonder if U.S. education useful for job at home

## APPENDIX E

Correspondence With John W. Porter

# *School of Education* **OSUWOSC**

A merged School serving Oregon State University and Western Oregon State College with graduate and undergraduate programs in Education.

August 20, 1985

John W. Porter, President  
 Eastern Michigan University  
 Ypsilanti, MI 48197

Dear Dr. Porter:

I am presently conducting a study to investigate the problems experienced by Saudi students while studying in the United States as a partial requirement for the Ph.D. degree in Education.

Impressed by the comprehensiveness and continuous success of the Michigan International Student Problem Inventory which you developed in 1962, I am interested in utilizing the instrument in my study.

I would be most appreciative if you grant me permission to: use the instrument; make the necessary modifications to suit the purpose of my study; translate it into the Arabic Language; and to quote from your dissertation the portions that describe the instrument and how it was developed.

Sincerely,

Redacted for privacy



Saad A. Al-Shedokhi  
 Doctoral Candidate

Redacted for privacy

Frank Cross  
 Major Professor





EASTERN MICHIGAN UNIVERSITY  
OFFICE OF THE PRESIDENT

August 30, 1985

Mr. Saad A. Al-Shedokhi  
Western Oregon State College  
School of Education  
Education Hall, Room 210  
Corvallis, Oregon 97331

Dear Mr. Al-Shedokhi:

You have my authorization to use the latest revised form of the Michigan International Student Problem Inventory. I have enclosed a sample inventory and the latest revision of the manual.

I would appreciate receiving a copy of the results of your investigation.

Sincerely, /  
Redacted for privacy

/ John W. Porter  
President

dm

Enclosures

## APPENDIX F

Table 41. Three-way ANOVA by Sex, Age, and Marital Status, Main Effect and Interaction.

<u>1. Admission-Selection</u>					
Source of Variance	df	SS	MS	F Ratio	p
Sex	1	39.195	39.195	2.015	.156
Age	1	61.162	61.162	3.145	.077
Marital Status	1	.018	.018	.001	.976
Sex, Age	1	58.333	58.333	2.999	.084
Sex, Marital	1	.001	.001	.000	.993
Age, Marital	1	34.660	34.6601	.782	.183
Sex, Age, Marital	1	2.002	2.002	.103	.748
Residual	416	8090.734	19.449		
Total	423	8281.349	19.578		
Note: Significant at .05 (p = probability).					

(Table 41, continued)

Source of Variance	<u>2. Orientation Services</u>				
	df	SS	MS	F Ratio	p
Sex	1	.900	.900	.055	.815
Age	1	20.474	20.474	1.243	.265
Marital Status	1	8.842	8.842	.537	.464
Sex, Age	1	.376	.376	.023	.880
Sex, Marital	1	79.293	79.293	4.815	.029*
Age, Marital	1	84.298	84.298	5.119	.024*
Sex, Age, Marital	1	2.430	2.430	.148	.701
Residual	416	6850.309	16.467		
Total	423	7057.017	16.683		
Note: *Significant at .05 (p = probability).					

(Table 41, continued)

<u>3. Academic Records</u>					
Source of Variance	df	SS	MS	F Ratio	p
Sex	1	10.081	10.081	.543	.461
Age	1	123.783	123.783	6.672	.010*
Marital Status	1	5.039	5.039	.272	.603
Sex, Age	1	54.624	54.624	2.944	.087
Sex, Marital	1	27.783	27.783	1.498	.222
Age, Marital	1	28.086	28.086	1.514	.219
Sex, Age, Marital	1	.630	.630	.034	.854
Residual	416	7717.719	18.552		
Total	423	7955.849	18.808		
Note: *Significant at .05 (p = probability).					
Group 1, n=109, X = 7.2294; Group 2, n=315,					
X = 6.2222.					

(Table 41, continued)

Source of Variance	<u>4. Social-Personal</u>				
	df	SS	MS	F Ratio	p
Sex	1	2.586	2.586	.167	.683
Age	1	32.607	32.607	2.109	.147
Marital Status	1	2.233	2.233	.144	.704
Sex, Age	1	3.346	3.346	.216	.642
Sex, Marital	1	1.828	1.828	.118	.731
Age, Marital	1	30.307	30.307	1.961	.162
Sex, Age, Marital	1	2.770	2.770	.179	.672
Residual	416	6430.798	15.459		
Total	423	6690.941	15.818		
Note: Significant at .05 (p = probability).					

(Table 41, continued)

Source of Variance	<u>5. Living-Dining</u>				
	df	SS	MS	F Ratio	p
Sex	1	32.609	32.609	1.680	.196
Age	1	3.474	3.474	.179	.672
Marital Status	1	3.963	3.963	.204	.652
Sex, Age	1	4.491	4.491	.231	.631
Sex, Marital	1	18.206	18.206	.938	.331
Age, Marital	1	19.434	19.434	1.001	.318
Sex, Age, Marital	1	.504	.504	.026	.872
Residual	416	8075.010	19.411		
Total	423	8323.236	19.677		
Note: Significant at .05 (p = probability).					

(Table 41, continued)

<u>6. Health Services</u>					
Source of Variance	df	SS	MS	F Ratio	p
Sex	1	.072	.072	.004	.947
Age	1	30.240	30.240	1.835	.176
Marital Status	1	7.352	7.352	.446	.505
Sex, Age	1	.204	.204	.012	.911
Sex, Marital	1	29.383	29.383	1.783	.182
Age, Marital	1	.182	.182	.011	.916
Sex, Age, Marital	1	63.085	63.085	3.828	.050*
Residual	416	6855.175	16.479		
Total	423	7037.774	16.638		
Note: *Significant at .05 (p = probability).					

(Table 41, continued)

<u>7. Religious Services</u>					
Source of Variance	df	SS	MS	F Ratio	p
Sex	1	11.495	11.495	.578	.447
Age	1	23.668	23.668	1.191	.276
Marital Status	1	51.267	51.267	2.580	.109
Sex, Age	1	.070	.070	.004	.953
Sex, Marital	1	.729	.729	.037	.848
Age, Marital	1	68.937	68.937	3.469	.063
Sex, Age, Marital	1	5.643	5.643	.284	.594
Residual	416	8267.708	19.874		
Total	423	8501.160	20.097		
Note: Significant at .05 (p = probability).					



(Table 41, continued)

Source of Variance	<u>8. English Language</u>				
	df	SS	MS	F Ratio	p
Sex	1	1.420	1.420	.049	.824
Age	1	32.945	32.945	1.147	.285
Marital Status	1	28.086	28.086	.978	.323
Sex, Age	1	15.694	15.694	.547	.460
Sex, Marital	1	10.478	10.478	.365	.546
Age, Marital	1	.101	.101	.004	.953
Sex, Age, Marital	1	.001	.001	.000	.994
Residual	416	11944.892	28.714		
Total	423	12428.066	29.381		
Note: Significant at .05 (p = probability).					

(Table 41, continued)

<u>9. Students Activities</u>					
Source of Variance	df	SS	MS	F Ratio	p
Sex	1	4.724	4.724	.371	.543
Age	1	23.607	23.607	1.853	.174
Marital Status	1	.611	.611	.048	.827
Sex, Age	1	15.689	15.689	1.231	.268
Sex, Marital	1	24.094	24.094	1.891	.170
Age, Marital	1	14.948	14.948	1.173	.279
Sex, Age, Marital	1	14.948	14.948	1.173	.279
Residual	416	5300.038	12.740		
Total	423	5424.601	12.824		
Note: Significant at .05 (p = probability).					

(Table 41, continued)

Source of Variance	10. Financial Aid				
	df	SS	MS	F Ratio	p
Sex	1	22.253	22.253	.586	.444
Age	1	155.558	155.558	4.098	.044*
Marital Status	1	102.834	102.834	2.709	.101
Sex, Age	1	5.741	5.741	.151	.698
Sex, Marital	1	1.026	1.026	.027	.870
Age, Marital	1	22.092	22.092	.582	.446
Sex, Age, Marital	1	27.516	27.516	.725	.395
Residual	416	15791.237	37.960		
Total	423	17273.035	40.835		
Note: Significant at .05 (p = probability).					
Group 1, n=109, X = 10.000; Group 2, n=315,					
X = 7.1016.					

(Table 41, continued)

<u>11. Placement Services</u>					
Source of Variance	df	SS	MS	F Ratio	p
Sex	1	1.451	1.451	.077	.781
Age	1	119.631	119.631	6.367	.012*
Marital Status	1	46.635	46.635	2.482	.116
Sex, Age	1	35.039	35.039	1.865	.173
Sex, Marital	1	5.505	5.505	.293	.589
Age, Marital	1	.000	.000	.000	.998
Sex, Age, Marital	1	17.522	17.522	.933	.335
Residual	416	7816.556	18.790		
Total	423	8136.906	19.236		
Note: Significant at .05 (p = probability).					
Group 1, n=109, X = 6.7156; Group 2, n=315,					
X = 5.3333.					

Table 42. Two-way ANOVA by Academic Classification and Major Field of Study, Main Effects and Interactions.

<u>1. Admission-Selection2</u>					
Source of Variance	df	SS	MS	F Ratio	p
Academic Level	2	703.289	351.645	19.340	.001*
Major Field	1	5.048	5.048	.278	.599
Interaction	2	.895	.447	.025	.976
Residual	392	7127.470	18.182		
Total	397	7923.621	19.959		
Note: *Significant at .05 (p = probability).					

<u>2. Orientation Services</u>					
Source of Variance	df	SS	MS	F Ratio	p
Academic Level	2	359.137	179.569	11.456	.001*
Major Field	1	33.082	33.082	2.111	.147
Interaction	2	18.273	9.136	.583	.559
Residual	392	6144.574	15.675		
Total	397	6584.937	16.587		
Note: *Significant at .05 (p = probability).					

(Table 42, continued)

<u>3. Academic Records</u>					
Source of Variance	df	SS	MS	F Ratio	p
Academic Level	2	640.875	320.438	18.347	.001*
Major Field	1	8.544	8.544	.489	.485
Interaction	2	5.877	2.938	.168	.845
Residual	392	6846.379	17.465		
Total	397	7571.387	19.072		
Note: *Significant at .05 (p = probability).					

<u>4. Social-Personal</u>					
Source of Variance	df	SS	MS	F Ratio	p
Academic Level	2	512.654	256.327	17.525	.001*
Major Field	1	45.252	45.252	3.094	.079
Interaction	2	7.922	3.961	.271	.763
Residual	392	5733.546	14.626		
Total	397	6427.055	16.189		
Note: *Significant at .05 (p = probability).					

(Table 42, continued)

<u>5. Living-Dining</u>					
Source of Variance	df	SS	MS	F Ratio	p
Academic Level	2	654.812	327.406	17.921	.001*
Major Field	1	18.492	18.492	1.012	.315
Interaction	2	1.846	.923	.051	.951
Residual	392	7161.561	18.269		
Total	397	7925.477	19.963		
Note: *Significant at .05 (p = probability).					

<u>6. Health Services</u>					
Source of Variance	df	SS	MS	F Ratio	p
Academic Level	2	280.189	140.094	8.817	.001*
Major Field	1	24.739	24.739	1.557	.213
Interaction	2	24.376	12.188	.767	.465
Residual	392	6228.218	15.888		
Total	397	6621.038	16.678		
Note: *Significant at .05 (p = probability).					

(Table 42, continued)

<u>7. Religious Services</u>					
Source of Variance	df	SS	MS	F Ratio	p
Academic Level	2	167.556	83.778	4.348	.014*
Major Field	1	79.973	79.973	4.150	.042*
Interaction	2	13.905	6.953	.361	.697
Residual	392	7553.582	19.269		
Total	397	7899.799	19.899		
Note: *Significant at .05 (p = probability).					

<u>8. English Language</u>					
Source of Variance	df	SS	MS	F Ratio	p
Academic Level	2	570.892	285.446	10.343	.001*
Major Field	1	120.161	120.161	4.354	.038*
Interaction	2	51.979	25.990	.942	.391
Residual	392	10818.191	27.597		
Total	397	11946.515	30.092		
Note: *Significant at .05 (p = probability).					



(Table 42, continued)

<u>9. Student Activities</u>					
Source of Variance	df	SS	MS	F Ratio	p
Academic Level	2	112.828	56.414	4.508	.012*
Major Field	1	38.634	38.634	3.087	.080
Interaction	2	1.229	.615	.049	.952
Residual	392	4905.834	12.515		
Total	397	5096.995	12.839		
Note: *Significant at .05 (p = probability).					

<u>10. Financial Aid</u>					
Source of Variance	df	SS	MS	F Ratio	p
Academic Level	2	1842.008	921.004	25.831	.001*
Major Field	1	69.108	69.108	1.938	.165
Interaction	2	221.540	110.770	3.107	.046*
Residual	392	13976.582	35.655		
Total	397	16314.211	41.094		
Note: *Significant at .05 (p = probability).					

(Table 42, continued)

<u>11. Placement Services</u>					
Source of Variance	df	SS	MS	F Ratio	p
Academic Level	2	794.577	397.289	22.508	.001*
Major Field	1	.064	.064	.004	.952
Interaction	2	12.551	6.276	.356	.701
Residual	392	6919.064	17.651		
Total	397	7750.917	19.524		
Note: *Significant at .05 (p = probability).					

Table 43. One-way ANOVA by Predeparture Orientation.

Scale or Problem Area	Source of Variance	df	SS	MS	F Ratio	p	Means
Admission- Selection	Between	1	.091	.091	.004	.9470	<u>Group 1</u>
	Within	371	7576.902	20.423			6.3730
	Total	372	7576.992				<u>Group 2</u> 6.3401
Orientation Services	Between	1	.554	.554	.033	.8570	<u>Group 1</u>
	Within	371	6318.192	17.030			5.9762
	Total	372	6318.745				<u>Group 2</u> 5.8942
Academic Records	Between	1	.261	.261	.014	.9065	<u>Group 1</u>
	Within	371	7017.219	18.914			6.4365
	Total	372	7017.480				<u>Group 2</u> 6.3806
Social- Personal	Between	1	.043	.043	.003	.9594	<u>Group 1</u>
	Within	371	6168.209	16.626			5.7222
	Total	372	6168.252				<u>Group 2</u> 5.7449
Living- Dining	Between	1	34.765	34.765	1.809	.1794	<u>Group 1</u>
	Within	371	7128.404	19.314			6.9127
	Total	372	7163.169				<u>Group 2</u> 6.2672
Health Services	Between	1	10.295	10.295	.612	.4344	<u>Group 1</u>
	Within	371	6237.941	16.814			5.0476
	Total	372	6248.236				<u>Group 2</u> 4.6964
Religious Services	Between	1	27.555	27.555	1.360	.2442	<u>Group 1</u>
	Within	371	7514.617	20.255			5.3889
	Total	372	7542.172				<u>Group 2</u> 5.9636

(Table 43, continued)

Scale or Problem Area	Source of Variance	df	SS	MS	F Ratio	p	Means
English Language	Between	1	667.385	667.385	23.528	.0000*	Group 1
	Within	371	10523.457	28.365			8.0873
	Total	372	11190.842				Group 2 5.2591
Student Activities	Between	1	.669	.669	.050	.8234	Group 1
	Within	371	4979.755	13.426			4.0238
	Total	372	4980.424				Group 2 4.1134
Financial Aid	Between	1	353.132	353.132	8.876	.0031*	Group 1
	Within	371	14760.558	39.786			6.4286
	Total	372	15113.689				Group 2 8.4858
Placement	Between	1	83.330	83.330	4.336	.0380*	Group 1
	Within	371	7129.614	19.217			4.9683
	Total	372	7212.944				Group 2 5.9676

Note: \*Significant at .05 (p = probability).

Group 1 = participants in predeparture orientation program

Group 2 = non-participants in predeparture orientation program