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A STUDY OF THE ACADEMIC PROBLEMS ENCOUNTERED BY
SAUDI STUDENTS AT WESTERN MICHIGAN UNIVERSITY

by

Ali Hajjan Mustafa

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
August 1985

A STUDY OF THE ACADEMIC PROBLEMS ENCOUNTERED BY
SAUDI STUDENTS AT WESTERN MICHIGAN UNIVERSITY

Ali Hajjan Mustafa, Ed.D.

Western Michigan University, 1985

The purpose of this study was to identify perceptions of Saudi students studying at Western Michigan University (WMU), faculty and administrators at WMU, and academic advisors in the Saudi Arabian Educational Mission in Chicago regarding academic problems encountered by Saudi students enrolled at WMU, and to determine any differences in perceptions of Saudi students regarding their academic problems based on age, marital status, academic level, and length of stay in the United States.

Respondents to this study included 47 Saudi students, 22 faculty, 24 administrators, and 8 academic advisors. The data for this study were obtained by means of a questionnaire. The data were analyzed utilizing frequency, percentage, mean, and chi square.

Analysis of the data collected resulted in the following conclusions:

1. Giving oral reports, participating in classroom discussion, writing term papers, pronouncing words in English, and writing essay exams were considered to be some of the more problematic for students. However, using microfiche and microfilm and getting required books were considered to be some of the least problematic.

2. Differences were found in perceptions between students and faculty, administrators, and academic advisors. Generally, students seldom marked that they didn't know; whereas related professionals often marked that they didn't know. Further, students were more likely to indicate that the items were less problematic for them.

3. Age and academic level of students had no effect on their perceptions.

4. Marital status of students had no effect on their perceptions with the exception of completing examinations during the same time span as American students and understanding wording on tests, which were perceived to be more problematic for married students.

5. Length of stay in the United States had no effect on perceptions of students with the exception of writing essay exams, taking and organizing notes, keeping appointments and punctuality with instructors, understanding the American educational system, and having too many credit hours in one semester, which were perceived to be more problematic for students who had spent less time in the United States.

Recommendations were given for easing the academic adjustment and for further studies.

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CHAPTER I

BACKGROUND AND PROBLEM STATEMENT

Introduction

The flow of students to well-known centers of learning is an old phenomenon. "Extensive student travel is not found until one turns to the civilization of the Greek states" (Cieslak, 1955, p. 1). Students from abroad come to the United States to seek education in American colleges and universities. Han (cited in Lee, Abdella, & Burks, 1981) asserted that the main goals students wanted to achieve in the United States were educational. Singh (cited in Lee et al., 1981) also found that education was the main goal of foreign students.

The number of foreign students has increased over the years. There were 144,708 foreign students reported to be enrolled in U.S. colleges and universities during 1970-71 (Open Doors, 1971, p. 4). In 1976-77, foreign students reported to be enrolled in universities and colleges in the United States exceeded 200,000 (Open Doors, 1978, p. 5). During the 1977-78 academic year, the census for foreign students was greater than in previous years. This can be seen in the fact that in 1977-78 there were 235,509 students, whereas in 1954-55 the number of students was 34,232 (Open Doors, 1979, p. 3). Furthermore, the number of foreign students reported in 1978-79 was 263,938 (Open Doors, 1980, p. 1), while in 1979-80 the number of students was

286,343; an 8.5% increase over the number of students reported in 1978-79 (Open Doors, 1981a, p. 2).

The number of foreign students was still increasing when it reached 311,880 in 1980-81, an 8.9% increase over the number of students reported in 1979-80 (Open Doors, 1981b, p. 3). Furthermore, the number of students reached an all-time high of 326,299 in 1981-82--14,417 students more than the number reported in 1980-81 (Open Doors, 1983, p. 3). Also, the number of foreign students was 336,985 in 1982-83, an increase of 10,666 students over the number reported in 1981-82 (Open Doors, 1984, p. 1). So, the number of foreign students leaped from 34,232 in 1954-55, to 144,703 in 1970-71, and reached 336,985 in 1982-83.

With the number of foreign students increasing in the United States, certain problems have become apparent in areas such as adjustment and English language proficiency (Jenkins & Associates, 1983). It is apparent that foreign students seek educational fulfillment while studying in the United States.

Many of the students who begin studying in the United States drop out after their arrival because of different reasons. According to the report of the Education and World Affairs Study Committee on Foreign Student Affairs (1964):

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 in their courses. Many foreign students are unsuccessful because they lack the educational background or motivation required by the program or the university in which they enroll. Others are misled or mislead themselves into coming to U.S. institutions of higher learning with expectations that cannot be fulfilled either

by themselves or the institutions involved. Still others have inadequate financial resources to cover their needs and this compounds their educational difficulties. (p. 1)

Because of the increasing number of foreign students coming to study in the United States, services for foreign students need to be expanded and problems of the students need to be solved. Research on the experiences of foreign students in the United States should be continued and increased (Berte, 1966).

Many studies have been conducted to identify problems of foreign students. Hill (1966), in his study which was conducted to identify the problems of a group of foreign students from Indonesia, Thailand, Pakistan, and India, found that all those students experienced substantial difficulties with academic, personal, and financial problems. The academic were found to be the greatest. So, academic problems of foreign students are more severe. In another study by Sharma (1971), who studied the adjustment problems experienced by foreign non-European graduate students, it was found that academic problems are more severe and more persistent than either personal or social problems. Furthermore, Sharma found that the academic problems take more time to resolve than any other type. With this in mind, it can be seen that academic problems of foreign students are worth investigating and further research in this area is needed.

The present study was designed to answer some of the questions related to academic problems faced by Saudi students enrolled at Western Michigan University (WMU).

Statement of the Problem

Students from abroad come to the United States to seek education. They come to this country with great differences in terms of their English language skills, cultural background, and educational experiences. The review of the literature on the academic problems of foreign students enrolled in American schools revealed that certain groups of foreign students have not received enough attention from researchers--in particular, Saudi students.

Since foreign students are different in their cultural background, it is expected that the findings from other studies might not be applicable to Saudi students. Therefore, it is important to study the academic problems that Saudi students encounter while studying in American schools.

Western Michigan University has a large number of foreign students. Out of these foreign students, the Saudi student population is sizable. This study examined the academic problems that those Saudi students face. Additionally, it was designed to secure information about different perceptions of the students based on some selected independent variables.

Lee et al. (1981) found that age, marital status, academic level, and length of stay are recurrent independent variables throughout the literature.

The purposes of this study were:

1. To identify how Saudi students studying at WMU, faculty members who taught Saudi students at WMU, administrators who dealt

with Saudi students at WMU, and academic advisors in the Chicago office of the Saudi Arabian Educational Mission in the U.S. perceive the academic problems that Saudi students face while studying at WMU.

2. To determine whether (a) age, (b) marital status, (c) academic level, and (d) length of stay in the United States are factors involved as measured by perceptions of Saudi students.

3. To make recommendations pertaining to easing the academic adjustment in light of the findings of the study.

Significance of the Study

With more Saudi students coming to the United States for education, it is hoped that the findings of this study will be helpful in determining the nature and intensity of the academic difficulties that Saudi students encounter while studying in the United States. With the isolation of these problems, officials possibly will be able to help students adjust previous to their arrival through preparations as well as receive help from officials after their arrival in coping with these problems. So, the need for research in this area is obvious.

Research Questions

This study was designed to answer the following questions:

1. How do Saudi students studying at WMU, faculty members who taught Saudi students at WMU, administrators who dealt with Saudi students at WMU, and academic advisors in the Chicago office of the Saudi Arabian Educational Mission in the U.S. perceive the academic

problems that Saudi students face while studying at WMU?

2. Is there a difference in the perceptions of Saudi students in regard to their academic problems based on: (a) students' age, (b) students' marital status, (c) students' academic level, and (d) length of stay in the United States?

Research Hypotheses

After reviewing the relevant literature, the following research hypotheses were drawn:

1. There will be a difference in the perceptions between Saudi students studying at WMU and all faculty, administrators, and academic advisors in regard to the academic problems that Saudi students encounter while studying at WMU.

2. There will be a difference in the perceptions of Saudi students in regard to their academic problems based on their ages.

3. There will be a difference in the perceptions of Saudi students in regard to their academic problems based on their marital status.

4. There will be a difference in the perceptions of Saudi students in regard to their academic problems based on their academic level.

5. There will be a difference in the perceptions of Saudi students in regard to their academic problems based on the length of stay in the United States.

Definition of Terms

Academic level: refers to whether the student is a graduate or undergraduate student.

Academic problems: certain problems that foreign students may face in the academic areas while studying in American colleges and universities (see Appendix B).

Foreign student: any individual who is not a citizen of the United States, but is studying in the United States.

Group membership: refers to the four groups involved in this study--students, faculty, and administrators at Western Michigan University, and Saudi Mission academic advisors.

Saudi Arabia: the kingdom of Saudi Arabia occupies four-fifths of the Arabian peninsula. Saudi Arabia's official religion is Islam, which is the basis of the country's law.

Saudi student: a student who is a citizen of Saudi Arabia and presently is enrolled at WMU.

Organization of the Study

This study is organized into five chapters. In the first chapter is the background and problem statement which includes the introduction, the statement of the problem, significance of the study, research questions, research hypotheses, and definition of terms. In Chapter II is the review of the literature which includes education in Saudi Arabia, studies related to academic problems of foreign students, studies related to personal-social problems of foreign

students, and studies related to advising and counseling of foreign students. Described in Chapter III is the method, which includes the subjects, research instrument, data collection, treatment of the data, and data analysis procedures. Chapter IV includes the findings of the study. Summary, conclusions, and recommendations are in the fifth chapter.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The purpose of this chapter is to present a review of the literature dealing with problems that foreign students face while studying abroad in order to provide a frame of reference for this study. Through the review, it was revealed that a great deal of studies examined the personal-social and academic problems faced by foreign students while studying in a country other than their own. Furthermore, many studies looked at advising and counseling of foreign students' problems while abroad.

Both academic and personal-social problems are discussed in order to give a clear picture of the problems foreign students face while studying abroad, and in order to demonstrate their importance in counseling and advising where both types of problems may interact and mutually influence each other.

With this in mind, the organization of this chapter is as follows: starting with general background information on education in the Kingdom of Saudi Arabia, then studies related to academic problems of foreign students, studies related to personal-social problems of foreign students, and, lastly, studies related to advising and counseling of foreign students.

Education in the Kingdom of Saudi Arabia

The Kingdom of Saudi Arabia has adopted a system of comprehensive development planning since 1970. The main objective of the developmental plans of the Kingdom is to preserve Saudi Arabia's moral and religious values and to raise the standards of living as well as the welfare of the people, while providing for national security and keeping social and economic stability. The development plans of the Kingdom have been carried out successfully (Ministry of Higher Education, no date-a).

Saudi Arabia considers manpower to be the springboard in the utilization of all other resources and the development of this power through education is considered to be the basis of general development (Ministry of Higher Education, 1978, Article #229).

The purpose and general objectives of education in the Kingdom of Saudi Arabia is:

to have the student understand Islam in a correct comprehensive manner, to plant and spread the Islamic creed, to furnish the student with the values, teachings and ideals of Islam, to equip him with the various skills and knowledge, to develop his conduct in constructive directions, to develop the society economically, socially and culturally, and to prepare the individual to become a useful member in the building of his community (Ministry of Higher Education, 1978, Article #28, p. 10).

The Education System

The Kingdom of Saudi Arabia's education system is highly diversified. This system is described below.

General Education

The general education consists of the following three stages:

1. Elementary stage, preceded by the kindergarten stage (Grades 1-6).
2. Intermediate stage (Grades 7-9).
3. Secondary stage (Grades 10-12).

Kindergarten is the earliest stage of education which is known as a preliminary stage for the various other forms of education offered. Nurseries and kindergarten "represent the earliest stage of education and it is characterized by tender treatment and orientation of children. Through early sound upbringing, it prepares the child to face consequent phases of life on solid ground" (Ministry of Higher Education, 1978, Article #62, p. 15). Kindergarten, therefore, is to prepare the child for school life and to familiarize the child with the school atmosphere.

Elementary stage. Children begin elementary school at the age of 6 years. Children spend 6 years in this stage of their education. The elementary stage is defined as:

the foundation on which rests the preparation of youth for the following stages of their life. It is an important stage which covers all the members of the nation and provides them with the fundamentals of sound ideology and trends and with experience, information and skills. (Ministry of Higher Education, 1978, Article #72, p. 16)

Intermediate stage. In this stage, children spend 3 years studying. Upon successful completion children receive an intermediate education certificate. This stage of the general education:

gives the child a comprehensive Islamic education covering his creed, body and character, taking into consideration his level of growth and the characteristics of the stage he is in. Together with other stages, it achieves the general objectives of education. (Ministry of Higher Education, 1978, Article #82, p. 17)

Secondary education. The secondary level takes 3 years to complete. The first year is filled with general studies. The second and third years are spent in either the "arts" or "science" branches.

The secondary stage has its special nature with regard to the student age and the characteristics of his growth at this level. It requires several forms of guidance and preparation and consists of several divisions in which the holders of intermediary certificates are enrolled in accordance with regulations set up by the concerned authorities. . . . This stage contributes with other stages to the realization of the general objectives of education, in addition to the special objectives it itself achieves. (Ministry of Higher Education, 1978, Article #93, p. 19)

Alternatives to Secondary Education

Several alternatives to secondary education are offered, such as agricultural education, industrial education, commercial education, teacher training, Tawheed, religious education, and comprehensive education, as well as general education (Ministry of Higher Education, no date-a).

In order to be admitted into the agricultural education system, a student must have an intermediate education certificate. The requirements for this institute are the same as for industrial and commercial education. For commercial education, the same certificate is necessary. The duration for studying in this institution is 3 years in which after completion, the student is awarded the secondary

commercial education certificate. The duration of study in the industrial school at the secondary level is 3 years. Upon successful completion, students receive the secondary vocational certificate and will be eligible for admission into higher technical institutes.

The objective of technical education is "to supply the Kingdom in all fields and at all levels with qualified workers who possess solid faith, sound character and ability to perform the duties entrusted to them" (Ministry of Higher Education, 1978, Article #157, p. 29).

Teacher training is another alternative offered to students. Because of the separation of the sexes, women studying for elementary teaching are educated in the secondary (level) teacher training institutes, while men are educated in the institutes for training elementary teachers. For both men and women students, 3 years of education is required. For secondary education, men and women are trained to be teachers in separate colleges of education. There are specific training programs for men teachers. Quranic schools train teachers in religious education, the institutes of physical and fine arts offer training programs, and the junior colleges offer training for teachers in elementary education.

Adult Education

Article #180 of the educational policy indicates that the major objectives of combating illiteracy with adult education are:

- a. Rearing the love and fear of God in the hearts of citizens and supplying them with the necessary amounts of religious knowledge.

b. Teaching them reading, writing and elementary arithmetic.

c. Enlightening them about general affairs of life.

Adult education comprises a preliminary and a follow-up stage, each of 2 years duration. Article #183 of the educational policy (Ministry of Higher Education, 1978) states that the period of schooling consists of two stages: the first stage, which ends by receiving a literacy certificate, and the second stage, which enables the student to graduate from elementary school.

Special Education

Article #189 (Ministry of Higher Education, 1978) of the educational policy indicates that the objective of this kind of education is "to care for retarded individuals, provide them with Islamic and necessary general education, and train them on certain skills that suit their nature in order to help them attain a higher standard of living consistent with their capacities" (p. 34).

So, special education has been developed to help handicapped children. The facilities provided give suitable equipment for institutes for blind, for deaf and dumb, and for mentally retarded students. Depending on the handicap, general and vocational training are offered.

Higher Education

Higher education was defined by the educational policy in Saudi Arabia, Article #108 (Ministry of Higher Education, 1978), as:

the stage of academic specialization, in all its forms and all its levels, for competent and gifted students, in order to develop their talents and fulfill the various present and future needs of the society in compliance with useful progress, which achieves the objectives of the nation and its noble goal.

Higher education is provided through universities and colleges, in addition to some institutions imparting higher education not leading to the first university degree, such as junior teacher colleges and centers for English language (Ministry of Higher Education, no date-a).

Currently, there are seven universities in the Kingdom of Saudi Arabia. The first university to be established was King Saud University in 1957. The next university to be established was the Islamic University in Medina in 1961. King Abdul Aziz University started as a private institution in Jeddah in 1967-68 and became a public one in 1971. Imam Mohammad Bin Saud University was established in 1974-75. The University of Petroleum and Minerals in Dhahran was founded in 1963, and was called at that time the College of Petroleum and Minerals, changing its name in 1975. King Faisal University in Dammam and Al-Ahsa was established in 1977-78. Um Al-Qura University, which is the latest university to be established, was established in 1981 at Makkah. Master's, doctorate, and post-bachelor diploma levels are offered by various universities in the Kingdom of Saudi Arabia (Ministry of Higher Education, no date-a, 1984).

In 1981-82, the total enrollment in universities and colleges was 64,290 students, and the total number of students enrolled at

below-university level was 6,367. Summary statistics of higher education, 1981-82, are shown in Table 1.

Other Types of Education

In addition to the types of education described above, there are other types, comprising departmental schools under various ministries/departments for their personnel requirements, such as nursing schools. There are other schools under public or private supervision, such as social guidance centers (Ministry of Higher Education, no date-a).

Girls' Education

Girls' education is controlled by the General Presidency of Girls' Education. The object of their education, as stated by the educational policy in the Kingdom of Saudi Arabia, Article #153 (Ministry of Higher Education, 1978), is "to bring her up in a sound Islamic way so that she can fulfill her role in life as a successful housewife, ideal wife and good mother, and to prepare her for other activities that suit her nature such as teaching, nursing and medicine" (p. 28). Girls' education ranges from the elementary to the higher education stage.

Saudi Students Abroad

A large number of Saudi students are pursuing their studies abroad.

Table 1
Summary Statistics of Higher Education, 1981-82

Type of educational institution	Administrative staff			Teaching staff			Graduates ^a			Students			No. of colleges
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	
Grand total	1,744	7,023	8,767	1,692	6,351	8,043	1,840	6,348	8,188	21,003	49,654	70,657	96
University level	1,711	6,708	8,419	1,533	5,410	6,943	1,530	4,792	6,322	19,922	44,368	64,290	71
Universities	1,465	6,539	8,004	764	5,377	6,141	1,131	4,792	5,923	12,868	44,368	57,236	61
Girls' colleges	246	169	415	769	33	802	399	—	399	7,054	—	7,054	10
Below university level	33	315	348	159	941	1,100	310	1,556	1,866	1,081	5,286	6,367	25
Junior teacher colleges	33	206	239	159	605	764	310	1,128	1,438	1,081	4,111	5,192	16
Science and math centers	—	92	92	—	250	250	—	280	280	—	742	742	4
English language course	—	—	—	—	—	—	—	27	27	—	74	74	1
Higher industrial institute	—	2	2	—	63	63	—	43	43	—	91	91	1
Higher commercial institute	—	15	15	—	23	23	—	78	78	—	268	268	3

Note. From *Statistics of Higher Education in the Kingdom of Saudi Arabia, 1981-82* (Issue 5) by Ministry of Higher Education, no date-b, Riyadh, Saudi Arabia: National Offset Printing Press.

^aGraduate data for academic year 1980-81.

Even though the facilities for higher education within the Kingdom have vastly increased over the years, still large numbers of students are sent each year for study abroad in various fields of education in order to cope with the existing shortages of high level national manpower needed for the gigantic socioeconomic development which has been taking place in the Kingdom. (Ministry of Higher Education, no date-b, p. 52)

Information about the number of Saudi students abroad, the field of study and level of study, country of study, and graduates from abroad by field and level of study for the year of 1981-82 are given in Tables 2, 3, 4, and 5, respectively.

Table 2
Saudi Students Abroad in 1981-82

Category of students	Number		
	Total	Male	Female
Total studying abroad	12,521	8,773	3,748
New students sent during the year	2,574	1,618	956
Graduates from abroad	2,120	1,983	137

Note. From Statistics of Higher Education in the Kingdom of Saudi Arabia, 1981-82 (Issue 5) by Ministry of Higher Education, no date-b, Riyadh, Saudi Arabia: National Offset Printing Press.

Table 3
Saudi Students Abroad by Field and Level of Study, 1981-82

	Total	Doctor- ate	Master	Fellow- ship	Higher diploma	Bache- lor	Below bachelor	Other
<u>Male students</u>								
All fields--total	8,773	899	1,312	120	7	4,450	1,352	633
Humanities	327	74	78	---	1	76	53	45
Education	516	104	91	---	-	79	234	8
Social sciences	2,061	289	588	---	3	1,015	116	50
Natural sciences	1,117	142	209	---	-	490	265	11
Engineering	2,349	169	180	---	1	1,910	66	23
Medicine	758	70	48	119	2	504	6	9
Agriculture	176	36	80	---	-	49	10	1
Law	313	10	29	---	-	274	---	---
Fine arts	45	3	5	---	-	33	4	---
Other	1,111	2	4	1	-	20	598	486

Table 3--Continued

	Total	Doctor- ate	Master	Fellow- ship	Higher diploma	Bache- lor	Below bachelor	Other
<u>Female students:</u>								
All fields--total	3,748	45	132	9	4	616	775	2,167
Humanities	2,363	10	32	-	2	185	134	2,000
Education	212	7	18	-	-	71	89	27
Social sciences	213	10	41	-	1	144	7	10
Natural sciences	78	3	19	-	-	52	3	1
Engineering	12	--	2	-	1	7	1	1
Medicine	130	9	11	9	-	100	---	1
Agriculture	4	--	---	-	-	2	---	2
Law	19	2	4	-	-	13	---	---
Fine arts	33	3	4	-	-	21	4	1
Other	684	1	1	-	-	21	537	124

Note. From Statistics of Higher Education in the Kingdom of Saudi Arabia, 1981-82 (Issue 5) by Ministry of Higher Education, no date-b, Riyadh, Saudi Arabia: National Offset Printing Press.

Table 4
Saudi Students Abroad by Country of Study, 1981-82

Country	Number			Percentage	
	Total	Male	Female	Male	Female
U.S.A.	9,534	6,752	2,782	77.0	74.2
U.K.	725	669	56	7.6	1.5
West Germany	170	116	54	1.3	1.5
Austria	112	81	31	0.9	0.8
Canada	95	90	5	1.0	0.1
Egypt	667	421	246	4.8	6.6
Other Arab countries	985	477	508	5.5	13.5
Pakistan	111	96	15	1.1	0.4
Other countries	122	71	51	0.8	1.4
Totals	12,521	8,773	3,748	100.0	100.0

Note. From Statistics of Higher Education in the Kingdom of Saudi Arabia, 1981-82 (Issue 5) by Ministry of Higher Education, no date-b, Riyadh, Saudi Arabia: National Offset Printing Press.

Studies Related to Academic Problems of Foreign Students

Many studies have been conducted which revealed that foreign students encounter different academic difficulties while studying at the host country, such as, difficulties in writing papers, understanding lectures and assignments, participating in classroom discussions, and improving English competency.

Table 5
Saudi Graduates From Abroad by Field and Level of Study, 1981-82

Field of study	Total		Doctorate		Master		Bachelor		Other	
	M	F	M	F	M	F	M	F	M	F
Humanities	68	16	12	-	10	5	5	10	41	1
Education	193	18	29	-	64	13	25	5	75	-
Social sciences	506	37	39	3	142	10	282	20	43	4
Natural sciences	164	8	21	-	16	-	75	8	52	-
Engineering	455	1	31	-	36	-	281	1	107	-
Medicine	192	53	16	1	18	2	149	50	9 ^a	-
Agriculture	24	-	5	-	8	-	11	-	-	-
Law	11	-	2	-	2	-	7	-	-	-
Fine arts	12	3	-	-	3	-	9	3	-	-
Other	358	1	2	-	2	1	58	-	296	-
Totals	1,983	137	157	4	301	31	902	97	623	5

Note. From Statistics of Higher Education in the Kingdom of Saudi Arabia, 1981-82 (Issue 5) by Ministry of Higher Education, no date-b, Riyadh, Saudi Arabia: National Offset Printing Press.

^aIncludes 3 fellowships and 2 higher diplomas in medicine.

Problems facing foreign students in American colleges and universities were examined by M. S. Eddy (1978). Obstacles cited include the language problems, degree requirements, course structure, course content, and academic standards.

Students for whom English is a second language need to spend more time coping with study assignments, readings, and writing. It is hard for foreign students to follow the points of a lecturer and at the same time take notes. One of the most difficult challenges for foreign students is that they must clearly understand what the instructor expects and how the information and ideas acquired are to be used. Many of the foreign students find it very difficult to write an extensive paper. Foreign students have difficulties in taking examinations, whether essay exams or objective ones. Essay exams require good writing skills, ability in organizing the information, and reading and interpreting the questions correctly. Questions in the objective exams are often worded quite differently from the material in textbooks which may result in frustrating foreign students (Maxwell, 1974).

Hill (1966) conducted a study to identify the problems of a group of foreign students from Indonesia, Thailand, Pakistan, and India who were enrolled at Indiana University during the fall semester of 1983. He found that all the students experienced substantial difficulties with academic, personal, and financial problems. Additionally, he found that the academic problems were greatest.

The predictive validity of the Graduate Record Examination's (GRE) aptitude test have been investigated for foreign students at

the University of Kansas. This study included 148 students whose first language was other than English. The results indicated that foreign students scored significantly lower than American students on the GRE scores and the GPA (Kaiser, 1983).

Jammaz (1972) found that Saudi students facing great academic difficulties were considerably less adjusted than students who had little academic difficulties. Additionally, he found that students majoring in sciences and engineering were more adjusted than those who were specializing in humanities and social studies.

Das (1976) conducted a study to examine the kinds of assistance needed by foreign college students in dealing with problems encountered during their college. Twenty-seven male and 17 female students were included in the study. It was found that concern for grades, English, and program completion was high.

Sharma (1971) conducted a study to identify and analyze adjustment problems experienced by foreign non-European graduate students enrolled in selected universities in the state of North Carolina and found that the most severe academic problems were: giving oral reports, participating in classroom discussions, understanding lectures, taking appropriate courses of study, taking notes in class, and preparing written reports. Further, these problems require a long period of time for their resolution.

Payind (1979) conducted a study to investigate the nature and extent of the academic, personal, and social problems of Afghan and Iranian students in the United States. Included in the study were 120 Afghan and 125 Iranian students. The most severe academic

problems reported by both Afghan and Iranian student groups were: improving English to the level necessary to pursue academic work, completing written examinations in the same length of time as American students, communicating thoughts in English, presenting oral reports, competing with Americans for high grades, taking notes, and writing reports. Additionally, the study indicated that academic problems seemed to be largely related to a lack of proficiency with the English language.

Another study was conducted by Zain (1965) to study the academic and personal-social difficulties encountered by a selected group of foreign students attending the University of Oregon in 1964. Included in this study were 147 foreign students from some 50 countries of the non-English speaking world. The major academic problems were found to be: writing essays and reports, participation in classroom discussions, and taking and organizing notes. The least troublesome problems reported were understanding textbooks, locating information in the library, and understanding lectures.

Arubayi (1980) conducted a study to identify the problems experienced by Nigerian students enrolled in Kansas State University in 1979, using a modified version of the Michigan International Student Problem Inventory. Included in the study were 213 graduate and undergraduate Nigerian students enrolled in the university. Academic records was an area where the students reported difficulty.

Several studies have found that there is a relationship between age and academic problems. Han (cited in Lee et al., 1981) reported that foreign students who were less than 30 years old encountered

less major academic problems than students more than 30 years old. However, Payind (1979), in his study about academic, personal, and social problems of Afghan and Iranian students in the United States, found that the youngest age group had the highest academic problem score while the oldest group had the lowest problem score. Furthermore, older students appeared to be more involved with academic concerns and were generally more pleased with their academic pursuits (Hull, 1978).

The statistical analysis of the grade average with the foreign students' marital status in a study done by Moghrabi (1966) showed that married students received better grade averages than single students, which was attributed to reasons of clearer objectives, maturity, and feelings of responsibility by the married students. Also in the study by Payind (1979), it was found that single students had the higher academic problem scores, which makes it appear that there is a relationship between the marital status and academic problems.

Several studies have found that academic problems are related to foreign students' academic level. In a study by Stafford, Marion, and Salter (1980), it was found that undergraduates reported greater levels of difficulty than did graduate students with English language and academic courses. The statistical analysis of the grade average with the foreign students' academic classification in the study by Moghrabi (1966) showed that the graduate students have achieved a better academic record than undergraduates. Hj:Zainuddin (1974) conducted a study to analyze the relationship of selected factors

with the academic performance of Malaysian students enrolled at Louisiana State University. It was found that graduate students had a significantly higher academic performance than undergraduates.

Academic problems have also been found to be related to major fields of study. In a study by Sharma (1971), the researcher indicated that the students in agriculture, engineering, and physical sciences make better academic adjustment than those in the social sciences; furthermore, the research done by Payind (1979) indicated that students who majored in social sciences had a significantly higher academic problem score than those who were studying in sciences and engineering, which, as Payind indicated, may be due to the high proficiency in English that the work in social sciences requires.

Several studies supported the relationship between academic problems and the length of stay. Sugimoto (1966) found that the number of terms at the University of California was one of the factors closely correlated with academic success. Payind (1979) found that those students who had a short duration in the United States had higher academic problem scores. However, Sharma (1971) found in his study that the length of residence in the United States has been found to have no bearing on the academic adjustment of foreign, non-European graduate students. In a study by Arubayi (1981) to compare the perceptions of problems identified by Nigerian students based on variables of where undergraduate degrees were obtained, length of enrollment, and academic classification, it was found that respondents enrolled in two semesters and below experienced more problems

in academic areas than those enrolled beyond two semesters.

Language difficulties are always perceived as the main obstacle to the progress of foreign students (Shana'a, 1978). The majority of the research findings agreed that proficiency in English was positively related to academic performance (Lee et al., 1981). Although English ability, as measured by various tests, seems to correlate highly with success of study, there is much unknown about the relationship between language problems and academic success (Spaulding & Flack, 1976). English proficiency could be the most critical factor in determining an international students' prospects of future academic success (National Association of Independent Schools, 1980).

Learning to read, write, speak, and think in English is a difficult and trying task even for students who have had extensive English training before coming to the United States (Cable, 1974); and no matter how prepared a student is, learning is obstructed by the language barrier (Dalili, 1982a).

Foreign students found vocabulary to be their most serious handicap in reading English (Yorio, 1971). Although foreign students have usually gained a considerable amount of knowledge in the rules of English grammar, students' written work often reflects their inability to successfully apply this knowledge in writing compositions without making excessive errors (Welch, 1980).

Paragraphing is the most common organization problem for international students. It appears that many are lacking the logic of an English paragraph (Anderson & Wrase, 1976). The literature and pronunciation instruction in English as a second language revealed

that there was no attention or priority given to the improvement of pronunciation among foreign students (Goodman, 1980). Many English words are not pronounced the way they are spelled, creating a problem for many students.

Understanding academic regulations, catalogs, and university publications is very important for having a successful academic experience. "It is difficult to understand how any student could have a successful academic experience at an educational institution without understanding academic regulations, catalogs, and university publications" (Hull, 1978, p. 41).

Being inadequately prepared in English during the high school period affects the college work of students. The study by Moghrabi (1966) indicated that there was a relationship between the student's preparation in high school or university level English and the degree of his language difficulties.

The study by Wilkening (1965), which was conducted to determine the appropriateness of programs available to foreign students doing graduate work in agricultural and extension education and to determine the types of adjustment problems experienced by those students, indicated that slightly half of the students considered language to be a problem. Additionally, staff members ranked language as the students' number one problem. Asians and students from Arabic-speaking countries experienced the most difficulties with English (Hull, 1978).

The responses of 113 students from 20 different countries were compared with those of 35 American students. Test scores indicated

that writing and reasoning in English were the most difficult tasks encountered by nonnative speakers (Jameson, 1974).

Also, Perkins, Perkins, Guglielmino, and Reiff (1977) conducted a study to identify differences in the adjustment problems of different national groups enrolled at the University of Georgia. Fifty countries were represented, with Chinese and Indian students constituting approximately one-third of the respondents in this study. It was found that the groups differed significantly with respect to English proficiency, with the Chinese rating it as a more important problem than did any of the other respondents.

Foreign students in the United States experience difficulty with various aspects of English composition, especially syntax, mechanics, grammar, sentence and paragraph structure, and report writing (Johnson, 1979). The study done by Chou (1960), which was designed to identify facts concerning foreign students and the foreign student program at the University of Georgia, indicated that the language factor was the main source of the adjustment difficulties among students from non-English speaking countries. Green (1964), in his study, examined the characteristics of international alumni of Cornell University from 1935 through 1959 and satisfaction with their experience at Cornell, indicated that one-half of the respondents reported English difficulty during the first semester and one-half of these individuals indicated they were still having English difficulty during the second semester.

The results of the study by Burgess and Greis (1970), which dealt with the problem of determining what testing device can best

indicate a foreign student's readiness for satisfactory performance at the college level, suggested the great importance of proficiency in the reading and writing of English to successful performance of college work by foreign students.

In summary, many studies have been done which prove that foreign students do face many academic problems while studying abroad. Because of the great numbers of studies proving academic problems for foreign students, better preparation of students needs to be considered. Many of the students have difficulty with English proficiency. Many universities offer English courses for the foreign students; however, better preparation is needed in order to reduce some of these problems. Overall, the majority of the problems that foreign students face while studying in American colleges and universities is brought about because of problems with the second language, English. Having command of the language, orally and written, would help students in taking notes, writing papers, understanding and answering examination questions, and various other things of this nature.

Studies Related to Personal and Social Problems of Foreign Students

In this section, an attempt was made to review several studies that relate to personal and social problems of foreign students. The study by Sharma (1971) indicated that homesickness, enough funds, and adequate housing were some of the personal problems that were reported by foreign non-European graduate students. The study also indicated that the most severe social problems reported were:

getting used to American social customs, being accepted by the social groups, making friends with American students, and difficulty initiating participation in campus activities. Furthermore, it was found that the students with master's degrees tended to make better personal adjustment than those with bachelor's degrees.

Zain (1965) conducted another study which showed that the majority of the students seemed to adequately adjust socially and personally; however, of those who faced some to great difficulty, the largest proportions were in combating homesickness, finding residency for a reasonable price, participating in social events, and adjusting to American customs.

In an investigation done by Stafford et al. (1980), the adjustment of international students ($N = 747$) was examined. Data were collected by means of a questionnaire. It was found that homesickness, housing, social relationships, the English language, and finances were the greatest areas of concern.

Payind (1979), in his study, found that establishing satisfactory relationships with foreign student offices and with professors and homesickness were some of the problems that Afghan and Iranian students encountered while studying abroad. Also, it was found that there was no significant difference between the students' major fields of study and their personal or social problems. Additionally, it was found that a significant difference was observed between the students' financial sponsorship and their personal and financial problems; the nonsponsored students had a higher personal problem score than those who received financial support. On the other hand,

it was found that there was no significant differences between the students' financial sponsorship and their social and academic problems.

The study by Santos (1959) showed that financial, academic, and social problems gave the most trouble to the total group of foreign students in the study that was developed to determine the problems of seven groups of foreign students enrolled at Indiana University during the second semester of the school year 1958-1959.

Ho (1961) conducted a study that looked at factors affecting adaption to American dietary patterns by students from the oriental countries. Data were collected using interviews. The results of the study indicated that statistically significant relationships were found between adaption to American food by these subjects and their experiences with American food in their home country, the extent of eating American food since arrival, the length of residence in the host country, the extent of participation in extracurricular activities, or age of the respondents. It was also found that there was significant relationship between nationality and the degree of adaptation to food. Chinese had the lowest score, while the Indian group had the highest.

Another personal problem is finance. According to Leong (1984), financial difficulties and immigration problems are personal problems which are unique to international students. Arubayi (1980), in his study, identified problems experienced by Nigerian students enrolled in Kansas State University. Arubayi found that most problems were reported in financial, and followed by, social-personal problems. In

another study involving perceptions of problems, Arubayi (1981) identified personal problems by Nigerian students in American higher education institutions. It was found that undergraduate respondents reported more problems than did graduates in the area of finance.

A survey was conducted at the University of Maryland, College Park, regarding foreign students' general background, career and educational plans, views of the university, academic skills, and personal development. In terms of adjusting to college, the international students were most concerned about meeting financial expenses and budgeting time (Leong, 1982). However, the study done by Green (1964) indicated that most of the respondents did not report serious housing, health, food, or financial support problems. Financial difficulties do not seem to be a concern for the majority of foreign students (Moghrabi, 1972). Also, the study by Hill (1966), which was mainly designed to identify the problems of a group of foreign students from Indonesia, Thailand, Pakistan, and India, indicated that the students experienced no substantial difficulty with either housing, religious, or social adjustment. As an implication of a study done by Gabriel (1973), it was pointed out that foreign students might be helped in their adjustment if given the opportunity to participate in an orientation program conducted in the United States prior to beginning their studies.

Another problem for many foreign students while studying abroad is loneliness and homesickness. Hull (1978) stated that more than 60% of the respondents experienced both loneliness and homesickness. Hull further found that those reporting having made no "good friend"

reported personal discrimination, loneliness, and homesickness, and were generally less satisfied. In a study by Perkins et al. (1977), the investigators found that the Chinese differed significantly from both the Indian and other respondents with respect to unfriendliness of people from the community. Additionally, the Chinese and the Indians differed significantly with regard to homesickness, with the Chinese finding it to be more important. Homesickness was the most difficult area for international students enrolled at North Carolina State University for spring semester, 1978 (Stafford et al., 1980). Many foreign students are socially isolated from American students, also. This was clear in the study by Das (1976) which indicated that personal and social needs were not being met adequately. Additionally, social isolation between American and foreign students was great.

A study was conducted by Owie (1982) to determine the level of social alienation among foreign students while in the United States. The study included 53 foreign students from two universities. The social alienation subscale of the Deans Alienation Scale was used. It was found that the level of social alienation among these students altered significantly from normal expectations. Additionally, there was no significant difference in social alienation between the sexes.

To avoid alienation from the student's homeland, the opportunity to return home for at least 2 months should be provided at least once or twice during the undergraduate years of study (The National Liaison Committee on Foreign Student Admissions, 1975). This will alleviate tensions brought about because of homesickness and loneliness.

Furthermore, alienation occurs because of lack of contact with others. Lack of contact or inability to make contact with native Americans can lead to a high level of alienation for foreign students (Dalili, 1982c). Many studies have been conducted focusing on contact and interaction between foreign students and American students.

A study was done by Penn and Durham (1978) to explore and analyze various dimensions of social contact between American and foreign students. The study included 100 foreign students and 750 American students. Data were collected by means of a questionnaire. The results indicated that there are great individual differences between American and foreign students with regard to the number of personal contacts with each other. The greatest sources of discomfort were related to understanding the language and unfamiliarity with American customs. Members of both groups believed that increased contact would most easily occur through social activities such as living group exchanges, special interest clubs, international dinners, and various other activities of this nature. The study found three important relationships to exist between the background factors and the extent of informal and formal contact. A relationship was found between academic field and the type of student housing preferred. Students focusing in liberal arts preferred increased contact with foreign students through a type of cross-cultural living arrangement. A relationship was found between the amount of traveling done by American students and the amount of formal contact they have with foreign students. Finally, a relationship was found between previous college experience and the extent of informal contact

(students who have previously attended institutions outside the state experienced greater contact with foreign students than those who had only entered in-state universities or colleges).

Another study was done by Koo (1962) with regard to the American students' contacts and attitudes toward foreign students. Data were collected by using a questionnaire. The study included 212 graduate and undergraduate students at Michigan State University. Results of the study indicated that American students at Michigan State University looked for opportunity to meet and know foreign students. The degree of American students' contacts with foreign students was positively related to their attitudes toward foreign students. Finally, a significant relationship between specific academic interest and amount of contact with foreign students existed for American graduate students. Students majoring in education, home economics, agriculture, science, and veterinary medicine had more contact with foreign students than those who majored in the fields such as language and literature, fine arts, business, communication arts, and social science.

Gezi (1965) conducted a study with regard to the factors associated with student adjustment in cross-cultural contact. The sample of this study consisted of 62 Middle Eastern students who were studying at 11 California colleges and universities. Two open-end interview schedules were developed for collection of the data. The results indicated that duration of the students' sojourn in this country was not significantly associated with the student's adjustment; however, the meaningfulness of their interaction with Americans was

found to be significantly associated. Das (1974) conducted a study to investigate the social interaction between foreign students and American students. Interviews and questionnaires were used to collect the data. It was found that although social contacts between the two groups are infrequent, these contacts are viewed positively by both groups; additionally, most of the contacts take place within the classroom. A comprehensive community study was conducted of the foreign students and the international aspects of five colleges and universities in the Cleveland area. The study included 236 foreign students, 143 host families, 376 American students, and 213 American faculty members. One of the conclusions was that foreign students interact considerably with American families (Deutsch, 1965).

The study published by Higbee (1961) indicated that the majority of the students found that making social contacts with Americans upon arrival was easy or very easy. With interaction, it appears likely that younger students have more involvement with Americans (Hull, 1978). After looking at the adaptation of 143 international students in relation to individual and family variables, successful adaptation was related to spending time with Americans (Surdan & Collins, 1984). English language plays a major role in the contact of international and American students. Hull (1978) found that contact with Americans, in terms of frequency, could be related to the English language facility of the foreign students.

Studies Related to Advising and Counseling of Foreign Students

Foreign students face many adjustment problems while studying abroad. Because of these problems, counseling facilities should be provided. Furthermore, to better orientate students, counseling facilities are needed to help them with specific adjustment problems. The foreign student advisor, for instance, should be very knowledgeable in counseling techniques (Spaulding & Flack, 1976) as well as having technical competence in immigration regulations (Davis, 1971).

While studying in another country, international students may need help in a variety of different student services, including counseling for personal problems, academic advising, career guidance, psychotherapy for mental health, and so forth (Leong, 1984).

Upon arrival, foreign students are confronted with unfamiliar customs, strange food, a different education system, loneliness and isolation, and difficulty communicating. An institution that expects to serve the international student population needs to provide a continuous counseling program specifically for these students (Altscher, 1976).

The differentiation between international student advisors and international student counselors was made by Dalili (1982b) in regard to their roles and responsibilities. International student advisors provide guidance and advisement through admissions and orientation processes. They inform foreign students about laws and regulations which will govern their stay in the United States. International student advisors have the responsibility of helping foreign students

solve academic and financial problems through proper guidance and advice. International student counselors are facilitators for foreign students. Problem solving is one of the most important responsibilities of the international student counselor, as well as knowing the level of English proficiency and the educational problems and difficulties that international students encounter.

A study was done by Yuen and Tinsley (1981) to investigate the students' expectations toward counseling at the university level. The study focused on whether or not expectations differed because of different backgrounds. Yuen and Tinsley found that out of the four nationality groups used for the study, 12 of the 17 expectancy scales differed greatly among the groups. The American students were found to expect counselors to be less protective and directive, allowing the students to be more responsible for their own improvement. The Iranian, African, and Chinese groups, on the other hand, expected to take a more passive role, and the counselor to be more nurturing, directive, and an authority figure.

Orientation is usually a basic function of the foreign student advisors as well as helping foreign students in housing and financial matters, health insurance, handling emergencies, immigration advising, and general problem solving. Foreign student advisors usually become involved in counseling by chance, while dealing routinely with students or when students are referred to them by other students or colleagues (Althen, 1983).

Views of 48 foreign students concerning orientation needs at the University of Connecticut were surveyed. The students identified

U.S. regulations, needs of spouse, International Student Office and advisors, health care, services available, employment on and off campus, housing information, bus service, registration procedures, international services, programs and education, campus tours, American system of education, the role of American advisors, and things of this nature to be very important (Pfau, 1983). In another study, foreign students new to the United States were found to need initial and long-term continuous orientation in nonacademic areas as well as academic areas. Through orientation, extracurricular activities involving foreign and American students could be set up, as well as stressing the contribution of foreign students to classroom settings and also to the entire community and campus. Other things, such as explaining the role of the foreign student advisor and his or her office and services, explaining and helping students cope with "culture shock," and things of this nature, would be helpful to foreign students. At the same time, academic orientation would give students an understanding of the basic academic expectations and standards, orient groups to various fields of study and courses, introduce international students to faculty members and advisors in their field of study, and create a "working" atmosphere and security for the students through orientation (National Association for Foreign Student Affairs, 1964).

With orientation, three broad categories can be made: information and practical matters, information on the American academic system, and adjustment to a new culture. With all three areas, the use of orientation can make the adjustment to a new culture and

country simpler by giving students knowledge on housing; food; transportation; communications such as use of the telephone, magazines, newspapers, and so forth; shopping; money matters; services such as laundry, haircuts, and things of this nature; recreation; immigration regulations; sources of help and aid; study skills; roles of academic advisors; registration processes; what is expected of students; learning about courses and professors; coping with and learning about cultural differences; and distinguishing characteristics of U.S. culture and adjusting to it (Althen, 1980).

Admission of foreign students is an important area that foreign student advisors need to know. The number of foreign students studying in the U.S. is increasing in which case, many institutions have to deny admission to foreign students to maintain a given level of foreign students. Confusion exists concerning what criteria should be used to evaluate credentials of foreign students (Hopkins, 1979).

The responsibility of the admissions office in recruiting and admitting foreign students includes providing adequate and accurate information about program availability, financial aid, costs, and academic requirements. It also includes providing the following: specific personnel for applications, English language training, and providing support service for students (Sharps, 1982).

Standards for admission need to be reassessed periodically by appropriate committees including an admissions officer and the foreign student advisors. Once standards are developed for general institutional policy, the success of the admissions program will fall on admission personnel, including the foreign student advisor

(National Association for Foreign Student Affairs, 1966b).

Prior to admission, international students are required to meet a certain level on an English proficiency test (Regan & McCorry,

The larger and more complex the institution, the more important counseling becomes for individuals. On larger campuses where larger numbers of foreign students may be found, the need for a full-time advisor who is responsible for foreign student affairs is vital (Du Bois, 1956). In order to deal with these problems, certain guidelines suggested by J. Eddy (1972) need to be applied. Basically, it is necessary to appoint at least one foreign student advisor per campus to be a regular resource person with the authority and responsibility to create a foreign student office with student counseling and program coordinating functions.

International students, because of background, hold different values, lifestyles, and attitudes which may appear to be a threat to counselors (Walter, 1978). It has also been demonstrated that when a counselor is able to emphasize the entire personhood of the individual as well as the individual's culture, more effective cross-cultural counseling occurs. In this type of situation, counseling is more complex. Most counselors are trained for counseling the needs of the middle-class Americans; however, when different ethnic, racial, or socioeconomic groups are introduced, most counselors are not properly trained or experienced; and with foreign students, a different set of values, lifestyles, and attitudes which are even more different from that of the middle class is introduced (Walter, 1978).

A study was conducted by Hart (1974) in order to investigate student personnel problem perceptions of international students and international student advisors. The study was done at selected community colleges in Texas. For the study, 220 international students and 30 international student advisors were given the International Student Problem Inventory. It was found that there were eight subscales that contained significant differences in perceptions between international students and the advisors. The differences were found in academic advising and records, admissions, social-personal, student activities, English language, financial aid, orientation, and placement services. In these categories, it was found that the advisors perceived a greater degree of problems than did students.

With international students, different processes involving considerably more time is necessary since advisors must emphasize and explain in minute details such things as procedures and policies regarding academic credit, student life, financial arrangements within the college, course selections, program requirements, and credit hours. For international students, advising must be highly individualized and can help solve problems and produce satisfactory outcomes (Weill, 1982).

For the most part, all of the special services provided by an institution for foreign students works with other offices, departments, or established campus and community groups. In order to coordinate these various services for foreign students, the role of foreign student advisor as coordinator or director needs to be

specified. The overall function of the foreign student advisor is to see that resources of particular institutions are being used to aid foreign students' special needs and problems. At the same time, the foreign student advisor functions as a liaison person between the academic advisor and the foreign student. Foreign student advisors need to consider whether their role as advisor or as counselor is equal to the responsibility at the institution (National Association for Foreign Student Affairs, 1966a). Some institutions prefer to bestow responsibilities and concerns of foreign students on one individual; other schools, however, may find it more effective to delegate specific areas of responsibility to several people. Whatever the structure, the institution should be sure there is an effective means of communication among all people involved with international students (National Association of Independent Schools, 1980). Additionally, the counselor's job is to modify his knowledge in order to bring about the best possible results.

A study was published by Higbee (1961) on the status of foreign student advising in United States colleges and universities. The study was divided into three major sections: written questionnaire which was distributed to persons known to be holding the title of foreign student advisor, a questionnaire mailed to a selected sampling of foreign students, and personal interviews at 43 selected campuses. The study showed that the more involvement in educational programs for international students by the institution, the greater clarity the role of the advisor had. It was also shown that most of the institutions do not place high priority on the foreign student

advisor's function. It was recommended that admission standards should be strong; however, not so rigid as to deny students the opportunity to study abroad. Also, the study pointed out the importance and urgency of establishing more language centers for foreign students and more academic advice. The advisor working as a unity of the university is also needed for success.

Miller (cited in Spaulding & Flack, 1976) looked at the perception of foreign student advisors for their own on-the-job behavior that could be considered significant in doing their jobs. Some of the critical areas were: administration of the office, planning and developing programs, guidance programs dealing with academics and finances, immigration, personal counseling, and referral. It was found that advisors perceived themselves to be more effective when working with individuals not associated with the university than with such concepts as programs, organizational structure, and ideas. The foreign student advisors found themselves being less effective in advising foreign students.

In a study by Stafford, Marion, and Salter (1978), it was found that the academic advisor was the only service offered at the university level where there was a significant difference found in the perceptions of undergraduate and graduate students. Graduate students were more satisfied with the academic advising they received than were the undergraduate students.

Academic advisors need to work closely with foreign student advisors. Additionally, personal counseling of foreign students is an integral part and responsibility of the university (National

Association for Foreign Student Affairs, 1979).

Spaulding and Flack (1976) found that the effectiveness and role played by the foreign student advisor is very mixed and complex. There is evidence showing that foreign student advisors are effective in their roles; at the same time, advisors and junior and community colleges received a great deal of criticism. Even though, at every institution, there are limitations placed on the advisors, including money, time, and staff.

Summary

From reviewing the literature, age, marital status, length of stay in the United States, and academic classification were found to be related to the academic problems faced by students.

Some of the problems foreign students face while studying in America which were brought out in the review of the literature include: language problems, housing, financial problems, giving oral reports, participating in classroom discussions, taking notes in class, and preparing written reports. In order to help students face these problems, proper academic and personal-social advising and counseling is necessary to help the student overcome such difficulties.

CHAPTER III

METHODOLOGY

Described in this chapter is the method used in this study. The purpose of the study was to identify perceptions of Saudi students studying at WMU, faculty and administrators at WMU, and academic advisors in the Saudi Arabian Educational Mission in Chicago regarding the academic problems encountered by Saudi students enrolled at WMU and to determine any differences in the perceptions of Saudi students regarding their academic problems based on their age, marital status, academic level, and length of stay in the United States.

The method involved in this study is categorized as follows: (a) subjects, (b) research instrument, (c) data collection, and (d) data treatment and data analysis procedures.

Subjects

The subjects for this study consisted of the following four categories: (a) Saudi students studying at WMU, (b) faculty members who taught Saudi students at WMU, (c) administrators who dealt with Saudi students at WMU, and (d) academic advisors from the Saudi Arabian Educational Mission in Chicago.

The study included 47 students, 22 faculty members, 24 administrators, and 8 academic advisors. Students were surveyed in the summer of 1985 based on a list of students enrolled in the winter semester of 1985 which was provided by the Office of International

Student Services at WMU.

In regard to faculty members and administrators, the researcher contacted all possible Saudi students and obtained from them the names of the faculty members who taught them and the administrators with whom they dealt. The researcher also obtained names of faculty and administrators who have dealt with Saudi students from the heads of various departments and the administration offices. Following, personal contacts were made by the researcher with both groups.

The researcher also contacted the academic director in the Saudi Arabian Educational Mission in Chicago and made arrangements for distributing questionnaires to the academic advisors.

Research Instrument

The data for this study were obtained by means of a questionnaire that was developed by the researcher. The development of this instrument was a result of two tasks which were done by the researcher. First, the researcher reviewed the relevant literature where he identified the different academic problems that foreign students face while studying in American schools (Sharma, 1971; Payind, 1979; Porter, 1962; Zain, 1965). Secondly, the researcher contacted all possible Saudi students studying at WMU and discussed the academic difficulties which they have experienced. So, the items of the questionnaire were the outcome of these two tasks.

The questionnaire consisted of two sections. The first section contained items about personal characteristics of students for the purpose of finding whether or not there was a difference in the

perceptions of the students in regard to their academic problems based on these characteristics. The personal data which were obtained by this questionnaire were the following: age, marital status, academic level, and length of stay in the United States. The second section was a list of academic problems that Saudi students might encounter while studying at an American school. The list consisted of 29 items (academic problems) that were the outcome of reviewing the literature and the opinions generated while discussing Saudi students' problems with some of the Saudi students at WMU during the winter semester of 1985. In addition, spaces were provided for writing in problems not included in the list which students may feel are problems they have experienced or are experiencing or which faculty members, administrators, or academic advisors from the Saudi Arabian Educational Mission in Chicago feel that Saudi students face or might face. Directions for respondents were provided with the questionnaire. The respondents of the students indicated the degree of difficulties they have experienced or are experiencing presently, and the responses of faculty members, administrators, and academic advisors of Saudi Arabian Educational Mission in Chicago indicated the degree of difficulties they felt Saudi students face or might face. A 5-point scale was used: major problem, moderate problem, little problem, not a problem, and don't know.

Pilot Run of the Items

Before preparing the final draft of the questionnaire, it is necessary to take a small group and have a pilot run where the

members are familiar with variables and be able to make valid judgments about the items (Wiersma, 1980). Therefore, the questionnaire was administered to a group of Saudi students and the results indicated that the questionnaire was clear and there were no inadequate items or ambiguities.

Data Collection

The questionnaires were mailed to 60 Saudi students during the first week of the summer session of 1985, as well as to 8 academic advisors from the Saudi Arabian Educational Mission in Chicago through the academic director who distributed questionnaires to the academic advisors, collected them, and returned them to the researcher. For the other questionnaires, the researcher distributed them by hand to 24 faculty members and 27 administrators at WMU. All questionnaires were accompanied with a cover letter which explained the purpose of the study. Anonymity was assured to all respondents by asking them not to write their names on the questionnaires and assurance was given that the overall response was important and no individual responses would be singled out. (See Appendices A and B.)

When sending or delivering questionnaires, a self-addressed stamped return envelope was enclosed for the return of the completed questionnaire. Of the 119 distributed questionnaires, 101 (84.87%) were returned to the researcher. The number of questionnaires distributed and returned for the different groups is illustrated in Table 6.

Table 6
Distributed and Returned Questionnaires, by Group

Group	Number of questionnaires distributed	Number of questionnaires returned	Percent returned
Students	60	47	78.33
Faculty	24	22	91.67
Administrators	27	24	88.89
Academic advisors	8	8	100.00
Totals	119	101	84.87

Data Treatment and Data Analysis Procedures

Data collected for this study were taken by the researcher to Western Michigan University Academic Computer Center, where the data were keytaped and verified. From there, data were entered into disc and were analyzed using STATPAK Program on a DECsystem-10.

The study involved five independent variables. The independent variable is the presumed cause of the dependent variable, and the dependent variable is the consequence of the independent variable (Kerlinger, 1973). The independent variables involved in this study were:

1. Group membership.
2. Age.
3. Marital status.
4. Academic level.

5. Length of stay in the United States.

The dependent variables were the 29 items on the survey questionnaire as measured by response on a 5-point scale: great problem, moderate problem, little problem, not a problem, or don't know.

Based on the research hypotheses which were stated in Chapter I, the following null hypotheses were formulated:

1. There will be no difference between the perceptions of Saudi students studying at WMU and the perceptions of all faculty, administrators, and academic advisors in regard to the academic problems that Saudi students encounter while studying at WMU.

2. There will be no difference in the perceptions of Saudi students in regard to their academic problems based on their ages.

3. There will be no difference in the perceptions of Saudi students in regard to their academic problems based on their marital status.

4. There will be no difference in the perceptions of Saudi students in regard to their academic problems based on their academic level.

5. There will be no difference in the perceptions of Saudi students in regard to their academic problems based on the length of stay in the United States.

The statistical analysis of the data utilized frequencies and percentages, means, and chi squares. Frequencies and percentages of the students were used to analyze the demographic characteristics of the students. To answer the first research question, on how students, faculty, administrators, and academic advisors perceive the

academic problems faced by Saudi students, the collected data were tabulated and analyzed by frequency, percentages, and mean.

To test the first hypothesis, which was derived from the first question, chi square was used. Chi square (χ^2) is used for answering questions about data existing in the form of frequencies (Isaac & Michael, 1981). To test the research hypotheses that corresponded to the second research question, chi square also was used. A significance level of .05 was set for rejection or nonrejection of the null hypotheses. The findings of the study are discussed in Chapter IV.

Summary

Chapter III explained the method that was followed in order to conduct this study. The study included 47 students, 22 faculty members, 24 administrators, and 8 academic advisors. The development of the questionnaire was described. Eighty-five percent of the distributed questionnaires were completed and returned. Frequencies and percentages, means, and chi squares were used to analyze the data involved in the study.

CHAPTER IV

FINDINGS

This chapter presents the findings of the study. Findings are reported in three sections which are as follows: The first section describes the students in terms of age, marital status, academic level, and length of stay in the United States. The second section reports findings regarding participants' perceptions of the academic problems. Findings that resulted from testing the hypotheses are presented in the third section.

Characteristics of Students

The first section of the instrument called for some personal characteristics, which were: age, marital status, academic level, and length of stay in the United States.

The total number of participants responding to the questionnaire was 101, of whom 47 were students. As indicated in Table 7, 44.68% of the students were between 21 and 26 years of age, 34.04% were between 27 and 30 years, 17.02% were between 31 and 35 years, 2.13% were less than 20 years, and 2.13% were over 35 years.

Fifty-one percent of the students were married with the rest being single (see Table 8). In regard to the academic level, the majority of the students (63.83%) were undergraduates (see Table 9). Table 10 indicates that 38.30% of all the students had been in the

Table 7
Frequency and Percentage of Students According to Age

Age	Number	Percentage
20 years or less	1	2.13
21-26 years	21	44.68
27-30 years	16	34.04
31-35 years	8	17.02
Over 35 years	1	2.13
Total	47	100.0

Table 8
Frequency and Percentage of Students
According to Marital Status

Marital status	Number	Percentage
Single	23	48.94
Married	24	51.06
Total	47	100.00

Table 9
Frequency and Percentage of Students
According to Academic Level

Academic level	Number	Percentage
Graduate	17	36.17
Undergraduate	30	63.83
Total	47	100.00

Table 10
Frequency and Percentage of Students According to
the Length of Stay in the United States

Length of stay	Number	Percentage
4 months or less	0	0.00
4-12 months	1	2.13
1-2 years	11	23.40
2-3 years	18	38.30
More than 3 years	17	36.17
Total	47	100.00

United States for 2 to 3 years, 36.17% for more than 3 years, and the rest for less than 2 years.

Participants' Perceptions of Academic Problems

This section deals with the perceptions of students, faculty members, administrators, and academic advisors in regard to academic problems that Saudi students face while studying at WMU.

To describe how the four groups perceived the academic problems that Saudi students encounter, item analysis was employed by using the descriptive statistical procedure (mean). Responses to each item by the total number of respondents in each group were recorded and tabulated in rank order according to the means. The frequencies and percentages of responses of participants regarding all the problems are presented in Appendix C.

Perceptions of Students

As shown in Table 11, the mean ratings for the students ranged from 2.638 to 1.127. Through Table 11, the means for all items are arranged from the greatest mean to the lowest mean. Accordingly, the following items were perceived by the students to be more problematic for them: giving oral reports, writing term papers, taking and organizing notes, participating in classroom discussions, and comprehending lectures. Such items as understanding registration requirements, getting required books, using microfilm, and using microfiche were considered the least problematic by Saudi students.

Table 11
Order of Items by Mean Ratings From the Students' Perceptions

Item No.	Problem	Mean
5	Giving oral report	2.638
4	Writing term papers	2.489
11	Taking and organizing notes	2.382
9	Participating in classroom discussions	2.340
1	Comprehending lectures	2.319
29	Pronouncing words in English	2.297
10	Completing examinations during the same time as American students	2.276
27	Having too many credit hours in one semester	2.212
3	Comprehending assignments	2.170
18	Understanding references	2.106
17	Understanding journals	2.106
2	Comprehending textbook materials	2.106
7	Writing essay type exams	2.085
6	Competing with American students for higher grades	2.063
25	Communicating in English	1.914
16	Number of examinations	1.872
26	Improving English competency	1.872
8	Taking objective tests	1.851
13	Understanding wording on tests	1.787
19	Locating information in the library	1.744
24	Maintaining satisfactory grades	1.723

Table 11--Continued

Item No.	Problem	Mean
14	Keeping appointments and punctuality with instructors	1.638
28	Advisement and counseling	1.595
23	Understanding the American educational system	1.574
12	Understanding instructors' grading procedures	1.574
20	Using microfiche	1.340
21	Using microfilm	1.297
15	Getting required books	1.212
22	Understanding registration requirements	1.127

Perceptions of Faculty Members

The mean rating by faculty members ranged from 2.136 to 0.363 (see Table 12). Accordingly, the following items were perceived by the faculty members to be more problematic areas for students: participating in classroom discussions, completing examinations during the same time span as American students, writing term papers, communicating in English, and pronouncing words in English. The faculty members perceived using microfilm, using microfiche, getting required books, and number of examinations as the least problematic for students.

Table 12
Order of Items by Mean Ratings From the
Faculty Members' Perceptions

Item No.	Problem	Mean
9	Participating in classroom discussions	2.136
10	Completing examinations during the same time span as American students	2.000
4	Writing term papers	1.954
25	Communicating in English	1.818
29	Pronouncing words in English	1.772
1	Comprehending lectures	1.727
2	Comprehending textbook materials	1.727
5	Giving oral reports	1.727
7	Writing essay type exams	1.727
13	Understanding wording on tests	1.681
3	Comprehending assignments	1.590
24	Maintaining satisfactory grades	1.590
26	Improving English competency	1.590
6	Competing with American students for higher grades	1.545
8	Taking objective tests	1.545
17	Understanding journals	1.272
12	Understanding instructors' grading procedures	1.272
14	Keeping appointments and punctuality with instructors	1.227
23	Understanding the American educational system	1.181
18	Understanding references	1.090

Table 12--Continued

Item No.	Problem	Mean
27	Having too many credit hours in one semester	1.045
11	Taking and organizing notes	1.000
22	Understanding registration requirements	0.818
19	Locating information in the library	0.772
28	Advisement and counseling	0.772
16	Number of examinations	0.590
15	Getting required books	0.590
20	Using microfiche	0.363
21	Using microfilm	0.363

Perceptions of Administrators

Mean rating by administrators ranged from 1.708 to 0.625 (see Table 13). Accordingly, the following items were perceived by the administrators to be more problematic areas for students: pronouncing words in English, writing term papers, completing examinations during the same time span as American students, understanding wording on tests, and writing essay type exams. At the same time, the administrators perceived getting required books, using microfiche, using microfilm, and number of examinations to be the least problematic for Saudi students.

Table 13
Order of Items by Mean Ratings From
the Administrators' Perceptions

Item No.	Problem	Mean
29	Pronouncing words in English	1.708
4	Writing term papers	1.625
10	Completing examinations during the same time span as American students	1.583
13	Understanding wording on tests	1.583
7	Writing essay type exams	1.541
25	Communicating in English	1.458
26	Improving English competency	1.458
1	Comprehending lectures	1.333
5	Giving oral reports	1.333
9	Participating in classroom discussions	1.333
2	Comprehending textbook materials	1.250
14	Keeping appointments and punctuality with instructors	1.208
3	Comprehending assignments	1.166
11	Taking and organizing notes	1.166
18	Understanding references	1.166
22	Understanding registration requirements	1.166
23	Understanding the American system	1.166
6	Competing with American students for higher grades	1.125
17	Understanding journals	1.125
12	Understanding instructors' grading procedures	1.083

Table 13--Continued

Item No.	Problem	Mean
24	Maintaining satisfactory grades	1.041
28	Advisement and counseling	1.041
19	Locating information in the library	0.958
27	Having too many credit hours in one semester	0.916
8	Taking objective tests	0.875
16	Number of examinations	0.750
21	Using microfilm	0.750
20	Using microfiche	0.666
15	Getting required books	0.625

Perceptions of Academic Advisors

Academic advisors had mean ratings ranging from 3.375 to 1.500 (see Table 14). Accordingly, the following items were perceived by the academic advisors to be more problematic areas for students: comprehending lectures, writing essay type exams, writing term papers, competing with American students for higher grades, and participating in classroom discussions. Academic advisors perceived that the least problematic areas for students were using microfilm, using microfiche, understanding wording in tests, and having too many credit hours in one semester.

Table 14
Order of Items by Mean Ratings From the
Academic Advisors' Perceptions

Item No.	Problem	Mean
1	Comprehending lectures	3.375
7	Writing essay type exams	3.375
4	Writing term papers	3.250
6	Competing with American students for higher grades	3.250
9	Participating in classroom discussions	3.250
2	Comprehending textbook materials	3.125
29	Pronouncing words in English	3.125
5	Giving oral reports	3.000
3	Comprehending assignments	2.750
8	Taking objective tests	2.750
10	Completing examinations during the same time span as American students	2.625
11	Taking and organizing notes	2.625
14	Keeping appointments and punctuality with instructors	2.625
18	Understanding references	2.625
26	Improving English competency	2.625
13	Understanding wording on tests	2.500
17	Understanding journals	2.375
19	Locating information in the library	2.375
24	Maintaining satisfactory grades	2.375
22	Understanding registration requirements	2.000

Table 14--Continued

Item No.	Problem	Mean
25	Communicating in English	1.875
23	Understanding the American educational system	1.875
28	Advisement and counseling	1.875
16	Number of examinations	1.750
15	Getting required books	1.750
27	Having too many credit hours in one semester	1.625
13	Understanding wording on tests	1.500
20	Using microfiche	1.500
21	Using microfilm	1.500

Tests of the Hypotheses

This section presents the findings resulting from testing the hypotheses. In order to test the hypotheses, chi square (χ^2) was used. A significance level of .05 was set for rejection or nonrejection of the null hypotheses. When calculating chi squares, categories were combined. Null hypotheses were tested in terms of each single problem.

Hypothesis 1

Hypothesis 1: There will be no difference between the perceptions of Saudi students studying at WMU and the perceptions of all faculty, administrators, and academic advisors in regard to the

academic problems that Saudi students encounter while studying at WMU.

To test this hypothesis, chi square statistics were used. Rows and columns were combined; "major problem" was combined with "moderate problem," and "little problem" was combined with "not a problem." Also, faculty, administrators, and academic advisors categories were combined together to make one category entitled related professionals.

Twenty-nine chi squares were calculated in order to test this hypothesis in terms of all the items of the questionnaire. The summary of chi squares by group membership is illustrated in Table 15, which indicates that group membership showed significant differences in the perceptions between respondents in regard to the academic problems that Saudi students encounter while studying at WMU. Chi squares for all problems (as indicated in Table 15) were significant, which means that there is a difference in perceptions between students and related professionals in regard to the academic problems that Saudi students encounter while studying at WMU.

Inspection of the data revealed that students seldom marked that they didn't know; while generally, related professionals said they didn't know. Further, students were more likely to indicate that the items were less problematic for them.

The reason for administrators answering "don't know" could be because administrators are not involved with students very often. From ordering the items by mean ratings (Table 13), it can be noticed that the highest mean was given to pronouncing words in English,

Table 15
Summary of Chi Squares by Group Membership
and Academic Problems

Problem	χ^2	Degrees of freedom	Significance
1. Comprehending lectures	32.140	2	*
2. Comprehending textbook materials	32.629	2	*
3. Comprehending assignments	31.715	2	*
4. Writing term papers	28.366	2	*
5. Giving oral reports	35.276	2	*
6. Competing with American students for higher grades	22.496	2	*
7. Writing essay type exams	50.948	2	*
8. Taking objective tests	32.835	2	*
9. Participating in class-room discussions	34.077	2	*
10. Completing examinations during the same time span as American students	33.301	2	*
11. Taking and organizing notes	36.849	2	*
12. Understanding instructors' grading procedures	27.308	2	*
13. Understanding wording on tests	38.413	2	*
14. Keeping appointments and punctuality with instructors	30.088	2	*
15. Getting required books	29.154	2	*
16. Number of examinations	23.616	2	*

Table 15--Continued

Problem	χ^2	Degrees of freedom	Significance
17. Understanding journals	30.911	2	*
18. Understanding references	38.347	2	*
19. Locating information in the library	31.024	2	*
20. Using microfiche	15.102	2	*
21. Using microfilm	10.715	2	*
22. Understanding registration requirements	32.054	2	*
23. Understanding the American educational system	33.246	2	*
24. Maintaining satisfactory grades	22.663	2	*
25. Communicating in English	26.587	2	*
26. Improving English competency	22.880	2	*
27. Having too many credit hours in one semester	32.843	2	*
28. Advisement and counseling	22.343	2	*
29. Pronouncing words in English	17.238	2	*

Note. * = significance.

which administrators are able to notice while speaking with students. In the case of the faculty members who have taught Saudi students and marked don't know, that could be because they were unsure of the student's nationality, and the questionnaire was designed specifically for Saudi students.

Hypothesis 2

Hypothesis 2: There will be no difference in the perceptions of the students in regard to their academic problems based on their ages.

This hypothesis also was tested using chi squares. The categories major problem and moderate problem were combined and the category little problem was combined with not a problem. Also, the category 20 years or less was combined with 21-26 years, and the category 31-35 years was combined with over 35 years. Chi squares were calculated for the 29 items. Table 16 demonstrates that age had no effect on the perceptions of the students in regard to their academic problems.

Hypothesis 3

Hypothesis 3: There will be no difference in the perceptions of Saudi students in regard to their academic problems based on their marital status.

This hypothesis was tested using chi squares. The categories major problem and moderate problem were combined, and the category little problem was combined with not a problem. In calculating chi

Table 16
Summary of Chi Squares by Age of Students
and Academic Problems

Problem	χ^2	Degrees of freedom	Significance
1. Comprehending lectures	0.562	2	NS
2. Comprehending textbook materials	4.413	4	NS
3. Comprehending assignments	1.813	2	NS
4. Writing term papers	1.829	4	NS
5. Giving oral reports	2.161	2	NS
6. Competing with American students for higher grades	3.296	4	NS
7. Writing essay type exams	2.329	2	NS
8. Taking objective tests	3.451	4	NS
9. Participating in classroom discussions	4.179	4	NS
10. Completing examinations during the same time span as American students	3.127	4	NS
11. Taking and organizing notes	2.361	2	NS
12. Understanding instructors' grading procedures	0.990	2	NS
13. Understanding wording on tests	6.946	4	NS
14. Keeping appointments and punctuality with instructors	1.211	2	NS
15. Getting required books	1.753	2	NS
16. Number of examinations	2.642	4	NS

Table 16--Continued

Problem	χ^2	Degrees of freedom	Significance
17. Understanding journals	1.622	4	NS
18. Understanding references	2.126	2	NS
19. Locating information in the library	2.658	4	NS
20. Using microfiche	8.152	4	NS
21. Using microfilm	6.369	4	NS
22. Understanding registration requirements	1.161	2	NS
23. Understanding the American educational system	1.453	4	NS
24. Maintaining satisfactory grades	0.56	4	NS
25. Communicating in English	5.032	2	NS
26. Improving English competency	0.687	4	NS
27. Having too many credit hours in one semester	1.795	4	NS
28. Advisement and counseling	4.050	4	NS
29. Pronouncing words in English	1.419	2	NS

Note. NS = not significant.

squares for this hypothesis, the corrected chi squares were used, because of one degree of freedom, for the following items: 1, 3, 5, 7, 11, 12, 14, 15, 18, 22, 25, and 29.

By looking at Table 17, it is clear that marital status showed a significant difference at the .05 level between married and single students in regard to the following items: completing examinations during the same time span as American students and understanding wording on tests. Inspection of the data revealed that married students perceived the problem of completing examinations during the same time span as American students and the problem of understanding wording on tests to be more problematic.

So, the research hypothesis was not supported except in terms of the previous two items. Summary of chi squares by marital status and problems are illustrated in Table 17.

Hypothesis 4

Hypothesis 4: There will be no difference in the perceptions of Saudi students in regard to their academic problems based on their academic level.

Chi squares were used to test this hypothesis. The categories major problem and moderate problem were combined, and the category little problem was combined with not a problem. In calculating chi squares for this hypothesis, the corrected chi squares were used, because of one degree of freedom, for the following items: 1, 3, 5, 7, 11, 12, 14, 15, 18, 22, 25, and 29.

Table 17
Summary of Chi Squares by Marital Status of Students
and Academic Problems

Problem	χ^2	Degrees of freedom	Significance
1. Comprehending lectures	0.171	1	NS
2. Comprehending textbook materials	1.078	2	NS
3. Comprehending assignments	1.220	1	NS
4. Writing term papers	2.019	2	NS
5. Giving oral reports	1.716	1	NS
6. Competing with American students for higher grades	2.440	2	NS
7. Writing essay type exams	0.247	1	NS
8. Taking objective tests	1.826	2	NS
9. Participating in classroom discussions	3.221	2	NS
10. Completing examinations during the same time span as American students	7.059	2	*
11. Taking and organizing notes	3.647	1	NS
12. Understanding instructors' grading procedures	1.576	1	NS
13. Understanding wording on tests	9.205	2	*
14. Keeping appointments and punctuality with instructors	1.576	1	NS
15. Getting required books	0.478	1	NS
16. Number of examinations	4.103	2	NS

Table 17--Continued

Problem	χ^2	Degrees of freedom	Significance
17. Understanding journals	5.553	2	NS
18. Understanding references	1.327	1	NS
19. Locating information in the library	2.691	2	NS
20. Using microfiche	1.399	2	NS
21. Using microfilm	1.272	2	NS
22. Understanding registration requirements	0.462	1	NS
23. Understanding the American educational system	2.496	2	NS
24. Maintaining satisfactory grades	3.805	2	NS
25. Communicating in English	0.370	1	NS
26. Improving English competency	2.672	2	NS
27. Having too many credit hours in one semester	1.611	2	NS
28. Advisement and counseling	1.464	2	NS
29. Pronouncing words in English	1.220	1	NS

Note. * = significance; NS = not significant.

Academic level didn't show a significant difference between graduate and undergraduate students in regard to all 29 of the items. This leads to the conclusion that academic level has no effect on the perceptions of Saudi students studying at WMU in regard to their academic problems. Summary of chi squares by academic level and problems are illustrated in Table 18.

Hypothesis 5

Hypothesis 5: There will be no difference in the perceptions of Saudi students in regard to their academic problems based on the length of stay in the United States.

The categories major problem and moderate problem were combined, and the category little problem was combined with not a problem. On the other hand, the category of 4 months or less was combined with the category of 4-12 months, and both then were combined with the category 1 year to 2 years. Chi squares were used to test this hypothesis. Chi squares were calculated for the 29 items on the questionnaire.

Length of stay in the United States showed a significant difference among students in regard to the following items: writing essay type exams, taking and organizing notes, keeping appointments and punctuality with instructors, understanding the American educational system, and having too many credit hours in one semester. On the other hand, the length of stay did not show any significant difference on all the other items which can be seen in Table 19. Students who spent less time in the United States perceived these five

Table 18
Summary of Chi Squares by Academic Level of Students
and Academic Problems

Problem	χ^2	Degrees of freedom	Significance
1. Comprehending lectures	0.447	1	NS
2. Comprehending textbook materials	2.065	2	NS
3. Comprehending assignments	0.491	1	NS
4. Writing term papers	1.260	2	NS
5. Giving oral reports	1.220	1	NS
6. Competing with American students for higher grades	2.431	2	NS
7. Writing essay type exams	1.085	1	NS
8. Taking objective tests	2.516	2	NS
9. Participating in class-room discussions	0.579	2	NS
10. Completing examinations during the same time span as American students	2.098	2	NS
11. Taking and organizing notes	0.774	1	NS
12. Understanding instructors' grading procedures	0.900	1	NS
13. Understanding wording on tests	0.197	2	NS
14. Keeping appointments and punctuality with instructors	0.900	1	NS
15. Getting required books	1.364	1	NS
16. Number of examinations	2.486	2	NS

Table 18--Continued

Problem	χ^2	Degrees of freedom	Significance
17. Understanding journals	0.611	2	NS
18. Understanding references	0.235	1	NS
19. Locating information in the library	0.630	2	NS
20. Using microfiche	0.351	2	NS
21. Using microfilm	0.435	2	NS
22. Understanding registration requirements	0.846	1	NS
23. Understanding the American educational system	0.830	2	NS
24. Maintaining satisfactory grades	1.816	2	NS
25. Communicating in English	0.139	1	NS
26. Improving English competency	1.187	2	NS
27. Having too many credit hours in one semester	3.350	2	NS
28. Advisement and counseling	1.402	2	NS
29. Pronouncing words in English	0.728	1	NS

Note. NS = not significant.

Table 19
Summary of Chi Squares by Length of Stay of Students
and Academic Problems

Problem	χ^2	Degrees of freedom	Significance
1. Comprehending lectures	1.511	2	NS
2. Comprehending textbook materials	4.029	4	NS
3. Comprehending assignments	1.393	2	NS
4. Writing term papers	6.916	4	NS
5. Giving oral reports	1.842	2	NS
6. Competing with American students for higher grades	7.255	4	NS
7. Writing essay type exams	7.472	2	*
8. Taking objective tests	5.028	4	NS
9. Participating in classroom discussions	6.156	4	NS
10. Completing examinations during the same time span as American students	3.265	4	NS
11. Taking and organizing notes	7.604	2	*
12. Understanding instructors' grading procedures	2.468	2	NS
13. Understanding wording on tests	6.312	4	NS
14. Keeping appointments and punctuality with instructors	7.207	2	*
15. Getting required books	0.718	2	NS
16. Number of examinations	8.104	4	NS

Table 19--Continued

Problem	χ^2	Degrees of freedom	Significance
17. Understanding journals	6.426	4	NS
18. Understanding references	5.385	2	NS
19. Locating information in the library	7.679	4	NS
20. Using microfiche	5.849	4	NS
21. Using microfilm	5.258	4	NS
22. Understanding registration requirements	1.646	2	NS
23. Understanding the American educational system	17.369	4	*
24. Maintaining satisfactory grades	6.259	4	NS
25. Communicating in English	3.531	2	NS
26. Improving English competency	7.076	4	NS
27. Having too many credit hours in one semester	10.502	4	*
28. Advisement and counseling	6.744	4	NS
29. Pronouncing words in English	1.463	2	NS

Note. * = significance; NS = not significant.

previously listed items to be more problematic than did the other students who stayed longer.

The reason for the difference in these previously mentioned problems could be due to the students who stayed longer in the United States acquiring more proficiency in English than those who stayed less time, which may account for the differences, especially for taking and organizing notes, writing essay type exams, and having too many credit hours in one semester.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study examined the academic problems that Saudi students studying at WMU encounter. Specifically, the study was designed to answer the following questions: (1) How do Saudi students studying at WMU, faculty members who taught Saudi students at WMU, administrators who dealt with Saudi students at WMU, and academic advisors in the Chicago office of the Saudi Arabian Educational Mission in the U.S. perceive the academic problems that Saudi students face while studying at WMU? (2) Is there a difference in the perceptions of Saudi students in regard to their academic problems based on: (a) students' age, (b) students' marital status, (c) students' academic level, and (d) length of stay in the United States?

A review of the relevant literature was conducted by the researcher. The following areas were covered by this review:

1. Education in Saudi Arabia. The educational system and Saudi students abroad were discussed.
2. Studies related to academic problems of foreign students.
3. Studies related to personal-social problems of foreign students.
4. Studies related to advising and counseling of foreign students.

Respondents to this study included 47 Saudi students at WMU, 22 faculty members from WMU, 24 administrators from WMU, and 8 academic advisors from the Chicago office of the Saudi Arabian Educational Mission in the U.S. Procedures for obtaining the subjects were discussed.

The data for this study were obtained by means of a questionnaire which was developed by the researcher. The items of the questionnaire were the outcome of reviewing the literature and discussing Saudi students' problems with some of the Saudi students. The questionnaire consisted of two sections. The first section contained items designed for gathering demographic data of the students. The second section consisted of the 29 academic problems.

Of the 119 questionnaires distributed, 101 (84.9%) were returned to the researcher (47 from students, 22 from faculty, 24 from administrators, and 8 from academic advisors).

Data collected for the study were analyzed utilizing frequencies and percentages, means, and chi squares.

All five null hypotheses were tested at .05 level of significance. Significant differences in the perceptions were found between students and the related professionals in regard to the academic problems encountered by Saudi students studying at WMU. However, results indicated that age and academic level had no effect on the perceptions of the students. Results also indicated that marital status had no effect on the perceptions of students in regard to their academic problems with the exceptions of completing examinations during the same time span as American students and

understanding wording on tests. Additionally, length of stay in the United States has been found to have no effect on perceptions of Saudi students with the exceptions of writing essay type exams, taking and organizing notes, keeping appointments and punctuality with instructors, understanding the American educational system, and having too many credit hours in one semester.

Conclusions

From the analysis of the data, the following conclusions have been drawn:

1. The more problematic academic areas for Saudi students as perceived by the students include giving oral reports, writing term papers, taking and organizing notes, participating in classroom discussions, and comprehending lectures. The least problematic areas as perceived by students were understanding registration requirements, getting required books, using microfilm, and using microfiche.

2. The more problematic academic areas for Saudi students attending WHU as perceived by faculty members at WMU included participating in classroom discussions, completing examinations during the same time span as American students, writing term papers, communicating in English, and pronouncing words in English. The least problematic areas as perceived by faculty members included using microfilm, using microfiche, getting required books, and the number of examinations.

3. The more problematic areas for Saudi students attending WMU as perceived by administrators at WMU were pronouncing words in

English, writing term papers, completing examinations during the same time span as American students, understanding wording on tests, and writing essay type exams. The least problematic areas as perceived by administrators were getting required books, using microfiche, using microfilm, and the number of examinations.

4. The more problematic academic areas for Saudi students attending WMU as perceived by academic advisors in the Chicago office of the Saudi Arabian Educational Mission in the U.S. were comprehending lectures, writing essay type exams, writing term papers, competing with American students for higher grades, and participating in classroom discussions. The least problematic areas were using microfilm, using microfiche, understanding wording on tests, and having too many credit hours in one semester.

5. Differences were found in the perceptions between Saudi students and the related professionals regarding the academic problems that Saudi students encounter while studying at WMU. Generally, students seldom marked that they didn't know; whereas related professionals often marked that they didn't know. Further, students were more likely to indicate that the items were less problematic for them.

6. The age of Saudi students has been found to have no effect on their perceptions in regard to their academic problems.

7. The marital status of Saudi students has been found to have no effect on their perceptions in regard to their academic problems with the exception of completing examinations during the same time span as American students and understanding wording on tests, which

were perceived to be more problematic for the married students.

8. Academic level of Saudi students has been found to have no effect on the students' perceptions in regard to their academic problems.

9. The length of stay in the United States has been found to have no effect on the perceptions of Saudi students with the exception of writing essay type exams, taking and organizing notes, keeping appointments and punctuality with instructors, understanding the American educational system, and having too many credit hours in one semester, which were perceived to be more problematic areas by students who spent less time in the United States.

Recommendations

Based on the findings of this study, the following recommendations are given:

1. Faculty and administrators at WMU need to be more sensitive to the academic problems of Saudi students.

2. Students need to be encouraged to talk about their difficulties and fears with faculty, administrators, and academic advisors.

3. Participating in classroom discussion, giving oral reports, writing term papers, pronouncing words in English, and writing essay type exams were found to be more problematic for Saudi students at WMU. Therefore, when teaching English to students, especially the new students who are studying in the English Language Center, more emphasis and training needs to be placed on these mentioned areas.

4. Additional research is essential to increase understanding of the academic problems of Saudi students while studying in the American colleges and universities. So, more research on other campuses with more variables on which to focus will help determine problems of Saudi students and give officials a better understanding of the academic problems that students encounter.

APPENDICES

Appendix A

Questionnaire Cover Letter

Dear (Students, Faculty, Administrators, or Saudi Arabian Educational Mission Academic Advisors):

I am a graduate student working on my doctorate in the Educational Leadership Department at Western Michigan University. I am conducting a survey of the academic problems that Saudi students encounter while studying in an American school, namely, Western Michigan University. The purpose of this study is to study the nature and intensity of these problems and to suggest possible solutions.

I realize that your time is very valuable; however, your help in this project is needed. Please take a few minutes to accurately respond to the included questionnaire.

A self-addressed stamped envelope is included for returning the questionnaire at your earliest convenience. Furthermore, for purposes of anonymity, your name is not needed. For this research, the overall response is important and no individual responses will be singled out.

Thank you very much for your time and consideration.

Sincerely,

Ali H. Mustafa

C O P Y

Appendix B

Questionnaire

Section I

PERSONAL DATA QUESTIONNAIRE FOR STUDENTS ONLY

Please fill in the information below about yourself.

1. Age:
 - a. 20 years or less
 - b. 21-26 years
 - c. 27-30 years
 - d. 31-35 years
 - e. Over 35 years
2. Marital status:
 - a. Single
 - b. Married
3. Academic level:
 - a. Graduate
 - b. Undergraduate
4. Length of stay in the United States:
 - a. 4 months or less
 - b. 4-12 months
 - c. 1-2 years
 - d. 2-3 years
 - e. More than 3 years

Section II

INSTRUCTIONSA. To students

This is a list of academic problems which Saudi students may encounter while studying in an American school. Please indicate the degree of difficulties you have experienced or are experiencing by circling the number that is appropriate for your answer. For instance, if writing is a major problem for you, 4 would be circled. Additionally, if you feel there are any other academic problems that you have faced or are facing please indicate them in the space provided starting from Number 30.

B. To faculty, administrators, and academic advisors in the Chicago Office of the Saudi Arabian Educational Mission

This is a list of academic problems which Saudi students may encounter while studying in an American school. Please indicate the degree of difficulties you feel Saudi students have experienced or are experiencing by circling the number that is appropriate for your answer. For instance, if writing is a major problem for them, 4 would be circled. Additionally, if you feel that there are any other academic problems that Saudi students face or might face, please indicate them in the spaces provided starting from Number 30.

ACADEMIC PROBLEMS SURVEY

Problem	Major problem	Moderate problem	Little problem	Not a problem	Don't know
1. Comprehending lectures	4	3	2	1	0
2. Comprehending textbook materials	4	3	2	1	0
3. Comprehending assignments	4	3	2	1	0
4. Writing term papers	4	3	2	1	0
5. Giving oral reports	4	3	2	1	0
6. Competing with American students for higher grades	4	3	2	1	0
7. Writing essay-type exams	4	3	2	1	0
8. Taking objective tests	4	3	2	1	0
9. Participating in classroom discussions	4	3	2	1	0
10. Completing examinations during the same time span as American students	4	3	2	1	0
11. Taking and organizing notes	4	3	2	1	0
12. Understanding instructor's grading procedures	4	3	2	1	0
13. Understanding wording on tests	4	3	2	1	0

Academic Problems Survey--Continued

Problem	Major problem	Moderate problem	Little problem	Not a problem	Don't know
14. Keeping appointments and punctuality with instructors	4	3	2	1	0
15. Getting required books	4	3	2	1	0
16. Number of examinations	4	3	2	1	0
17. Understanding journals	4	3	2	1	0
18. Understanding references	4	3	2	1	0
19. Locating information in the library	4	3	2	1	0
20. Using microfiche	4	3	2	1	0
21. Using microfilm	4	3	2	1	0
22. Understanding registration requirements	4	3	2	1	0
23. Understanding the American educational system	4	3	2	1	0
24. Maintaining satisfactory grades	4	3	2	1	0
25. Communicating in English	4	3	2	1	0
26. Improving English competency	4	3	2	1	0

Academic Problems Survey--Continued

Problem	Major problem	Moderate problem	Little problem	Not a problem	Don't know
27. Having too many credit hours in one semester	4	3	2	1	0
28. Advisement and counseling	4	3	2	1	0
29. Pronouncing words in English	4	3	2	1	0
30. _____	4	3	2	1	0
31. _____	4	3	2	1	0
32. _____	4	3	2	1	0
33. _____	4	3	2	1	0

Appendix C

Frequencies and Percentages of Responses of Participants Regarding All the Problems

Table 20

Number and Percentage of Responses of Participants Regarding
the Problem of Comprehending Lectures

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	5	10.64	16	34.04	15	31.92	11	23.40	0	0.00	47	100.00
Faculty	2	9.10	9	40.91	1	4.54	1	4.54	9	40.91	22	100.00
Administrators	1	4.16	7	29.17	3	12.50	1	4.17	12	50.00	24	100.00
Academic advisors	5	62.50	2	25.00	0	0.00	1	12.50	0	0.00	8	100.00

Table 21

Number and Percentage of Responses of Participants Regarding
the Problem of Comprehending Textbook Materials

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	4	8.51	11	23.40	19	40.43	12	25.53	1	2.13	47	100.00
Faculty	3	13.64	7	31.82	2	9.09	1	4.54	9	40.91	22	100.00
Administrators	1	4.17	6	25.00	4	16.67	0	0.00	13	54.16	24	100.00
Academic advisors	3	37.50	3	37.50	2	25.00	0	0.00	0	0.00	8	100.00

Table 22
Number and Percentage of Responses of Participants Regarding
the Problem of Comprehending Assignments

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	1	2.13	16	34.04	20	42.55	10	21.28	0	0.00	47	100.00
Faculty	2	9.09	6	27.27	4	18.18	1	4.55	9	40.91	22	100.00
Administrators	0	0.00	7	29.17	3	12.50	1	4.16	13	54.17	24	100.00
Academic advisors	4	50.00	1	12.50	1	12.50	1	12.50	1	12.50	8	100.00

Table 23
Number and Percentage of Responses of Participants Regarding
the Problem of Writing Term Papers

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	10	21.28	15	31.91	12	25.53	8	17.02	2	4.26	47	100.00
Faculty	6	27.27	6	27.27	0	0.00	1	4.55	9	40.91	22	100.00
Administrators	4	16.67	7	29.17	1	4.16	0	0.00	12	50.00	24	100.00
Academic advisors	3	37.50	4	50.00	1	12.50	0	0.00	0	0.00	8	100.00

Table 24

Number and Percentage of Responses of Participants Regarding
the Problem of Giving Oral Reports

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	16	34.04	8	17.02	13	27.66	10	21.28	0	0.00	47	100.00
Faculty	4	18.18	7	31.81	0	0.00	1	4.55	10	45.46	22	100.00
Administrators	3	12.50	4	16.67	4	16.66	0	0.00	13	54.17	24	100.00
Academic advisors	3	37.50	4	50.00	0	0.00	0	0.00	1	12.50	8	100.00

Table 25

Number and Percentage of Responses of Participants Regarding the Problem
of Competing With American Students for Higher Grades

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	2	4.26	16	34.04	13	27.66	15	31.91	1	2.13	47	100.00
Faculty	1	4.55	6	27.27	5	22.73	2	9.09	8	36.36	22	100.00
Administrators	1	4.17	5	20.83	3	12.50	2	8.33	13	54.17	24	100.00
Academic advisors	5	62.50	1	12.50	1	12.50	1	12.50	0	0.00	8	100.00

Table 26

Number and Percentage of Responses of Participants Regarding
the Problem of Writing Essay Type Exams

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	4	8.51	13	27.66	13	27.66	17	36.17	0	0.00	47	100.00
Faculty	7	31.81	3	13.64	0	0.00	1	4.55	11	50.00	22	100.00
Administrators	4	16.66	7	29.17	0	0.00	0	0.00	13	54.17	24	100.00
Academic advisors	4	50.00	3	37.50	1	12.50	0	0.00	0	0.00	8	100.00

Table 27

Number and Percentage of Responses of Participants Regarding
the Problem of Taking Objective Tests

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	3	6.38	8	17.02	16	34.04	19	40.43	1	2.13	47	100.00
Faculty	3	13.64	4	18.18	4	18.18	2	9.09	9	40.91	22	100.00
Administrators	1	4.17	3	12.50	3	12.50	2	8.33	15	62.50	24	100.00
Academic advisors	3	37.50	2	25.00	2	25.00	0	0.00	1	12.50	8	100.00

Table 28

Number and Percentage of Responses of Participants Regarding
the Problem of Participating in Classroom Discussions

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	8	17.02	11	23.40	18	38.30	9	19.15	1	2.13	47	100.00
Faculty	5	22.73	9	40.91	0	0.00	0	0.00	8	36.36	22	100.00
Administrators	1	4.16	7	29.17	3	12.50	1	4.17	12	50.00	24	100.00
Academic advisors	3	37.50	4	50.00	1	12.50	0	0.00	0	0.00	8	100.00

Table 29

Number and Percentage of Responses of Participants Regarding the Problem of
Completing Examinations During the Same Time Span as American Students

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	5	10.63	14	29.79	18	38.30	9	19.15	1	2.13	47	100.00
Faculty	7	31.82	4	18.18	1	4.55	2	9.09	8	36.36	22	100.00
Administrators	5	20.83	6	25.00	0	0.00	0	0.00	13	54.17	24	100.00
Academic advisors	3	37.50	1	12.50	3	37.50	0	0.00	1	12.50	8	100.00

Table 30

Number and Percentage of Responses of Participants Regarding
the Problem of Taking and Organizing Notes

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	5	10.64	17	36.17	16	34.04	9	19.15	0	0.00	47	100.00
Faculty	1	4.55	5	22.73	1	4.54	1	4.54	14	63.64	22	100.00
Administrators	0	0.00	7	29.17	3	12.50	1	4.17	13	54.16	24	100.00
Academic advisors	2	25.00	3	37.50	2	25.00	0	0.00	1	12.50	8	100.00

Table 31

Number and Percentage of Responses of Participants Regarding the
Problem of Understanding Instructors' Grading Procedures

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	0	0.00	6	12.77	15	31.91	26	55.32	0	0.00	47	100.00
Faculty	1	4.54	3	13.64	6	27.27	3	13.64	9	40.91	22	100.00
Administrators	1	4.17	3	12.50	5	20.83	3	12.50	12	50.00	24	100.00
Academic advisors	0	0.00	1	12.50	3	37.50	3	37.50	1	12.50	8	100.00

Table 32

Number and Percentage of Responses of Participants Regarding
the Problem of Understanding Wording on Tests

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	1	2.13	8	17.02	20	42.55	16	34.04	2	4.26	47	100.00
Faculty	2	9.09	8	36.36	2	9.09	1	4.55	9	40.91	22	100.00
Administrators	4	16.67	6	25.00	2	8.33	0	0.00	12	50.00	24	100.00
Academic advisors	2	25.00	2	25.00	2	25.00	2	25.00	0	0.00	8	100.00

Table 33

Number and Percentage of Responses of Participants Regarding the Problem of
Keeping Appointments and Punctuality With Instructors

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	1	2.13	5	10.64	17	36.17	24	51.06	0	0.00	47	100.00
Faculty	2	9.09	0	0.00	7	31.82	5	22.73	8	36.36	22	100.00
Administrators	2	8.33	5	20.83	1	4.17	4	16.67	12	50.00	24	100.00
Academic advisors	2	25.00	3	37.50	1	12.50	2	25.00	0	0.00	8	100.00

Table 34
Number and Percentage of Responses of Participants Regarding
the Problem of Getting Required Books

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	0	0.00	2	4.25	6	12.77	39	82.98	0	0.00	47	100.00
Faculty	0	0.00	0	0.00	3	13.64	7	31.82	12	54.54	22	100.00
Administrators	0	0.00	1	4.17	2	8.33	8	33.33	13	54.17	24	100.00
Academic advisors	1	12.50	0	0.00	3	37.50	4	50.00	0	0.00	8	100.00

Table 35
Number and Percentage of Responses of Participants Regarding
the Problem of Number of Examinations

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	4	8.51	9	19.14	15	31.92	15	31.92	4	8.51	47	100.00
Faculty	0	0.00	1	4.55	2	9.09	6	27.27	13	59.09	22	100.00
Administrators	1	4.17	2	8.33	1	4.17	6	25.00	14	58.33	24	100.00
Academic advisors	1	12.50	1	12.50	3	37.50	1	12.50	2	25.00	8	100.00

Table 36
Number and Percentage of Responses of Participants Regarding
the Problem of Understanding Journals

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	2	4.26	15	31.91	17	36.17	12	25.53	1	2.13	47	100.00
Faculty	2	9.09	5	22.73	2	9.09	1	4.54	12	54.55	22	100.00
Administrators	1	4.17	5	20.83	4	16.67	0	0.00	14	58.33	24	100.00
Academic advisors	1	12.50	3	37.50	2	25.00	2	25.00	0	0.00	8	100.00

Table 37
Number and Percentage of Responses of Participants Regarding
the Problem of Understanding References

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	3	6.38	12	25.53	19	40.43	13	27.66	0	0.00	47	100.00
Faculty	1	4.54	5	22.73	2	9.09	1	4.55	13	59.09	22	100.00
Administrators	1	4.17	6	25.00	3	12.50	0	0.00	14	58.33	24	100.00
Academic advisors	2	25.00	2	25.00	3	37.50	1	12.50	0	0.00	8	100.00

Table 38
Number and Percentage of Responses of Participants Regarding
the Problem of Locating Information in the Library

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	4	8.51	6	12.77	12	25.53	24	51.06	1	2.13	47	100.00
Faculty	0	0.00	1	4.54	7	31.82	0	0.00	14	63.64	22	100.00
Administrators	0	0.00	4	16.67	5	20.83	1	4.17	14	58.33	24	100.00
Academic advisors	2	25.00	1	12.50	3	37.50	2	25.00	0	0.00	8	100.00

Table 39
Number and Percentage of Responses of Participants Regarding
the Problem of Using Microfiche

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	1	2.13	8	17.02	11	23.40	13	27.66	14	29.79	47	100.00
Faculty	0	0.00	1	4.54	2	9.09	1	4.55	18	81.82	22	100.00
Administrators	1	4.17	2	8.33	3	12.50	0	0.00	18	75.00	24	100.00
Academic advisors	0	0.00	1	12.50	3	37.50	3	37.50	1	12.50	8	100.00

Table 40
Number and Percentage of Responses of Participants Regarding
the Problem of Using Microfilm

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	2	4.26	7	14.89	10	21.28	12	25.53	16	34.04	47	100.00
Faculty	0	0.00	1	4.54	2	9.09	1	4.55	18	81.82	22	100.00
Administrators	1	4.17	2	8.33	4	16.67	0	0.00	17	70.83	24	100.00
Academic advisors	0	0.00	1	12.50	3	37.50	3	37.50	1	12.50	8	100.00

Table 41
Number and Percentage of Responses of Participants Regarding
the Problem of Understanding Registration Requirements

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	0	0.00	0	0.00	7	14.89	39	82.98	1	2.13	47	100.00
Faculty	0	0.00	1	4.54	5	22.73	5	22.73	11	50.00	22	100.00
Administrators	0	0.00	4	16.67	7	29.17	2	8.33	11	45.83	24	100.00
Academic advisors	1	12.50	1	12.50	3	37.50	3	37.50	0	0.00	8	100.00

Table 42

Number and Percentage of Responses of Participants Regarding the Problem of Understanding the American Educational System

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	1	2.12	6	12.77	13	27.66	26	55.32	1	2.13	47	100.00
Faculty	1	4.54	3	13.64	6	27.27	1	4.55	11	50.00	22	100.00
Administrators	0	0.00	7	29.17	3	12.50	1	4.17	13	54.16	24	100.00
Academic advisors	2	25.00	0	0.00	2	25.00	3	37.50	1	12.50	8	100.00

Table 43

Number and Percentage of Responses of Participants Regarding the Problem of Maintaining Satisfactory Grades

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	1	2.13	8	17.02	18	38.30	17	36.17	3	6.38	47	100.00
Faculty	1	4.55	7	31.82	4	18.18	2	9.09	8	36.36	22	100.00
Administrators	0	0.00	4	16.67	5	20.83	3	12.50	12	50.00	24	100.00
Academic advisors	1	12.50	4	50.00	1	12.50	1	12.50	1	12.50	8	100.00

Table 44
Number and Percentage of Responses of Participants Regarding
the Problem of Communicating in English

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	4	8.51	7	14.89	17	36.17	19	40.43	0	0.00	47	100.00
Faculty	2	9.10	8	36.36	4	18.18	0	0.00	8	36.36	22	100.00
Administrators	1	4.17	5	20.83	7	29.17	2	8.33	9	37.50	24	100.00
Academic advisors	0	0.00	3	37.50	2	25.00	2	25.00	1	12.50	8	100.00

Table 45
Number and Percentage of Responses of Participants Regarding
the Problem of Improving English Competency

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	3	6.38	10	21.28	14	29.79	18	38.30	2	4.25	47	100.00
Faculty	3	13.64	7	31.82	0	0.00	2	9.09	10	45.45	22	100.00
Administrators	3	12.50	3	12.50	6	25.00	2	8.33	10	41.67	24	100.00
Academic advisors	2	25.00	2	25.00	3	37.50	1	12.50	0	0.00	8	100.00

Table 46

Number and Percentage of Responses of Participants Regarding the
Problem of Having Too Many Credit Hours in One Semester

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	2	4.26	13	27.66	26	55.32	5	10.64	1	2.12	47	100.00
Faculty	2	9.10	4	18.18	1	4.54	1	4.54	14	63.64	22	100.00
Administrators	1	4.17	2	8.33	5	20.83	2	8.33	14	58.34	24	100.00
Academic advisors	1	12.50	1	12.50	1	12.50	4	50.00	1	12.50	8	100.00

Table 47

Number and Percentage of Responses of Participants Regarding
the Problem of Advisement and Counseling

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	0	0.00	11	23.40	12	25.53	18	38.30	6	12.77	47	100.00
Faculty	1	4.54	2	9.10	3	13.64	1	4.54	15	68.18	22	100.00
Administrators	1	4.17	5	20.83	2	8.33	2	8.33	14	58.34	24	100.00
Academic advisors	1	12.50	1	12.50	3	37.50	2	25.00	1	12.50	8	100.00

Table 48
Number and Percentage of Responses of Participants Regarding
the Problem of Pronouncing Words in English

Group	Major problem		Moderate problem		Little problem		Not a problem		Don't know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Students	3	6.38	14	29.79	24	51.06	6	12.77	0	0.00	47	100.00
Faculty	1	4.54	9	40.91	3	13.64	2	9.09	7	31.82	22	100.00
Administrators	2	8.33	5	20.83	8	33.34	2	8.33	7	29.17	24	100.00
Academic advisors	4	50.00	1	12.50	3	37.50	0	0.00	0	0.00	8	100.00

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