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Adjustment Problems of Malaysian Students at Western Michigan University

Suradi Salim

Western Michigan University

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The purpose of this study was to identify and examine the adjustment problems encountered by Malaysian students enrolled at Western Michigan University. The study also attempted to determine if there were significant differences in the adjustment problems among respondents in the various variables and sub-groups identified.

The following demographic and personal data, and patterns of social integration were treated as independent variables: Age; Sex; Marital status; Academic classification; Setting of home residence; Duration of stay in the U.S.; Major field of study; Financial sponsorship; Entry qualification; Work experience; English language proficiency; Frequency of interaction with American students, non-Malaysian foreign students and Malaysian students; Participation in activities organized by student organizations or Office of International Student Services; Religious services attendance; Types of residence; and Frequency of consulting advisors, international student counselors or student counselors.

The instrument chosen for the survey was the Michigan International Student Problem Inventory (MISPI) developed by John Wilson Porter in 1962 and revised in 1977. Nineteen null hypotheses were tested. Significant differences were determined by the One-way and Two-way Analysis of Variance and Scheffe procedures.
The major findings of the study were: (1) Malaysian students at Western Michigan University identified Financial Aids and English Language areas as the two most serious problem areas, with Academic Advising and Records, Living and Dining, Social-personal, Health Services, Orientation Services, Admission and Selection, Placement Services, Student Activities, and Religious Services following respectively. (2) Male students and students who had work experience experienced more problems in the Financial Aids area. (3) Undergraduate students, students from rural backgrounds, government sponsored students, students with HSC/MCE entry qualification, students who interact less frequently with American students, students who interact more frequently with Malaysian students, students who attended religious services two or more times a week, and students who obtained low TOEFL score were having more difficulties in the English Language area. (4) Students who interact more frequently with Malaysian students and students who participate in activities organized by MSO and other organizations two or more times a semester reported experiencing more problems in the Academic Advising and Records area. (5) The involvement of Malaysian students in various activities whether on or off campus was limited and generally, Malaysian students interact more frequently with fellow Malaysians than with Americans or other international students.
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ADJUSTMENT PROBLEMS OF MALAYSIAN STUDENTS AT WESTERN MICHIGAN UNIVERSITY

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ACKNOWLEDGEMENTS

This dissertation could not have been completed without the assistance and cooperation of several people to whom I am indebted.

To Dr. John Geisler, advisor and chairperson, I would like to express my appreciation for the guidance and assistance throughout the duration of my study.

To Dr. Thelma Urbick and Dr. Robert Wait, for their willingness to serve as members of my committee and their interest and assistance in completing the research.

To my children, Hadi, Johar, and Shamsul, and especially my wife Norma, for their support, encouragement, understanding and patience - which gave me constant strength.

Suradi Salim
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CHAPTER I

THE PROBLEM

Introduction

Every developing country in the world has moved education to the forefront of its priorities, using the developed countries as the main training ground. The quest for education has led students from developing countries, like Malaysia, to seek admission to the universities or colleges outside their country. The reasons are partly due to: (1) the few places and very limited admission of students in their home universities, (2) the importance attached to degrees obtained from overseas, and (3) the ease of getting admission to some universities outside of their country (Cannon, 1969).

For more than a decade, the Malaysian government has been intensifying its efforts to offer better educational opportunities to educationally disadvantaged youths by sending them overseas immediately after completing their secondary school education. During the 1981/82 academic year, there were about 49,000 Malaysian students overseas, of whom 15,470 were in Britain, 8,160 in Canada, 7,500 in the United States, 7,100 in India, 7,000 in Australia, and smaller numbers in several other countries (Pillai, 1983a).

There are more Malaysian students in universities abroad than there are in the five local universities. In fact, the total enrollment of the University of Malaya, the National University of
Malaysia, the Agricultural University, the University of Technology Malaysia, the University of Science Malaysia and the degree program of the MARA Institute of Technology for the 1979/80 academic year came to only 23,028 students (Educational Statistics of Malaysia, 1982).

Within the past few years there has been a tremendous increase of Malaysian students in the United States. During the 1980/81 academic year, it was reported in the Chronicle of Higher Education ("Fact & File", 1981) that there were 6,010 Malaysian students enrolled in American universities and colleges. During the academic year 1981/82, it was reported in the New Straits Times ("Helping our students", 1982) that there were 7,500 Malaysian students in the United States, an increase of 1,490 over that reported for 1980/81. The Times Higher Education Supplement ("Malaysian flock into", 1982) reported that Malaysian students flocked to the United States in record numbers in 1982.

Problems Malaysian Students Encounter Overseas

A number of Malaysian students who go abroad come from small towns, remote villages and from far-flung places, some of which do not even have basic necessities such as electricity and piped water. When these students are suddenly plucked from their homes and transferred overnight to a highly advanced and often intimidating city, it is natural that they face some serious adjustment problems. Some may manage to make the adjustment, albeit with great difficulty. There are some who might totally adopt the alien culture and customs in their desparate and immature attempt to be "Roman when they are in
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culture, and often an unmastered language is difficult; housing may be a problem, as may conflicting social mores. The feeling of alienation, the lack of social contact, and the prevalent conflict between reality and expectations is many times of traumatic proportions. Often the result is complete disillusionment with the United States, the school, and oneself. The student may return to his country with ambivalent or even hostile feelings about his visit, or, perhaps even more disconcerting, he may return "Americanized", unable or unwilling to adjust to his old environment. (p. 26)

Addressing a meeting of Education Service Senior Officer Association recently, the Deputy Prime Minister of Malaysia, Datuk Musa Hitam ("Government move", 1983) stated that:

Some Malaysian students who go abroad at the tender age of sixteen or seventeen are sometimes shocked by the culture, especially in the west. It is natural for a young student from places like Hulu Tembeling, Hulu Kelantan, or Parit Jawa to get cultural shock if he or she is suddenly transplanted in New York or London. The government is concerned that such students are not being able to adjust to the lifestyle there. (p. 3)

In 1981 the directors of the Malaysian students department in the United States, England, Australia, Canada, New Zealand, Egypt, India and Indonesia were summoned to submit a comprehensive report of the Malaysian student situation in the respective countries (Pillai, 1983a). Each of the directors submitted their reports. Among the highlights of their reports were:

-- Loneliness and lack of news from home were alienating some students from their families – some stopped writing home altogether;
-- Some students were influenced by certain Malaysian political opposition parties whose leaders visited the students and attempted to "win them over" by dishing out a lot of misinformation;
-- Some student leaders from certain foreign countries tried to influence Malaysian students in their political thinking, trying to
spread the message that Malaysia's brand of democracy was not good

-- There was too big a difference in the way students were oriented for overseas studies by each of the sponsoring bodies in Malaysia;

-- Lack of proper predeparture preparation had resulted in some students indulging in unhealthy activities such as smoking, drinking, drug addiction, excessive petting and necking; and

-- Over spending and getting into debt.

The government has embarked on various programs to counter the problems Malaysian students overseas face. To cater to the welfare of the increasing number of Malaysian students going overseas, the government has established Malaysian Student Departments in London, Ottawa, Sydney, Wellington, Cairo, Jakarta, Washington D.C., and New Delhi. In the United States, in addition to the Malaysian Student Department in Washington D.C., two Student Centers, which are under the auspices of this Department have been established in Los Angeles and Chicago. The various Malaysian Student Departments with the cooperation of the Malaysian Student Centers have been monitoring the adjustment problems faced by the students.

At present, the government and its agencies have various orientation programs to prepare the students selected for overseas education. Generally, these students will go through a one week orientation program before leaving. However, in addition to this one week program, Majlis Amanah Rakyat (MARA), one of the sponsoring agencies, has been conducting re-orientation programs. Overseas students sponsored by MARA are brought back to Malaysia after a few years (generally after two years), and put through an intensive
re-orientation program to ensure that they have not lost touch of Malaysian culture. They are sent back to continue their studies after this "re-Malaysianisation" program. At a re-orientation course for MARA sponsored students in Kuala Lumpur, MARA chairman, Dr. Nawawi Mat Awin explained the concept of the program ("Helping our students", 1982):

It is essential that our students maintain close contact with Malaysia so that they will not easily fall victim to any undesirable influence when they are away in a foreign land.

Although bringing back such a large number of students from America and Britain, costs a lot of money, it is really worth it when we take into account the benefits the students get through the re-orientation program. To begin with, they get a chance to meet their parents and loved ones after an absence of three years. Secondly, it is important that so young a group of people are kept abreast of the latest developments in the country.

By bringing back the students who are scattered in various parts of America and Britain, we are able to re-orientate them to our culture, customs, religion, development and various other aspects. (p. 3)

The government has plans for a more intensive orientation program to prepare future students selected for overseas education (Pillai, 1983b). Once a student is selected for overseas education after the Malaysian Certificate of Education Examination, he or she will be sent to one of the ten residential schools earmarked for this orientation program. These students will stay in these schools for a whole year and undergo intensive preparation.

**Need For The Study**

In order to provide better services to the students and also to
plan for effective orientation programs, it is important that the needs and difficulties of Malaysian students overseas be studied systematically. As mentioned earlier, within the past few years there has been a tremendous increase in the number of Malaysian students in the United States. The *Times Higher Education Supplement* ("Malaysian flock into", 1982), reported that Malaysian students flocked to the United States in record numbers. It appears that this movement of Malaysian students to the United States will continue for many years to come. Thus far, except for the study conducted by Othman (1980) on a sample of Malay students, no studies have been conducted to identify and examine the problems and difficulties of Malaysians studying in the United States. With more than 7,300 students in the United States, it seems appropriate to conduct studies to examine their needs and difficulties. Furthermore, it has been reported that there is a relationship between the success or failure of a student in a foreign country and the problems he or she is facing in the host country. A report by a committee headed by Ralph W. Tyler (Education and World Affairs, 1964) states that:

Many foreign students of adequate intellectual quality drop out of college within a few months of their arrival here because they are inadequately prepared in the English language to keep up their courses. Many foreign students are unsuccessful because they lack the educational background or the motivation required by the program or the university in which they enroll. Others are misled or mislead themselves into coming to 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 educational difficulties. (p. 1.)
Statement of the Problem

In the United States, concern has been shown for the welfare of international students. Several studies have been conducted in recent years to identify the problems of international students and to discover measures to ease such problems (Arubayi, 1981; Breuder, 1972; Cable, 1974; Hill, 1966; Lysgaard, 1955; Zain, 1966). However, there are factors that influence the adjustment of international students about which more needs to be known. There is an unfortunate tendency to stereotype international students from different world regions, and cultural and linguistic backgrounds together (Payind, 1977). Very few of these studies have been reported which compare the problems of international students among themselves; and, except for the study by Othman (1980), none have attempted to identify and compare the problems of students from Malaysia. Malaysian students have different cultural, historical, religious, educational and linguistic backgrounds and naturally they have different types of problems and adjustment difficulties. Findings from studies conducted on international students from other world regions are not representative of Malaysian students. Porter (1962) states that:

> to treat a great variety of foreign students as a single category is a human error and a scientific monstrosity. In reality, those who come to the United States from other lands to pursue their education are of an infinite variety of nationalities, temperaments, cultures and backgrounds. (p. 1)

To be of more value to any group of international students it is necessary to identify and analyze the problems of that particular group. This study is an attempt in that direction.
An examination of the Malaysian students in the United States reveals an interesting feature. In certain cities, and in some cases in certain universities, there is a great concentration of Malaysian students; forming, so to speak, pockets of "Malaysian villages". Among the universities where there are great concentrations of Malaysian students are: Ohio University in Athens, Southern Illinois University in Carbondale, Northern Illinois University in Dekalb and Western Michigan University in Kalamazoo.

There are two possible ways of studying the adjustment problems of Malaysian students in the United States. One possible way is to take a random sample of all the Malaysian students enrolled at all the universities and colleges in the entire United States. However, because a comprehensive list of students is not available, and also due to the large population of Malaysian students, it is difficult to get a true random sample and the results could be misleading. Another method is to take a university where there is a large concentration of Malaysian students and study the whole population. The investigator felt that a more indepth study of Malaysian students can be achieved if the latter method was used.

This study was an attempt to identify and analyze the adjustment problems of Malaysian students at Western Michigan University, Kalamazoo, Michigan. Western Michigan University is one of the few universities in the States which has a large number of Malaysian students. There were 283 Malaysian students enrolled at Western for the Winter semester, 1984. The findings could be used by the staff and officers of the Malaysian Student Department and Malaysian Student
Centers to improve programs and services for the welfare of the Malaysian students based on assessed needs rather than assumptions about what the needs of the Malaysian students might be. It would also be useful to the Ministry of Education, the Public Service Department and other sponsoring agencies in Malaysia particularly in planning and developing curricula for the orientation program. The result might also serve as a basis for providing a more successful learning experience and might have possible implications for facilitation of adjustment of Malaysian students while in the United States. The Office of International Student Services and those who work with Malaysian students would also find the results of this study useful. The findings may also shed further light not only in understanding the pattern of student adjustment in foreign environments, but also of the adjustment of college students in general. This study obviously has some implications for cross-cultural education in general and cross-cultural guidance and counseling in particular.

Research Questions

The objective of this study was to identify the adjustment problems of Malaysian students enrolled at Western Michigan University during the Winter semester 1984. The specific purposes of the study are summarized as follows:

1. To collect data about the background (demographic) and characteristics of Malaysian students at Western Michigan University,
2. To identify and analyze their adjustment problems, and
3. To determine if specific sub-groups differ in the adjustment
problems encountered.

In this study an attempt was made to obtain answers to the following questions:

1. Do Malaysian students experience problems in the 11 problem areas as indicated by the Michigan International Students Problem Inventory (MISPI)?

2. Are there any differences in the adjustment problems of Malaysian students with respect to:

   1) Sex
   2) Age
   3) Academic Classification
   4) Marital Status
   5) Duration of Stay in the United States.
   6) Student's Major Field of Study
   7) Entry qualifications into Western.
   8) Setting of Home Residence
   9) Financial Sponsorship
   10) Work Experiences before furthering their education in the United States.
   11) English Language Proficiency
   12) Social Integration:
       a) Interaction with American friends
       b) Interaction with non-Malaysian foreign students
       c) Interaction with Malaysian students
       d) Participation in activities organized by the Malaysian Student Organization
e) Participation in activities organized by other student organizations or the Office of International Student Services
f) Religious services attendance
g) Living arrangement

13) Contact with Advisors and Counselors?

Answers to these questions will increase the understanding of the types of adjustment problems encountered by Malaysian students, and indicate which types of problems are most prevalent among the sub-groups of Malaysian students.

Limitation of the Study

This study was made within certain limitations:

1. The study was limited geographically to the campus of Western Michigan University.

2. The subjects for the study were limited to Malaysian students who were enrolled in the Winter Semester 1984.

Assumptions

The following basic assumptions were considered to be necessary for this study to have validity:

1. It is assumed that all subjects would respond candidly and honestly in marking their choices of problem areas included in the Michigan International Student Problem Inventory (MISPI).

2. Students have the capacity to recognize and identify the problems which have significant influence upon their lives.

3. The Michigan International Student Problem Inventory is a
self-report inventory which consists of 132 items to be used for fact-finding purposes. The investigator assumed that the responses accurately reflect the students' concerns and degree of adjustment in the U.S.

Definitions of Terms.

The following are definitions for terms that will be used in this study.

Adjustment

The process through which individuals become integrated into a new environment. It includes the satisfaction of one's motivations and needs.

Problems

Any worries, concerns, fears, trouble, difficulty or frustrations encountered by Malaysian students while attending a college or university in the United States.

Malaysian students

Refers to individuals who are citizens of Malaysia and are enrolled as students at Western Michigan University. The persons hold F-1 immigration status.

Foreign or International Students

This term includes all students who are not citizens of the
United States and who are studying in American colleges and universities. The terms "Foreign Students" and "International Students" are synonymous.

**Michigan International Student Problem Inventory (MISPI)**

Refers to the instrument used in this study which was developed by John Wilson Porter in 1962 at Michigan State University, East Lansing. The MISPI is a set of 132 items derived from the Mooney Problem Checklist—College Form.

**Organization of the Report**

This study will be organized in five chapters. Chapter I will include an introduction, statement of the problem, need for the study, research questions, limitations of the study, assumptions related to the study and definition of terms.

Chapter II will consist of a review of the related literature and will be divided into five categories: a) General factors on adjustment problems of students; b) Literature on International students as a group; c) Literature on International students from a specific country or region; d) Research Using the Michigan International Student Problem Inventory; and e) Literature on the adjustment of Malaysian students.

Chapter III will describe the procedures of the study, the population, the instrument used for data collection, the independent and dependent variables, hypotheses and statistical procedures.

Chapter IV will include a presentation of the data compiled from
the responses to the questionnaire and analysis of the findings generated from the survey study findings.

Chapter V will present a summary of the study, the findings, conclusions, and recommendations.
CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

During the past four decades much literature has been generated and numerous studies have been conducted related to international student affairs in the United States. Tysse (1977) and Spaulding and Flack (1976) identified voluminous amounts of literature on international students studying in the States. De Oliveira (1982), in reviewing studies on international students found that between 1953 and 1978, there were 103 doctoral research projects which focused on one or more aspects of international student affairs in the United States.

In order to obtain a thorough overview of the adjustment problems of international students in the United States an extensive review of studies relating to international students was made. The literature review revealed that prior to the second world war very few studies were conducted. After that period, however, the number of research projects on international students has increased each year. The subjects of the studies vary from high school students to graduate students and people in professional training. A variety of methods and approaches were applied, such as; the use of casual sampling, scientific sampling, questionnaires, check lists, observations, interviews, control groups, tests, etc. Even the topics and content
areas studied varied. Hill (1966) classified the topics studied into the following broad areas; (a) background, (b) adjustment, (c) attitudes, and (d) follow-up studies on those returning to their home countries.

In this review of literature only those studies that had a bearing on the adjustment problems of international students and in particular the adjustment problems of Malaysian students in the United States are included.

The review is organized in the following sequence:

1. General Factors Influencing Adjustment Problems of Students;
2. Literature on Adjustment of International Students as a group;
3. Literature on Adjustment of Students from a Specific Country or Region;
4. Research Using the Michigan International Student Problem Inventory; and
5. Literature on the Adjustment of Malaysian Students.

General Factors Influencing Adjustment Problems of Students

Due to a variety of factors, such as academic and social competition, and separation from family support, college life is stressful and anxiety producing for almost all students (Huang 1977). College students are prone to psychological problems because they encounter so many new situations that potentially can be misperceived. They experience, simultaneously, all the transitions that are major
stresses in adulthood when they move to the campus. They lose family, friends, and familiar surroundings, and there are no ready-made substitutes supplied by the college (Beck & Young, 1978).

For the past few decades there have been numerous studies on the adjustment problems of college or university students in the States. The development of standardized instruments, such as the Mooney Problem Check List, have made it possible to compare studies on adjustment problems of students across populations, institutions, and time (Othman, 1980).

The adjustment problems experienced by students in general have been studied by many investigators. Strang (1937) divided the problems experienced by students, into the following five groups: (1) intellectual and perceptual difficulties related to mental and emotional maladjustment; (2) physical and structured difficulties such as inadequacies or disturbances of any of the bodily functions; (3) emotional difficulties, which can be classified by their manifestations including symptoms such as depression, worry, undue feelings of inferiority and superiority, restlessness, and irritability; (4) social difficulties, from over-participation and violation of customs and mores to complete withdrawal and seclusion; and (5) vocational and economic difficulties, such as, choice of vocation, deficiencies in special skills and required talents, knowledge, and financial difficulties.

It is generally expected that international students who come to the United States to continue their education will encounter more difficulties than American students (Johnson, 1971). Maxwell (1974)
noted that even native American students find the initial period of adjustment difficult, with from 30 to 50 percent expressing fears that they will not be able to meet college course demands. The problem is compounded for the international students who must also adapt to different values, customs, and language. International students – even from the English speaking countries – usually find the American colloquialisms strange. Almost always, international students find that professors’ expectations, teaching strategies, reading assignments and examinations differ from those of teachers in their home country.

In discussing the problems of international students Pruitt (1978) stated that:

The difficulties faced by someone moving to a different part of the world are often staggering. To a greater or lesser extent, all foreign students face the problem of culture shock. This is brought on by language difficulties (even the British have some problems), new food and climate, new sets of rules for communicating with other people, and often a sharply reduced social status. In extreme circumstances, this form of stress may be so severe that the student turns inward and develops psychological and physical symptoms that completely hinder his academic progress.

Culture shock is a burden added to the usual problems faced by new students: seeking housing, making new friends, and beginning a new course of study. (p. 145)

**Studies Comparing Adjustment Problems of International and American Students**

Arjona (1956) compared the adjustment problems of international and United States students enrolled at Indiana University during the second semester of the academic year 1954/55. Sixty-two international students from 22 non-English speaking countries were randomly selected
to participate in the study and a comparable group of 62 United States students were selected as a control group. The Mooney Problem Check List, a questionnaire and interviews were utilized in collecting the data. The personal, emotional, social, and academic aspects of adjustment to college life were analyzed. The findings revealed that international students faced more problems than the United States students in each of the four areas of adjustment analyzed: personal, social, emotional, and academic. Based on the findings of the study the investigator recommended that organized orientation programs for international students be provided, more opportunities for interaction between the American and international students be arranged, and better information about the available personnel services and facilities for international students be provided.

Jarrahi-Zadeh and Eichman (1970) studied 50 Middle Eastern and Indian students at the University of North Carolina. They found that more international students had social adaptation problems on the college campus than did American students who completed the same questionnaire. The international students reported that they were confused by Americans' attitudes toward them. On the one hand, the government and foundations encouraged them to study in the United States; on the other hand, many American university officials, faculty, and students showed little interest in them. Although both American and Middle Eastern students identified academic problems as of major significance, the Middle Eastern students' primary problems were related to social adaptation. Jarrahi-Zadeh and Eichman recommended that social integration be fostered by international
dormitories and by the support of the community groups.

Based on a survey study conducted at the University of Tennessee, Johnson (1971) made a contrasting conclusion from the conclusion made by Arjona (1956). Johnson concluded that international student problems were not that dissimilar in problems experienced by college and university students in general. The study reported by Johnson was conducted during 1971 winter term by the Office of International Students Affairs, in conjunction with the Office of Institutional Research at the University of Tennessee. Survey questionnaires were sent in early March to all students holding nonimmigrant visas who had been enrolled in full-time study during the fall term. To assess the correspondence between the problems of international students and those of domestic students, the survey questionnaire was also administered to a freshmen English class of 30 people during the spring term. It was found that the domestic students' responses closely paralleled those of international students in most areas. It was therefore concluded that the problems faced by domestic students were similar to those encountered by international students. Johnson suggested that:

The foreign student needs to be studied more as a student than as a foreigner. This is not to deny that foreign students face situations peculiar to them alone, but only point out that frequently we have focused on the unique to the exclusion of what may be more obvious and actually more troubling to these members of our student bodies.

Foreign students are more student than foreign. If we accept this and recognize them as riders on this same earth with comparable needs and wants and in this spirit receive them on our campuses, we can then create a more healthy basis for establishment of friendship between American and international students. (Johnson 1971, pp. 67-68)
Phases of Adjustment

Based on her review of research on international students and also based on her own research, Klein (1977) considered the following as the variables that influence and determine the adjustment patterns of international students attending American colleges and universities: (1) the strength of motives for change (e.g. desire for contact); (2) the amount of change needed (e.g. cultural distance); (3) the individual’s skills and coping resources (e.g. self-confidence, prior experience, and interpersonal effectiveness); (4) characteristic stress responses; and (5) reinforcement provided by the new environment.

Klein (1977) further stated that four different phases of adjustment have been observed: the Spectator phase, the Stress-Adaptation phase, the Coming-to-term phase, and the Decision phase. These phases of international students' adjustment were also known as the adjustment cycle theory, which was first suggested by Lysgaard (1955) and later modified and tested by DuBois (1956) and other researchers. In the original version of the theory, a sequence of periods of types of experience, common to many international students, was hypothesized (Lysgaard, 1955). The first period, immediately upon arrival in the States, would be marked by high expectations and the pleasures of discovery, but would give way to a period of increasing difficulties triggered by the need to cope with a multitude of emerging problems. However, as departure for home approaches, the international students' attitudes and adjustment would improve, partly
due to an increased ability to cope with life in the United States. The international student's adjustment was expected to configure a U-Curve whose low point would last between 12 to 18 months. DuBois (1956) modified the theory by suggesting that international student sojourners in the United States go through an adjustment cycle comprising four distinct phases. They start off with a psychological detachment from the new experiences (Spectator Phase) and proceed to attempt mastery of the skills required for successfully coping with the new environment (Adaptive Phase). The Adaptive Phase is most difficult and prolonged with increased cultural distance. Students who survive this defensive, critical phase enter a more calm period in the Coming-to-term Phase. In the Coming-to-terms phase equilibrium is reached in the struggle for adjustment. Finally, at the conclusion of their sojourn, when the decision to return to their own country approaches, they enter a Pre-departure or Decision Phase. This phase is characterized by high expectations and apprehension. There is a reawakening of tension and self-examination. The more alienation from home and the more ambivalence about returning, the more acute are tensions at this time.

However, there is no conclusive empirical evidence of the adjustment theory and studies testing the U-Curve hypothesis reported no consistent results. Sewell and Davidsen (1956) reported that Scandinavian students went through such a cycle in their sojourn in the United States. Heath (1970) found that the U-Curve proposition generally applied to students residing in the International Hall at Berkeley. Gullahorn and Gullahorn (1963) on the other hand, suggested
that the process of adjustment of international students sojourn should be represented by a W-shaped rather than U-Curve. Selby and Woods (1966) suggested a V-shaped curve while Becker (1968) found that the U-Curve operated in reverse with students from developing countries.

Patterns of Adjustment

Although no two international students follow identical adjustment patterns, research evidence has revealed that there are commonly observed patterns of adjustment. Sewell and Davidsen (1956) reported that there appear to be four clear patterns into which most international students can be placed. These four patterns of adjustment are the (1) detached observer, (2) promoter, (3) enthusiastic participant, and (4) settler.

The first type, the detached observers, are those who have no need or desire to involve themselves socially or emotionally in the life of the host country. These students perceived their stay in the host country to be of short duration and prefer to maintain the role of a detached observer rather than associating themselves extensively with the Americans. These students tend to satisfy their social needs by seeking companionship among fellow students of their own nationality. Students in this category do not experience severe adjustment problems either in the States or upon return to the home country because they do not lose identity with the home country and participate only to a limited extent in American life. The second type, the promoters, are those students who partake actively in the
life of the host country. The promoters may become promoters for various reasons, possibly to advocate the home country among the citizens of the host country in anticipation of a prolonged stay. Smith (1955) stated that these promoters are affected more markedly by the foreign experience than are the detached observers and are more likely to experience severe problems because their identities and loyalties are to the home country, but they are forced by their conception of the role to be participants in the life of the host country. The third type, the enthusiastic participants, are those students who are willing, at least temporarily, to detach themselves emotionally from their own country and are actively getting to know the host country by participating in the life of the host country. These students appear to be highly aware of the temporary nature of their stay in the States and want to get as much out of the experience as possible. These students have little difficulty adjusting to new situations, but may find difficulty in readjusting to their home country, and upon return they are most likely to advocate American ideas. The last type, the settlers are those students who, for various reasons, are not especially attached to their home country and view their sojourn as a chance to size up opportunities in the host country. Their adjustment to life in the host country may not be as rapid as that of the enthusiastic participants, but their adaptation to life in the States seems to be more genuine and thorough. These students are often escapees, who are unlikely to return to their home country, and those who do return are likely to be dissatisfied and may return to the States. While at home, these students are likely to be
strong advocates of their adopted ideas and ways (Sewell & Davidsen, 1956).

Klein (1977) reported the following as the four most commonly observed patterns of adaptation: Instrumental adaptation, Identification, Withdrawal, and Resistance. Each pattern represents different processes of cross-cultural involvement and attitude change.

Factors Affecting Sojourn Adjustment

Eddy (1978) stated that the International student experience actually begins before arrival at a college or university in the United States, since a choice must be made concerning the type and place of education. To make this choice requires the kind of background knowledge that even American students find difficult to obtain. She further stated that after entering the United States, the students will face the following barriers: language, academic advice, economic problems, cultural assimilation, reentry problems, and age.

Language barriers

DuBois (1956) stated that language is a primary factor in sojourn adjustment because the importance of the whole formal educational process will be mediated by the ability to communicate. Sasnett (1950) believed that international students' academic success rests to a large degree on their ability to understand and speak English. Eddy (1978) stated that the first barrier for international students to encounter is language. The majority of international students come from countries where English is not the first language. Although some
of these students have had English instruction throughout their formal education, there are large numbers of students who find it difficult to function satisfactorily in an academic context, even though they are able to pass standardized proficiency examinations.

Almost all the research concerning international students refer to English as being one of the most serious problems encountered. Alsaffar (1977) and Sharma (1973) found that there is a strong positive relationship between proficiency in English Language and academic, personal and social problems. Breuder (1972) reported that at least half of the international students in Florida had an English Language problem, and that English and social problems were associated. Georgiades (1981) indicated that international students who chose English as their preferred means of communication reported no problems in the 11 problem areas of the MISPI, while students who chose their native language as their preferred means of communication reported a possible problem in area eight (English Language).

Academic advice

Eddy (1978) believed that the American educational system may also become an obstacle to international students' education. Degree requirements, course structure, course content, and academic standards may be quite different from those in the international students' home country. The students may be confused by their course options and program organization. Storm and Gable (1961) shared Eddy's belief when he stated that curriculum is one of the various circumstances which comprise some of the problems in sojourn study.
Economic problems

Economic problems loom large among the matters of great concern to international students (Eddy, 1979). Students who come to the United States with limited resources may experience financial difficulties because of one or a combination of the following reasons: they estimated their expenses with inadequate information provided in the college catalogs; they had unrealistic ideas about the availability of financial aid or other sources of income; they did not anticipate inflation; they changed or extended their coursework or they overextended themselves buying American consumer goods.

Cultural assimilation

Sunberg (1977) stated that although human beings, regardless of cultural origin, share many similarities such as physical similarities and the developmental stages of birth, childhood, adulthood and old age, they identify with their own group and not all mankind. To the international student, understanding American behavior and adjusting to it may be a difficult task. Upon their arrival in the United States their normal daily activities are interrupted, vastly changed or sometimes abandoned. Hendricks and Skinner (1975) noted that many factors come into play in the cultural assimilation of international students. First, the students' legal status as an alien may imply to the domestic students that the international students are transient in American society and brand them from the outset as an outsider. Also as a foreigner, the students may not have a clear idea of what is
expected of them, how much Americans assume they understand, or how many questions they should ask. Cultural differences in friendship-building, dating etiquette, or even aggressiveness may be confusing to international students. Further, the climate may add to the difficulties of adjustment.

Studies of social adjustment indicate that international students are frequently isolated from social activities (Coan, 1971; Klein et al., 1971), and that there is little interaction between American and international students (Deutsch, 1965).

Of the 447 international students surveyed at the University of Tennessee, Alsaffar (1977) found that most international students spent their available time with friends of their own co-national groups. Those groups indicated limited involvement with the various activities on or off campus. The majority of international students were unaware of international programs and purposes, and were not interested in such information. Whether the co-national groups perpetuated the isolation is not certain. It seems plausible, in either case, that the co-national situation deters the international students' impact or involvement on campus.

It appears that international students prefer more involvement with their own co-national groups (Coan, 1971; Spaulding & Flack, 1976). This preference is evidence by the tendency to create small "communities" in the host country. International students who congregate together and communicate with one another experience fewer coping problems than those who fail to establish identity with a co-national group. The co-national group conveniently serves as a
temporary replacement for the foreign student's traditional life style (an extended surrogate family) and contribute to the maintenance of traditional values and belief systems (Das, 1974; Deutsch, 1965). Conversely, communicative interaction within co-national groups tends to "increase in-breeding of ideas" and "commonly biased notions about the ... American society" (Coan, 1971, p.7).

With respect to the participation of the international students in various activities on and off campus, Reiff (cited in Perkins, Perkins, Guglielmino, and Reiff, 1977, p. 383) reported that almost half of the international students at the University of Georgia belonged to an association of their particular nationality. He stated that the more students there were from a particular nationality and the more differences between them and the United States, the more likely the group was to form an association.

With respect to living arrangements Coan (1971) reported that not many international students live in university residence halls, because many, especially those coming from Asian countries, find it difficult in adjusting to American food. Hence, international students live mostly in groups comprising members of their own country and do their own cooking. Thus, there is a strong tendency to inbreed among the international students. They live as a group, socializing mostly only among themselves and develop certain commonly biased notions about the larger American society.

**Reentry problems**

Eddy (1978) noted that for those students who do return to their
home countries after completion of study, the reentry process may be very much like the entry experience, in the sense that it requires reacculturation.

**Age**

Another factor, not mentioned by Eddy (1978) but mentioned by DuBois (1956), is age. DuBois believed that the age of a student is an important factor in sojourn adjustment. The younger student tends to stay in the United States longer. Educators and international student advisors favor older (graduate) students over younger (undergraduate) students because of their maturity, possibility of a short stay, less potentiality of causing problems, and having definite goals. Furthermore, graduate students are considered less subject to alienation and need less counseling.

**Adjustment Problems of International Students As A Group**

Many studies on international students lump together international students without regard to nationality, world region, culture, history, religion, language or their country's educational system.

Among the earliest studies on international students in the United States was the study reported by Peterson and Neumeyer (1948). Peterson and Neumeyer conducted a survey study on the problems of 385 international students enrolled in five schools in California. A four-page questionnaire, which included a check list of 28 items, was circulated. One hundred forty-one (37 percent) completed forms were
returned and analyzed. The investigators reported that the chief complaints of the international students pertain to academics. They had difficulties in understanding lectures, in writing or giving oral reports, in getting acquainted with American educational standards and examination methods, in using the library, in competing with American students for grades and in understanding the complicated registration procedures. The second group of problems experienced by the international students in this study were economic in nature. They had difficulty in meeting their school expenses and difficulty in finding suitable employment. This factor was made worse by the loss of money through currency exchange. The inability to find housing was also an acute problem for them. Among the personal and social problems experienced by these students were the inability to finding suitable dates, personal friendships with Americans, sufficient leisure time, and places to go during their leisure time. To assist the international students the investigators recommended that the counseling services be improved, better orientation programs be provided, financial assistance be provided, and housing and recreational centers be improved.

The problems of 182 international students from six geographical areas who were studying at Purdue University in 1949 were surveyed by Forstat (1951). The data were collected by sending a revised version of Peterson and Newmeyer's questionnaire and check list. The investigator found that the most troublesome problems of these students were finances, English language, dating, housing, food and academics. The country of origin and the student's academic status...
seemed to be the factors affecting the total number of adjustment problems, but there seemed to be no association between length of stay in the United States, field of study, or age, and the number of adjustment problems experienced. Adjustment problems of these students did not seem to be solved by longer contact with the American educational system. Forstat recommended that a program designed to help international students to take part in social life activities in the university and community be established. She also recommended that a system of counseling that considers individual and cultural differences be provided.

In 1959, Santos conducted a survey study at Indiana University on international students from non-English speaking countries in the following geographical areas: Latin America, Europe, Southwest Asia, Southern Asia, Central Africa, and North Africa. Data were collected from four sources: the Foreign Student Advisor's Check List, the Foreign Student Problems Check List, the Personal Data Questionnaire, and personal interviews. The findings revealed that the areas which caused the most problems for international students enrolled in the second semester of the academic year 1958/59 were academic, financial, and social, while religious and personal problems were the areas that gave the least trouble. The ability to speak English before coming to the United States was not a factor in the total adjustment of the students, although it did seem to be a factor in academic adjustment.

A significant study regarding the problems and needs of international students at New York University was conducted by Tanenhaus and Roth (1962). A 20-page questionnaire was sent to 1,944
students who were in residence for at least one of the two regular semesters during the academic year 1960/61. The questionnaire consisted of two parts: the first part concerning the goals of international students and the other covering areas of academic, physical, financial, social, and cultural needs. The findings indicate that nearly 75 percent of the respondents wanted courses offered that would be applicable to their home countries and 2.6 percent felt that few or none of the courses they had taken would be useful in their home countries. Nineteen percent of the respondents indicated that degree requirements were more or less serious obstacles to taking courses they really needed. The findings also revealed that international students preferred to get academic advice exclusively from their course instructors, and only 18 percent had asked advice from Foreign Student Center staff or other administrative officials. About 50 percent of the respondents indicated that they had experienced financial difficulties.

Zain (1966) conducted a survey study to identify and analyze the academic and personal difficulties of international students from 50 non-English speaking countries. The study was conducted on students enrolled at the University of Oregon in 1965. The major academic problems reported were writing essays and reports, participating in class discussions, taking and organizing notes, finishing on time in essay tests, and understanding questions. The major personal-social problems reported were finding residences with reasonable rent, being homesick, adjusting to American foods and customs, participating in social events, and finding suitable companionship with the opposite
Based on the findings of the study, Zain (1966) recommended that: (1) new foreign students be made aware of the cultural differences between the United States and their countries, (2) foreign students be given personal counseling by their academic advisors, (3) courses be adapted to each student, (4) English improvement courses be adapted to prepare international students for taking notes in class and participation in classroom discussions, and (5) evaluation methods be adapted to international students.

The problems of Indonesian, Thai, Pakistani, and Indian students enrolled at Indiana University during the 1963 fall semester was studied by Hill (1966). Six potential problem areas were analyzed: academic, financial, housing, religious, personal, and social. A problem check list and a personal data questionnaire were mailed to 114 students from the above mentioned countries, and 78 completed and returned the questionnaires. The findings revealed that these students did experience substantial difficulties in academics, personal, and financial areas, with academic giving them the most problems. Their academic problems were largely related to a lack of proficiency with the English language and the difficulty in adjusting to American educational methods and standards. In the personal and financial areas their problems were largely related to adjustment to American food, being away from families, finding suitable companionship with the opposite sex, and insufficient funds for school expenses. With regard to housing, religion, and social adjustment, these students generally experienced no substantial difficulties.
Another interesting finding of this study was that women generally experienced substantially greater difficulty with academic problems than the men. Based on the results of the study, the investigator recommended that: (a) further research be conducted on other college campuses and on other international students from other nations and world regions, (b) in the orientation program more emphasis be placed upon the explanation of friendship patterns among American college students, and (c) American students be encouraged to show more initiative in making friends with international students.

Sharma (1973) reported the result of a study on foreign non-European graduate students enrolled at the Chapel Hill, Raleigh, and Greensboro campuses of the University of North Carolina and at Duke University. A student problem inventory was sent to each of the 374 randomly selected students. Fifty-two percent returned the completed inventory. The study revealed that the most severe academic problems the foreign non-European graduate students experienced were giving oral reports, participation in class discussion, taking notes in class, understanding lectures, taking appropriate courses of study, and preparing written reports. The most severe personal problems experienced by these students were homesickness, inadequate housing, sufficient funds, food, and finding companionship with the opposite sex. Finally, the most severe social problems experienced by these students were getting used to American social customs, making personal friends with American students, being accepted by the social groups, and being inhibited about participation in campus activities. The study also revealed that a strong positive relationship existed among
the academic, personal, and social problems, and that the academic problems were found to be more severe than the personal and social problems and took longer time to resolve. Evidence from the study indicated that the student personnel service was useful in helping the students resolve their academic problems, but its usefulness for the resolution of personal and social problems was not evident. The investigator recommended that the foreign students be thoroughly tested for their competency in the use of English language prior to their departure from their home country. She further recommended that American universities and colleges offer remedial programs in the English language.

Alsaffar (1977) conducted a study to determine the opinions, attitudes, and problems of selected international students at the University of Tennessee, Knoxville. Similar data were also sought from the advisors of international students at selected universities. A 66 item questionnaire developed by the investigator was sent by mail to 447 international students during the fall of 1975. A questionnaire composed of 12 items was sent to 19 international student advisors throughout the United States. Fifty-one percent of the students responded and 11 out of the 19 international student advisors responded.

The investigator found that the problems noted as most important by the largest number of respondents were separation from their families and home countries, finances, English language, housing, adequacy of education and dating. In addition to facing varying degrees of academic, social, and personal problems, international
students experienced cultural shock, particularly students from developing countries. The international student advisors perceived financial aid, employment, and English language as the problems "often" faced by international students, while ignorance of Americans regarding international affairs, adjustment to American food, family separation, making friends and admission to colleges and universities were perceived as problems "sometimes" experienced by international students.

Perkins, Perkins, Guglielmini, and Reiff (1977) compared the adjustment of three international student groups enrolled at the University of Georgia. The three groups were the Chinese, the Indian, and other international students. The instrument used in this study was a questionnaire consisting of eight items concerning demographic information, three items describing social interactions, and 17 items identifying potential adjustment problems. Questionnaires were mailed to all 407 international students who were enrolled in at least one course during the 1974/75 winter quarter. Fifty-two percent of the 407 students responded to the questionnaire. The results of the study were as follows: (1) There were significant differences among the three groups in six problem areas: English proficiency, adequacy of educational preparation, racial or religious discrimination, and unfriendliness of people from the community. Among the three groups, the Chinese rated English proficiency, educational preparation, racial and religious discrimination, and homesickness to be more of a problem than did the other respondents. (2) There were significant differences among the three groups with respect to two of the three social
interaction items: "interaction with people from my own country", and "interaction with other foreigners" (not U.S.). The Chinese and the Indians interact significantly more frequently with their own nationalities, while other international students tend to interact significantly more often with other foreigners. (3) There were significant differences among the three groups with respect to three of the four demographic variables: age, length of time at the University of Georgia, and length of time in the United States.

Stafford, Marion, and Salter (1980) conducted a study to determine the level of adjustment of international students in selected areas at North Carolina State University (NCSU). All international students at NCSU who had preregistered for the spring 1978 semester were asked to complete a questionnaire developed by the researchers to determine the level of adjustment in 17 identified areas. Questionnaires were given during registration to 186 undergraduate and 365 graduate international students and an overall response rate of 40.8 percent was realized.

Homesickness was found to be the most difficult area, with two-thirds of the students reporting that it was a problem at least some of the time. Other problematic areas were obtaining housing, social relationships with members of the opposite sex, English language and finances. Areas in which the lowest percentages of students reported as problematic were: adjustment to present housing, maintaining religious customs, and relationship to spouse (if married).

Undergraduates reported significantly greater levels of
difficulty than did graduate students with English language, academic coursework, finances, food, unfriendliness of the community, and maintaining cultural customs. Students from the Orient and from Southeast Asia reported the greatest difficulty with the English language, while those from India/Pakistan and Africa reported the lowest difficulty. Those from South/Central America and from Southeast Asia reported the lowest levels of difficulty with future vocational plans, while higher levels were reported by students from India/Pakistan.

Compared to all other groups, African students reported a high level of difficulty with unfriendliness in the community. Finally, students from India/Pakistan and the Orient reported high levels of difficulty with social relationships with members of the opposite sex. Low levels of difficulty were reported by those students from South/Central America. African students had the greatest overall level of adjustment difficulty, while South/Central American students reported the lowest overall level of difficulty.

Sadeghi (1981) conducted a study to determine the self-perceived factors that most affect the academic success or failure of international students who enrolled during the spring semester and/or winter term of 1980 at selected institutions of higher education in Tennessee. The study also examined the relationships of age, sex, country of origin, field of study, duration of stay, source of financial support, student classification, and marital status to international students' perceptions of the factors that most affected their academic success or failure. The major findings indicated that
the factors perceived by respondents to affect academic success most were: English language preparation, familiarity with American culture and customs, financial security, faculty teaching methods, and grading patterns and examination procedures. The factors perceived to affect academic failure most were: familiarity with American culture and customs, English language preparation, grading patterns and examination procedures, financial security, and university policies. No significant differences were found between the eight independent variables and respondents' perception of the factors which most affected their academic success or failure.

Adjustment Problems of International Students From Specific Country or Region.

Few studies were found that investigated the adjustment problems of students from a specific country. However, a number of studies of international students from specific regions such as students from African countries (Pruitt, 1978) and students from the Middle East (Payind, 1977), were found in the review of literature.

How life in the United States affects students from Sweden was studied by Scott (1956). Scott's study investigated how various differences between life in Sweden and the United States affected the students' experiences in the United States. Open-ended interviews were conducted with 50 students and questionnaires were sent to 33 students who could not be reached for interviews. The findings of the study reported that in the first few months in the United States most of the students had successive problems with English language,
academic red tape, new kinds of examinations, and new personal relations involving fellow students and faculty. However, after a few months in the States the students became "almost, but not quite Americans" (p. 52). In the area of interpersonal relations the Swedish students expressed their disappointment with the Americans because they often found that the Americans were friendly in a superficial way. The study also revealed that the Swedish react most favorably to areas of freedom in American life, such as, friendly relations between professors and students, classroom discussion and questioning, and hospitality in social relations.

Sewell and Davidsen (1956) reported a study on Scandinavian students who were enrolled at the University of Wisconsin. The purpose of the study was to explore the academic and social adjustment process and outcomes of foreign study. The data were derived from a number of sources, but principally from interviews. The following conclusions were drawn from the findings of the study. In the academic area, most Scandinavian students felt that registration was somewhat confusing. The other aspects of academic life, such as compulsory class attendance, day-to-day assignments, the regulations of student activities and social life received unfavorable comments. However, they were favorably impressed by the informal relations between students and teachers, as well as the quality of instruction.

The adjustment problems of Indian and Japanese students enrolled at the University of Southern California were studied by Win (1972). A total of 83 Indian and Japanese students took part in the study. The data were collected using a 50-item check list and three open-
ended questions. The results revealed that there were significant differences between the Indian and the Japanese students regarding some of the difficulties they faced. The Japanese students experienced more difficulty than the Indian students in registering, understanding lectures and textbooks, writing papers, competing with Americans for high grades, taking examinations, finding part-time work, feeling welcome at university functions and communication with Americans. Win concluded that the Japanese experienced difficulties because of the lack of English proficiency, and Indian students experienced fewer difficulties with many aspects of adjustment because they had a wider support on the campus. One interesting discovery in this study was that although the Japanese students expressed considerable degree of adjustment difficulties, few Japanese students would seek help of the international student advisor.

The problems of Thai students who studied in the United States during the academic year 1973-1974, was studied by Mantakara (1975). Questionnaires were sent by mail to 468 randomly selected Thai students. A total of 70 percent returned the questionnaire. The main purposes of the study were (1) to identify and examine some major problems that Thai students face while studying in the United States; (2) to examine students' attitudes towards their career expectations, and (3) to see if there are any significant differences between sponsored and independent students in the problem areas and career expectations. Chi square and one-way analysis of variance (ANOVA) were used in the analyses of the data.

The findings revealed that in general Thai students experienced
the following major problem areas; language, finances, academic, cultural and ethnic, and housing. Independent students had greater problems in language, finances and academic than sponsored students. The majority of the students indicated that they wanted to go back and help to improve their country.

Among the recommendations offered by the investigator were; (1) the selection of Thai students studying abroad should be based on proficiency in the English language, ample financial support, maturity, and field of study that is not available in Thailand institutions; (2) degrees from local universities should be given equal status to overseas degrees in order to prevent Thai students from studying abroad for the wrong reasons; (3) programs in the local universities need to be developed as an alternative to studying abroad.

The academic, personal and social problems of Afghan and Iranian students were studied by Payind (1977). Besides investigating the nature and extent of the academic, personal, and social problems the study also sought to examine relationships for each of the dependent factors of academic, personal and social problems to each of the following independent variables: Country of Origin, Sex, Age, Marital Status, Academic Classification, Major Field of Study, Duration of Stay in the United States, and Financial Sponsorship. A personal data questionnaire and a foreign student problem check list containing a list of 23 academic, 23 personal and 16 social problems were used in obtaining the data. A total of 400 questionnaires and checklists were sent to 190 Afghan and 210 Iranian students. To supplement data
gathered through the questionnaires, personal interviews were held with a stratified sample of 20 Afghan and 20 Iranian students. Sixty-three percent Iranian and 54 percent Afghan students completed the questionnaires. Percentages and frequencies were used in identifying and describing the academic, personal and social problems, and one way analysis of variance was employed to determine the degree of association between the dependent and independent variables. Payind reported the following results: (1) The most severe academic problems were; completing written examinations in the same length of time as American students, improving English to the level necessary to pursue academic work, communicating thoughts in English, presenting oral reports, competing with Americans for high grades, taking notes, and writing reports. (2) The major personal and financial problems reported were; rising costs, inadequate funds, securing permission to work, finding part-time work, extending visas, worrying about mail delays, and homesickness. (3) The major social problems were; shyness, finding companionship with the opposite sex, establishing satisfactory relationships with international student officers and professors.

Analysis of the relationship between variables revealed that (1) there were significant differences between male and female students for all the problem areas, (2) significant differences occurred for the age factor, with the youngest age group having the highest scores in academic, social and personal problems, (3) single students had more problems than married students, (4) graduate students seemed to have less academic problems than undergraduate students, (5) students
who majored in humanities and social sciences had significantly higher academic problem scores than those who were studying science and engineering, (6) students who had a shorter duration of stay in the United States had significantly higher problem scores, and (7) a significant difference was observed between the students' financial sponsorship and their personal and financial problems.

The investigator's recommendations were (1) pre-departure orientation programs be organized, (2) intensive English courses be taken by students before departing for the United States, and (3) stereotyped conception of the international students by American college and universities be avoided.

Pruitt (1978) reported the results of a study on adaptation among African students. The study was designed to discover the major problems experienced by these students on arrival and at the time of the study, and to identify the factors determining how the students cope with their problems. A self administered questionnaire was completed by 296 African students enrolled at nine selected universities and colleges across the United States in the spring semester, 1976. Approximately half of the sample were Nigerians. The major problems faced by these students on arrival in the States were in the areas of climate, communication with Americans, discrimination, homesickness, depression, irritability, and tiredness. However, most of these problems diminished over time. Depression and tiredness were the major problems that remained.

The study also attempted to analyze the effects of age, sex, level of study, country of origin, marital status, family background,
preparation for coming to the United States, and type of financial support on how they cope with their problems. The results were as follows:

Men reported better adjustment than women. Nigerians and those supported by their home government reported above average adjustment, while Ethiopians and those supporting themselves were below average. Pre-departure knowledge about the United States seems to contribute to adjustment. Assimilation into American society is definitely predictive of adjustment, as reflected in the finding that students who become intimate with Americans and accept American culture are happier and freer from problems than those who do not. Contact with white Americans appears to make a larger contribution to adjustment than contact with black Americans. By contrast, contact with fellow country men and other Africans seems to be somewhat counterproductive of adjustment. The best predictor of adjustment is maintenance of religious commitment. When they come to this country, most African students reduce their church attendance and develop a more negative attitude towards religion. The students report less happiness and more problems than do the smaller number who maintain their religious activities and convictions. (Pruitt, 1978, p. 146)

The study also assessed the relationship between assimilation and adjustment and examined changes in values and perceptions. The investigator found that assimilation into American society was greater among those who come at an earlier age, those from more prominent families, and those who maintain their religious commitment. French speaking Africans did not assimilate as readily as English speaking Africans, but they were also less often victims of racial prejudice.

Based on the results of the study Pruitt (1978) made the following recommendations: (1) An effort should be made to encourage international students to acquire as much knowledge about the United States as they can before coming. (2) "Big brother/big sister" programs should be organized matching international students with
American students to ease their transition and facilitate their initial adjustment. (3) International students should be encouraged to retain their former religious affiliations. (4) Hospitality should be encouraged to maximize the contact between international students and American society. (5) The university should be sensitive to the special problems of the international students.

The personal, social and academic adjustment problems of Arab students at selected Texas institutions of higher education were studied by Saleh (1980). Survey questionnaires developed by the investigator were distributed by mail to 425 Arab students enrolled at North Texas State University, Southern Methodist University, Texas Tech University, and the University of Texas during the spring semester 1979. A total of 315 (75.7 percent) completed questionnaires were returned. An item by item analysis was made of the students' responses and frequencies of the responses to each item were tabulated and indicated as percentages. Chi-square and "t" tests of independence were used to compare sub-groups.

The investigator reported that the most frequent problems of adjustment reported by 50 percent or more students were as follows:

(A) Americans have many misconceptions about Arabs (93.2 percent); (B) Americans do not like Arabs (90.5 percent); (C) Americans do not understand Arabs (89.9 percent); (D) I plan to return to live in my native country for the rest of my life (87.5 percent); (E) I have difficulty with American type tests such as the multiple choice and true-false type (82.7 percent); (F) The university is not fulfilling its role in helping Arab students (75.2 percent); (G) The university needs to have orientation programs for Arab students (74.9 percent); (H) I do not like American food (64.8 percent); (I) I often feel homesick (61.9 percent); (J) Americans are not easy to make friends with (58.0 percent); (K) I have had to take courses I did not want to
take (56.6 percent); (L) I have difficulty taking notes in class (54.4 percent); (M) Finding professors who were not considerate of my feelings was a situation which caused me to worry (53.7 percent); (N) Using the library causes me difficulty (53.4 percent); (O) I have difficulty in getting credit or a loan (51.6 percent); (P) I would not recommend that my friends come to the United States (50.9 percent); (Q) Being afraid to speak up in class was a situation which caused me to worry (50.7 percent); (R) I have difficulty in making course selections (50.0 percent); (S) I believe the foreign student office is not doing a good job (50.0 percent); (T) I believe Americans make it difficult for Arabs to live in the United States (50.0 percent). (Saleh, 1979, pp. 134-135)

The investigator recommended that; (1) university faculty and administrators be acquainted with the findings of the study; (2) orientation programs be provided for Arab students; (3) better communication be developed to facilitate better understanding and respect between Arab students and Americans; (4) possible methods of developing better relations between undergraduate Arab students and professors be explored; (5) Arab counselors be employed to assist students with their personal, social and academic adjustment.

Research Using the Michigan International Student Problem Inventory

The Michigan International Student Problem Inventory (MISPI) was developed by Porter (1962) as a result of his study at Michigan State University to determine the problems of foreign students. The purposes of his study included the following: (1) to develop an international student problem inventory; (2) to compare problems of international students with problems of American students; and (3) to determine if significant differences in problems existed between
selected groups of international students.

Porter’s study involved 108 international students and 50 United States students. Each student was administered the MISPI. In addition to that, 46 international students and 47 United States students were given the Mooney-Problem Check List — College Form. This procedure was followed in order to establish the concurrent validity of the MISPI.

Porter (1962) reported that the problems of international students differed significantly from the problems of the United States students, with the international students checking significantly fewer problems than the United States students in the Mooney Problem Check List. At the same time results on the MISPI indicated that international students had significantly higher mean problem scores than the United States Students. Porter also reported the following findings: female international students checked more problems on the MISPI than males; undergraduates checked more problems than graduates; those international students who were classified as "non-Western" checked more problems than those international students classified as "Western". The following observations were made although statistically not significant: (1) students on campus for 13 months or longer checked more problems than those international students on campus for one year or less, (2) international students who did not speak English as a first preference checked more problems than those who speak English as a first preference, (3) single students checked slightly more problems than married students, and (4) younger students, (age twenty-five or younger) checked more problems than the older students.
In answering the concluding questions of the MISPI, 76 percent of the students felt that the check list provided a complete picture of the problem areas troubling them at that time and 85 percent felt that the procedure was worthwhile.

Based on the findings of the study Porter (1962) concluded that; (1) the MISPI can differentiate between the problems of international students and the United States students and (2) the MISPI tended to be a reliable and valid instrument for helping international students express their area of concern and problems.

Breuder (1972) utilized the MISPI, with the addition of a Likert type scale, to determine the problems of international students enrolled at Florida State University and in public junior colleges in Florida. A total of 416 undergraduate students, representing 70 foreign countries, responded to the check list. Of those who responded, 93 were attending the Florida State University and 323 were attending public junior colleges.

Among the major findings were; (1) international students enrolled in public junior colleges perceived the most problems in the area of financial aid, English language, placement services, admissions and selections, academic advising and records, student activities, social-personal, living-dining, orientation services, health services, and religious services, following respectively; (2) the problems perceived by male students were not significantly different from those perceived by female students; (3) the problems perceived by international students in the junior colleges were not significantly different from those perceived by undergraduate inter-
national students enrolled at Florida State University.

Based on the findings of the study Breuder (1972) made the following recommendations:

1. Initiate action to the effect that international students would not be permitted to enroll in their junior college without demonstrating a satisfactory mastery of the English language or act as a catalyst in the formation of remedial English programs for international students who encounter difficulties with the English language;

2. Explore all ways possible to help reduce many of the financial hardships presently confronting international students;

3. Assist international students who desire to extend their stay in the United States for the purpose of obtaining professional work experience related to their academic studies or furthering their education;

4. Assist prospective international students in securing admissions to their institutions;

5. This study be replicated in other states with public junior colleges. (pp. 115 - 116)

Hart (1974) used a modification of the MISPI to identify perceived problems of international students attending Texas Public Community Colleges during the fall semester of 1973. International student advisors who agreed to participate were also included in the study. The MISPI was utilized with two changes in the format. A blank was placed before each statement number in order to allow the respondents to place a number (1-4) in the blank to indicate the degree of their reaction to that statement and the name of the instrument was changed to International Student Problem Inventory (ISPI). Responses were received from 30 (83 percent) Texas public community college international student advisors and 220 international students.
The findings of the study reported by Hart (1974) are as follows.

(1) Differences of perceptions between international student advisors and international students were found in eight subscales: academic advising and records, admission and selection, social-personal, student activities, English language, financial aid, orientation services, and placement service. (2) There were no differences in the perceptions of problems between international students enrolled in urban and rural community colleges. (3) International students, attending community colleges enrolling 25 or fewer international students, perceived significantly greater problems in the sub-scale English language than did international students attending community colleges enrolling more than twenty-five international students. (4) Female international students perceived greater problems than did male international students in four sub-scales; that is, in academic advising and records, health services, English language, and social-personal areas. (5) Students who had been on campus 12 months or more perceived greater problems than did those students who had been on campus less than 12 months in seven sub-scales. (6) Students listing a language other than English as first preference perceived greater problems in English language and religious services than did students whose language of first preference was English. (7) Students who were not married perceived greater problems in nine of the eleven sub-scales than did those students who were married. (8) In none of the eleven sub-scales did students enrolled in occupational programs perceive greater problems than those students enrolled in transfer programs.
Based on the findings the following recommendations were suggested by the investigator: (1) action be taken to insure that all international students admitted to the community college possess definite English language abilities; (2) every possible avenue of financial assistance be explored in order to reduce financial hardships existing among international students; (3) training be provided for a specific staff member or members to acquire proficiency in the evaluation and transcripts and educational records of international students or professional relationships with organizations which are equipped to make such evaluations be established; (4) intake counseling and orientation experiences be provided; and (5) similar studies be conducted in other junior colleges.

A modified MISPI was used by Von Dorpowski (1978) (Likert-type scale instead of a checklist) in his study on international students. There were three main purposes of the study: (1) to investigate the perceptions of Oriental, Latin American, and Arab students on the problems they encounter while studying in the United States; (2) to investigate the perceptions of international students' advisors concerning the international students' problems; and (3) to compare the perceptions of the international students with those of the international students' advisors. The subjects comprised 356 international students enrolled in nine American universities and 174 international student advisors located on college and university campuses in 38 states. The overall response rate was 69.3 percent. The following were the findings reported by the investigator: (1) The
international students' advisors consistently reported international students as having more severe levels of difficulty with various problem areas than the international students themselves reported; (2) Female international students' advisors perceived international students as having more severe levels of difficulties with the various problem areas than do their male colleagues; (3) Oriental students reported more intense difficulties than Latin American, and Arab students, while Latin Americans reported the least problems of the three groups; (4) International students and international students' advisors were quite consistent in their rankings of the problems most critical to international students. Both groups agreed that the most important areas of difficulties of international students were financial aid, English language, and placement.

Arubayi (1980) modified the MISPI and called it Nigerian Student Problem Inventory, and utilized it in his study to identify the problems of Nigerian students enrolled in the Regents' system of Kansas. Questionnaires were mailed to 266 Nigerian students enrolled at the six Kansas state universities during the 1979 spring semester. Two hundred and thirteen (82.2 percent) returned the completed questionnaires. Analysis of the data were conducted in four stages based on the 11 sub-scales of the instrument. Percentages were used to compare the problems perceived by the respondents, and factor analysis was conducted to identify variables which were similar, opposite, or unrelated to each other.

The investigator also compared the identified problems among subgroups. The results revealed that (1) younger students experienced
more problems than older students, (2) female students reported more problems than male students in academic records and health services sub-scales, while more male students experienced problems in student activities, and placement services, (3) a higher percentage of single than married students reported problems with the religious and English language sub-scales, (4) a higher percentage of Moslem students than Christian students experienced problems in the areas of admission and selection, academic records, social-personal services, and English Language sub-scales, (5) more private than sponsored students indicated problems with respect to the religious services, (6) a higher percentage of students enrolled in two semesters or less reported more problems with English language than those enrolled beyond two semesters, (7) a higher percentage of transfer than non-transfer students indicated problems concerning religion, student activities and financial aid, while more non-transfer students experienced problems with the orientation and English language sub-scale, (8) except in financial aids, undergraduate students reported more problems than graduate students, (9) except in financial aid, students who obtained their undergraduate degrees from universities abroad reported more problems in all problem areas, (10) students in the humanities reported more problems while those in veterinary medicine experienced fewer problems.

Among the recommendations made by the investigator based on the findings of the study were (1) Nigerian students should be screened before approval is granted to study in the States, (2) tuition fees, monthly allowances, and other fees should be paid directly to the
students or universities without the intermediary role of the Nigerian
Embassy, (3) Nigerian students should be provided with opportunities
to participate in work-study programs, (4) pre-departure orientation
programs should be held for prospective students, (5) programs dealing
with the social interaction of Nigerian students should be organized
so as to stimulate and increase friendly relationships with citizens
of the United States, and (6) student loan programs should be
introduced in all Nigerian states.

Georgiades (1981) also used the MISPI in his study to examine
environmental, social, and personal problems encountered by inter-
national students themselves, and what the professionals who work with
them perceived as their problems. One hundred eighty-nine
undergraduate international students, representing 54 foreign
countries, enrolled in New Jersey institutions of higher education
participated in this study. Of the 189 students, 115 were enrolled in
community colleges and 74 in universities. Fifty-six professionals
(28 from community colleges and 28 from universities), participated in
this study.

Based on the findings of the study the following conclusions were
drawn:

1. The international students perceive most problems in
the area of English language and Financial Aid.

2. The Institutional setting does not seem to play a role
in student problem perception.

3. Length of time on campus does not seem to play a role
in student problem perception.

4. Sex does not seem to play a role in problem perception.
5. The cross tabulation of age and problem perception reveals that older students perceive no more problems than younger students.

6. Professionals' perceptions of what the student perceives as his/her problems are similar at both institutional settings.

7. Professionals and students do not agree on problem areas 4 (social/Personal) and 8 (English Language), presented chi square values above 5.99, suggesting this non-agreement between these two groups. (Georgiades, 1980, p. 75)

Based on the findings Georgiades (1981) made the following recommendations; (1) each institution, prior to enrolling international students, should determine what these students perceive as their problems and should actively develop programs and explore ways to reduce their difficulties and hardships; (2) in light of decreasing enrollments, the institutions concerned should re-evaluate their goals in educating and reasons for accepting international students. If these institutions decide that acceptance of international students is essential, adequate support services should be provided.

Akpan-Iquot (1981) utilized the MISPI to investigate the types of problems faced by international students attending selected Oklahoma universities. The study was specifically aimed at helping international students identify those problem areas which concern, bother, or perturb them. For the study, six institutions in the state of Oklahoma, with the highest number of international students, from the highest number of foreign countries, were selected. Only those international students who were enrolled in the fall semester 1977 were sampled. Ten demographic variables were treated as independent variables: age, sex, academic classification, marital status, length
of time in the United States, geographical region, language background, nationality, type of institutions, and academic major. The sample consisted of 710 students, of which 325 (49.46 percent) responded to the check list. The data were analyzed using the analysis of variance "F" tests and the student "t" tests.

The following were the reported results: (1) International students' problems in selected Oklahoma universities and colleges were similar to those found in other universities and colleges as reported in the literature; (2) English language, Financial, and Academic problems were among those most severe on each campus; (3) International students in state institutions seemed troubled by religious services while those in private institutions were not; (4) There was a strong relationship between respondents' sex and the kinds of problems the students experienced in three areas--Orientation, Living-Dining, and Student Activities; (5) There was a significant relationship between the students' age and the kinds of problems they experienced in the area of religion; (6) The analyses of the data revealed that in the problem areas there existed a probability that the respondents' problems were related to academic classifications. These areas were Admission and Selection, Orientation, Academic Advisement, Social-Personal, Living and Dining, and Student Activities; (7) There was a strong relationship between the respondents' language background and their ability to adjust to their problems; (8) There were relationships between the respondents' problems and the region from which they came, in the areas of; Orientation, Social-Personal, Living-Dining, Religion, and English Language; (9) There was a
significant difference between married and single students in the area of Living and Dining; (10) In two problem areas there were significant differences between respondents who had spent between one to 18 months in the United States and those who had spent 37 months or more. While respondents who had spent between one to 18 months tended to experience more problems in the area of Living and dining, those who spent 37 months or more tended to have experienced far fewer problems; (11) There was a strong relationship between the students' country of origin and the kinds of problems they experienced in the areas of Orientation, Living and Dining, English Language, Student Activities, and Finances.

Among the recommendations of the investigator were the following: (1) Each institution develop programs that keep students busy during breaks, holidays, and vacation weekends; (2) Each institution arranges social activities, church-related activities, and civic activities with the goal of promoting interaction; (3) Conscious efforts should be made to introduce international students to American families on a continuous basis; (4) Opportunities should be provided for campus jobs and financial aid.

Si-Tayeb (1982) utilized the MISPI in his study to determine the nature and distribution of difficulties encountered by international students at the University of Alabama. These difficulties were examined in terms of students' geographical ethnic origins, marital status, academic level, length of stay in the United States, and the language most easily spoken. The subjects of the study were all the 292 international students enrolled at the University of Alabama.
during the fall semester, 1980. The MISPI was used with a slight modification in the scoring method. Instead of giving one point for any item checked, whether it was of some concern or great concern to the respondent, the investigator developed the following weighting system: zero points for non-circled item; one point for circled item; and two points for circled and crossed items. According to the investigator the modified coding system thus gave nuance to the results in terms of intensity of the difficulties. The data were treated using frequency counts and discriminant analyses to study differences in the way different groups responded to the MISPI.

Based on the results of the study the following conclusions were made: (1) Students from the Middle East, Central and South America, and the Far East had the most difficulties on the Language, Orientation, and Placement components. The groups of students from South Asia, Africa, and the other category reported more problems in the Social-Personal, Financial and Orientation subscales; (2) The MISPI was found to be a significant instrument in differentiating between students who spoke English as a first language and those who did not. Students who did not speak English as a first language expressed most difficulty related to Language, Financial Aids, Orientation, Placement, Living/Dining, and Health sub-scales; (3) Students who had sojourned in the United States for a period of six months or less experienced problems in the Language, Financial Aid, Orientation, Placement, Living/Dining, and Health sub-scales; (4) There were differences between graduate and undergraduate students in the areas of Orientation, Academic Record, Student Activities, and
Financial Aids; (5) Married international students reported significantly higher MISPI means on the Financial Aid, and English Language sub-scales.

Based on the findings the investigator recommended, (1) the moulding of a solid orientation program for new students, (2) more adequate counseling services, (3) better preparation in English skills, especially for graduate students who have teaching duties, (4) regular workshops on cross-cultural methods for foreign graduate teaching assistants. The investigator also recommended that further research be conducted to determine the cause and rate of attrition, and also periodic assessment of international students' needs and services which are to be evaluated regularly.

Studies on Adjustment Problems of Malaysian Students

Only one study was found on the adjustment problems of Malaysian students in the United States. The study was conducted by Othman (1980). However, the subjects were restricted to Malay students studying in selected colleges and universities in the United States. According to the investigator the objectives of the study were:

(1) to document the problem areas that confront Malay students in the United States; (2) to determine if specific sub-groups differ in the severity and duration of problems encountered; (3) to find the extent to which problems are affected by life-change stresses; (4) to assess how students perceive the relative usefulness of resources for solving their problems; (5) to relate the findings to existing literature on the adjustment and adaptation of foreign students; and (6) to make specific recommendations for the attention of student personnel workers associated with Malay students in particular, and Malaysian students in general. (Othman 1979, p. 6)
As there were no comprehensive lists of Malaysian students available, the sample was randomly selected from an incomplete list compiled by the investigator from lists supplied by international student advisors, Malaysian student associations and individuals. The list consisted of 1,300 students. The final study sample consisted of 650 students. Questionnaires were mailed to all the subjects sampled. Three hundreds and thirteen students (48.2 percent) returned the questionnaires.

The questionnaires consisted of three parts; the Adjustment Problem Inventory, the Social Re-adjustment Rating Scale, and the Personal Data Questionnaire.

The following findings were reported; (1) the most frequent academic problems were mainly language related and dissatisfaction with choice of major and course selection; (2) the most frequent personal problems were related to finance and religious-spiritual life; (3) the most frequent social problems were related to social-interpersonal relations and adaptation to American laws and institutions; (4) students in the basic sciences reported more academic problems of severe difficulty and continuing duration than students in the other academic major categories; (5) graduate students and upper division undergraduate students reported significantly more academic problems than lower division undergraduate students; (6) single students reported significantly more academic, personal and social problems of severe difficulty than married students; (7) students who had been in the United States for less than a year reported significantly more problems of major or moderate difficulty.
than students who had been in the United States for longer than three
years; (8) younger students not only tended to report significantly
more academic and social problems of continuing duration, but also
social problems of moderate or major difficulty; (9) life change
stress was weakly but statistically significantly related to academic,
personal and social problems reported by the students; (10) female
students reported significantly higher life change stress scores than
male students; (11) single students reported significantly higher life
change stress scores than married students; (12) the two youngest age
groups (less than 20 years old and 21 to 25 years old) reported
significantly higher mean life change stress scores than the two
oldest age groups (26 to 30 years old and above 30 years old); and
(13) students perceived individual action as more useful in solving
their adjustment problems, while group and informal sources of help
were not perceived to be useful in solving their adjustment problems.
Formal help was perceived to be useful only in solving their academic
problems.

Some of the findings of the study by Othman confirmed the results
of similar studies of international students in the United States.
However, the investigator found certain aspects which seem to be
unique problems to Malay students. Among these were: (1) Malay
students reported more problems related to food and religious and
spiritual life; (2) the observed sex differences in academic problems
reported in studies on international students (Hart, 1974; and Payind,
1977; Porter 1962), in which females faced more problems than males,
was not confirmed in this study; (3) differences in problems among age
groups as demonstrated in other studies (Hagey and Hagey, 1972; Porter, 1962) were confirmed with some modification, whereby, only the youngest and oldest age groups differed significantly in terms of social problems; and in the duration of academic problems, the younger group reported more ongoing academic problems and severe social problems; (4) graduate students reported significantly more academic problems than undergraduate; and (5) differences were found between individuals according to duration of stay (less than one year vs more than three years) with the group of individuals having the longest duration of stay facing the least number of academic problems, but for social and personal problems, the differences were not significant.

Because only Malaysian students of Malay extraction were included in the study, the investigator cautioned the readers from generalizing the results of the study to the whole population of Malaysian students in the United States or elsewhere.

The investigator concluded that Malay students attending colleges and universities in the United States shared some adjustment problems of other international students but they also faced problems unique to their own group. The investigator recommended further investigations into the Malay students' specific adjustment problems within a comparative disciplinary framework. Based on the findings of the study and his knowledge of international education, the investigator also made the following recommendations: (1) sponsors should establish more systematic selection and orientation procedures; (2) proper diagnostic assessments be devised, and based upon such diagnosis, English courses could be designed to meet the needs of individual candidates; (3)
proper guidance and counseling be provided particularly in the early stages of their stay.

Summary

This chapter has presented a review of literature related to the adjustment problems encountered by international students, including Malaysian students, while studying in American colleges and universities. The literature reviewed was organized into five sections: (1) General factors influencing adjustment problems of students, (2) Adjustment problems of international students as a group, (3) Adjustment problems of international students from specific country or region, (4) Research using the Michigan International Student Inventory, and (5) Studies on the adjustment problems of Malaysian students.

The review of literature revealed that international students experienced a very broad range of problems while studying in the States. These problems range from language, communication, housing, finance, health, academics, food, dating, orientation, to such problems as religion, discrimination, and climate. Studies on adjustment problems of international students varied in methodology and contained diverse findings, results and recommendations. In most of the studies reviewed international students were studied as a group without regard to the differences between them.
CHAPTER III

PROCEDURES

The purpose of this study was to identify and analyze the adjustment problems encountered by Malaysian students enrolled at Western Michigan University. In addition, the study also attempted to determine if specific sub-groups differed in the adjustment problems encountered.

This Chapter describes the subjects surveyed, the instrument that was used, the independent and dependent variables, the procedures for data collection and the statistical treatment of the data.

Population and Sample

As mentioned in Chapter I, there are two methods of sampling the Malaysian students in the United States. One method is to take a random sample of the whole population of Malaysian students in the United States. However, since a comprehensive list of Malaysian students was not available and due to the large number of Malaysian students scattered all over the United States, it would be difficult to obtain a true random sample. Any attempt to random sample the Malaysian students by using the available lists may give misleading results and the findings would not be representative of the adjustment problems of Malaysian students. A second method of sampling is to identify a university where there is a large number of Malaysian students as a sample and study the whole population. By selecting one
university and studying the whole population it is possible to do a thorough study and examine the effects and relationships of the selected variables more thoroughly. For these reasons the second method of sampling was used in this study.

This study was conducted at Western Michigan University. Although there are a few universities where there are large concentrations of Malaysian students, Western Michigan University was selected for this study because of the following reasons:

1. Western Michigan University is one of the few universities in the States which has a large number of Malaysian students.
2. Malaysian students form the largest group of international students at Western Michigan University.
3. There were 283 Malaysian students registered at Western Michigan University in the Winter Semester 1984. This is a critical number, not too large and not too small.
4. Most of the universities where there are large number of Malaysian students studying are situated in cities which have similar characteristics as Kalamazoo.

The subjects used for this study, therefore, were all the Malaysian students enrolled at Western Michigan University during the Winter Semester 1984. The total enrollment of international students at Western Michigan University during the Winter Semester, 1984 constituted six percent of the total Winter enrollment. There were 1,019 international students registered in the Winter Semester, 1984, of which 28 percent (283 students) were Malaysian.
The Instrument For Data Collection

The Michigan International Student Problem Inventory (MISPI), developed by Dr. John Porter in 1962 and revised in 1977, was used in this study. The MISPI is a fact finding instrument which attempts to identify problem areas of special concern to international students. It consists of 11 problem areas generally experienced by international students of diversified nationalities, cultures and backgrounds. Permission to use this instrument and to make adjustments where necessary was secured from the author.

The MISPI was selected for the following reasons:

1. A number of reviewers of research on international students advocate the use of a standardized and replicable instrument as a means of upgrading research on international students (Cormack, 1962; Spaulding & Flack, 1976). The reviewers commented that the outcome of research on international students has been unsatisfactory because of lack of standardized or replicable methodology; a questionnaire designed for one study is never used again and findings based on it cannot be compared to results achieved in another study. The MISPI was selected for this study in order to achieve standardization in the instrument used. Spaulding & Flack (1976) in their review state that "The MISPI is a quick and reliable way of identifying problems perceived by students on an individual campus" (p.33).

2. The MISPI was developed specifically with international students in mind. According to Porter (1962), the instrument was developed based upon hundreds of interviews and contacts with students
who had sojourned in the States. The problems identified were categorized and validated on similar groups of students and provide results which are distinctive from results obtained from groups of American students.

3. After surveying the instruments used in studies on international students, this investigator found that the MISPI was the most comprehensive instrument for assisting the identification of international students' problems.

Porter (1977) divides the purpose and intent of the MISPI into four general categories:

1. To conduct research on the problems of students and groups of students from other countries.

2. To facilitate counseling interviews.

3. To provide a means for group surveys which might help identify needed college program changes.

4. To provide faculty members and other student personnel workers with an instrument for orientation and discussion.

The inventory contains a series of 132 items grouped into 11 major problem areas or sub-scales of 12 items each. The 11 problem areas or sub-scales are:

1. Admission and Selection.
2. Orientation Services.
3. Academic Advising and Records.
4. Social-Personal.
5. Living and Dining.
8. English Language.
9. Student Activities.

The inventory is designed to obtain an initial identification of problem concerns. The student is asked to circle the statements which are troubling or of concern to him or her. The inventory is also designed to identify those problems which are of most concern. In a second step, the student is asked to read the items that are circled and put a cross "X" on the items that most concern him or her.

In scoring the responses in this study, the following weighting system was used:

- Non-circled item = 0 (zero) point
- Circled item = 1 (one) point
- Circled and crossed item = 2 (two) points.

Validity and Reliability of the Instrument

Validity

The MISPI was administered to 108 international students and 50 United States students at Michigan State University in 1962.

According to Porter (1977):

The results recorded from administering the Mooney Problem Check List - College Form showed a difference significant at the .05 level between the mean scores of the United States students and the foreign students. The United States students' mean score was 44.97 as compared to the
foreign students' mean score of 21.24. The results from administering the M.I.S.P. Inventory showed that a difference significant at the .05 level existed between the mean scores of the 108 foreign students and the fifty United States students, the mean scores being 15.06 and 11.26 respectively. These results tend to establish the concurrent validity of the M.I.S.P. Inventory. (p. 6)

Measures of central tendency computed on the results of the sample of 108 students showed a mean of 15.06, a median of 12.50, and a mode of 17.00. It was found that 127 of the 132 items were checked by at least one student, and 53 was the highest number of items checked by individuals among that group. Finally, 76 percent of the students agreed that MISPI gave an accurate picture of the problems currently bothering them and 79 percent thought that the procedure was worthwhile.

Reliability.

The internal consistency reliability of the MISPI is described in the MISPI Manual (Porter, 1977):

A reliability estimate of .58 was found for the M.I.S.P. Inventory by use of the Kuder-Richardson Formula for the total scale, and a total scale reliability estimate of .67 was found by using the Spearman-Brown split-half method. Sub-scale reliability estimate ranged from .47 to .76 using the Kuder-Richardson Formula. (p. 7)

For the purpose of the present study, some modifications were made in a few of the items on the MISPI. It was necessary to modify or reword items number 20, 29, 53, and 61 because of the ambiguity of the items. The instrument was pretested at Eastern Michigan University with a group of 12 Malaysian students. The pretest group represented equal numbers of males and females with varying academic
status and length of stay in the United States. The purpose of the pretest was to ascertain the clarity and suitability of the instrument. Most of the students in the pretest group reported that they had no difficulty in understanding the questionnaire and found that the items in the questionnaire were relevant to the experience of Malaysian students in the United States.

Dependent Variables

The dependent variables were 11 foreign student adjustment problems as measured by the Michigan International Student Problem Inventory (MISPI).

Independent Variables

The independent variables were:
1. Age
2. Sex
3. Marital status
4. Academic classification
5. Setting of home residence
6. Duration of stay in the United States
7. Major field of studies
8. Financial sponsorship
9. Entry qualification into Western Michigan University.
10. Working experience before coming to the United States.
11. English language proficiency
12. Social integration:
a) Interactions with American friends
b) Interaction with non-Malaysian foreign students
c) Interaction with Malaysian students
d) Participation in activities organized by Malaysian Student Organization
e) Participation in activities organized by other student organizations or Office of International Students
f) Religious services attendance
g) Type of residence

13. Frequency of contacts with advisors, international student counselors and student counselors.

The rationale for choosing the independent variables for this study was based on findings from studies on international students' adjustment problems and the importance of knowing the effect of these variables on the adjustment problems of Malaysian students.

Age

In this study students' ages were divided into the following four categories:

a) below 20 years.
b) 21 - 25 years.
c) 26 - 31 years.
d) 32 years and older.

Each age category corresponds to the expected degrees of educational experience that the Malaysian students would have had. Malaysian students in category (a) are likely to be those who entered
American colleges directly after completing secondary school in Malaysia. Students in category (b) included those who have had post-secondary or college education either in Malaysia or in the United States. Students in category (c) include those who are primarily pursuing graduate studies, and if they are pursuing undergraduate studies they have previously had some working experience before coming to the United States. Finally, students in category (d) are primarily students who are pursuing graduate studies upon completion of some years of experience in Malaysia and presumably are in the States on study leave.

Sex

A number of studies on the adjustment problems of international students mention the differences in the male and female students' problems while they are studying in the States. Hart (1974), Payind (1977), and Porter (1962) found in their studies that female students faced more academic problems than male students. In her study of the characteristics and problems of foreign students in New York City, Beebe (1955) found that single women faced more serious adjustment problems than single men.

Marital Status

In this study the Malaysian students were divided into three marital status groups:

a) Single.

b) Married, but not accompanied by their wives/husbands and/or
c) Married and accompanied by their wives/husbands and/or children.

Beebe's (1955) study revealed that married men accompanied by their wives and children adjusted more readily and performed better academically than single students. Akpan-Iquot (1981) also found that married and single students tended to differ from one another in their perceptions of problems relating to living and dining. While single students viewed living and dining as a severe problem area, married students perceived this as an insignificant problem.

**Academic Classification**

Based on academic classification, Malaysian students in this study were divided into two categories: graduate and undergraduate students.

**Setting of Home Residence**

There were two categories of home residence settings relevant to this study - Urban and Rural.

Previous research on international students classified subjects by the degree of "westernization" and "modernization". These factors have been demonstrated to be related to the difficulty of adaptation of international students. Because Malaysian society is such that there is a greater tendency for urban dwellers to be exposed to modernizing influences, it was therefore assumed that the students' home setting in Malaysia could provide some indication of the degree
of modernization of Malaysian students (Othman, 1980). Since some of the students who come to further their studies in the United States are from rural areas, it is important to find out whether the type of home residence in Malaysia has any effect on their adjustment problems.

Duration of Stay in the United States

Three levels of duration of stay were compared in this study:

a) Less than six months.

b) 7 - 24 months.

c) 25 months or more.

A number of studies on the adjustment problems of international students suggested that the duration of students' sojourn affected their attitude to and adjustment in the host society. DuBois (1956) observed that the most critical period of adjustment of international students in the United States is during the first three months. The customs, language, and people are strange. However, after the students become involved in their studies and after the achievement of goals, their adjustment problems tend to diminish. This period of the sojourn of the students was described by DuBois to be roughly analogous to that of psychiatric treatment. DuBois suggested four phases in the adjustment of international students. They start off with a psychological detachment from the new experiences ("Spectator Phase") and proceed to attempt mastery of the skills required for successfully coping with the new environment ("Adaptive Phase"). A "Coming-To-Terms Phase" usually follows where equilibrium is reached
in the struggle for adjustment. Finally, at the conclusion of their sojourn, they enter a "Pre-departure Phase" characterized by high expectations and apprehensions concerning reentry in their home countries.

**Major Field of Study**

The student's major field of study was categorized into the following six areas:

a) Business and Economics  
b) Basic Sciences  
c) Applied Sciences  
d) Computer Science and Mathematics  
e) Social Sciences and Humanities  
f) Education.

Most of the Malaysian students who have come to the States in the past decade have been concentrated mainly in the field of Basic Sciences, Business Administration and Applied Sciences (Othman, 1980). The division into the above six categories is based on the investigator's speculation of the areas in which the majority of Malaysian students are enrolled. Previous studies (Porter, 1962; Payind, 1977) have found that there was a relationship between the choice of a field of study and the student's problems.

**Financial Sponsorship**

Most of the Malaysian students who are studying in the States are sponsored students. There are a number of sponsoring agencies such as
The Ministry of Education, The Public Service Department, Majlis Amanah Rakyat (MARA), the State Government and the universities. Some students do not receive scholarships but receive some financial support through loans. A small number of Malaysian students come privately without receiving any scholarship or loan. Each sponsoring agency has its own policy, guidelines and its own orientation program. In this study three categories of financial sponsorship were compared:

a) Government agencies (Ministry of Education and Public Service Department)

b) Quasi-Government agencies (MARA, universities, state government, etc.)

c) Non-sponsored students (students receiving loans and students who came privately without scholarship or loan).

Entry Qualification

Malaysian students are accepted into Western Michigan University based on four types of entry qualifications,


b) Diploma, from the MARA Institute of Technology or other equivalent qualification.

c) Bachelors Degree Qualification from Malaysian universities (B.A., B.Sc., etc.).

d) First degree qualification from American colleges or universities.
In this study adjustment problems of Malaysian students with various entry qualifications are compared.

Work Experience

Some Malaysian students come to the United States to continue their studies after completion of some years of working experience, while others come after completing their education in Malaysia. It is useful to investigate if their perceptions of their adjustment problems differ.

English Language Proficiency

Competence in the English Language is one of the factors which has been assumed to be crucial for the success of the international student studying in an American university. For this reason many colleges recommend or require that their foreign applicants take the Test of English as a Foreign Language (TOEFL) in their native country prior to coming to the United States (Sharon, 1972).

In this study the relationship between proficiency in English Language and other problem areas was examined. Based on their score in the Test of English as a Foreign Language (TOEFL) the respondents are categorized into high, average/medium, and low for analyses purposes.

Social Integration

Studies of social adjustment indicate that international students are frequently isolated from social activities (Coan, 1971; Klein et
al., 1971), and that there is little interaction between American and international students (Deutsch, 1965).

In this study the effect of the following types of social integration on adjustment problems of Malaysian students were examined:

a) Amount of interaction with American friends
b) Amount of interaction with non-Malaysian foreign students
c) Amount of interaction with Malaysian students
d) Amount of participation in the Malaysian Students Organization
e) Amount of participation in other student organizations
f) Living arrangement - Residence hall living vs Family housing vs Off campus apartment
g) Religious services attendance.

Item a through g were determined by a series of questions asked of each students (See Appendix A)

Contact with Advisors and Counselors.

In addition to the typical problems of college students, international students face a number of difficulties not shared by their American counterparts (Altscher, 1976; Huang 1977). It is reported that these difficulties may cause international students emotional and psychological problems (Alexander, Workneh, Klein & Miller, 1977). However, despite the social and psychological difficulties they generally do not seek professional psychological help (Pederson, 1976; Sue & Sue, 1977).
In this study the relationships between the frequency of contact with advisors and counselors and the student's adjustment problems were examined.

**Hypotheses**

The purpose of this study was to identify and examine the adjustment problems encountered by Malaysian students enrolled at Western Michigan University. In addition, the study also examined the relationships of the adjustment problems in the 11 areas to each of the following independent variables: age, sex, marital status, academic classification, setting of home residence, duration of stay in the United States, major field of study, financial sponsorship, entry qualification, work experience, English language proficiency, interaction with American friends, interaction with non-Malaysian foreign students, interaction with Malaysian students, participation in activities organized by the Malaysian Students Organization, participation in activities organized by other student organizations or Office of International Student Services, religious attendance, types of residence, and contacts with advisors and counselors.

The following hypotheses, stated in the null form, were tested at the .05 level of significance:

1. There will be no significant differences in the adjustment problems of respondents of different age groups.

2. There will be no significant differences in the adjustment problems experienced by male and female students.

3. There will be no significant differences in the adjustment
problems experienced by single and married students.

4. There will be no significant differences in the adjustment problems experienced by graduate and undergraduate students.

5. There will be no significant differences in the adjustment problems experienced by students from rural settings of home residence (in Malaysia) and students from urban settings.

6. There will be no significant differences in the adjustment problems experienced by students of different length of stay in the United States.

7. There will be no significant differences in the adjustment problems of students of different major fields of study.

8. There will be no significant differences in the adjustment problems of students sponsored by government agencies, quasi-government agencies and non-sponsored students.

9. There will be no significant differences in the adjustment problems of students of different entry qualifications.

10. There will be no significant differences in the adjustment problems of students who had working experience before continuing their studies in the United States and students who had no working experience.

11. There will be no significant differences in the adjustment problems of students who had conversations (lasting more than two minutes) with American students once or less than once a day and those who had conversations two or more times a day.

12. There will be no significant differences in the adjustment problems of students who had conversations (lasting more than two
minutes) with non-Malaysian foreign students once or less than once a
day and students who had conversations two or more times a day.

13. There will be no significant differences in the adjustment
problems of students who frequently had conversations with fellow
Malaysian students and students who less frequently had conversations
with fellow Malaysian students.

14. There will be no significant differences in the adjustment
problems experienced by students who never participated in the
activities organized by the MSO, students who participated once a
semester, and students who participated two or more times a semester.

15. There will be no significant differences in the adjustment
problems of students who frequently participated in activities
organized by other student organizations or Office of International
Student Services and students who participated less frequently.

16. There will be no significant differences in the adjustment
problems between students of different frequency of attendance at
religious services.

17. There will be no significant differences in the adjustment
problems between students who scored high, average and low in the Test
of English as a Foreign Language (TOEFL).

18. There will be no significant differences in the adjustment
problems experienced by students who live in apartments off campus,
students who live in the university married housing and students who
live in residence halls.

19. There will be no significant differences in the adjustment
problems between students who frequently consult their advisors,
international student counselors, and student counselors and students who less frequently consulted them.

Collection of Data

A list of names, addresses, and telephone numbers of Malaysian students enrolled at Western Michigan University in the Winter Semester, 1984 was obtained from the Director of the Office of International Student Services. This list was counter-checked with the list that was secured from the Malaysian Student Organization, especially for addresses and telephone numbers.

The following materials were delivered by hand to all the 283 Malaysian students whose names appeared in the list: a) two letters (one in English and one in Bahasa Malaysia) explaining the purpose of the study and requesting the student's participation; b) the student demographic data questionnaire and the MISPI check list; and c) a stamped return addressed envelope. In order to secure a fairly honest response from the respondents, the letter of explanation indicated that it was not necessary for respondents to sign their names. They were promised anonymity and were assured that any information they give about themselves will be treated in complete confidence. They were also informed that after this study is completed a copy of the dissertation would be available at the Education Library, Sangren Hall. Questionnaires which could not be delivered by hand because the students could not be located in the given address were mailed to them.

The respondents were given two weeks to respond to the question-
naires. No follow up was made. Two hundred forty six completed questionnaires were returned. This return accounted for 86.9 percent of the total number of students.

Analysis of Data

The responses to the questionnaire and check list were coded and processed using the Western Michigan University's DecSystem-10 Computer.

Percentages were used to show background characteristics (demographic and personal data) of students. For identifying and describing the 11 problem areas, mean scores and standard deviations were reported.

A one-way and two-way analysis of variance was used to determine significant differences in the adjustment problems between variables and sub-groups. Post-hoc analyses were carried out using the Scheffe procedure. The Scheffe test was used because of its relative popularity, its ability to handle unequal cell size, its simplicity and its suitability for pair-wise and multiple group comparison. A significance level was established at .05 for all comparisons.
CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter is devoted to the analyses of the data gathered for this study. The first part of this chapter will describe the demographic data and patterns of social integration of respondents. The second part will be the identification of the problem areas indicated by the respondents based on the 11 MISPI sub-scales. The third part will present the results of two-way and one-way analysis of variance performed on the independent variables.

Demographic Data and Patterns of Social Integration

Age

Of those who responded to the questionnaire, 53.7 percent were between 21 - 25 years of age, 20.7 percent were 20 years old and below, 19.1 percent were between 26 - 31 years old and only 6.5 percent were 32 years or older. The ages of respondents are shown in Table 1.

Sex

There were almost an equal number of male and female students. The distribution of respondents according to sex is presented in
Table 2. As indicated in Table 2, 53.3 percent of the respondents were male and 46.7 percent were female.

**TABLE 1**

Distribution of Respondents According to Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 years and below</td>
<td>51</td>
<td>20.7</td>
</tr>
<tr>
<td>21 - 25 years</td>
<td>132</td>
<td>53.7</td>
</tr>
<tr>
<td>26 - 31 years</td>
<td>47</td>
<td>19.1</td>
</tr>
<tr>
<td>32 years and older</td>
<td>16</td>
<td>6.5</td>
</tr>
<tr>
<td>Total</td>
<td>246</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**TABLE 2**

Distribution of Respondents According to Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>131</td>
<td>53.3</td>
</tr>
<tr>
<td>Female</td>
<td>115</td>
<td>46.7</td>
</tr>
<tr>
<td>Total</td>
<td>246</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Marital Status**

Of all respondents, 69.1 percent indicated that they were single and 30.9 percent indicated that they were married. Out of those who were married 27.6 percent came with their family while 3.3 percent
came alone leaving their family in Malaysia. Table 3 presents the distribution of respondents according to marital status.

### TABLE 3

Distribution of Respondents According to Marital Status

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>170</td>
<td>69.1</td>
</tr>
<tr>
<td>Married (with family in the U.S.)</td>
<td>68</td>
<td>27.6</td>
</tr>
<tr>
<td>Married (with family in Malaysia)</td>
<td>8</td>
<td>3.3</td>
</tr>
</tbody>
</table>

### Academic Classification

Respondents' distribution according to their academic classification is shown in Table 4.

### TABLE 4

Distribution of Respondents According to Academic Classification

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>166</td>
<td>67.5</td>
</tr>
<tr>
<td>Graduate</td>
<td>80</td>
<td>32.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>246</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As Table 4 reveals, approximately two-thirds (67.5 percent) of the respondents were undergraduate students while about one-third (32.5 percent) were graduate students.
Setting of Home Residence (in Malaysia)

The distribution of respondents according to setting of home residence (in Malaysia) is presented in Table 5. There were more students who were from urban backgrounds. Table 5 reveals that 58.9 percent of the respondents were from urban backgrounds while 41.1 percent came from rural backgrounds.

<table>
<thead>
<tr>
<th>Type of Setting</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>101</td>
<td>41.1</td>
</tr>
<tr>
<td>Urban</td>
<td>145</td>
<td>58.9</td>
</tr>
<tr>
<td>Total</td>
<td>246</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Duration of Stay in the United States

Table 6 indicates the respondents' duration of stay in the United States. The majority of the respondents (45.1 percent) had been in the United States for more than two years (25 months or more) and 38.6 percent had been in this country for 7 - 24 months. Only 16.3 percent of the respondents had been in the United States for less than six months.
TABLE 6

Distribution of Respondents According to the Duration of Stay in the United States

<table>
<thead>
<tr>
<th>Length of Stay</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 6 months</td>
<td>40</td>
<td>16.3</td>
</tr>
<tr>
<td>7 - 24 months</td>
<td>95</td>
<td>38.6</td>
</tr>
<tr>
<td>25 months or more</td>
<td>111</td>
<td>45.1</td>
</tr>
<tr>
<td>Total</td>
<td>246</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Major Field of Study

The distribution of the respondents based on the major field of study is shown in Table 7. With respect to the major field of study of respondents, 34.6 percent were studying in the area of Business and Economics. Computer Science and Mathematics was the second most popular area with 24.4 percent of the respondents majoring in it and the third popular area was Applied Sciences with 20.7 percent of the respondents indicated majoring in it. Other areas where Malaysian students were majoring were Basic Sciences (8.9 percent), Social Sciences and Humanities (7.8 percent), and Education (3.6 percent).
### TABLE 7

**Distribution of Respondents According to Their Field of Study**

<table>
<thead>
<tr>
<th>Major Field of Study</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business &amp; Economics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Management</td>
<td>26</td>
<td>10.6</td>
</tr>
<tr>
<td>Finance</td>
<td>25</td>
<td>10.2</td>
</tr>
<tr>
<td>Marketing</td>
<td>7</td>
<td>2.8</td>
</tr>
<tr>
<td>Economics</td>
<td>17</td>
<td>6.9</td>
</tr>
<tr>
<td>Accounting</td>
<td>10</td>
<td>4.1</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>85</td>
<td>34.6</td>
</tr>
<tr>
<td><strong>Basic Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>7</td>
<td>2.8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>2.0</td>
</tr>
<tr>
<td>Geology</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>Physics</td>
<td>9</td>
<td>3.7</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>22</td>
<td>8.9</td>
</tr>
<tr>
<td><strong>Applied Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>21</td>
<td>8.5</td>
</tr>
<tr>
<td>Statistics</td>
<td>14</td>
<td>6.1</td>
</tr>
<tr>
<td>Operations Research</td>
<td>10</td>
<td>5.7</td>
</tr>
<tr>
<td>Biomedical Science</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td>Industrial Tech/Education</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td>Urban &amp; Regional Planning</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>Transportation</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>51</td>
<td>20.7</td>
</tr>
<tr>
<td><strong>Computer Science &amp; Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>45</td>
<td>18.3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15</td>
<td>6.1</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>60</td>
<td>24.4</td>
</tr>
<tr>
<td><strong>Social Science &amp; Humanities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>4</td>
<td>1.6</td>
</tr>
<tr>
<td>Communication</td>
<td>4</td>
<td>1.6</td>
</tr>
<tr>
<td>Library Science</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td>Development Administration</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td>Sociology</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
<td>0.4</td>
</tr>
</tbody>
</table>

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TABLE 7 (Continued)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>Geography</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>19</strong></td>
<td><strong>7.8</strong></td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling &amp; Personnel</td>
<td>6</td>
<td>2.4</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td>Special Education</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>9</strong></td>
<td><strong>3.6</strong></td>
</tr>
</tbody>
</table>

TABLE 8

Distribution of Respondents According to Financial Sponsorship

<table>
<thead>
<tr>
<th>Sponsors</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Education</td>
<td>13</td>
<td>5.3</td>
</tr>
<tr>
<td>Public Service Department</td>
<td>108</td>
<td>43.9</td>
</tr>
<tr>
<td>MARA</td>
<td>68</td>
<td>27.6</td>
</tr>
<tr>
<td>Others (State govt. etc.)</td>
<td>29</td>
<td>11.8</td>
</tr>
<tr>
<td>Loan</td>
<td>8</td>
<td>3.3</td>
</tr>
<tr>
<td>Private</td>
<td>20</td>
<td>8.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>246</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Financial Sponsorship

With respect to financial sponsorship of respondents, Table 8 demonstrates the chief source of respondents' financial support while studying in the United States. As shown in Table 8, 43.9 percent of
the respondents received financial sponsorship from the Public Service Department, and 5.3 percent from the Ministry of Education. Approximately one fourth (27.6 percent) of the respondents receive scholarships from MARA and 11.8 percent received scholarship from other quasi-government bodies such as the universities, state government and MARA Institute of Technology. Only 8.1 percent came on their own (privately) without any scholarship and 3.3 percent received loans.

TABLE 9

Highest Qualification When Entering W.M.U.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.C.E and/or H.S.C.</td>
<td>136</td>
<td>55.3</td>
</tr>
<tr>
<td>Diploma</td>
<td>83</td>
<td>33.7</td>
</tr>
<tr>
<td>First Degree (Malaysian universities)</td>
<td>19</td>
<td>7.7</td>
</tr>
<tr>
<td>First Degree (From U.S. universities)</td>
<td>8</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>246</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Entry Qualification

The respondents' distribution according to their highest qualification when entering Western Michigan University is shown in Table 9. As the table reveals, 55.3 percent of the respondents were admitted into Western Michigan University based on their Malaysian Certificate of Education (M.C.E.) and/or Higher School Certificate
(H.S.C.) qualification, 33.7 percent were admitted based on their Diploma from the MARA Institute of Technology Malaysia or a Diploma from a similar institutions, 7.7 percent were admitted based on their first degree qualification from Malaysian universities and 3.3 percent entered Western based on their first degree qualification from American universities.

**Work Experience**

Slightly more than one half of the respondents had never had work experience before coming to the United States. Table 10 indicates that 46.3 percent of the respondents had working experience before coming to study in the United States, while 53.7 percent had no working experience.

<table>
<thead>
<tr>
<th>Working Experience</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>114</td>
<td>46.3</td>
</tr>
<tr>
<td>No</td>
<td>132</td>
<td>53.7</td>
</tr>
<tr>
<td>Total</td>
<td>246</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Test of English as a Foreign Language (TOEFL) Score**

Table 11 presents the distribution of TOEFL scores. As shown in the Table, 13.8 percent had high scores, 32.9 percent had average
scores and 29.7 had low scores. Twenty three percent of the respondents failed to provide their TOEFL score, however some of them indicated that they were not required to take TOEFL.

TABLE 11
Test of English as a Foreign Language (TOEFL) Score

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>34</td>
<td>13.8</td>
</tr>
<tr>
<td>Average</td>
<td>81</td>
<td>32.9</td>
</tr>
<tr>
<td>Low</td>
<td>73</td>
<td>29.7</td>
</tr>
<tr>
<td>No response</td>
<td>58</td>
<td>23.6</td>
</tr>
<tr>
<td>Total</td>
<td>246</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Interaction with American Friends

In response to the question, "On an average day, how often do you have conversations (lasting more than two minutes) with American students?", 11.8 percent reported that they never have conversations (lasting more than two minutes) with American students, 44.3 percent reported having conversations once a day, 26.0 percent reported having conversations two or three times a day, and 17.9 percent reported having conversations four or more times a day. Table 12 shows the amount of interaction with American students.
### TABLE 12

Conversation Frequency (Lasting More Than Two Minutes) with American Students

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>29</td>
<td>11.8</td>
</tr>
<tr>
<td>Once a day</td>
<td>109</td>
<td>44.3</td>
</tr>
<tr>
<td>Two or three times a day</td>
<td>64</td>
<td>26.0</td>
</tr>
<tr>
<td>Four or more times a day</td>
<td>44</td>
<td>17.9</td>
</tr>
</tbody>
</table>

### TABLE 13

Conversation Frequency (Lasting More Than Two Minutes) with Non-Malaysian Foreign Students

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>48</td>
<td>19.5</td>
</tr>
<tr>
<td>Once a day</td>
<td>108</td>
<td>43.9</td>
</tr>
<tr>
<td>Two or three times a day</td>
<td>62</td>
<td>25.2</td>
</tr>
<tr>
<td>Four or more times a day</td>
<td>28</td>
<td>11.4</td>
</tr>
</tbody>
</table>

Amount of Interaction with non-Malaysian Foreign Students

In response to the question, "On an average day, how often do you have conversations (lasting more than two minutes) with non-Malaysian foreign students?", 19.5 percent of the respondents reported that they never have conversations (lasting more than two
minutes) with non-Malaysian foreign students, 43.9 percent reported that they have conversations once a day, 25.2 percent reported that they have conversations two or three times a day, and 11.4 percent reported having conversations four or more times a day (Table 13).

Amount of Interaction With Malaysian Students

In response to the question, "On an average day, how often do you have conversations (lasting more than two minutes) with Malaysian students?", 79.7 percent of the respondents reported that they have conversations (lasting more than two minutes) with Malaysian students four or more times a day, 14.2 percent reported having conversations two or three times a day, 4.1 percent reported having conversations once a day and only 2.0 percent reported never having conversations at all (Table 14).

<table>
<thead>
<tr>
<th>TABLE 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation Frequency (Lasting More Than Two Minutes) With Malaysian Students</td>
</tr>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Never</td>
</tr>
<tr>
<td>Once a day</td>
</tr>
<tr>
<td>Two or three times a day</td>
</tr>
<tr>
<td>Four or more times a day</td>
</tr>
</tbody>
</table>

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Amount of Participation in Activities Organized by Malaysian Students Organization

To determine the amount of participation in activities organized by Malaysian Students Organization, respondents were asked "How often do you participate in activities organized by the Malaysian Students Organization?".

**TABLE 15**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>74</td>
<td>30.1</td>
</tr>
<tr>
<td>About once a semester</td>
<td>116</td>
<td>47.2</td>
</tr>
<tr>
<td>Two or more times a semester</td>
<td>56</td>
<td>22.8</td>
</tr>
</tbody>
</table>

Table 15 illustrates the responses to the question. The majority of the respondents (47.2 percent) participated about once a semester, 30.1 percent reported that they never participated at all, and 22.8 percent reported that they participated two or more times a semester.

Amount of Participation in Activities Organized by Other Student Organizations

Table 16, illustrates the responses of the respondents to the question "How often do you participate in activities organized by other student organizations (other than the Malaysian Student
Organization) or organized by the Office of International Student Services (meeting, dinner, etc.)?" The majority of the respondents (61.8 percent) reported that they never participated in any of the activities, 22.4 percent participated about once a semester, and only 15.8 percent participated two or more times a semester.

TABLE 16
Amount of Participation in Activities Organized by Other Student Organizations or Office of International Student Services.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>152</td>
<td>61.8</td>
</tr>
<tr>
<td>About once a semester</td>
<td>55</td>
<td>22.4</td>
</tr>
<tr>
<td>Two or more times a semester</td>
<td>39</td>
<td>15.8</td>
</tr>
</tbody>
</table>

Religious Services Attendance

The distribution of the responses of respondents to the question "How often do you attend religious services?" is presented in Table 17.

The majority of the respondents (40.2 percent) reported that they attended religious services about once a week, 21.1 percent reported that they never attended any religious services, 20.7 percent reported that they attended two or more times a week, while 17.9 percent reported that they attended less than once a week.
TABLE 17
Frequency of Attendance to Religious Services

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>52</td>
<td>21.1</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>44</td>
<td>17.9</td>
</tr>
<tr>
<td>About once a week</td>
<td>99</td>
<td>40.2</td>
</tr>
<tr>
<td>Two or more times a week</td>
<td>51</td>
<td>20.7</td>
</tr>
</tbody>
</table>

Types of Residence

As indicated in table 18, the majority of the respondents (75.2 percent) lived in off campus apartments, while only 6.1 percent lived in residential halls. The remainder, 18.7 percent lived in the university married housing.

TABLE 18
Types of Residence

<table>
<thead>
<tr>
<th>Type of Residence</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus apartment</td>
<td>185</td>
<td>75.2</td>
</tr>
<tr>
<td>University married housing</td>
<td>46</td>
<td>18.7</td>
</tr>
<tr>
<td>Residence hall</td>
<td>15</td>
<td>6.1</td>
</tr>
</tbody>
</table>
Contacts with Advisors or Counselors

To measure the frequency of contacts that the respondents made with academic advisors, international student counselors or student counselors, the respondents were asked "How often do you consult your advisor, international student counselors or student counselors?". The distribution of the responses to this item is presented in Table 19.

Of all respondents, 11.8 percent reported that they never consulted with their advisors or counselors, 24.8 percent reported seeing their advisors or counselors less than once a semester, 28.9 percent reported consulting their advisors or counselors two or three times a semester, and 8.9 percent reported that they consulted their advisors or counselors four or more times a semester.

TABLE 19
Frequency of Contact with Advisors, International Student Counselors and Student Counselors

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>29</td>
<td>11.8</td>
</tr>
<tr>
<td>Less than once a semester</td>
<td>61</td>
<td>24.8</td>
</tr>
<tr>
<td>Once a semester</td>
<td>71</td>
<td>28.9</td>
</tr>
<tr>
<td>Two or three times a semester</td>
<td>63</td>
<td>25.6</td>
</tr>
<tr>
<td>Four or more times a semester</td>
<td>22</td>
<td>8.9</td>
</tr>
</tbody>
</table>
Identification of Problem Areas as Reported by Respondents

The mean scores were used to determine which of the 11 problem areas were of uppermost concern to Malaysian students at Western Michigan University and which were of least concern. Each of the problem areas was scored for all the respondents and means and standard deviations were computed.

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid</td>
<td>3.28</td>
<td>3.47</td>
</tr>
<tr>
<td>English Language</td>
<td>3.20</td>
<td>3.57</td>
</tr>
<tr>
<td>Academic Advising and Records</td>
<td>3.12</td>
<td>2.72</td>
</tr>
<tr>
<td>Living-Dining</td>
<td>2.54</td>
<td>2.49</td>
</tr>
<tr>
<td>Social-Personal</td>
<td>2.28</td>
<td>2.33</td>
</tr>
<tr>
<td>Health Services</td>
<td>2.02</td>
<td>2.48</td>
</tr>
<tr>
<td>Orientation Services</td>
<td>2.00</td>
<td>2.21</td>
</tr>
<tr>
<td>Admission and selection</td>
<td>1.90</td>
<td>2.28</td>
</tr>
<tr>
<td>Placement Services</td>
<td>1.83</td>
<td>2.12</td>
</tr>
<tr>
<td>Student Activities</td>
<td>1.43</td>
<td>1.87</td>
</tr>
<tr>
<td>Religious Services</td>
<td>1.24</td>
<td>1.94</td>
</tr>
</tbody>
</table>

* Higher means indicate higher number of adjustment problems.
Table 20 presents the means and standard deviations of the scores made by all the respondents on the 11 problem areas. The total group of respondents had a mean of 3.28 with a standard deviation of 3.47 in the Financial Aids area, a mean score of 3.20 with a standard deviation of 3.57 in the English Language area, a mean score of 3.12 with a standard deviation of 2.72 in the Academic Advising and Records area, a mean score of 2.54 with a standard deviation of 2.49 in the Living-Dining area, a mean score of 2.28 with a standard deviation of 2.33 in the Social-Personal area, a mean score of 2.02 with a standard deviation of 2.48 in the Health Services area, a mean score of 2.00 with a standard deviation of 2.21 in the Orientation Services area, a mean score of 1.90 with a standard deviation of 2.28 in the Admission-Selection area, a mean score of 1.83 with a standard deviation of 2.11 in the Placement Services area, a mean score of 1.43 with a standard deviation of 1.87 in the Student Activities area and a mean score of 1.24 with a standard deviation of 1.94 in the Religious Services area.

Based on the data on Table 20, it can be inferred that Financial Aids seemed to be the most troublesome problem area indicated by Malaysian students studying at Western Michigan University. The next most troublesome problem area was English Language, followed by Academic Advising and Records, Living and Dining, Social-Personal, Health Services, Orientation Services, Admission and Selection, Placement Services and Student Activities respectively. The lowest ranked problem area was Religious Services.
In order to indicate which of the 12 problem situations (items in the checklist) in each problem area were of uppermost concern and which were of least concern, the means and standard deviations of the scores on each item were computed. The following tables present the means and standard deviations of the scores made on each of the 12 items in each problem area. Adjustment scores shown on the tables are weighted mean scores based on the following weightings: 0 = no concern, 1 = concern, and 2 = most concern. The higher the score the more difficult the adjustment in that area. To give a clearer picture, the percentage of respondents indicating "concern" or "most concern" in the problem situation are also given.

**Financial Aids Area**

Table 21 presents the means and standard deviations of the scores made on each of the 12 items in the Financial Aids area.

As revealed in Table 21 there were five problem situations in the Financial Aids area in which more than 20 percent of the respondents had difficulty. These five situations were: lack of money to meet expenses, unexpected financial needs, saving enough money for social events/travelling, not receiving enough money from home/sponsor, and cost of an automobile. Almost one-half of the respondents (43.9 percent) reported that they were having difficulty with lack of money to meet expenses, 37.81 percent were having problems meeting unexpected financial needs, 32.1 percent were having problems with saving enough money for social events/traveling, 24.4 percent indicated that they were not receiving enough money from home.
or sponsors, and 21.4 percent indicated that they were concerned about the cost of an automobile. Other situations in the Financial Aids area were causing problems to less than 20 percent of the respondents.

**TABLE 21**

<table>
<thead>
<tr>
<th>Problem Situation</th>
<th>Mean*</th>
<th>S. D.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of money to meet expenses</td>
<td>0.66</td>
<td>0.82</td>
<td>43.90</td>
</tr>
<tr>
<td>Unexpected financial needs</td>
<td>0.52</td>
<td>0.73</td>
<td>37.81</td>
</tr>
<tr>
<td>Saving enough money for social events/traveling</td>
<td>0.40</td>
<td>0.64</td>
<td>32.11</td>
</tr>
<tr>
<td>Not receiving enough money from home/sponsor</td>
<td>0.35</td>
<td>0.67</td>
<td>24.39</td>
</tr>
<tr>
<td>Cost of an automobile</td>
<td>0.26</td>
<td>0.55</td>
<td>21.14</td>
</tr>
<tr>
<td>Immigration work restrictions</td>
<td>0.26</td>
<td>0.56</td>
<td>19.92</td>
</tr>
<tr>
<td>Finding part-time work</td>
<td>0.20</td>
<td>0.48</td>
<td>17.07</td>
</tr>
<tr>
<td>Money for clothing</td>
<td>0.20</td>
<td>0.47</td>
<td>17.07</td>
</tr>
<tr>
<td>Limited amount U.S. dollar will purchase</td>
<td>0.17</td>
<td>0.46</td>
<td>13.00</td>
</tr>
<tr>
<td>Finding employment between college terms</td>
<td>0.12</td>
<td>0.39</td>
<td>10.16</td>
</tr>
<tr>
<td>Finding jobs that pay well</td>
<td>0.09</td>
<td>0.21</td>
<td>7.72</td>
</tr>
<tr>
<td>Having to do manual labor</td>
<td>0.06</td>
<td>0.30</td>
<td>4.47</td>
</tr>
</tbody>
</table>

* Higher means indicate higher degree of adjustment problem.
**English Language Area**

The second problem area of great concern to the respondents was the English Language area. Table 22 presents the means and standard deviations of the scores on each of the 12 items in the English Language area. The percentage of respondents checking these items are also given.

**TABLE 22**

Mean and Standard Deviation of the Scores on Each of the Item in the English Language Area.

<table>
<thead>
<tr>
<th>Problem Situations</th>
<th>Mean*</th>
<th>S. D.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving oral reports in class</td>
<td>0.65</td>
<td>0.78</td>
<td>46.75</td>
</tr>
<tr>
<td>My limited English vocabulary</td>
<td>0.41</td>
<td>0.68</td>
<td>30.49</td>
</tr>
<tr>
<td>My pronunciation not understood</td>
<td>0.35</td>
<td>0.57</td>
<td>30.49</td>
</tr>
<tr>
<td>Speaking English</td>
<td>0.34</td>
<td>0.65</td>
<td>23.98</td>
</tr>
<tr>
<td>Ability to write English</td>
<td>0.33</td>
<td>0.66</td>
<td>22.36</td>
</tr>
<tr>
<td>Understanding U.S. &quot;slang&quot;</td>
<td>0.27</td>
<td>0.53</td>
<td>22.16</td>
</tr>
<tr>
<td>Holding a conversation with U.S. friends</td>
<td>0.21</td>
<td>0.49</td>
<td>17.48</td>
</tr>
<tr>
<td>Reciting in class</td>
<td>0.21</td>
<td>0.53</td>
<td>15.45</td>
</tr>
<tr>
<td>Understanding lectures in English</td>
<td>0.16</td>
<td>0.46</td>
<td>12.60</td>
</tr>
<tr>
<td>Reading textbooks written in English</td>
<td>0.12</td>
<td>0.39</td>
<td>9.35</td>
</tr>
<tr>
<td>Insufficient remedial English services</td>
<td>0.07</td>
<td>0.28</td>
<td>5.69</td>
</tr>
<tr>
<td>Having a non-English speaking roommate</td>
<td>0.06</td>
<td>0.49</td>
<td>4.88</td>
</tr>
</tbody>
</table>

* Higher means indicate higher degree of adjustment problem
The most serious problem indicated by respondents in the English language area was giving oral reports in class, in which 46.75 percent of the respondents reported facing this problem. Slightly over 30 percent of the respondents indicated having problems with a limited English vocabulary as well as their pronunciation not being understood. The inability to write in English was a problem to 22.36 of the respondents, while understanding U.S. "slang" was a problem for 22.16 percent. The rest of the problem situations listed in this problem area were of concern to less than 20 percent of the respondents.

**Academic Advising and Records**

The third problem area of most concern to the respondents was Academic Advising and Records. Table 23 presents the means and standard deviations of the scores on each of the 12 items in the Academic Advising and Records area. Percentage of respondents checking these items are also given.

In the Academic Advising and Records area, the problems that were of the greatest concern for the largest number of respondents were related to grades and writing papers. Concern about grades was a problem to 52.03 percent of the respondents while writing or typing terms papers was a problem to 35.37 percent. The competitive college grading system was reported by 27.34 percent of the respondents as a problem, too many interferences with studies was reported as a problem by 21.55 percent, while frequent college examinations was
reported as a problem by 21.14 percent. The rest of the problem situations in the Academic Advising and Records area were checked by less than 20 percent of the respondents.

TABLE 23

Mean and Standard Deviation of the Scores on Each of the Item in the Academic Advising and Records Area.

<table>
<thead>
<tr>
<th>Problem Situations</th>
<th>Mean*</th>
<th>S. D.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concerned about grades</td>
<td>0.76</td>
<td>0.81</td>
<td>52.03</td>
</tr>
<tr>
<td>Writing or typing term papers</td>
<td>0.50</td>
<td>0.73</td>
<td>35.37</td>
</tr>
<tr>
<td>Competitive college grading system</td>
<td>0.34</td>
<td>0.60</td>
<td>27.24</td>
</tr>
<tr>
<td>Too many interferences with studies</td>
<td>0.28</td>
<td>0.57</td>
<td>21.55</td>
</tr>
<tr>
<td>Frequent college examinations</td>
<td>0.28</td>
<td>0.59</td>
<td>21.14</td>
</tr>
<tr>
<td>Objective examinations (true-false)</td>
<td>0.23</td>
<td>0.51</td>
<td>19.19</td>
</tr>
<tr>
<td>Relationship between U.S. students and faculty</td>
<td>0.17</td>
<td>0.46</td>
<td>13.82</td>
</tr>
<tr>
<td>Insufficient personal help from professors</td>
<td>0.13</td>
<td>0.37</td>
<td>11.78</td>
</tr>
<tr>
<td>Insufficient advice from academic advisor</td>
<td>0.13</td>
<td>0.40</td>
<td>11.38</td>
</tr>
<tr>
<td>Compulsory class attendance</td>
<td>0.11</td>
<td>0.37</td>
<td>9.76</td>
</tr>
<tr>
<td>Doing laboratory assignments</td>
<td>0.11</td>
<td>0.37</td>
<td>9.94</td>
</tr>
<tr>
<td>Feel unprepared for U.S. college work</td>
<td>0.09</td>
<td>0.36</td>
<td>6.50</td>
</tr>
</tbody>
</table>

* Higher means indicate higher degree of adjustment problem

Living and Dining Area

The fourth problem area was the Living and Dining area. Table
24 presents the means and standard deviations of the scores on each of the 12 items in the Living and Dining area. The percentage of respondents checking these items are also shown.

**TABLE 24**

Mean and Standard Deviation of the Scores on Each of the Item in the Living and Dining Area

<table>
<thead>
<tr>
<th>Problem Situations</th>
<th>Mean*</th>
<th>S. D.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes in weather conditions</td>
<td>0.54</td>
<td>0.67</td>
<td>43.50</td>
</tr>
<tr>
<td>Costs of buying food</td>
<td>0.41</td>
<td>0.64</td>
<td>32.52</td>
</tr>
<tr>
<td>Taste of food in United States</td>
<td>0.26</td>
<td>0.53</td>
<td>21.54</td>
</tr>
<tr>
<td>Relationship with roommate</td>
<td>0.22</td>
<td>0.50</td>
<td>18.30</td>
</tr>
<tr>
<td>Problems regarding housing</td>
<td>0.21</td>
<td>0.53</td>
<td>17.07</td>
</tr>
<tr>
<td>Lack of invitations to visit in U.S. homes</td>
<td>0.17</td>
<td>0.42</td>
<td>15.85</td>
</tr>
<tr>
<td>Distance to classes from residence</td>
<td>0.20</td>
<td>0.48</td>
<td>15.85</td>
</tr>
<tr>
<td>Bathroom facilities cause problems</td>
<td>0.13</td>
<td>0.39</td>
<td>11.79</td>
</tr>
<tr>
<td>Finding a place to live between college terms</td>
<td>0.13</td>
<td>0.42</td>
<td>9.76</td>
</tr>
<tr>
<td>Not being able to room with U.S. students</td>
<td>0.10</td>
<td>0.32</td>
<td>8.95</td>
</tr>
<tr>
<td>Insufficient clothing</td>
<td>0.09</td>
<td>0.33</td>
<td>8.13</td>
</tr>
<tr>
<td>Being told where one must live</td>
<td>0.09</td>
<td>0.37</td>
<td>6.90</td>
</tr>
</tbody>
</table>

* higher means indicate higher degree of adjustment problems

In the Living-Dining area, changes in weather conditions seemed to trouble the largest number of Malaysian students studying at
Western Michigan University with 43.50 percent of the respondents indicating that they had difficulties in adjusting to it. The cost of buying food was a problem to 32.5 percent of the respondents, while 21.5 percent had problems with the taste of food in United States. The rest of the problem situations in this problem area were checked by less than 20 percent of the respondents.

**TABLE 25**

Mean and Standard Deviation of Scores on Each of the Item in the Social-Personal Area.

<table>
<thead>
<tr>
<th>Problem Situations</th>
<th>Mean*</th>
<th>S. D.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homesickness</td>
<td>0.44</td>
<td>0.65</td>
<td>35.37</td>
</tr>
<tr>
<td>Attitude of some U.S. people to skin color</td>
<td>0.43</td>
<td>0.66</td>
<td>33.74</td>
</tr>
<tr>
<td>Being lonely</td>
<td>0.26</td>
<td>0.55</td>
<td>21.14</td>
</tr>
<tr>
<td>Trying to make friends</td>
<td>0.20</td>
<td>0.46</td>
<td>17.89</td>
</tr>
<tr>
<td>Feeling inferior to others</td>
<td>0.19</td>
<td>0.48</td>
<td>15.45</td>
</tr>
<tr>
<td>Concern about becoming too &quot;westernized&quot;</td>
<td>0.18</td>
<td>0.45</td>
<td>14.23</td>
</tr>
<tr>
<td>Sexual customs in United States</td>
<td>0.15</td>
<td>0.42</td>
<td>12.60</td>
</tr>
<tr>
<td>Being in love with someone</td>
<td>0.15</td>
<td>0.45</td>
<td>10.57</td>
</tr>
<tr>
<td>Insufficient personal-social counseling</td>
<td>0.11</td>
<td>0.34</td>
<td>10.57</td>
</tr>
<tr>
<td>Not feeling at ease in public</td>
<td>0.10</td>
<td>0.36</td>
<td>8.94</td>
</tr>
<tr>
<td>Feeling superior to others</td>
<td>0.28</td>
<td>0.17</td>
<td>2.85</td>
</tr>
<tr>
<td>U.S. emphasis on personal habits of cleanliness</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

* Higher means indicate higher degree of adjustment problems
Social-Personal Area

The fifth problem area was the Social-Personal area. Table 25 presents the means and standard deviations of the scores on each of the 12 items in the Social-Personal area. The percentage of respondents checking these items are also shown.

The three most serious problems in the Social-Personal area which was reported by more than 20 percent of the respondents were; homesickness, attitude of some U.S. people to skin color, and being lonely. Feeling homesick was the problem of 35.4 percent of the respondents, while 33.74 percent were concerned with attitude of some U.S. people to skin color and being lonely was the concern of 21.14 percent. The rest of the problem situations in this area were of concern to less than 20 percent of the respondents.

Health Services Area

The sixth problem area was the Health Services area. Table 26 presents the means and standard deviations of the scores of each item in the Health Services area. The percentage of respondents checking these items are also shown in the Table.

Of all respondents less than 30 percent were experiencing problems in the Health Services area. The only problem in this area reported by over 20 percent of the respondents was feeling under tension and nervousness. In the rest of the problem items less than 20 percent of respondents reported having problems.
### TABLE 26

Mean and Standard Deviation of the Scores on Each of the Item in the Health Services Area

<table>
<thead>
<tr>
<th>Problem Situations</th>
<th>Mean</th>
<th>S. D.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling under tension</td>
<td>0.38</td>
<td>0.65</td>
<td>29.27</td>
</tr>
<tr>
<td>Nervousness</td>
<td>0.31</td>
<td>0.59</td>
<td>24.39</td>
</tr>
<tr>
<td>Need more time to rest</td>
<td>0.24</td>
<td>0.55</td>
<td>18.30</td>
</tr>
<tr>
<td>Dietary problems</td>
<td>0.15</td>
<td>0.43</td>
<td>17.79</td>
</tr>
<tr>
<td>Recurrent headaches</td>
<td>0.21</td>
<td>0.54</td>
<td>14.60</td>
</tr>
<tr>
<td>Worried about mental health</td>
<td>0.19</td>
<td>0.49</td>
<td>14.23</td>
</tr>
<tr>
<td>Poor eye sight</td>
<td>0.17</td>
<td>0.45</td>
<td>13.40</td>
</tr>
<tr>
<td>Health suffering due to academic pace</td>
<td>0.13</td>
<td>0.43</td>
<td>9.35</td>
</tr>
<tr>
<td>My physical height and physique</td>
<td>0.11</td>
<td>0.36</td>
<td>9.35</td>
</tr>
<tr>
<td>Finding adequate health services</td>
<td>0.07</td>
<td>0.29</td>
<td>6.91</td>
</tr>
<tr>
<td>Service received at health center</td>
<td>0.04</td>
<td>0.21</td>
<td>4.47</td>
</tr>
<tr>
<td>Hard to hear</td>
<td>0.02</td>
<td>0.18</td>
<td>2.03</td>
</tr>
</tbody>
</table>

* Higher means indicate higher degree of adjustment problems.

#### Orientation Services Area

The seventh problem area was Orientation Services. Table 27 presents the means and standard deviations of the scores on each of the 12 items in this problem area. The percentage of respondents checking these items are also shown in the Table.
<table>
<thead>
<tr>
<th>Problem Situations</th>
<th>Mean*</th>
<th>S. D.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude of some students toward &quot;foreign&quot; students</td>
<td>0.50</td>
<td>0.70</td>
<td>37.81</td>
</tr>
<tr>
<td>Unfavorable remarks about home country</td>
<td>0.26</td>
<td>0.56</td>
<td>19.51</td>
</tr>
<tr>
<td>Concept of being a &quot;foreign&quot; student</td>
<td>0.20</td>
<td>0.46</td>
<td>16.67</td>
</tr>
<tr>
<td>Trying to be student, tourist and &quot;ambassador&quot;</td>
<td>0.18</td>
<td>0.46</td>
<td>15.04</td>
</tr>
<tr>
<td>Law enforcement practices in the U.S.</td>
<td>0.17</td>
<td>0.46</td>
<td>13.42</td>
</tr>
<tr>
<td>College orientation programs insufficient</td>
<td>0.14</td>
<td>0.36</td>
<td>13.42</td>
</tr>
<tr>
<td>Understanding how to use the library</td>
<td>0.14</td>
<td>0.40</td>
<td>12.20</td>
</tr>
<tr>
<td>Treatment received at orientation meetings</td>
<td>0.11</td>
<td>0.35</td>
<td>10.16</td>
</tr>
<tr>
<td>Relationship with foreign student advisor</td>
<td>0.10</td>
<td>0.35</td>
<td>8.54</td>
</tr>
<tr>
<td>U.S. emphasis on time and promptness</td>
<td>0.08</td>
<td>0.30</td>
<td>7.32</td>
</tr>
<tr>
<td>Leisure time activities of U.S. students</td>
<td>0.07</td>
<td>0.28</td>
<td>6.10</td>
</tr>
<tr>
<td>Campus size</td>
<td>0.04</td>
<td>0.25</td>
<td>4.07</td>
</tr>
</tbody>
</table>

* Higher means indicate higher degree of adjustment problems

In the Orientation Services area the situation that was of most concern to respondents was the attitudes of some students toward
"foreign" students (37.8 percent of the respondents checked it as a problem). Less than 20 percent of the respondents were concerned about any other problem in this area.

TABLE 28
Mean and Standard Deviation of the Scores on Each of the Item in the Admission and Selection Area

<table>
<thead>
<tr>
<th>Problem Situations</th>
<th>Mean*</th>
<th>S. D.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration for classes each term</td>
<td>0.29</td>
<td>0.50</td>
<td>22.36</td>
</tr>
<tr>
<td>Immigration regulations</td>
<td>0.27</td>
<td>0.57</td>
<td>21.14</td>
</tr>
<tr>
<td>Concern about value of a U.S. education</td>
<td>0.25</td>
<td>0.52</td>
<td>20.73</td>
</tr>
<tr>
<td>Differences in U.S. and home education systems</td>
<td>0.23</td>
<td>0.49</td>
<td>19.51</td>
</tr>
<tr>
<td>Lack of knowledge about U.S.</td>
<td>0.18</td>
<td>0.44</td>
<td>16.26</td>
</tr>
<tr>
<td>Dissatisfaction with chosen major</td>
<td>0.23</td>
<td>0.33</td>
<td>15.85</td>
</tr>
<tr>
<td>Evaluation of my former school credentials</td>
<td>0.09</td>
<td>0.33</td>
<td>7.72</td>
</tr>
<tr>
<td>Not being met on arrival at campus</td>
<td>0.08</td>
<td>0.32</td>
<td>6.91</td>
</tr>
<tr>
<td>Not attending college of my first choice</td>
<td>0.07</td>
<td>0.30</td>
<td>5.69</td>
</tr>
<tr>
<td>Getting admitted to U.S. college</td>
<td>0.05</td>
<td>0.24</td>
<td>4.88</td>
</tr>
<tr>
<td>Differences in purposes among U.S. colleges</td>
<td>0.04</td>
<td>0.23</td>
<td>4.47</td>
</tr>
<tr>
<td>Understanding college catalogs</td>
<td>0.02</td>
<td>0.15</td>
<td>2.44</td>
</tr>
</tbody>
</table>

* Higher means indicate higher degree of adjustment problems
Admission and Selection

Table 28 presents the means and standard deviations of the scores on each of the 12 items in the Admission and Selection area. The percentage of respondents checking these items are also shown in the Table.

In the Admission and Selection area there were three problem situations in which more than 20 percent of the respondents indicated that they were experiencing difficulties. These were: registration for classes each term, immigration regulations, and concern about value of a U.S. education. Registration for classes each term was a problem to 22.36 percent of the respondents, immigration regulations was a problem to 21.14 percent and concern about value of a U.S. education was a problem of 20.73 percent of the respondents. Less than 20 percent of the respondents were concerned about any other problem in this area.

Placement Services

Table 29 lists the means and standard deviations of each of the scores on the 12 items in the Placement Services area. The percentage of respondents checking these items are also shown.

In the Placement Services area item number 29 (Finding a job upon returning home) was checked by 32.11 percent of the respondents while item 132 (Wonder if U.S. education useful for job at home) was checked by 24.39 percent. The rest of the items in this problem area were checked by less than 20 percent of the respondents.
TABLE 29

Mean and Standard Deviation of the Scores on Each of the Item in the Placement Services Area

<table>
<thead>
<tr>
<th>Problem Situations</th>
<th>Mean*</th>
<th>S. D.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding a job upon returning home</td>
<td>0.48</td>
<td>0.75</td>
<td>32.11</td>
</tr>
<tr>
<td>Wonder if U.S. education useful for job at home</td>
<td>0.34</td>
<td>0.64</td>
<td>24.39</td>
</tr>
<tr>
<td>Changes in home government</td>
<td>0.24</td>
<td>0.54</td>
<td>19.11</td>
</tr>
<tr>
<td>Uncertainties in the world today</td>
<td>0.18</td>
<td>0.46</td>
<td>14.63</td>
</tr>
<tr>
<td>Desire enrolling in another college</td>
<td>0.12</td>
<td>0.35</td>
<td>11.38</td>
</tr>
<tr>
<td>Trying to extend stay in United States</td>
<td>0.12</td>
<td>0.36</td>
<td>10.57</td>
</tr>
<tr>
<td>Not enough time in U.S. for study</td>
<td>0.11</td>
<td>0.38</td>
<td>8.13</td>
</tr>
<tr>
<td>U.S. education not what was expected</td>
<td>0.08</td>
<td>0.30</td>
<td>6.91</td>
</tr>
<tr>
<td>Becoming a citizen of the United States</td>
<td>0.06</td>
<td>0.29</td>
<td>4.90</td>
</tr>
<tr>
<td>Insufficient help from placement office</td>
<td>0.05</td>
<td>0.23</td>
<td>4.07</td>
</tr>
<tr>
<td>Staying in U.S. and getting a job</td>
<td>0.05</td>
<td>0.22</td>
<td>4.07</td>
</tr>
<tr>
<td>Desire not to return to home country</td>
<td>0.05</td>
<td>0.28</td>
<td>3.25</td>
</tr>
</tbody>
</table>

* Higher means indicate higher degree of adjustment problems
**Student Activities Area**

Table 30 presents the means and standard deviation of each score on the 12 items in the Student Activities area. The percentage of respondents checking these items are also shown.

**TABLE 30**

Mean and Standard Deviation of the Scores on Each of the Item in the Student Activities Area

<table>
<thead>
<tr>
<th>Problem Situations</th>
<th>Mean*</th>
<th>S.D.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship of men and women in U.S.</td>
<td>0.33</td>
<td>0.57</td>
<td>28.04</td>
</tr>
<tr>
<td>Lack of opportunities to meet U.S. people</td>
<td>0.22</td>
<td>0.50</td>
<td>18.30</td>
</tr>
<tr>
<td>Concern about political discussions</td>
<td>0.17</td>
<td>0.44</td>
<td>13.82</td>
</tr>
<tr>
<td>Dating practices of U.S. people</td>
<td>0.12</td>
<td>0.38</td>
<td>9.76</td>
</tr>
<tr>
<td>Being accepted in social groups</td>
<td>0.12</td>
<td>0.38</td>
<td>9.76</td>
</tr>
<tr>
<td>Activities of foreign student organizations</td>
<td>0.12</td>
<td>0.39</td>
<td>9.35</td>
</tr>
<tr>
<td>Activities of International Halls/Office of International students</td>
<td>0.07</td>
<td>0.30</td>
<td>6.10</td>
</tr>
<tr>
<td>Not being able to find &quot;dates&quot;</td>
<td>0.07</td>
<td>0.29</td>
<td>6.50</td>
</tr>
<tr>
<td>Treatment received at social functions</td>
<td>0.06</td>
<td>0.27</td>
<td>5.29</td>
</tr>
<tr>
<td>Problems when shopping in U.S.</td>
<td>0.06</td>
<td>0.26</td>
<td>5.69</td>
</tr>
<tr>
<td>U.S. emphasis on sports</td>
<td>0.04</td>
<td>0.21</td>
<td>3.25</td>
</tr>
<tr>
<td>Regulations on student activities</td>
<td>0.04</td>
<td>0.24</td>
<td>3.25</td>
</tr>
</tbody>
</table>

* Higher means indicate higher degree of adjustment problems
In the Student Activities area only one of the 12 problem situations was checked by over 20 percent of the respondents, while the rest of the problem items were checked by less than 20 percent. The one problem that was checked by more than 20 percent of the respondents was, "relationship of men and women in U.S." which was checked by 28.04 percent of the respondents.

**TABLE 31**

Mean and Standard Deviation of the Scores on Each of the Item in the Religious Services Area

<table>
<thead>
<tr>
<th>Problem Situations</th>
<th>Mean*</th>
<th>S.D.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual versus materialistic values</td>
<td>0.17</td>
<td>0.46</td>
<td>14.23</td>
</tr>
<tr>
<td>Critism of home land religion</td>
<td>0.17</td>
<td>0.47</td>
<td>13.01</td>
</tr>
<tr>
<td>Religious practices in United States</td>
<td>0.14</td>
<td>0.38</td>
<td>12.60</td>
</tr>
<tr>
<td>Concern about my religious beliefs</td>
<td>0.15</td>
<td>0.42</td>
<td>12.60</td>
</tr>
<tr>
<td>Having time to devote to own religion</td>
<td>0.15</td>
<td>0.45</td>
<td>11.39</td>
</tr>
<tr>
<td>Confusion about religion and morals in U.S.</td>
<td>0.13</td>
<td>0.40</td>
<td>11.38</td>
</tr>
<tr>
<td>Observing religious holidays</td>
<td>0.10</td>
<td>0.34</td>
<td>8.94</td>
</tr>
<tr>
<td>Attending social activities in religious settings</td>
<td>0.08</td>
<td>0.34</td>
<td>6.10</td>
</tr>
<tr>
<td>Variety of religious faiths in U.S.</td>
<td>0.07</td>
<td>0.30</td>
<td>5.69</td>
</tr>
<tr>
<td>Finding worship group of own faith</td>
<td>0.05</td>
<td>0.24</td>
<td>3.66</td>
</tr>
<tr>
<td>Doubting the value of any religion</td>
<td>0.02</td>
<td>0.17</td>
<td>1.63</td>
</tr>
<tr>
<td>Accepting differences in religions</td>
<td>0.04</td>
<td>0.64</td>
<td>0.41</td>
</tr>
</tbody>
</table>

* Higher means indicate higher degree of adjustment problems
Religious Services Area

The area in which the respondents experienced the least problems was the Religious Services area. Table 31 lists the means and standard deviations of the scores on each of the 12 items on the Religious Services area. The percentage of respondents checking these items are also shown in the Table.

Since the Religious Service area was the area that the respondents ranked as the "least" problem area, most of the items in the Religious service area were checked by less than 15 percent of the respondents. The item that was checked by the largest number of respondents was item 86 (Spiritual versus materialistic values), which was checked by 14.23 percent of the respondents.

Source of Help

In response to the question, "To whom do you most frequently go for help in resolving problems which have confronted you?", the majority of the Malaysian students (49.2 percent) consult with fellow students from Malaysia as a first preference when seeking help. Approximately 10 percent of the respondents indicated that they would seek help from foreign students advisors, 7.3 percent indicated that they would seek help from close friends and another 7.3 percent indicated that they would seek help from counselors. The summary of responses of respondents can be found in Table 32.
TABLE 32

Results of the Responses of Respondents to the Question:
"To Whom Do You Most Frequently Go for Help in Resolving Problems
Which have Confronted You?"

<table>
<thead>
<tr>
<th>Source</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fellow student from home country</td>
<td>121</td>
<td>49.2</td>
</tr>
<tr>
<td>Foreign Student Advisor</td>
<td>24</td>
<td>9.8</td>
</tr>
<tr>
<td>Close friend</td>
<td>18</td>
<td>7.3</td>
</tr>
<tr>
<td>Counselors</td>
<td>18</td>
<td>7.3</td>
</tr>
<tr>
<td>Spouse</td>
<td>17</td>
<td>6.9</td>
</tr>
<tr>
<td>Academic Advisor</td>
<td>6</td>
<td>2.4</td>
</tr>
<tr>
<td>Solve it personally</td>
<td>6</td>
<td>2.4</td>
</tr>
<tr>
<td>Home/Parent (Long distance call)</td>
<td>4</td>
<td>1.6</td>
</tr>
<tr>
<td>Sister &amp; Brother (in Islam)</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td>Girl/Boy friend</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td>Roommate</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td>God</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td>Center for Educational Opportunities</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td>Instructor</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>Residence Hall Director</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>No response</td>
<td>15</td>
<td>6.1</td>
</tr>
</tbody>
</table>
Comparison Between Sub-Groups

This section of the chapter will report the results of hypotheses testing to determine if there were significant differences in adjustment problems between the independent variable groups. In most cases one-way analysis of variance were employed and where significances were obtained in the analyses of variance, post-hoc analyses were carried out using the Sheffe procedure. In addition to one-way analysis of variance, two-way analysis of variance was employed to determine if there were any main and/or interaction effects between the independent variables of sex and marital status. The significance level was established at .05 for all comparisons.

Age

Since previous research revealed relationship between age and educational experience, in this study undergraduate and graduate students were analyzed separately.

Undergraduate

Among the 176 undergraduate Malaysian students participating in this study, 49 (29.5 percent) were below 20 years of age, 96 (57.6 percent) were ages 21 - 25 years, 20 (12.0 percent) were ages 26 - 31 years, and only 1 (0.6 percent) were 32 years of age or older. Since there was only one respondent in the age group 32 years and older, the age group 26 - 31 years and age group 32 years or older were combined into one group.
TABLE 33
The Analyses of Variance, Probabilities and Mean Scores of the Eleven Problem Areas of the MISPI by Age (Undergraduate Students)

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Age Groups</th>
<th></th>
<th></th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below 20 yrs</td>
<td>21 - 25 yrs</td>
<td>26 yrs or older</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(n=49)</td>
<td>(n=96)</td>
<td>(n=22)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission-Selection</td>
<td>2.29</td>
<td>1.90</td>
<td>1.52</td>
<td>0.892</td>
<td>0.4119</td>
</tr>
<tr>
<td>Orientation Services</td>
<td>2.35</td>
<td>2.02</td>
<td>1.52</td>
<td>1.159</td>
<td>0.3164</td>
</tr>
<tr>
<td>Academic Adv &amp; Records</td>
<td>3.82</td>
<td>3.00</td>
<td>2.67</td>
<td>2.122</td>
<td>0.1231</td>
</tr>
<tr>
<td>Social-Personal</td>
<td>2.25</td>
<td>2.74</td>
<td>1.86</td>
<td>1.630</td>
<td>0.1991</td>
</tr>
<tr>
<td>Living-Dining</td>
<td>2.96</td>
<td>2.58</td>
<td>2.81</td>
<td>0.352</td>
<td>0.7037</td>
</tr>
<tr>
<td>Health Services</td>
<td>2.16</td>
<td>2.47</td>
<td>1.14</td>
<td>2.254</td>
<td>0.1083</td>
</tr>
<tr>
<td>Religious Services</td>
<td>1.29</td>
<td>1.45</td>
<td>0.76</td>
<td>1.043</td>
<td>0.3546</td>
</tr>
<tr>
<td>English Language</td>
<td>5.47</td>
<td>2.67</td>
<td>3.05</td>
<td>10.13</td>
<td>0.0001*</td>
</tr>
<tr>
<td>Student Activities</td>
<td>1.69</td>
<td>1.41</td>
<td>1.48</td>
<td>0.392</td>
<td>0.6763</td>
</tr>
<tr>
<td>Financial Aids</td>
<td>3.22</td>
<td>3.12</td>
<td>4.05</td>
<td>0.637</td>
<td>0.5301</td>
</tr>
<tr>
<td>Placement Services</td>
<td>1.47</td>
<td>2.24</td>
<td>1.38</td>
<td>2.848</td>
<td>0.0609</td>
</tr>
</tbody>
</table>

* Significant at the .05 level.

The analyses of variance $F$ tests indicated that there was a significant difference between respondents of different age groups in only one of the 11 problem areas: the English Language area.

Post-hoc analyses using the Scheffe tests demonstrated that respondents who were below 20 years of age experienced significantly
more problems in the English language area than respondents who were between 21 - 25 years old and respondents who were 26 years or older.

The null hypotheses that there would be no significant differences in the adjustment problems between respondents of different age groups were rejected in one of the 11 problem areas with significant differences and supported in 10 other problem areas with no significant differences. Table 33 presents the mean scores of the 11 problem areas by age. Also shown in the Table are the analyses of variance 'F' scores and associated probabilities.

It can be inferred from these results that among the undergraduate Malaysian students at Western Michigan University, students who were below 20 years of age would tend to express more problems in English language than undergraduate Malaysian students who were older.

An examination of the results in Table 33 shows that undergraduate Malaysian students who were below 20 years expressed the most concerns in the area of English Language, Academic Advising and Records, and Financial Aids. Undergraduate Malaysian students who were 21 - 25 years old expressed the most concerns in the area of Financial Aids and Academic Advising and Records, while undergraduate Malaysian students who were 26 years or older expressed the most concerns in the area of Financial Aids and English language.

Although not significant, the results shown in Table 33 shows that in four other problem areas besides English Language, namely, Admission and Selection, Orientation Services, Academic Advising and Records, and Living and Dining, respondents who were below 20 years
reported higher mean scores than respondents in the other age groups. Only in the Financial Aids area did respondents who were 26 years and older report higher mean scores.

Graduate

Of the 80 graduate Malaysian students participating in this study, 2 (2.5 percent) were below 20 years of age, 36 (45.0 percent) were between 21 - 25 years old, 27 (33.8 percent) were between 26 - 31 years old and 15 (18.8 percent) were 32 years of age or older. Since there were only two respondents in the age group below 20 years, this age group and age group 21 - 25 years were combined into one group.

The analyses of variance 'F' tests indicated that there were no significant differences between respondents of different age groups. The null hypotheses that there would be no significant difference between respondents of different age groups were supported in each of the 11 problem areas.

Table 34 presents the mean scores of the 11 problem areas of the MISPI broken down by age. Also shown in the table are the analyses of variance 'F' scores and associated probabilities.

Although there were no significant differences between respondents of different age groups with regard to adjustment problems, some problems did seem to trouble certain age groups more than the others.
TABLE 34
The Analyses of Variance, Probabilities and Mean Scores of the Eleven Problem Areas of the M-ISPI by Age (Graduate Students)

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Age Group</th>
<th>Below 25 yrs (n=38)</th>
<th>26-31 years (n=27)</th>
<th>32 years or older (n=15)</th>
<th>F</th>
<th>Prob</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission-Selection</td>
<td></td>
<td>1.45</td>
<td>1.85</td>
<td>2.47</td>
<td>1.16</td>
<td>0.3186</td>
</tr>
<tr>
<td>Orientation Services</td>
<td></td>
<td>1.92</td>
<td>1.96</td>
<td>1.87</td>
<td>0.03</td>
<td>0.9723</td>
</tr>
<tr>
<td>Academic Adv &amp; Records</td>
<td></td>
<td>2.61</td>
<td>3.26</td>
<td>3.33</td>
<td>0.52</td>
<td>0.5947</td>
</tr>
<tr>
<td>Social-Personal</td>
<td></td>
<td>2.03</td>
<td>1.59</td>
<td>1.87</td>
<td>0.27</td>
<td>0.7827</td>
</tr>
<tr>
<td>Living-Dining</td>
<td></td>
<td>2.00</td>
<td>2.22</td>
<td>2.53</td>
<td>0.31</td>
<td>0.7316</td>
</tr>
<tr>
<td>Health Services</td>
<td></td>
<td>1.63</td>
<td>1.67</td>
<td>1.53</td>
<td>0.02</td>
<td>0.9811</td>
</tr>
<tr>
<td>Religious Services</td>
<td></td>
<td>1.21</td>
<td>0.78</td>
<td>1.27</td>
<td>0.53</td>
<td>0.5930</td>
</tr>
<tr>
<td>English Language</td>
<td></td>
<td>2.16</td>
<td>3.22</td>
<td>2.00</td>
<td>1.25</td>
<td>0.2932</td>
</tr>
<tr>
<td>Student Activities</td>
<td></td>
<td>1.32</td>
<td>1.11</td>
<td>1.53</td>
<td>0.24</td>
<td>0.7862</td>
</tr>
<tr>
<td>Financial Aids</td>
<td></td>
<td>2.97</td>
<td>2.67</td>
<td>5.27</td>
<td>3.01</td>
<td>0.0551</td>
</tr>
<tr>
<td>Placement Services</td>
<td></td>
<td>1.95</td>
<td>1.82</td>
<td>0.80</td>
<td>1.82</td>
<td>0.1698</td>
</tr>
</tbody>
</table>

An examination of the results shown in Table 34 indicates that the graduate students who were 25 years and below expressed the most concerns in the Area of Financial Aids. Graduate students who were between 26 - 31 years old expressed the most concerns in the area of Academic Advising and Records and English language, and graduate...
students who were 32 years and older expressed the most concerns in the area of Financial Aids and Academic Advising and Records.

**Sex and Marital Status**

Of the 246 Malaysian students participating in this study, 79 (32.1 percent) were single males, 52 (21.1 percent) were married males, 91 (37.0 percent) were single females and 24 (9.8 percent) were married females.

A two-way analysis of variance was used to analyze respondents' raw scores on the 11 dependent variables. Findings from earlier research on international students (Beebe, 1955) suggest that there is likely to be an interaction between sex and marital status in relation to adjustment problems. Thus, for the variables sex and marital status a two-way analysis of variance was used, inasmuch as a two-way analysis of variance will enable the investigator to examine the effects of one independent variable while controlling the effects of a second independent variable. Also, it seemed possible that other variables (such as single females) might exhibit particularly high numbers of problems, and this would be indicated by the interaction effect of independent variables on the dependent variables in the analysis of variance. The two independent variables were sex and marital status. The dependent variables were the scores obtained on the 11 problem areas of the MISPI. The results of the two-way analyses of variance are presented in Table 35.

As shown in Table 35 no significant interaction effects were found. This indicates that where effects were found they were due to
sex or marital status but not due to some special combination of the two.

**TABLE 35**

The Analyses of Variance, Probabilities and Mean Scores of the Eleven Problem Areas of the MISPI by Marital Status and Sex

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Sex</th>
<th>Marital Status</th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Single</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions-Selection</td>
<td>Male</td>
<td>2.14</td>
<td>2.00</td>
<td>0.1168</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1.80</td>
<td>1.29</td>
<td>0.3289</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marital</td>
<td>0.31</td>
<td>0.5767</td>
</tr>
<tr>
<td>Orientation Services</td>
<td>Male</td>
<td>2.39</td>
<td>1.96</td>
<td>0.0436*</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1.89</td>
<td>1.67</td>
<td>0.0724</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marital</td>
<td>0.21</td>
<td>0.6478</td>
</tr>
<tr>
<td>Academic Adv. and Records</td>
<td>Male</td>
<td>3.42</td>
<td>3.25</td>
<td>0.0788</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>3.02</td>
<td>2.25</td>
<td>0.2358</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marital</td>
<td>0.58</td>
<td>0.4485</td>
</tr>
<tr>
<td>Social-Personal</td>
<td>Male</td>
<td>2.54</td>
<td>1.94</td>
<td>0.4725</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>2.42</td>
<td>1.58</td>
<td>0.0344*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marital</td>
<td>0.12</td>
<td>0.7311</td>
</tr>
<tr>
<td>Living-Dining</td>
<td>Male</td>
<td>3.20</td>
<td>2.60</td>
<td>0.0106*</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>2.13</td>
<td>1.63</td>
<td>0.02050</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marital</td>
<td>0.19</td>
<td>0.6659</td>
</tr>
<tr>
<td>Health Services</td>
<td>Male</td>
<td>2.25</td>
<td>1.77</td>
<td>0.3752</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>2.19</td>
<td>1.21</td>
<td>0.0445*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marital</td>
<td>0.43</td>
<td>0.5015</td>
</tr>
<tr>
<td>Religious Services</td>
<td>Male</td>
<td>1.32</td>
<td>1.50</td>
<td>0.1273</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1.12</td>
<td>0.83</td>
<td>0.8537</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marital</td>
<td>0.70</td>
<td>0.4040</td>
</tr>
</tbody>
</table>
As shown in Table 35, significant differences were found between male and female respondents in three of the 11 problem areas. In the problem areas Orientation Services, Living and Dining, and Financial Aids Services, male respondents seemed to experience more problems than their female counterparts. Thus, the null hypotheses that there would be no significant difference in the adjustment problems experienced by male and female students were supported in eight problem areas while being rejected in three of the 11 problem areas.

**TABLE 35 (continued)**

<table>
<thead>
<tr>
<th>English Language</th>
<th>Male</th>
<th>3.35</th>
<th>3.25</th>
<th>Sex</th>
<th>0.58</th>
<th>0.4484</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>3.19</td>
<td>2.63</td>
<td>Marit</td>
<td>0.41</td>
<td>0.5239</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Inter</td>
<td>0.19</td>
<td>0.6617</td>
</tr>
<tr>
<td>Student Activities</td>
<td>Male</td>
<td>1.58</td>
<td>1.65</td>
<td>Sex</td>
<td>2.32</td>
<td>0.1290</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1.24</td>
<td>1.17</td>
<td>Marit</td>
<td>0.00</td>
<td>0.9947</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Inter</td>
<td>0.07</td>
<td>0.7874</td>
</tr>
<tr>
<td>Financial Aids</td>
<td>Male</td>
<td>4.16</td>
<td>3.65</td>
<td>Sex</td>
<td>5.71</td>
<td>0.0176*</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>2.33</td>
<td>3.13</td>
<td>Marit</td>
<td>0.08</td>
<td>0.7738</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Inter</td>
<td>1.74</td>
<td>0.1880</td>
</tr>
<tr>
<td>Placement Services</td>
<td>Male</td>
<td>1.97</td>
<td>1.67</td>
<td>Sex</td>
<td>0.52</td>
<td>0.4735</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1.96</td>
<td>1.25</td>
<td>Marit</td>
<td>2.68</td>
<td>0.1028</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Inter</td>
<td>0.43</td>
<td>0.5116</td>
</tr>
</tbody>
</table>

Marit = Marital Status  
Inter = Interaction  
* Significant at the .05 level.
As indicated in Table 35, significant differences were found between single and married respondents in two of the 11 problem areas. In the problem areas Social-Personal and Health Services, single students seemed to experience more adjustment problems than married students. Thus, the null hypotheses that there would be no significant difference in the adjustment problems of single and married students were supported in nine while being rejected in two of the 11 problem areas.

**Academic Classification**

Of the respondents, 80 (32.5 percent) were graduate students while 166 (67.5 percent) were undergraduate students.

The results of the analyses of variance \( F \) tests indicated that there were significant differences between graduate and undergraduate students with respect to adjustment problems in two of the 11 problem areas.

An examination of the results presented in Table 36, shows that in the areas of Social-Personal and English language, undergraduate students tended to experience significantly more problems than graduate students. The null hypotheses that there would be no significant difference in the adjustment problems experienced by graduate and undergraduate students were, therefore, rejected in two of the 11 problem areas with significant differences and supported in nine of the problem areas.

From the results it can be inferred that undergraduate Malaysian students at Western Michigan University were having more difficulties
in Social-Personal and English Language than graduate students.

Further examination of the results in Table 36, revealed that although the differences in the mean scores were statistically not significant, undergraduate students tended to report higher means in all the eleven problem areas, which suggests a higher number of adjustment problems.

TABLE 36

The Analyses of Variance, Probabilities and Mean Scores of the Eleven Problem Areas of the MISPI by Academic Classification

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Academic Classification</th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grad (n=80)</td>
<td>Undergrad (n=166)</td>
<td></td>
</tr>
<tr>
<td>Admission-Selection</td>
<td>1.78</td>
<td>1.96</td>
<td>0.368</td>
</tr>
<tr>
<td>Orientation Services</td>
<td>1.88</td>
<td>2.05</td>
<td>0.353</td>
</tr>
<tr>
<td>Academic Adv &amp; Records</td>
<td>2.96</td>
<td>3.20</td>
<td>0.406</td>
</tr>
<tr>
<td>Social-Personal</td>
<td>1.85</td>
<td>2.48</td>
<td>4.023</td>
</tr>
<tr>
<td>Living and Dining</td>
<td>2.18</td>
<td>2.72</td>
<td>2.642</td>
</tr>
<tr>
<td>Health Services</td>
<td>1.63</td>
<td>2.21</td>
<td>3.046</td>
</tr>
<tr>
<td>Religious Services</td>
<td>1.08</td>
<td>1.31</td>
<td>0.817</td>
</tr>
<tr>
<td>English Language</td>
<td>2.49</td>
<td>3.54</td>
<td>4.774</td>
</tr>
<tr>
<td>Student Activities</td>
<td>1.29</td>
<td>1.50</td>
<td>0.698</td>
</tr>
<tr>
<td>Financial Aids</td>
<td>3.30</td>
<td>3.27</td>
<td>0.054</td>
</tr>
<tr>
<td>Placement Services</td>
<td>1.69</td>
<td>1.90</td>
<td>0.563</td>
</tr>
</tbody>
</table>

* Significant at the .05 level
Setting of Home Residence

Of all respondents, 101 (41.1 percent) were from a rural setting home residence (in Malaysia), while 145 (58.9 percent) were from an urban setting.

**TABLE 37**

The Analyses of Variance, Probabilities and Mean Scores of the Eleven Problem Areas of the MISPI by Setting of Home Residence

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Setting of Home Residence</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural (n=101)</td>
<td>Urban (n=145)</td>
<td>F</td>
<td>Prob.</td>
<td></td>
</tr>
<tr>
<td>Admission and Selection</td>
<td>2.07</td>
<td>1.79</td>
<td>0.915</td>
<td>0.3398</td>
<td></td>
</tr>
<tr>
<td>Orientation Services</td>
<td>1.91</td>
<td>2.06</td>
<td>0.252</td>
<td>0.6181</td>
<td></td>
</tr>
<tr>
<td>Academic Adv. &amp; Records</td>
<td>3.35</td>
<td>2.97</td>
<td>1.167</td>
<td>0.2812</td>
<td></td>
</tr>
<tr>
<td>Social-Personal</td>
<td>2.31</td>
<td>2.26</td>
<td>0.293</td>
<td>0.8643</td>
<td></td>
</tr>
<tr>
<td>Living and Dining</td>
<td>2.78</td>
<td>2.38</td>
<td>1.568</td>
<td>0.2117</td>
<td></td>
</tr>
<tr>
<td>Health Services</td>
<td>2.10</td>
<td>1.97</td>
<td>0.172</td>
<td>0.6784</td>
<td></td>
</tr>
<tr>
<td>Religious Services</td>
<td>1.27</td>
<td>1.21</td>
<td>0.045</td>
<td>0.8316</td>
<td></td>
</tr>
<tr>
<td>English Language</td>
<td>3.98</td>
<td>2.66</td>
<td>8.432</td>
<td>0.0040*</td>
<td></td>
</tr>
<tr>
<td>Student Activities</td>
<td>1.48</td>
<td>1.40</td>
<td>0.096</td>
<td>0.7566</td>
<td></td>
</tr>
<tr>
<td>Financial Aids</td>
<td>3.28</td>
<td>3.28</td>
<td>0.010</td>
<td>0.9975</td>
<td></td>
</tr>
<tr>
<td>Placement Services</td>
<td>1.97</td>
<td>1.74</td>
<td>0.718</td>
<td>0.3978</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at the .05 level.
Results of the analyses of variance \( F \) tests revealed that there was a significant difference in the area of English language between respondents from rural and urban setting of home residence.

The null hypotheses that there would be no significant differences between students from rural and urban setting of home residence in the adjustment problems were supported in all but one of the 11 problem area.

In the English language area, respondents from home residences in rural setting tended to have more difficulties than their counterparts from urban areas. From the results it can be inferred that Malaysian students at Western Michigan University who were from rural backgrounds were facing more problems with the English language than students from urban backgrounds.

**Length of Stay in the United States**

Of all the respondents, 40 (16.3 percent) indicated that they had been in the United States for less than six months, 95 (38.6 percent) indicated that they had been here for 7 - 24 months, and 111 (45.1 percent) indicated that they had been here for 25 months or more.

Table 38 presents the mean scores on the 11 problem areas of the MISPI broken down by length of stay in the United States. The analyses of variance \( F \) scores and associated probabilities are also given in the Table.

The analyses of variance \( F \) tests indicated that there were significant differences in only two of the 11 problem areas. The two
problem areas where there were significant differences were Religious Services and Placement Services.

TABLE 38.
The Analyses of Variance, Probabilities and Mean Scores of the Eleven Problem Areas of the MISPI by Length of Stay in the U.S.

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Length of Stay in U.S.</th>
<th></th>
<th></th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 6 months (n=40)</td>
<td>7 - 24 months (n=95)</td>
<td>25 months or more (n=111)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission and Selection</td>
<td>1.93</td>
<td>1.95</td>
<td>1.86</td>
<td>0.043</td>
<td>0.9578</td>
</tr>
<tr>
<td>Orientation Services</td>
<td>2.00</td>
<td>1.91</td>
<td>2.07</td>
<td>0.144</td>
<td>0.8657</td>
</tr>
<tr>
<td>Academic Adv. &amp; Records</td>
<td>3.10</td>
<td>3.30</td>
<td>2.98</td>
<td>0.337</td>
<td>0.7139</td>
</tr>
<tr>
<td>Social-Personal</td>
<td>2.00</td>
<td>2.35</td>
<td>2.32</td>
<td>0.339</td>
<td>0.7125</td>
</tr>
<tr>
<td>Living-Dining</td>
<td>2.83</td>
<td>2.75</td>
<td>2.27</td>
<td>1.250</td>
<td>0.2884</td>
</tr>
<tr>
<td>Health Services</td>
<td>1.50</td>
<td>2.08</td>
<td>2.15</td>
<td>1.075</td>
<td>0.3431</td>
</tr>
<tr>
<td>Religious Services</td>
<td>0.53</td>
<td>1.50</td>
<td>1.27</td>
<td>3.640</td>
<td>0.0277*</td>
</tr>
<tr>
<td>English Language</td>
<td>3.45</td>
<td>3.39</td>
<td>2.95</td>
<td>0.510</td>
<td>0.6013</td>
</tr>
<tr>
<td>Student Activities</td>
<td>1.15</td>
<td>1.58</td>
<td>1.41</td>
<td>0.760</td>
<td>0.4688</td>
</tr>
<tr>
<td>Financial Aids</td>
<td>2.85</td>
<td>3.52</td>
<td>3.23</td>
<td>0.538</td>
<td>0.5849</td>
</tr>
<tr>
<td>Placement Services</td>
<td>0.90</td>
<td>1.99</td>
<td>2.04</td>
<td>4.807</td>
<td>0.0090*</td>
</tr>
</tbody>
</table>

* Significant at the .05 level.

The post-hoc analyses using the Scheffe procedure demonstrated that in the area of Religious Services respondents who had been in the United States between 7 - 24 months experienced significantly more problems in Religion than respondents who had been in the United States for 25 months or more.
States less than six months. Other post-hoc comparisons were not significant.

In the Placement Services area, the post-hoc analyses revealed that, respondents who had been in the United States 7 - 24 months reported significantly more problems than respondents who had stayed less than six months, and also respondents who had been in the United States more than 25 months had significantly more problems than respondents who had stayed in the United States less than six months.

The null hypotheses that there would be no significant differences, between students of different lengths of time in the United States, in the adjustment problems experienced were rejected in two problem areas and supported in nine problem areas.

**Major Field of Study**

Because of the extremely uneven distribution of respondents by their major field of study and also because of the variety of majors, the major fields of study were collapsed into three groups. Group One comprised Business and Economics; Group Two comprised the Basic Sciences, Applied Sciences, Computer Sciences and Mathematics; and Group Three comprised the Social Sciences, Humanities, and Education. There were 85 (34.6 percent) respondents in Group One, 133 (54.1 percent) respondents in Group Two and 28 (11.4 percent) in Group Three.

The results of the analyses of variance 'F' tests indicated that there was a significant difference between respondents of different major fields of study in only one of the 11 problem areas: the
Placement Services area (Table 39). Post-hoc comparisons between means, using the Scheffe procedure revealed that, respondents in Group One (Business and Economics group) tended to experience significantly more problems with Placement than their counterparts in Group Three (Social Sciences, Humanities and Education group).

TABLE 39
The Analyses of Variance, Probabilities and Mean Scores of the Eleven Problem Areas of the MISPI by Major Fields of Study

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Major Field of Study</th>
<th></th>
<th></th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 1 (n=85)</td>
<td>Group 2 (n=133)</td>
<td>Group 3 (n=28)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission and Selection</td>
<td>2.05</td>
<td>1.85</td>
<td>1.71</td>
<td>0.299</td>
<td>0.7418</td>
</tr>
<tr>
<td>Orientation Services</td>
<td>2.40</td>
<td>1.80</td>
<td>1.71</td>
<td>2.200</td>
<td>0.1130</td>
</tr>
<tr>
<td>Academic Adv. &amp; Records</td>
<td>3.39</td>
<td>2.90</td>
<td>3.36</td>
<td>0.944</td>
<td>0.3907</td>
</tr>
<tr>
<td>Social-Personal</td>
<td>2.31</td>
<td>2.32</td>
<td>2.00</td>
<td>0.222</td>
<td>0.8014</td>
</tr>
<tr>
<td>Living and Dining</td>
<td>2.91</td>
<td>2.49</td>
<td>1.71</td>
<td>0.526</td>
<td>0.0821</td>
</tr>
<tr>
<td>Health Services</td>
<td>2.17</td>
<td>2.09</td>
<td>1.25</td>
<td>1.559</td>
<td>0.2125</td>
</tr>
<tr>
<td>Religious Services</td>
<td>1.15</td>
<td>1.35</td>
<td>0.93</td>
<td>0.674</td>
<td>0.5107</td>
</tr>
<tr>
<td>English Language</td>
<td>3.30</td>
<td>3.40</td>
<td>1.96</td>
<td>1.923</td>
<td>0.1484</td>
</tr>
<tr>
<td>Student Activities</td>
<td>1.79</td>
<td>1.32</td>
<td>0.89</td>
<td>3.020</td>
<td>0.0506</td>
</tr>
<tr>
<td>Financial Aids</td>
<td>3.09</td>
<td>3.26</td>
<td>3.89</td>
<td>0.558</td>
<td>0.5734</td>
</tr>
<tr>
<td>Placement Services</td>
<td>2.06</td>
<td>1.90</td>
<td>0.86</td>
<td>3.595</td>
<td>0.0289*</td>
</tr>
</tbody>
</table>

* Significant at the .05 level.

The null hypotheses that there would be no significant
differences between students of different major fields of study with respect to adjustment problems was rejected in one of the 11 problem areas while being supported in ten problem areas.

Financial Sponsorship

The respondents were categorized into three groups according to financial sponsorship. Group One was comprised of students fully sponsored by the Malaysian government through the Ministry of Education and the Public Service Department; Group Two comprised of students sponsored by quasi-government agencies such as MARA, the universities, state government and other quasi-government bodies; and Group Three comprised of students who came to study without sponsorship (privately) or they received loans.

There were 121 (49.2 percent) respondents in Group One, 97 (39.4 percent) in Group Two and 28 (11.4 percent) in Group Three.

The analyses of variance tests indicated that there was a significant difference in the adjustment problems between the respondents of different financial sponsorship in one of the 11 problem areas, namely the English language area.

The post-hoc analysis using the Scheffe tests on the English Language area revealed that respondents in Group One (respondents fully sponsored by the government) tended to experience significantly more problems with English Language than respondents in Group Three (non-sponsored students).

The null hypotheses that there would be no significant differences between respondents of different sponsorship were
supported in ten problem areas while being rejected in the one problem area with significant differences.

TABLE 40
The Analyses of Variance, Probabilities and Mean Scores of the Eleven Problem Areas of the MISPI by Financial Sponsorship

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Financial Sponsorship</th>
<th></th>
<th></th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 1 (n=121)</td>
<td>Group 2 (n=97)</td>
<td>Group 3 (n=28)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission-Selection</td>
<td>2.12</td>
<td>1.71</td>
<td>1.61</td>
<td>1.144</td>
<td>0.3201</td>
</tr>
<tr>
<td>Orientation Services</td>
<td>1.94</td>
<td>2.16</td>
<td>1.68</td>
<td>0.571</td>
<td>0.5660</td>
</tr>
<tr>
<td>Academic Adv. &amp; Record</td>
<td>3.11</td>
<td>3.37</td>
<td>2.32</td>
<td>1.626</td>
<td>0.1988</td>
</tr>
<tr>
<td>Social-Personal</td>
<td>2.34</td>
<td>2.34</td>
<td>1.79</td>
<td>0.700</td>
<td>0.4978</td>
</tr>
<tr>
<td>Living and Dining</td>
<td>2.58</td>
<td>2.54</td>
<td>2.43</td>
<td>0.042</td>
<td>0.9589</td>
</tr>
<tr>
<td>Health Services</td>
<td>2.13</td>
<td>2.09</td>
<td>1.29</td>
<td>1.401</td>
<td>0.2483</td>
</tr>
<tr>
<td>Religious Services</td>
<td>1.26</td>
<td>1.30</td>
<td>0.89</td>
<td>0.502</td>
<td>0.6059</td>
</tr>
<tr>
<td>English Language</td>
<td>3.67</td>
<td>3.16</td>
<td>1.32</td>
<td>5.084</td>
<td>0.0069*</td>
</tr>
<tr>
<td>Student Activities</td>
<td>1.50</td>
<td>1.40</td>
<td>1.25</td>
<td>0.215</td>
<td>0.8069</td>
</tr>
<tr>
<td>Financial Aids</td>
<td>2.90</td>
<td>3.76</td>
<td>3.21</td>
<td>1.674</td>
<td>0.1897</td>
</tr>
<tr>
<td>Placement Services</td>
<td>1.72</td>
<td>2.02</td>
<td>1.68</td>
<td>0.630</td>
<td>0.5335</td>
</tr>
</tbody>
</table>

* Significant at the .05 level

Entry Qualification into Western Michigan University

Of the 246 Malaysian students participating in this study, 136 (55.3 percent) entered Western Michigan University with the Malaysian Certificate of Education (MCE) and/or Higher School Certificate (HSC)
qualifications, 83 (33.7 percent) with a Diploma qualification, 19 (7.7 percent) with a first degree qualification from Malaysian Universities and 8 (3.3 percent) with a first degree qualification from American colleges or universities.

The results of the analyses of variance tests indicated that there were significant differences in the adjustment problems between respondents of different entry qualification in three of the 11 problem areas, namely, in the areas of Orientation Services, English Language and Placement Services.

The post-hoc analysis revealed that in the area of Orientation Services, there were significant differences between respondents with Diploma entry qualification and respondents with U.S. first degree qualification, and between respondents with first degree qualification from Malaysian universities and respondents with first degree entry qualification from U.S. colleges or universities. In both cases respondents with U.S. first degree entry qualification reported significantly more problems.

In the English Language area the post-hoc analysis revealed that there were significant differences between respondents with MCE/HSC entry qualification and respondents with Diploma entry qualification, and also between respondents with Diploma entry qualification and respondents with U.S. first degree qualification. Respondents with MCE/HSC entry qualification and respondents with U.S. first degree entry qualifications experienced significantly more problems in this area.

In the Placement Services area the post-hoc analysis did not
reveal any significant differences between each pair.

The null hypotheses that there would be no significant differences between students of different entry qualifications were rejected in three of the 11 problem areas while being supported in eight problem areas.

**TABLE 41**

The Analyses of Variance, Probabilities and Mean Scores in the Eleven Problem Areas of the MISPI by Entry Qualification

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Entry Qualification</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MCE/HSC (n=136)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dip. Malaysian (n=83)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>U. S. F Degree (n=19)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>U. S. F Degree (n=8)</td>
<td></td>
</tr>
<tr>
<td>Admission &amp; Selection</td>
<td>1.91</td>
<td>2.88</td>
</tr>
<tr>
<td></td>
<td>1.83</td>
<td>0.542</td>
</tr>
<tr>
<td></td>
<td>1.74</td>
<td>0.6543</td>
</tr>
<tr>
<td>Orientation Services</td>
<td>2.00</td>
<td>4.13</td>
</tr>
<tr>
<td></td>
<td>1.94</td>
<td>3.163</td>
</tr>
<tr>
<td></td>
<td>1.32</td>
<td>0.0252*</td>
</tr>
<tr>
<td>Academic Adv. &amp; Records</td>
<td>3.08</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>3.06</td>
<td>0.214</td>
</tr>
<tr>
<td></td>
<td>3.53</td>
<td>0.8870</td>
</tr>
<tr>
<td>Social-Personal</td>
<td>2.40</td>
<td>3.25</td>
</tr>
<tr>
<td></td>
<td>2.16</td>
<td>1.323</td>
</tr>
<tr>
<td></td>
<td>1.53</td>
<td>0.2676</td>
</tr>
<tr>
<td>Living and Dining</td>
<td>2.50</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>2.64</td>
<td>0.223</td>
</tr>
<tr>
<td></td>
<td>2.26</td>
<td>0.8805</td>
</tr>
<tr>
<td>Health Services</td>
<td>2.17</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>1.86</td>
<td>1.300</td>
</tr>
<tr>
<td></td>
<td>1.26</td>
<td>0.2750</td>
</tr>
<tr>
<td>Religious Services</td>
<td>1.32</td>
<td>2.38</td>
</tr>
<tr>
<td></td>
<td>1.10</td>
<td>1.490</td>
</tr>
<tr>
<td></td>
<td>0.79</td>
<td>0.2178</td>
</tr>
<tr>
<td>English Language</td>
<td>3.82</td>
<td>3.38</td>
</tr>
<tr>
<td></td>
<td>2.20</td>
<td>3.672</td>
</tr>
<tr>
<td></td>
<td>3.11</td>
<td>0.0129*</td>
</tr>
<tr>
<td>Student Activities</td>
<td>1.51</td>
<td>2.38</td>
</tr>
<tr>
<td></td>
<td>1.36</td>
<td>1.554</td>
</tr>
<tr>
<td></td>
<td>0.79</td>
<td>0.2013</td>
</tr>
<tr>
<td>Financial Aids</td>
<td>2.95</td>
<td>5.00</td>
</tr>
<tr>
<td></td>
<td>3.64</td>
<td>1.929</td>
</tr>
<tr>
<td></td>
<td>4.00</td>
<td>0.1254</td>
</tr>
<tr>
<td>Placement Services</td>
<td>1.86</td>
<td>2.75</td>
</tr>
<tr>
<td></td>
<td>1.98</td>
<td>2.735</td>
</tr>
<tr>
<td></td>
<td>0.63</td>
<td>0.0443*</td>
</tr>
</tbody>
</table>

* Significant at the .05 level

Evidently, Malaysian students at Western Michigan University who
entered the University based on their first degree qualification from United States colleges or universities seemed to express more concern than others in the areas of Orientation and Placement while students with Malaysian Certificate of Education and/or Higher School Certificate entry qualification seemed to suffer greater difficulties in the area of English Language.

Working Experience

Of the total respondents 114 (46.3 percent) indicated they had working experience before coming to study in the United States, while 132 (53.7 percent) indicated that they had no working experience.

The analyses of variance 'F' tests results revealed that there were significant differences between respondents who had worked and students who had no working experience in two problem areas, namely, English language and Financial Aids areas (Table 42).

The null hypotheses that there would be no significant difference in the adjustment problems experienced by students who had working experience and students who had no working experience were rejected in nine of the 11 problem areas while being supported in two problem areas.

As can be seen from Table 42, Malaysian students with no working experience seemed to face significantly more difficulties in English Language than those who had working experience. On the other hand this group of students expressed fewer problems in the Financial Aids area than those students who had working experience.
TABLE 42

The Analyses of Variance, Probabilities and Mean Scores of the Eleven Problem Areas of the MISPI by Work Experience

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Working Experience</th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes (n=114)</td>
<td>No (n=132)</td>
<td></td>
</tr>
<tr>
<td>Admission - Selection</td>
<td>1.97</td>
<td>1.84</td>
<td>0.206</td>
</tr>
<tr>
<td>Orientation Services</td>
<td>2.01</td>
<td>1.99</td>
<td>0.071</td>
</tr>
<tr>
<td>Academic Advising &amp; Records</td>
<td>3.11</td>
<td>3.13</td>
<td>0.018</td>
</tr>
<tr>
<td>Social-Personal</td>
<td>2.11</td>
<td>2.42</td>
<td>1.148</td>
</tr>
<tr>
<td>Living and Dining</td>
<td>2.76</td>
<td>2.36</td>
<td>1.646</td>
</tr>
<tr>
<td>Health Services</td>
<td>1.87</td>
<td>2.15</td>
<td>0.799</td>
</tr>
<tr>
<td>Religious Services</td>
<td>1.22</td>
<td>1.25</td>
<td>0.015</td>
</tr>
<tr>
<td>English Language</td>
<td>2.52</td>
<td>3.79</td>
<td>7.948</td>
</tr>
<tr>
<td>Student Activities</td>
<td>1.38</td>
<td>1.48</td>
<td>0.175</td>
</tr>
<tr>
<td>Financial Aids</td>
<td>4.06</td>
<td>2.60</td>
<td>11.32</td>
</tr>
<tr>
<td>Placement Services</td>
<td>1.85</td>
<td>1.82</td>
<td>0.014</td>
</tr>
</tbody>
</table>

* Significant at the .05 level

Frequency of Interaction with American Friends

Of the 246 Malaysian students participating in this study, 44 (17.9 percent) indicated that on an average day they had four or more conversations (lasting more than two minutes) with American students, 64 (26.0 percent) indicated that they had conversations two or three times a day, 109 (44.3 percent) indicated having conversations once a
day and 29 (11.8 percent) indicated that they never had any conversations at all.

To determine whether there were significant differences with respect to adjustment problems between respondents who interact more frequently with American students and students who interact less frequently, the responses were collapsed into two groups. Those who reported having conversations with American once a day and those who never had conversations at all were grouped in the first group, and those who reported having conversations two or three times a day and those who reported having conversations four or more times a day were grouped in the second group. There were 138 (56.1 percent) respondents in the first and 108 (43.9) respondents in the second group. One-way analysis of variance 'F' tests were used to determine if there were significant differences in the adjustment problems between the two groups of respondents.

The analyses of variance 'F' tests results indicated that there was a significant difference in one of the 11 problem areas. In the area of English Language, respondents who have conversations more than once a day (the second group) with American students tended to express fewer problems with English language than students who had conversations once a day or less than once a day (the first group).

The null hypotheses that there would be no significant differences in the adjustment problems, between students who more frequently interact with American students and those who less frequently interact with American students were supported in all but one problem area while being rejected in the one problem area with
significant difference. Table 43 presents the result of the analyses of variance.

TABLE 43
The Analyses of Variance, Probabilities and Mean Scores of the Eleven Problem Areas of the MISPI by Frequency of Having Conversations with American Students.

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Frequency of Once or less a day (n=138)</th>
<th>Interactions More than once a day (n=108)</th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission - Selection</td>
<td>2.02</td>
<td>1.75</td>
<td>0.857</td>
<td>0.3554</td>
</tr>
<tr>
<td>Orientation Services</td>
<td>2.04</td>
<td>1.94</td>
<td>0.104</td>
<td>0.7477</td>
</tr>
<tr>
<td>Academic Advising &amp; Records</td>
<td>3.28</td>
<td>2.92</td>
<td>1.085</td>
<td>0.2964</td>
</tr>
<tr>
<td>Social-Personal</td>
<td>2.41</td>
<td>2.10</td>
<td>1.082</td>
<td>0.2993</td>
</tr>
<tr>
<td>Living and Dining</td>
<td>2.75</td>
<td>2.29</td>
<td>2.079</td>
<td>0.1506</td>
</tr>
<tr>
<td>Health Services</td>
<td>2.17</td>
<td>1.77</td>
<td>1.998</td>
<td>0.1588</td>
</tr>
<tr>
<td>Religious Services</td>
<td>1.31</td>
<td>1.14</td>
<td>0.481</td>
<td>0.4896</td>
</tr>
<tr>
<td>English Language</td>
<td>3.76</td>
<td>2.48</td>
<td>7.986</td>
<td>0.0051*</td>
</tr>
<tr>
<td>Student Activities</td>
<td>1.53</td>
<td>1.31</td>
<td>0.867</td>
<td>0.3527</td>
</tr>
<tr>
<td>Financial Aids</td>
<td>3.21</td>
<td>3.36</td>
<td>0.114</td>
<td>0.7358</td>
</tr>
<tr>
<td>Placement Services</td>
<td>1.82</td>
<td>1.85</td>
<td>0.014</td>
<td>0.9036</td>
</tr>
</tbody>
</table>

* Significant at the .05 level

Although not statistically significant, an examination of the results in Table 43 reveals that respondents who had conversations with American students once a day or never had conversations at all consistently tended to express more problems in the areas of
Admission-Selection, Academic Advising and Records, Social-Personal, Living and Dining, Health Services, Religious Services, and Student Activities than respondents who had conversations with American students more than once a day. From the results it can be inferred that Malaysian students at Western Michigan University who interact more frequently with American students were experiencing fewer problems than those who interact less frequently.

**Frequency of Interactions with Non-Malaysian Foreign Students**

Of the 246 Malaysian students participating in this study, 48 (19.5 percent) reported they never had conversations (lasting more than two minutes) on an average day with non-Malaysian foreign students, 108 (43.9 percent) reported having conversations once a day, 62 (25.2 percent) reported having conversations two or three times a day, and only 28 (11.4 percent) reported having conversations four or more times a day.

The responses were collapsed into two groups. Respondents who never had conversations at all and respondents who had conversations only once a day were group in Group One, while respondents who had conversations two or three times a day and four or more times a day were grouped in Group Two. A one-way analysis of variance was used to determine whether there were significant differences in the adjustment problems between the two groups.

The analyses of variance 'F' tests results indicated that there were no significant differences in any of the 11 problem areas.
between respondents who had conversations once or less times a day and those who had conversations two or more times a day.

The null hypotheses that there would be no significant differences between students who frequently interacts with non-Malaysian foreign students and students who interact less frequently were supported in each of the 11 problem areas. Table 44 presents the mean scores and the results of the one-way analysis of variance.

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Frequency of Conversations</th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Once or Less</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Less a day (n=156)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission-Selection</td>
<td>2.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation Services</td>
<td>2.07</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Advising &amp; Records</td>
<td>3.27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social-Personal</td>
<td>2.35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Living and Dining</td>
<td>2.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Services</td>
<td>2.21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious Services</td>
<td>1.23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language</td>
<td>3.37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Activities</td>
<td>1.44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aids</td>
<td>3.39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement Services</td>
<td>1.83</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two or more</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Times a day (n=90)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.72</td>
<td>0.884</td>
<td>0.3482</td>
</tr>
<tr>
<td></td>
<td>1.87</td>
<td>0.483</td>
<td>0.4878</td>
</tr>
<tr>
<td></td>
<td>2.87</td>
<td>1.249</td>
<td>0.2649</td>
</tr>
<tr>
<td></td>
<td>2.16</td>
<td>0.381</td>
<td>0.5375</td>
</tr>
<tr>
<td></td>
<td>2.27</td>
<td>1.782</td>
<td>0.1831</td>
</tr>
<tr>
<td></td>
<td>1.89</td>
<td>2.558</td>
<td>0.1111</td>
</tr>
<tr>
<td></td>
<td>1.24</td>
<td>0.028</td>
<td>0.9576</td>
</tr>
<tr>
<td></td>
<td>2.90</td>
<td>0.995</td>
<td>0.3196</td>
</tr>
<tr>
<td></td>
<td>1.41</td>
<td>0.015</td>
<td>0.8999</td>
</tr>
<tr>
<td></td>
<td>3.08</td>
<td>0.464</td>
<td>0.4966</td>
</tr>
<tr>
<td></td>
<td>1.83</td>
<td>0.000</td>
<td>1.0000</td>
</tr>
</tbody>
</table>
Frequency of Having Conversations with Malaysian Students

Of the 246 Malaysian students participating in this study, 5 (2.0 percent) reported they never had conversations (lasting more than two minutes) with Malaysian students on an average day, 10 (4.1 percent) reported having conversations once a day, 35 (14.2 percent) reported having conversations two or three times a day, and 196 (79.7 percent) reported having conversations four or more times a day.

The responses were collapsed into two groups. Group One included those respondents who had conversations once a day and those who had no conversation at all, and Group Two included those respondents who had conversations two or three times a day and those who had conversations four or more times a day.

A one-way analysis of variance was applied to determine if there were significant differences in the adjustment problems between the two groups. The analyses of variance "F" tests results indicated that there were significant differences between the two groups in the Academic Advising and Records, and English Language areas.

The null hypotheses that there would be no significant differences in the adjustment problems experienced by students who frequently had conversations with Malaysian students and those who less frequently had conversations were rejected in two problem areas while being supported in nine problem areas.
TABLE 45

The Analyses of Variance, Probabilities and Mean Scores of the Eleven Problem Areas of the MISPI by Frequency of Having Conversations with Malaysian Students

<table>
<thead>
<tr>
<th>Problem Areas</th>
<th>Frequency Having Conversations</th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Once or less a day (n=15)</td>
<td>Two or more times a day (n=231)</td>
<td></td>
</tr>
<tr>
<td>Admission-Selection</td>
<td>1.13</td>
<td>1.95</td>
<td>1.818</td>
</tr>
<tr>
<td>Orientation Services</td>
<td>1.60</td>
<td>2.02</td>
<td>0.510</td>
</tr>
<tr>
<td>Academic Advising &amp; Records</td>
<td>1.33</td>
<td>3.24</td>
<td>7.064</td>
</tr>
<tr>
<td>Social-Personal</td>
<td>1.87</td>
<td>2.30</td>
<td>0.493</td>
</tr>
<tr>
<td>Living and Dining</td>
<td>2.20</td>
<td>2.57</td>
<td>0.307</td>
</tr>
<tr>
<td>Health Services</td>
<td>2.00</td>
<td>2.02</td>
<td>0.011</td>
</tr>
<tr>
<td>Religious Services</td>
<td>0.73</td>
<td>1.27</td>
<td>1.076</td>
</tr>
<tr>
<td>English Language</td>
<td>1.27</td>
<td>3.33</td>
<td>4.742</td>
</tr>
<tr>
<td>Student Activities</td>
<td>0.87</td>
<td>1.47</td>
<td>1.461</td>
</tr>
<tr>
<td>Financial Aids</td>
<td>3.93</td>
<td>3.23</td>
<td>0.571</td>
</tr>
<tr>
<td>Placement Services</td>
<td>1.93</td>
<td>1.83</td>
<td>0.035</td>
</tr>
</tbody>
</table>

* Significant at the .05 level

As can be observed in Table 45 Malaysian students who interact more frequently with Malaysian students expressed more concerns in the problem areas Academic Advising and Records and English language than others. Although not statistically significant, Malaysian students who interact more frequently with Malaysian students tended
to consistently report higher mean scores than others in the areas of Admission and Selection, Orientation Services, Academic Advising and Records, Social-Personal, Living and Dining and Student Activities.

**Frequency of Participation in Activities Organized by Malaysian Student Organization**

Of the 246 Malaysian students participating in this study, 74 (30.1 percent) reported they never participated in activities organized by the Malaysian Student Organization (MSO), 116 (47.2 percent) reported participating about once a semester, and 56 (22.8 percent) reported participating two or more times a semester.

The results of the analyses of variance tests indicated that there were significant differences between respondents of different frequency of participation in activities organized by MSO, in two of the 11 problem areas, namely, Academic Advising and Records and Living and Dining. These results are reported in Table 46.

Post-hoc comparisons between the means using the Scheffe procedure revealed that students who participated in activities organized by MSO two or more times a semester tended to report more problems in the Academic Advising and Records area than students who never participated in activities organized by MSO. Other pair-wise comparisons were not significant.

The Scheffe tests also revealed that in the Living and Dining area, students who participated in activities organized by MSO two or more times a semester reported significantly more problems than students who participated once a semester.
TABLE 46

The Analyses of Variance, Probabilities and Mean Scores of the Eleven Problem Areas of the MISPI by Frequency of Participation in Activities Organized by MSO

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Frequency of Participation</th>
<th></th>
<th></th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never (n=74)</td>
<td>Once a semester (n=116)</td>
<td>2 or more times a semester (n=56)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission-Selection</td>
<td>1.87</td>
<td>1.98</td>
<td>1.79</td>
<td>0.154</td>
<td>0.8575</td>
</tr>
<tr>
<td>Orientation Services</td>
<td>1.77</td>
<td>1.88</td>
<td>2.54</td>
<td>2.232</td>
<td>0.1095</td>
</tr>
<tr>
<td>Academic Advising &amp; Records</td>
<td>2.73</td>
<td>2.95</td>
<td>4.00</td>
<td>4.012</td>
<td>0.0193*</td>
</tr>
<tr>
<td>Social-Personal</td>
<td>2.14</td>
<td>2.28</td>
<td>2.46</td>
<td>0.317</td>
<td>0.7290</td>
</tr>
<tr>
<td>Living and Dining</td>
<td>2.37</td>
<td>2.28</td>
<td>3.34</td>
<td>3.821</td>
<td>0.0232*</td>
</tr>
<tr>
<td>Health Services</td>
<td>2.03</td>
<td>1.91</td>
<td>2.23</td>
<td>0.311</td>
<td>0.7333</td>
</tr>
<tr>
<td>Religious Services</td>
<td>1.34</td>
<td>1.27</td>
<td>1.04</td>
<td>0.415</td>
<td>0.6607</td>
</tr>
<tr>
<td>English Language</td>
<td>2.61</td>
<td>3.14</td>
<td>4.11</td>
<td>2.880</td>
<td>0.0581</td>
</tr>
<tr>
<td>Student Activities</td>
<td>1.58</td>
<td>1.40</td>
<td>1.30</td>
<td>0.387</td>
<td>0.6794</td>
</tr>
<tr>
<td>Financial Aids</td>
<td>3.05</td>
<td>3.41</td>
<td>3.29</td>
<td>0.241</td>
<td>0.7858</td>
</tr>
<tr>
<td>Placement Services</td>
<td>1.85</td>
<td>1.85</td>
<td>1.79</td>
<td>0.018</td>
<td>0.9817</td>
</tr>
</tbody>
</table>

* Significant at the .05 level

The null hypotheses that there would be no significant differences in the adjustment problems experienced by students who never participated, participated once a semester and participated two or more times a semester in the activities organized by MSO were
rejected in two problem areas and supported in nine problem areas. From the results it can be inferred that Malaysian students at Western Michigan University who participated more frequently in activities organized by MSO were having more difficulties in Academic Advising and Records, and Living and Dining than those who participated less frequently.

Frequency of Participation in Activities Organized by other Student Organizations or Office Of International Students

Of the 246 Malaysian students who participated in this study, 152 (61.8 percent) reported that they never participated in activities organized by other student organizations (other than MSO) or the Office of International Students Services, 55 (22.4 percent) reported participating about once a semester, and 39 (15.9 percent) reported participating two or more times a semester.

Because of the comparatively small number of respondents who reported participating two or more times a semester, the second group of respondents (those who participated once a semester) and the third group (those who participated two or more times a semester) were combined together for this analysis. A one-way analysis of variance was used to determine whether there were significant differences with respect to adjustment problems between students who participated and students who never participated in activities organized by other student organizations or the Office of International Student Services.

The analyses of variance 'F' tests indicated that there were no
significant differences in the adjustment problems between the two groups. The null hypotheses that there would be no significant differences in the adjustment problems experienced by students who participated and students who never participated in activities organized by other student organizations or Office of International Student Services, were supported in each of the 11 problem areas. The results are reported in Table 47.

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Frequency of Participation</th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never (n=152)</td>
<td>1 or more times a semester (n=94)</td>
<td></td>
</tr>
<tr>
<td>Admission-Selection</td>
<td>2.01</td>
<td>1.72</td>
<td>0.935</td>
</tr>
<tr>
<td>Orientation Services</td>
<td>2.13</td>
<td>1.78</td>
<td>1.496</td>
</tr>
<tr>
<td>Academic Advising &amp; Records</td>
<td>3.22</td>
<td>2.96</td>
<td>0.554</td>
</tr>
<tr>
<td>Social-Personal</td>
<td>2.43</td>
<td>2.02</td>
<td>1.832</td>
</tr>
<tr>
<td>Living and Dining</td>
<td>2.66</td>
<td>2.36</td>
<td>0.825</td>
</tr>
<tr>
<td>Health Services</td>
<td>2.11</td>
<td>1.88</td>
<td>0.467</td>
</tr>
<tr>
<td>Religious Services</td>
<td>1.31</td>
<td>1.12</td>
<td>0.571</td>
</tr>
<tr>
<td>English Language</td>
<td>3.20</td>
<td>3.19</td>
<td>0.070</td>
</tr>
<tr>
<td>Student Activities</td>
<td>1.52</td>
<td>1.29</td>
<td>0.900</td>
</tr>
<tr>
<td>Financial Aids</td>
<td>3.13</td>
<td>3.52</td>
<td>0.756</td>
</tr>
<tr>
<td>Placement Services</td>
<td>1.82</td>
<td>1.85</td>
<td>0.011</td>
</tr>
</tbody>
</table>
Religious Services Attendance

Of the 246 Malaysian students participating in this study, 52 (21.1 percent) reported that they never attended any religious services, 44 (17.9 percent) attended less than once a week, 99 (40.2 percent) attended about once a week, and 51 (20.7 percent) attended two or more times a week.

The analyses of variance F tests indicated there were significant differences between respondents of different frequencies of religious attendance in two of the 11 problem areas. These problem areas were Religious Services and English Language (Table 48).

Post-hoc comparisons between the means using the Scheffe procedure revealed that in the Religious Services area students who attended religious services two or more times a week experienced more problems than the other three groups of students.

In the English Language area the Scheffe tests revealed that students who never attended religious services experienced fewer problems than the other groups of students.

The null hypotheses that there would be no significant differences in the adjustment problems between students of different frequencies of religious services attendance were rejected in two of the 11 problem areas and supported in nine problem areas.

From the results it can be inferred that Malaysian students at Western Michigan University who attended religious services more than once a week have more difficulties in the areas of Religious services
and English language than students who attended once or less than once a week.

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Frequency of Religious Attendance</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never (n=52)</td>
<td>Less than once a week (n=44)</td>
</tr>
<tr>
<td>Admissions-Selection</td>
<td>1.50</td>
<td>1.75</td>
</tr>
<tr>
<td>Orientation Services</td>
<td>2.06</td>
<td>2.16</td>
</tr>
<tr>
<td>Academic Advis. &amp; Records</td>
<td>2.56</td>
<td>3.14</td>
</tr>
<tr>
<td>Social-Personal</td>
<td>2.21</td>
<td>2.50</td>
</tr>
<tr>
<td>Living and Dining</td>
<td>2.15</td>
<td>3.10</td>
</tr>
<tr>
<td>Health Services</td>
<td>1.87</td>
<td>2.18</td>
</tr>
<tr>
<td>Religious Services</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>English Language</td>
<td>1.40</td>
<td>3.71</td>
</tr>
<tr>
<td>Student Activities</td>
<td>0.87</td>
<td>1.55</td>
</tr>
<tr>
<td>Financial Aids</td>
<td>3.54</td>
<td>3.96</td>
</tr>
<tr>
<td>Placement Aervices</td>
<td>1.85</td>
<td>1.86</td>
</tr>
</tbody>
</table>

* Significant at the .05 level
Test of English as a Foreign Language (TOEFL) Score

Students' TOEFL scores were grouped into three categories, namely, High, Average, and Low. The following were the dividing points:

- High = 600 and above
- Average = 550 - 599
- Low = 549 and below

Of the 246 Malaysian students participating in this study 34 (13.8 percent) had high scores, 81 (32.9 percent) had average scores, 73 (29.7 percent) had low scores and 58 (23.6 percent) failed to report their TOEFL scores. Of those who did not report their TOEFL scores about 50 percent of them reported that they were not required to take the TOEFL.

The analysis of variance (F) test was used to determine if there were significant differences in the adjustment problems between respondents who reported high, average, and low TOEFL scores. The results of the analyses of variance (F) tests indicated that there were significant differences in two of the 11 problem areas. These two problem areas were Academic Advising and Records and English Language (Table 49).

Post-hoc comparisons between means using the Scheffe procedure revealed that in the Social-Personal area respondents who had low TOEFL scores reported significantly higher means (indicating more problems) than respondents who had high TOEFL scores.

In the English language area the Scheffe tests revealed that
respondents who had low TOEFL scores reported significantly higher mean scores (indicating more problems) than respondents who had high and average TOEFL scores.

TABLE 49

The Analyses of Variance, Probabilities and Mean Scores of the Eleven Problem Areas of the MISPI by Categories of TOEFL Scores

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Category of TOEFL Scores</th>
<th>High</th>
<th>Average</th>
<th>Low</th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(n=34)</td>
<td>(n=81)</td>
<td>(n=73)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission-Selection</td>
<td>1.82</td>
<td>1.80</td>
<td>2.41</td>
<td>1.384</td>
<td>0.2532</td>
<td></td>
</tr>
<tr>
<td>Orientation Services</td>
<td>1.77</td>
<td>1.96</td>
<td>2.18</td>
<td>0.433</td>
<td>0.6492</td>
<td></td>
</tr>
<tr>
<td>Academic Advising &amp; Records</td>
<td>2.59</td>
<td>2.96</td>
<td>3.73</td>
<td>2.642</td>
<td>0.0739</td>
<td></td>
</tr>
<tr>
<td>Social-Personal</td>
<td>1.68</td>
<td>2.20</td>
<td>2.93</td>
<td>3.743</td>
<td>0.0255*</td>
<td></td>
</tr>
<tr>
<td>Living and Dining</td>
<td>2.53</td>
<td>2.38</td>
<td>3.01</td>
<td>1.162</td>
<td>0.3152</td>
<td></td>
</tr>
<tr>
<td>Health Services</td>
<td>1.85</td>
<td>1.84</td>
<td>2.62</td>
<td>2.003</td>
<td>0.1379</td>
<td></td>
</tr>
<tr>
<td>Religious Services</td>
<td>1.18</td>
<td>1.36</td>
<td>1.36</td>
<td>0.118</td>
<td>0.8887</td>
<td></td>
</tr>
<tr>
<td>English Language</td>
<td>1.24</td>
<td>2.58</td>
<td>4.81</td>
<td>16.55</td>
<td>0.0000*</td>
<td></td>
</tr>
<tr>
<td>Student Activities</td>
<td>1.18</td>
<td>1.32</td>
<td>1.88</td>
<td>2.325</td>
<td>0.1006</td>
<td></td>
</tr>
<tr>
<td>Financial Aids</td>
<td>4.09</td>
<td>3.15</td>
<td>3.47</td>
<td>0.826</td>
<td>0.4396</td>
<td></td>
</tr>
<tr>
<td>Placement Services</td>
<td>2.03</td>
<td>1.75</td>
<td>2.12</td>
<td>0.544</td>
<td>0.5810</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at the .05 level

The null hypotheses that there would be no significant differences in the adjustment problems between those who scored high, average, and low in the Test Of English as a Second Language were
rejected in two of the 11 problem areas, while being supported in nine problem areas.

Although the results of the analyses of variance \( F \) tests revealed that there were significant differences between respondents with high, medium and low TOEFL scores in only two areas, namely Social-Personal area and English Language area, it does appear that in seven other areas, namely, Admission-Selection, Orientation Services, Academic Advising and Records, Living and Dining, Health Services, Student Activities, and Placement Services respondents with low TOEFL scores, consistently, reported higher mean scores than respondents with high and average TOEFL scores. From the results it can be inferred that Malaysian students at Western Michigan University who had low TOEFL scores did suffer more difficulties than other Malaysian students.

**Type of Residence**

Of the 246 Malaysian students who participated in this study, 185 (75.2 percent) indicated that they lived in apartments off campus, 46 (18.7 percent) indicated that they lived in university married housing, and only 15 (6.1 percent) indicated they lived in the university residence halls.

The analyses of variance \( F \) tests indicated that there were no significant differences in the adjustment problems between respondents who lived in apartments off campus, university married housing and residence halls. The null hypotheses that there would be no significant differences between students who lived in apartments
off campus, university married housing and residence halls with respect to adjustment problems were supported in each of the 11 problem areas.

Table 50 presents the mean scores of respondents according to types of residence and also shown in the Table the analyses of variance 'F' scores and associated probabilities.

**TABLE 50**

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Type of Residence</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Residence Hall</td>
<td>Married Housing</td>
<td>Apartment</td>
<td>Off Campus</td>
<td>F</td>
<td>Prob.</td>
</tr>
<tr>
<td></td>
<td>(n=15)</td>
<td>(n=46)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission-Selection</td>
<td>1.53</td>
<td>1.74</td>
<td>1.97</td>
<td></td>
<td>0.40</td>
<td>0.6709</td>
</tr>
<tr>
<td>Orientation Services</td>
<td>2.20</td>
<td>1.44</td>
<td>2.12</td>
<td>1.84</td>
<td>0.1612</td>
<td></td>
</tr>
<tr>
<td>Academic Advising &amp; Records</td>
<td>2.47</td>
<td>3.07</td>
<td>3.19</td>
<td></td>
<td>0.50</td>
<td>0.6079</td>
</tr>
<tr>
<td>Social-Personal</td>
<td>3.27</td>
<td>1.94</td>
<td>2.28</td>
<td>1.86</td>
<td>0.1573</td>
<td></td>
</tr>
<tr>
<td>Living and Dining</td>
<td>2.07</td>
<td>2.24</td>
<td>2.66</td>
<td></td>
<td>0.82</td>
<td>0.4411</td>
</tr>
<tr>
<td>Health Services</td>
<td>2.60</td>
<td>1.50</td>
<td>2.10</td>
<td>1.54</td>
<td>0.2175</td>
<td></td>
</tr>
<tr>
<td>Religious Services</td>
<td>0.93</td>
<td>1.41</td>
<td>1.22</td>
<td></td>
<td>0.38</td>
<td>0.6820</td>
</tr>
<tr>
<td>English Language</td>
<td>2.07</td>
<td>2.74</td>
<td>3.41</td>
<td>1.45</td>
<td>0.2372</td>
<td></td>
</tr>
<tr>
<td>Student Activities</td>
<td>1.80</td>
<td>1.44</td>
<td>1.40</td>
<td></td>
<td>0.32</td>
<td>0.7289</td>
</tr>
<tr>
<td>Financial Aids</td>
<td>2.73</td>
<td>3.44</td>
<td>3.28</td>
<td></td>
<td>0.23</td>
<td>0.7946</td>
</tr>
<tr>
<td>Placement Services</td>
<td>2.20</td>
<td>1.37</td>
<td>1.92</td>
<td>1.49</td>
<td>0.2278</td>
<td></td>
</tr>
</tbody>
</table>
Frequency of Contacts with Advisors, International Student Counselors or Student Counselors

Of the 246 Malaysian students participating in this study, 29 (11.8 percent) reported that they never consulted their advisors, international student counselors or student counselors, 61 (24.8 percent) consulted them less than once a semester, 71 (28.9 percent) consulted them once a semester, 63 (25.6 percent) consulted them two or more times a term (semester), and 22 (8.9 percent) consulted them four or more times a semester.

Because of uneven distribution the responses were collapsed into three groups. In group one were those respondents who consulted their advisors, international student counselors or student counselors less than once a semester, in group two were those respondents who consulted the advisors or counselors once a semester, and in group three were those respondents who consulted their advisors or counselors two or more times a semester.

The results of the one-way analysis of variance 'F' tests indicated that there were no significant differences in the adjustment problems between students who consulted their advisors, international student counselors and student counselors less than once a semester, once a semester or two or more times a semester (Table 51).

The null hypotheses that there would be no significant differences in the adjustment problems between groups of students who frequently consult their advisors, international student counselors or student counselors, and those who less frequently consulted them
were supported in all the 11 problem areas.

**TABLE 51**

The Analyses of Variance, Probabilities and Mean Scores of the Eleven Problem Areas of the MISPI by Frequency of Consulting Advisors, International Student Counselors, and Student Counselors

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Frequency of Consulting</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than Once 2 or more</td>
<td>F</td>
<td>Prob.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a Semester a semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(n=90) (n=71) (n=85)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission-Selection</td>
<td>1.92 2.11 1.70</td>
<td>0.617 0.5403</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation Services</td>
<td>2.11 1.83 2.01</td>
<td>0.319 0.7270</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Adv. &amp; Records</td>
<td>3.07 3.13 3.18</td>
<td>0.035 0.9652</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social-Personal</td>
<td>2.52 2.15 2.12</td>
<td>0.794 0.4533</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Living and Dining</td>
<td>2.73 2.61 2.29</td>
<td>0.711 0.4921</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Services</td>
<td>2.21 2.00 1.84</td>
<td>0.505 0.6044</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious Services</td>
<td>1.43 1.20 1.06</td>
<td>0.837 0.4344</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language</td>
<td>3.53 3.27 2.79</td>
<td>0.968 0.3813</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Activities</td>
<td>1.53 1.45 1.31</td>
<td>0.328 0.7206</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aids</td>
<td>3.31 3.45 3.09</td>
<td>0.210 0.8109</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement Services</td>
<td>1.96 1.83 1.71</td>
<td>0.303 0.7390</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

Introduction

This chapter is devoted to a presentation of a summary of the study, as well as a summary of the findings, conclusions, and recommendations.

The main purpose of this study was to identify the adjustment problems encountered by Malaysian students studying at Western Michigan University. The study also aimed at investigating the differences in the types of adjustment problems among respondents in the various variables and sub-groups identified. Null hypotheses were tested to ascertain the difference in the adjustment problems experienced by respondents in the various variables and sub-groups identified. This study was limited to Malaysian students studying at Western Michigan University during the 1984 winter term.

The following demographic and personal data, and patterns of social integration were treated as independent variables: Age; Sex; Marital status; Academic classification; Setting of home residence; Duration of stay in the United States; Major field of study; Financial sponsorship; Entry qualification into Western Michigan University; Work experience before coming to the United States; English language proficiency; Frequency of interaction with American friends; Frequency of interaction with non-Malaysian foreign students; Frequency of
interaction with Malaysian students; Participation in activities organized by the Malaysian Student Organization; Participation in activities organized by other student organizations or office of International Student services; Religious services attendance; Types of residence; and Frequency of consulting Advisors, International student counselors or student counselors.

The 11 problem areas treated as dependent variables were: Admission and Selection, Orientation services, Academic Advising and Records, Social-Personal, Living and Dining, Health services, Religious services, English language, Student activities, Placement services, and Financial aids.

The population consisted of all the 283 Malaysian students enrolled at Western Michigan University during the 1984 Winter semester. The names and addresses of the Malaysian students were obtained from the Office of International Student Services.

The instrument chosen for the survey was the Michigan International Student Problem Inventory (MISPI) developed by John Wilson Porter in 1962 and revised in 1977. The MISPI contains a series of 132 items assembled in sets of 11 items or sub-scales. Each sub-scale refers to a particular area of potential adjustment problems. The response to each item was given a score of zero if it was of no concern to the student, one point if it was of some concern, and two points if it was of most concern. Some changes were made in some of the items which were ambiguous and not relevant to Malaysian students.

The instrument was pretested at Eastern Michigan University with a group of 12 Malaysian students. The pretest group represented equal
numbers of males and females with varying academic status and length of stay in the United States.

The following materials were delivered by hand to the 283 Malaysian students: a) Two letters of introduction (one in English and one in Bahasa Malaysia); b) the MISPI check list and the questionnaire soliciting demographic and personal information; and c) a stamped return addressed envelope. The respondents were given two weeks to respond to the questionnaire. No follow up was made. Two hundred and forty completed questionnaires were returned. This return accounted for 86.9 percent of the total number of students.

The responses to the questionnaire and check list were coded and processed using the Western Michigan University DecSystem-10 computer. Percentages were used to show background characteristics and patterns of social integration of students. For identifying and describing the 11 problem areas mean scores and standard deviations were reported. Both a one-way and two-way analysis of variance were used to determine significant differences in the adjustment problems between variables and sub-groups. Post-hoc analyses were carried out using the Scheffe procedure. A significance level of .05 was established for all comparisons.

Summary of Findings

Demographic data

Of all the respondents, 53.7 percent were between 21 - 25 years of age, 20.7 percent were 20 years old and below, 19.1 percent were
between 26 - 31 years old and only 6.5 percent were 32 years or older. There were almost equal number of males (53.3 percent) as females (46.7 percent). Almost two-thirds (69.1 percent) were single and one third (30.9 percent) were married.

Of all the respondents 67.5 percent were graduate students while 32.5 percent were undergraduate. Slightly more than one half of the respondents (59.9 percent) were from urban setting of home residence, while 41.1 percent were from rural areas. The majority of the respondents (45.1 percent) had been in the United States for 25 months or more, 38.6 percent had been here for 7 - 24 months and only 16.3 percent had been here for less than six months.

With respect to major field of study, 34.6 percent were majoring in the area of Business and Economics, 18.3 percent in Computer Science, 12.2 percent in the area of Applied Sciences, 9.9 percent in Basic Sciences, 8.5 percent in Engineering, 7.8 percent in Social Sciences, 6.1 percent in Mathematics and 3.6 percent in Education.

Almost all the Malaysian students participating in this study were sponsored students. The majority were sponsored by government agencies (43.9 percent were sponsored by the Public Service Department and 5.3 percent by the Ministry of Education). Majlis Amanah Rakyat (MARA) sponsored 27.6 percent of the students, while 11.8 percent were sponsored by other quasi-government bodies. Only 8.1 percent were unsponsored and the rest (3.3 percent) received loans.

Approximately one-half, or 55.3 percent, of the respondents were admitted into Western Michigan University based on their Malaysian Certificate of Education (MCE) and/or Higher School Certificate (HSC)
qualification, 33.7 percent were admitted based on their Diploma qualification, 7.7 percent were admitted based on their first degree qualification from Malaysian universities and only 3.3 percent were admitted based on their first degree qualification from American colleges or universities.

Slightly more than one-half, or 53.7 percent, of the respondents had some working experience before coming to the United States while 46.3 percent had no work experience.

Only 13.8 percent of the respondents had high scores in the TOEFL, 32.9 percent had medium or average scores, 29.7 percent had low scores, while 23.6 percent failed to provide their TOEFL scores.

Patterns of Social Integration

The majority of respondents (44.3 percent) reported having conversations (lasting more than two minutes) with American students only once a day while 11.8 percent never had conversations at all. Only 26.0 percent had conversations two or three times a day and 17.9 percent had conversations more than four times a day.

The majority of the respondents (43.9 percent) had conversations (lasting more than two minutes) with non-Malaysian foreign students only once a day while 19.5 percent never had conversation at all. Only 25.2 percent had conversations two or three times a day, and only 11.4 percent had conversations four or more times a day.

As for interactions with fellow Malaysian students, the majority of respondents (79.7 percent) reported having conversations (lasting more than two minutes) with Malaysian students about four or more
times a day, 14.2 percent had conversations two or three times a day, 4.1 percent had conversations about once a day, and only 4.1 percent reported never had conversations.

With respect to participations in activities organized by the Malaysian Student Organization (MSO), 30.1 percent of the respondents never participated, 46.8 percent participated about once a semester, and 23.2 percent participated two or more times a semester.

In activities organized by other student organizations (other than MSO) or organized by the Office of International Student Services, the majority of the respondents (61.8 percent) never participated, 22.4 percent participated about once a semester, only 15.8 percent participated two or more times a semester.

With respect to religious service attendance, 21.1 percent reported never attended any religious services, 17.9 percent attended less than once a week, 40.2 percent attended about once a week, and 20.7 percent attended two or more times a week.

The majority of respondents (75.2 percent) lived in off campus apartments, 18.7 percent lived in the university married housing, and 6.0 percent lived in residence halls.

Only 8.9 percent of the respondents consulted with their advisors, international student counselors, or student counselors four or more times a semester, 25.6 percent consulted them about two or three times a semester, 28.9 percent consulted them less than once a semester, and 11.8 percent never consulted them at all.
Identification of Problem Areas

Extreme caution needs to be exercised in interpreting the findings of this study, especially in instances where the implications for practice are concerned. Less than 50 percent of the respondents reported experiencing adjustment problems in all the 11 problem areas of the MISPI. It can be inferred that less than 50 percent of the Malaysian students at Western Michigan University were affected by adjustment problems.

The respondents rated each of the 132 items on the following weighting system: 0 = no problem, 1 = problem of concern, and 2 = problem of most concern. The 12 responses for each of the 11 problem areas were taken as scores and were added together to arrive at the specific scores for each of the 11 problem areas. The problem area scores, therefore, ranged from zero to 24. Thus a mean score of 0.00 in any given problem area signifies that the respondent scored each of the 12 response items for a given problem area under consideration as "no problem". A mean score of 12 signifies that each of the 12 response items for a given problem area as a "problem of concern" and a mean score of 24 signifies that each of the response items for a given problem area as a "problem of most concern". An examination of the means of each of the 11 problem areas reported in this study revealed that in all the problem areas the problem intensities reported were greater than "no problem" (0.00), but less than "problem of concern" (12.00). Even though no problem area mean score was greater than 12.00 (the highest total sample mean scores was 3.28) none the less, any
score greater than 0.00 should receive attention and some subgroups mean scores were as high as 5.47 and deserve close scrutiny.

Malaysian students at Western Michigan University identified the highest problem areas as Financial Aids, with English Language, Academic Advising and Records, Living and Dining, Social-Personal, Health services, Orientation Services, Admission and Selection, Placement Services, Student Activities, and Religious Services following respectively.

In the Financial Aids area the problem situations that were marked as of "concern" or of "most concern" by more than 20 percent of the respondents were: Lack of money to meet expenses (43.9 percent), Unexpected financial needs (37.8 percent), Saving enough money for social events/travelling (32.1 percent), and Not receiving enough money from sponsor/home (24.4 percent).

In the English Language area the problem situations that were marked as of "concern" or of "most concern" by more than 20 percent of the respondents were: Giving oral reports in class (46.7 percent), Limited English vocabulary (30.4 percent), Pronunciation not understood (30.4 percent), Speaking English (23.9 percent), Ability to write in English (22.3 percent), and Understanding U.S. "slang" (22.1 percent).

In the Academic Advising and Records area the problem situations that were marked as of "concern" or of "most concern" by more than 20 percent of the respondents were: Concerned about grades (52.0 percent), Writing or typing term papers (35.3 percent), Competitive college grading system (27.2 percent), Too many interferences with
studies (21.6 percent), and Frequent college examinations (21.1 percent).

In the Living and Dining problem area the problem situations that were marked as of "concern" or of "most concern" by more than 20 percent of the respondents were: Changes in weather conditions (43.5 percent), Costs of buying food (32.5 percent), and Taste of food in the United States (21.5 percent).

In the Social-Personal problem area the problem situations that were marked as of "concern" or of "most concern" by more than 20 percent of the respondents were: Homesickness (35.4 percent), Attitudes of some U.S. people to skin color (33.7 percent) and Being lonely (21.1 percent).

In the Health services problem area the problem situations that were marked as of "concern" or of "most concern" to more than 20 percent of the respondents were: Feeling under tension (29.2 percent) and Nervousness (24.3 percent).

In the Orientation Services area there was only one problem situation that was marked as of "concern" or of "most concern" to more than 20 percent of the respondents, and this problem situation was, Attitudes of some students toward "foreign" students. It was marked by 37.81 percent of the respondents.

In the Admission and Selection area the problem situations that were marked as of "concern" and of "most concern" by more than 20 percent of the respondents were: Registration for classes each term (22.36 percent), Immigration regulations (21.14 percent), and Concern about value of a U.S. education (20.73 percent).
In the Placement Services area the problem situations that were marked as of "concern" or of "most concern" to more than 20 percent of the respondents were: Finding job upon returning home (32.1 percent) and Wonder if U.S. education useful for job at home (24.4 percent).

In the Student Activities area there was only one problem situation that was marked as of "concern" or of "most concern" by more than 20 percent of the respondents. The problem situation was, Relationship of men and women in U.S., which was marked by 28 percent of the respondents.

Finally in the Religious Services area none of the problem situations were marked as of "concern" or of "most concern" by more than 20 percent of the respondents. Most of the problem situations in this area were marked as of "concern" or "most concern" by less than 15 percent of the respondents.

In trying to meet their needs or remedy the problems they encounter, Malaysian students seemed to favor going to fellow students from Malaysia (49.2 percent). Only 9.8 percent would go to International student counselors and less (7.3 percent) would go to student counselors.

Comparisons Among Respondents in the Various Variables and Sub-groups identified

The following hypotheses, stated in the null form, were tested at the .05 level of significance. The results are summarized below.

H01 There will be no significant differences in the adjustment problems of respondents of different age groups.
Results: The analysis of variance tests indicated that among the undergraduate students there was a significant difference in the English Language area. The null hypotheses were rejected in one of the 11 problem areas and were supported in 10 others. Post-hoc analysis revealed that respondents who were below 20 years of age experienced significantly more problems in the English Language area than the older students.

Among graduate students the analysis of variance tests indicated that there were no significant differences in any of the 11 problem areas. The null hypotheses were supported in each of the 11 problem areas.

H02 There will be no significant differences in the adjustment problems experienced by male and female students.

H03 There will be no significant differences in the adjustment problems experienced by single and married students.

Results: The two-way analysis of variance indicated that:
1. There were no significant interaction effects.
2. There were significant differences in the adjustment problems of male and female students in the Orientation Services, Living and Dining, and Financial Aids areas. In these three problem areas male students experienced significantly more problems than female students. The null hypotheses were rejected in three problem areas and supported in the other eight areas.
3. Significant differences were found between single and married students in two of the 11 problem areas. In the Social-Personal and Health Services areas, single students significantly experienced more
adjustment problems than married students. The null hypotheses were supported in nine problem areas while being rejected in two of the 11 problem areas.

H04 There will be no significant differences in the adjustment problems experienced by graduate and undergraduate students.

Results: The analysis of the data revealed that in the areas of Social-Personal and English Language, undergraduate students experienced significantly more problems than graduate students. The null hypotheses were rejected in two of the 11 problem areas with significant differences and supported in nine problem areas.

H05 There will be no significant differences in the adjustment problems experienced by students from rural setting of home residence (in Malaysia) and students from urban setting.

Results: The analysis of the data revealed that in the English Language area students from rural setting experienced significantly more problems than students from urban setting. The null hypotheses were rejected in one of the 11 problem areas and accepted in ten other areas.

H06 There will be no significant differences in the adjustment problems experienced by students of different length of stay in the United States.

Results: The analysis of data revealed that there were significant differences in two of the 11 problem areas, namely, in the Religious Services and Placement Services areas. The post-hoc analysis revealed that students who had been in the United States between 7 - 24 months experienced significantly more problems in the
Religious Services area than students who had been in the States less than six months. In the Placement Services area, students who had been in the States for more than six months experienced significantly more problems than students who had been in the States for six months or less. The null hypotheses were rejected in two of the 11 problem areas and supported in the other nine.

H07 There will be no significant differences in the adjustment problems of students of different major field of study.

Results: The analysis of the data revealed that there was a significant difference in the Placement Services area. Post-hoc analysis revealed that in the Placement Services area students majoring in Business and Economics expressed significantly more concern than students in the Social Sciences, Humanities and Education. The null hypotheses were rejected in one of the 11 problem areas and accepted in ten.

H08 There will be no significant differences in the adjustment problems of students sponsored by government agencies, quasi-government agencies and non-sponsored students.

Results: The analysis of variance tests indicated that there was a significant difference only in the English Language area. The post-hoc analysis revealed that students sponsored by government agencies experienced significantly more problems in the English Language area than student sponsored by quasi-government agencies and non-sponsored students. The null hypotheses were rejected in one area and supported in 10 other problem areas.

H09 There will be no significant differences in the adjustment
problems of students of different entry qualifications.

Results: The results of the analysis of variance tests indicated that there were significant differences in the Orientation Services, English Language and Placement Services areas. The post-hoc analysis revealed that in the Orientation Services area, students with a first degree entry qualification from U.S. colleges expressed more dissatisfaction than students with a first degree entry qualification from Malaysian universities. In the English Language area, the post-hoc analysis revealed that students with HSC/MCE entry qualification experienced significantly more problems than students with Diploma entry qualification. In the Placement Services area the post-hoc analysis did not reveal any significant difference. The null hypotheses were rejected in three of the 11 problem areas while being supported in eight problem areas.

H010 There will be no significant differences in the adjustment problems of students who had working experience before continuing their studies in the United States and students who had no working experience.

Results: The analysis of variance tests revealed that there were significant differences in the English Language and Financial Aids areas. Students who had working experience, experienced significantly more problems with finances than students with no working experience. On the other hand they had significantly less problems with the English language. The null hypotheses were rejected in two of the 11 problem areas while being supported in nine.

H011 There will be no significant differences in the adjustment
problems of students who had conversations (lasting more than two minutes) with American students once or less than once a day and those who had conversations two or more times a day.

**Results:** The analysis of variance tests revealed that there was a significant difference in the English Language area. Students who had conversations with American students once or less than once a day experienced significantly more problems with English language than students who had conversations two or more times a day. The null hypotheses were supported in all but one of the 11 problem areas.

**H012** There will be no significant differences in the adjustment problems of students who had conversations (lasting more than two minutes) with non-Malaysian foreign students less than once a day and students who had conversations two or more times a day.

**Results:** The analysis of variance tests did not reveal any significant difference in any of the 11 problem areas. Thus, the null hypotheses were supported in each of the 11 problem areas.

**H013** There will be no significant differences in the adjustment problems of students who frequently had conversations with fellow Malaysian students and students who less frequently had conversations with fellow Malaysian students.

**Results:** The analysis of variance tests revealed that there were significant differences in the Academic Advising and Records and English Language areas. Students who had conversations more frequently with fellow Malaysian students experienced significantly more problems in the areas of Academic Advising and Records and English Language than students who less frequently had conversations
with fellow Malaysian students.

**H014** There will be no significant differences in the adjustment problems experienced by students who never participated, participated once a semester, and participated two or more times a semester in the activities organized by the MSO.

**Results:** The analysis of variance tests indicated that there were significant differences in the areas of Academic Advising and Records and Living and Dining. The post-hoc analysis revealed that in the Academic Advising and Records area students who participated in activities organized by MSO two or more times a semester reported significantly more problems than students who never participated. In the Living and Dining area the post-hoc analysis revealed that students who participated in activities organized by MSO two or more times a semester reported significantly more problems than students who participated once a semester. The null hypotheses were rejected in two of the 11 problem areas and supported in nine.

**H015** There will be no significant differences in the adjustment problems of student who frequently participated in activities organized by other student organizations or Office of International Student Services and students who participated less frequently.

**Results:** The analysis of variance tests did not indicate any significant difference in any of the 11 areas. The null hypotheses were supported in each of the 11 problem areas.

**H016** There will be no significant differences in the adjustment problems between students of different frequency of religious services attendance.
Results: The analysis of variance tests indicated that there were significant differences in the Religious Services and English Language areas. The post-hoc analysis revealed that in the Religious Services area students who attended religious services two or more times a week experienced significantly more problems than other students. In the English Language area students who never attended religious services experienced significantly less problems than other groups of students. The null hypotheses were rejected in two of the 11 problem areas and supported in nine problem areas.

H017 There will be no significant differences in the adjustment problems between students who scored high, average and low in the Test of English as a Foreign Language (TOEFL).

Results: The analysis of variance tests revealed that there were significant differences in the areas of Social-Personal and English Language. The post-hoc analysis revealed that in the English language area students who had low scores in the TOEFL reported significantly more problems than students who scored average and high. Also in the Social-Personal problem area the post-hoc analysis revealed that students who scored low experienced significantly more problems. The null hypotheses were rejected in two of the 11 problem areas and supported in nine problem areas.

H018 There will be no significant differences in the adjustment problems experienced by students who lived in apartments off campus, students who live in the university married housing and students who live in residence hall.

Results: The analysis of variance tests did not indicate any
significant differences in any of the 11 problem areas. The null hypotheses were supported in each of the 11 problem areas.

H0: There will be no significant differences in the adjustment problems between students who frequently consult their advisors, international student counselors and student counselors and students who less frequently consulted them.

Results: The analysis of variance tests did not reveal any significant difference in any of the 11 problem areas. The null hypotheses were supported in each of the 11 problem areas.

Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. In general, the involvement of the Malaysian students, at Western Michigan University, in various activities whether on or off campus was limited. Participation in activities organized by the Malaysian Student Organization (MSO) was higher than participation in activities organized by other student organizations (other than MSO) or the Office of International Student Services. Generally, Malaysian students interact more frequently with other Malaysians than with Americans or other international students.

2. Malaysian students at Western Michigan University identified Financial Aids area as the highest problem area, with English Language, Academic Advising and Records, Living and Dining, Social-Personal, Health Services, Orientation Services, Admission and Selection, Placement Services, Student Activities, and Religious
3. In the Financial Aids area, male students and students who had work experience before coming to the United States experienced more problems.

4. In the English Language area, undergraduate students in the younger age bracket (20 years and below), students from rural backgrounds, government sponsored students, students with Higher School Certificate and/or Malaysian Certificate of Education entry qualifications, students who interact less frequently with American students, students who interact more frequently with Malaysian students, students who attended religious services two or more times a week, and students who obtained low TOEFL score were having more difficulties.

5. In the Academic Advising and Records area, students who interact more frequently with Malaysian students and students who participate in activities organized by MSO two or more times a semester reported experiencing more problems.

6. In the Living and Dining area, male students and students who participated in activities organized by MSO two or more times a semester reported experiencing more problems.

7. In the Social and Personal area, undergraduate students and students who obtained low TOEFL score reported having more problems.

8. In the Health Services area single students reported having more problems than married students.

9. In the Orientation Services area male students and students admitted into Western Michigan University based on their first degree
qualification from U.S. universities or colleges expressed more
concerns.

10. In the Admission and Selection area there were no differences
in the adjustment problems between sub-groups of students.

11. In the Placement Services area, students majoring in Business
and Economics and students who had been in the United States for 25
months or more expressed more concerns.

12. In the Student Activities area there were no differences in
the adjustment problems between sub-groups.

13. In the Religious Services area students who attended
religious services two or more times a week were having more
difficulties.

Discussion

The results of this study revealed that Finance was the most
frequently reported problem among Malaysian students studying at
Western Michigan University, with English Language and Academic
Advising and Records following in that order. The results support, in
part, the research findings of a number of studies on international
students in the United States (Santos, 1959, Breuder, 1972, Sharma,
surveyed a group of international students at Indiana University
reported Finance and English Language to be among the major concerns
of the international students surveyed. Further, he also, found that
problems related to religious services were of least concern to them.
These findings were confirmed in this study which revealed that
Malaysian students at Western Michigan university ranked Financial Aids and English Language as the first and second most severe problem areas and ranked the Religious Services problem area in the eleventh, or last place among the 11 problem areas examined.

The results of this study support, in part, the research findings of Othman (1979) who contended that the most frequently reported problems of Malay students were mainly language related and finance related. However, contrary to the findings of this study, Othman found that religious-spiritual life was the third most frequently reported problem, while this study revealed that Malaysian students at Western Michigan University ranked Religious Services area in the eleventh, or last place among the 11 problem areas examined. Perhaps the reason for this contradictory finding is that during the time when Othman conducted his study there were fewer Malaysian students and on most of American campuses there was lack of facilities for meeting the religious/spiritual needs of Malaysian students. Facilities for meeting the religious/spiritual needs of Malaysian students have been readily available at the Western Michigan University campus since 1981. This fact probably reduces the adjustment problems in the Religious services area.

In comparing the severity of adjustment problems between sub-groups, Othman (1979) found that students in the Basic Sciences reported more academic problems of severe difficulty than students in other major academic categories. In this study no significant differences were found in the adjustment problems of Malaysian students of different major fields of study except in the area of
Placement Services where students who majored in the area of Business and Economics expressed significantly more concern.

Contrary to the findings of Othman, but consistent with the findings of Porter (1963) and Payind (1977), undergraduate Malaysian students at Western Michigan University reported significantly more problems in the areas of Social-Personal and English Language than graduate students. The hypothesis given by Othman that students entering colleges and universities from Malaysia in recent years had an inferior preparation in English language as compared with students of the 1950's and 1960's is probably true. Othman reported that the high frequency of reported problems related to language was in part attributed to the concentrated effort on the part of the Malaysian government to introduce Bahasa Malaysia as the only medium of instruction at all levels of education by 1982.

With respect to the relationship between marital status and adjustment problems, this study confirmed Othman's findings that single students experienced more Social-Personal problems than married students. However, no significant difference in the Academic Advising and Records area was found, while in the area of Health Services, single students experienced significantly more problems.

With respect to the relationship between length of stay and adjustment problems, the findings of this study were contradictory to the findings of Othman's study. Othman's study revealed that the group of individuals who had the longest duration of stay in the United States were facing the least number of academic problems, whereas, the findings of this study revealed that students who had
been in the United States between 7 - 24 months experienced significantly more problems in the Religious Services area than students who had been in the States less than six months, while students who had been in the States for 25 months or more expressed significantly more problems in the Placement services area than students who had been in the States less than six months. It could be that with more Malaysian students at Western Michigan University assistance is readily available to new Malaysian students and this reduced the difficulties of adjusting and coping with new environments.

Differences in the adjustment problems among age groups demonstrated by Othman and other researchers (Porter, 1963, and Arubayi, 1979) were not confirmed in this study. The younger students (age 20 and below) reported significantly more problems only in one problem area, namely, in the English language area.

Based on the responses to the social integration questions it can be inferred that Malaysian students at Western Michigan University tended to adhere to the pattern of behavior termed by Sewell and Davidsen (1956) the "detached observers". This finding is consistent with the findings of Saleh (1979) who conducted a study on Arab students at selected Texas institutions. According to Sewell and Davidsen, the detached observers are those international students who have no need or desire to involve themselves socially or emotionally in the life of the host country. These students know their stay in the host country will be of short duration and prefer to maintain the role of detached observers rather than associating themselves extensively with Americans. These students tend to satisfy their
social needs by seeking companionship among fellow students of their
own nationality and do not experience severe adjustment problems
either in the United States or upon returning to their home country.
They participate only to a limited extent in American life. In this
study, the majority of Malaysian students reported having
conversations (lasting more than two minutes) more frequently with
fellow Malaysians and less frequently with Americans and other
international students. More than 55 percent of Malaysian students
reported having never had any conversation or had a conversation
(lasting more than two minutes) only about once a day. As for
interactions with non-Malaysian foreign students more than 60 percent
reported never having had any conversations or had a conversation
(lasting more than two minutes) with non-Malaysian foreign students
only about once a day. More than 94 percent of the Malaysian students
reported having conversations with Malaysian students (lasting more
than two minutes) two or more times a day. Thus it can be concluded
that Malaysian students at Western Michigan University tended to
socialize, satisfy their social needs and seek companionship from
among fellow Malaysian students. The adherent to this pattern of
behavior could perhaps be the explanation for the high frequency of
students reporting "no concern" in specific problem areas. The large
number of Malaysian students at Western Michigan University could be
one of the factor which led the Malaysian students to adhere to this
pattern of behavior. It would be interesting to see if this pattern
of behavior exists in campuses with few Malaysian students.

There were two problem situations which were not in the MISPI
check list but were reported by a large number of Malaysian students who responded to the questionnaire as of most concern to them. The two problem situations were, the high cost of health services and the high and increasing cost of tuition fees.

The validity of the findings of this study is limited to Malaysian students at Western Michigan University. Caution needs to be exercised in attempting to relate the finding of this study to the problems of Malaysian students in other part of the United States. According to the figures given by the Malaysian American Educational Exchange (MACEE) in 1983, ("Lebih 6,000 pelajar", 1984) of all the Malaysian students in the United States, 33 percent are majoring in Business and Economics, 30 percent in Engineering, nine percent in Computer Science and the rest in a number of major fields of study. As far as the choice of a field of study is concerned the population of Malaysian students at Western did not represent the population of Malaysian students in the United States.

Recommendations

In an attempt to reduce the adjustment problems and to provide a more successful learning experience for Malaysian students particularly those enrolled at Western Michigan University, the following recommendations are proposed.

To the Sponsoring Agencies of Malaysian students

1. The results of this study revealed that financial problems seemed to be the most severe problems encountered by Malaysian
students at Western Michigan University. Among the problem situations that were reported as of "concern" or "most concern" by more than 20 percent of the students were: lack of money to meet expenses (43.9 percent), unexpected financial needs (37.8 percent), saving enough money for social events/traveling (32.8 percent), and not receiving enough money from sponsor/home (24.4 percent). To help the students overcome their financial difficulties the monthly allowances and other payments to Malaysian students by sponsoring agencies should be reviewed every year to meet the rising cost of living in the United States. Student allowances have not been reviewed for the past five to six years, so much so that married Malaysian students in the Winter semester 1984 were receiving $140 housing allowances whereas the rent for the family housing has gone up every year and in the Winter Semester 1984, the rent was $227 a month. The rising costs cause financial strains on Malaysian students. Students' allowances should be increased every year in accordance with the rising cost of living in the United States.

2. Malaysian students do have problems and concerns and some of these problems arise because of the limited knowledge of what they will find in the United States and also due to limited knowledge of the preparation needed. There is a great need for more organized predeparture orientation programs for Malaysian students going to study in the United States. The orientation should focus on topics such as: The American educational system and how it is different from the Malaysian system, American culture, living as well as educational expenses in the United States, immigration regulations, and other
related topics. In addition, a discussion on the problems that Malaysian students have encountered during their stay in the United States should be included. Malaysian students who have had the experience of studying in the United States could be invited to give talks and answer questions.

3. Approximately 32 percent of the students expressed concern about finding a job upon returning home while 24 percent were doubtful about the usefulness of U.S. education for job at home. The findings also revealed that students majoring in Business and Economics were having more difficulty with placement than students in other fields of study. It seems appropriate that prior to departure, students preparing for study in the United States be advised and counseled about career and educational choices.

4. Malaysian students generally do not participate in activities that would offer them opportunity of learning more about American way of life. They tend to socialize and seek companionship from among fellow Malaysian students. Consistent adherence to this pattern of behavior would defeat the purpose of their coming to study in the United States and also would limit their potentiality to grow and learn social and leadership skills. An effective way of overcoming this problem is by improving the method of selecting students for study in the United States. The selection procedure for students studying in the United States should be more stringent. The criterion should not be purely academic as it is now being practiced, but should also include other criteria such as: a) maturity; b) leadership ability; c) participation in extra-mural activities such as sports,
student organizations, and cultural activities; and d) knowledge about
Malaysia, its history and culture.

One possible factor, which led the Malaysian students to maintain
the role of detached observers rather than associating themselves
extensively with Americans, is the large number of Malaysian students
at Western Michigan University. Because of the large number of
Malaysian students they tend to satisfy their social needs by seeking
companionship among fellow Malaysian students and have no need or
desire to involve themselves in the American life. The lack of
coordination among sponsors has resulted in the high concentrations of
Malaysian students in certain universities. Such high concentrations
should be avoided. Students should be dispersed such that at each
campus there should be a "manageable" number.

5. The second most severe problem area experienced by Malaysian
students was the English Language area. The problem situations in
this area that were of "concern" or "most concern" to more than 20
percent of the students were: giving oral reports in class (which was
a problem to 46.7 percent of the students), limited English vocabulary
(a problem to 30.4 percent of the students), pronunciation not
understood (a problem to 30.4 percent of the students), speaking
English (a problem to 23.9 percent of the students), ability to write
in English (a problem to 22.3 percent of the students), and
understanding U.S. "slang" (a problem to 22.1 percent of the
students). Students in the younger age bracket, students from rural
backgrounds, students who were admitted into Western based on their
Malaysian Certificate of Education and/or the Higher School
Certificate qualifications, and students with low TOEFL score seemed to experience more problems in this area. It is recommended that prospective students, especially those with the Malaysian Certificate of Education and/or the Higher School Certificate qualifications, students from rural backgrounds and those with low TOEFL scores be given intensive English language proficiency courses in Malaysia before departing for the United States. It is undoubtedly less costly to study the English language in Malaysia than in the United States.

6. A problem situation that was not included in the MISPI check-list but was reported as a problem of "most concern" by a large number of Malaysian students who responded to the questionnaire was the high cost of health services. Malaysian students, especially married Malaysian students with children were having difficulty with the high cost of health services. To ease the burden and to lessen the anxiety of the students, every Malaysian student (and their family if they are married) should be provided with a comprehensive health insurance with full coverage.

7. Feeling homesick was the problem of 35.4 percent of the students while being lonely was the concerned of 21.14 percent. To help Malaysian students keep in touch with what is happening in their country, sponsors of Malaysian students should consider it their responsibilities to keep Malaysian students well informed of the important news and developments in Malaysia. This could be done by periodically sending them publications.
To the Malaysian Student Department

To cater to the welfare of the increasing number of Malaysian students in the United States, the Malaysian government has established a Malaysian Student Department in Washington D.C., and two Student Centers, in Los Angeles and Chicago. However, in response to the question "To whom do you most frequently go for help in resolving problems which have confronted you?", not even a single student indicated going to the officers of the Malaysian Student Department or Malaysian Student Centers for help in resolving the problems they encounter. It seemed that the students were not aware of the services provided by the Malaysian Student Department or the Malaysian Student Centers. To improve the situation the following suggestions are made:

1. The responsibility of the Malaysian Student Department (MSD) in Washington D.C. and its regional offices at Chicago and Los Angeles should be expanded to include all Malaysian students and not restricted to students sponsored by the government (The Ministry of Education and the Public Service Department).

2. The Malaysian Student Department should maintain complete records of all Malaysian students studying in various universities and colleges in the United States.

3. The Officers of the MSD should be trained in counseling and student personnel services. They should be able to give personal, educational, career and perhaps religious counseling.

4. The MSD's regional office at Chicago and Los Angeles should be relocated to places where there are high concentrations of
Malaysian students. This would be a great advantage to students. At present, the locations of the regional offices pose problems of accessibility, parking difficulties and high costs to students.

5. MSD officers should make frequent visit to university campuses where there are Malaysian students and meet the students.

To Western Michigan University

1. Malaysian students at Western Michigan University reported that problems related to finances were the most critical or the most severe among the 11 problem areas. Among the problem situations that were of most concern to Malaysian students in the Financial Aids area were: lack of money to meet expenses; unexpected financial needs; not receiving enough money from sponsor/home; and saving enough money for social events/traveling. Part of the reason for the financial difficulties of the Malaysian students was that the sponsors were not providing enough allowances to meet their expenses. The University could help ease the financial strains of Malaysian students by: a) periodically (at the beginning of every academic year) giving a realistic assessment of the amount of money needed by the typical international student to the sponsors of Malaysian students; b) supplying applicants with detailed updated pre-admission information on financial aspect of study in the United States; c) offering workshops or seminars on personal budgeting and employment available to international students, etc; d) providing opportunities for Malaysian students to participate in work-study programs; e) giving opportunities for Malaysian students to be considered for fellowships,
loans and graduate assistanships; f) by providing counseling for Malaysian students who are in extreme financial difficulty.

Some of the financial difficulties could perhaps be solved by conducting some courses in Malaysia. Western Michigan University could examine the possibility of providing joint programs in specific fields of studies with Malaysian institutions.

2. The second most severe problem area reported by Malaysian students was in the English language area. To help Malaysian students improve their English, advanced courses in English as a second language should be offered to Malaysian and other international students. To encourage students to take these courses, they should be counted as electives toward their degree requirement.

3. Malaysian students generally do not participate in social activities that would offer them the opportunity of learning more about the American culture. Consequently, many Malaysian students return to Malaysia with a distorted and somewhat superficial view of American life. If Malaysian students are to receive more than a formal education, the University should share some of the responsibilities for developing ways to motivate their full participation. Conscious efforts should be made at introducing Malaysian students to American families. The host family programs organized by the Office of International Student Services is an excellent program and should be expanded. Malaysian students should be encouraged to participate in this program. Other programs dealing with interaction of Malaysian students with the American students should be designed so as to stimulate and increase friendly
relationships with citizens of the United States.

Undergraduate Malaysian students, who are not married, should be encouraged to stay in the university residence halls or be required to stay in the university residence halls (residence halls with cooking facilities) for one semester during their stay in the United States.

The Office of International Student Services have been conducting orientation program for new international students who enroll at Western Michigan University. The programs are usually well designed and are very comprehensive. The orientation program is important in order to familiarize students with the facilities, standards, and requirements of the University and to make them aware of the many services on the campus which are open to them. Student leaders from the United States should also be involved in orientation programs of international students as well as student leaders from among the international students. The orientation programs should also include field trips to places of interest in the community and involvement in several social activities of the University. The Office of International student Services should also make the new students aware of the values, customs, morals and habits of the American people.

Social events which involve American, Malaysian, and other international students could be organized occasionally. The Office of International Student Services should encourage international students, as well as American students and the community, to participate in these activities in an effort to get these groups acquainted with one another and for better understanding and communication among them.
4. The third most severe problem area reported by Malaysian students at Western Michigan University was the Academic Advising and Records area. The problem situations that were of concern to more than 30 percent of the students were related to grades and writing papers. Concern about grades was a problem to 52.03 percent of the students while writing or typing terms papers was a problem to 35.37 percent. The competitive college grading system was checked by 27.34 percent of the students as a problem, too many interferences with studies was checked by 21.14 percent, while frequent college examinations was also checked as a problem by 21.14 percent. Professors who have Malaysian students in their classes need to be oriented to their problems. Because Malaysian students come from a different educational system which is rigid and teacher oriented rather than student oriented, they should understand and should not expect Malaysian students to behave like American students. They could help by giving the Malaysian students encouragement and every possible assistance.

5. Some of the faculty and staff of the University could perhaps be given opportunity to visit Malaysia to learn about the culture, educational system, academic policies, and perhaps the language.

Suggestions for Further Research

1. Hopefully, this study has helped answer some questions pertaining to adjustment problems encountered by Malaysian students studying at Western Michigan University. Since its population was restricted to Malaysian students at Western Michigan University, the
validity of the findings is limited to those students. For greater generalization, further investigation needs to be conducted with Malaysian student populations on other college campuses throughout the United States to confirm or reject the conclusions of this study.

2. In order to obtain more comprehensive information of the problems of Malaysian students in the United States, comparative investigation in the following areas need to be conducted:

   a) Between Malaysian students in colleges and universities enrolling a small number of Malaysian students and colleges and universities enrolling a large number of Malaysian students,

   b) Between Malaysian students enrolled in colleges and universities in large cities and colleges and universities in small cities,

   c) Between Malaysian students and other international students, and

   d) Between Malaysian students and American students.

3. To provide continuity and more meaningful insight, follow-up studies should be conducted to examine the re-adjustment problems of Malaysian students after returning to Malaysia.

4. To improve the academic performance of Malaysian students, individuals and agencies involved in meeting the educational needs of Malaysian students should be aware of the important factors that affect Malaysian students' success and failure. Research in this area will give more insight on the problems of Malaysian students.

5. With the increasing number of Malaysian students at Western Michigan University research on the problems of Malaysian students
should be carried out after every two or three years.
APPENDIX A

Materials Sent to Students

a) Cover Letter in English
b) Cover Letter in Bahasa Malaysia
c) Questionnaire
Dear Fellow Malaysian Student:

I am a Malaysian student working on my doctoral degree in Counselor Education. As a partial requirement for my degree I am conducting a study on the adjustment problems of Malaysian students at Western Michigan University. The purpose of this study is to identify and analyze the adjustment problems of Malaysian students in this university. With the increasing number of Malaysian students in U.S. universities and in this university in particular, it seems appropriate to conduct this study. The findings of this study could be used by the sponsoring agencies and those who work with Malaysian students as a basis for designing programs and improving services for the welfare of Malaysian students.

Enclosed is a questionnaire which has been designed to help international students to identify their problems or concerns. The Questionnaire would not take much of your time to complete. Your specific responses will contribute greatly to the understanding of the current problems which Malaysian students may be experiencing while studying at Western Michigan University. I am asking your help to respond to the questionnaire.

You are not required to write your name and address on this questionnaire. All the information you give will be held in strict confidence and will be used for this research only. I would appreciate very much if you could return the completed questionnaire in the enclosed stamped envelope by April 19th, 1984. After this study is completed, a copy of my dissertation will be available at the Education Library, Sangren Hall.

Thank you for your cooperation. If you have any questions regarding the questionnaire and/or the research, please do not hesitate to call me at 349-2178.

Sincerely,

Suradi Salim
ASSALAMUALAIKUM WARAHMATULLAHI WABARAKATUH

Suradi Salim
1940 Howard St. Apt. 428
Kalamazoo, Mich. 49008.

Mac 1984.

Kepada Saudara/Saudari Pelajar Malaysia:

Saya adalah seorang pelajar Malaysia dalam bidang Pendidikan Kaunselor. Untuk memenuhi sebahagian daripada keperluan ijazah kedoktoran saya, saya sedang menjalankan kajian mengenai masalah penyesuaian pelajar-pelajar Malaysia di Western Michigan University. Memandangkan kepada pertambahan pelajar-pelajar Malaysia yang begitu ramai sekali di universiti-universiti di Amerika dan di Western Michigan univeristy Kalamazoo khasnya, saya berpendapat kajian mengenai masalah pelajar-pelajar Malaysia adalah sangat-sangat diperlukan. Penemuan-penemuan dari kajian ini akan dapat digunakan oleh agensi-agensi penganjur dan mereka-mereka yang memberikan perkhidmatan kepada pelajar-pelajar Malaysia dalam merancang dan memperbaiki perkhidmatan-perkhidmatan untuk kebajikan pelajar-pelajar Malaysia.

Bersama-sama ini saya sertakan soalselidek yang telah direka khas untuk membantu pelajar-pelajar antara bangsa menentukan masalah dan kesukaran yang mereka hadapi sebagai seorang pelajar di negeri asing. Saya ingin memohon bantuan saudara/saudari untuk meluangkan sedikit masa untuk mengisi soalselidik ini.


Terima kasih atas kerjasama saudara/saudari. Jika ada apa-apa pertanyaan mengenai soalselidek atau kajian ini sila hubungi saya di nombor talipon 349-2178.

Sekian. Selamat belajar.

Yang benar,

Suradi Salim
Part I.

DEMOGRAPHIC DATA SHEET

DIRECTION: Please read carefully and answer all questions by checking (~) for the appropriate answer or write in your answer in the space provided.

1. Age: ___ Below 20 years
   ___ 21 - 25 years
   ___ 26 - 31 years
   ___ 32 years and older.

2. Sex: Male ___ Female ___

3. Marital Status:
   ___ Single
   ___ Married (with family in U.S.)
   ___ Married (with family in Malaysia)

4. Academic Classification:
   ___ Graduate student
   ___ Undergraduate student.

5. Setting of Home Residence (in Malaysia):
   ___ Rural
   ___ Urban.

6. How long have you been in the United States?
   ___ Less than six months
   ___ 7 - 24 months
   ___ 25 months or more.

7. What is your field of study (Major)? ________________

8. Financial Sponsorship (Scholarship):
   ___ Ministry of Education
   ___ The Public Service Department (JPA)
   ___ MARA
   ___ Others (State, Universities, etc). Please specify ___________________
   ___ Loan
   ___ Private

9. What was your highest qualification when you entered WMU?
   ___ Malaysian Certificate of Education (M.C.E.) or/and Higher School Certificate (H.S.C.)
   ___ Diploma (from ITM or other similar institutions)
   ___ First Degree from Malaysian university.
   ___ First Degree from U.S. university.

10. Have you had any working experience before coming to study in U.S.?
    ___ yes
    ___ No
Part II

MICHIGAN INTERNATIONAL STUDENT PROBLEM INVENTORY

John W. Porter

PLEASE READ THE DIRECTIONS CAREFULLY

Below is a list of statements about situations that occasionally trouble (perturb, distress, grieve, annoy, or worry) students from other countries who are attending colleges in the United States.

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

1. Evaluation of my former school credentials
2. Concern about value of a U.S. education
3. Dissatisfaction with chosen major
4. Treatment received at orientation meetings
5. Unfavorable remarks about home country
6. Concept of being a "foreign" student
7. Frequent college examinations
8. Compulsory class attendance
9. Writing or typing terms (semester) papers
10. Concern about becoming too "westernized"
11. Insufficient personal-social counseling
12. Being in love with someone
13. Taste of food in United States
14. Problems regarding housing
15. Being told where one must live
16. Poor eye sight
17. Recurrent headaches
18. My physical height and physique
19. Religious practices in United States
20. Attending social activities in religious settings
21. Concern about my religious beliefs
22. Speaking English
23. Giving oral reports in class
24. Ability to write English
25. Regulations on student activities
26. Treatment received at social functions
27. Relationship of men and women in U.S.
28. Lack of money to meet expenses
29. Not receiving enough money from home/sponsor
30. Having to do manual labor (work with hands)
31. Finding a job upon returning home
32. Not enough time in U.S. for study
33. Trying to extend stay in United States
34. Getting admitted to U.S. college
35. Registration for classes each term
36. Not attending college of my first choice
37. Relationship with foreign student advisor
38. Leisure time activities of U.S. students
39. Law enforcement practices in U.S.
40. Competitive college grading system
41. Objective examinations (true-false, etc.)
42. Insufficient advice from academic advisor
43. Being lonely
44. Feeling inferior to others
45. Trying to make friends
46. Costs of buying food
47. Insufficient clothing
48. Not being able to room with U.S. student
49. Hard to hear
50. Nervousness
51. Finding adequate health services
52. Finding worship group of own faith
53. Observing religious holidays
54. Variety of religious faiths in U.S.
55. Reciting in class
56. Understanding lectures in English
57. Reading textbooks written in English
58. Dating practices of U.S. people
59. Being accepted in social groups
60. Not being able to find "dates"
61. Saving enough money for social events/travelling
62. Immigration work restrictions
63. Limited amount U.S. dollar will purchase
64. Becoming a citizen of the United States
65. Changes in home government
66. Desire to not return to home country
67. Understanding college catalogs
68. Immigration regulations
69. Lack of knowledge about U.S.
70. Campus size
71. U.S. emphasis on time and promptness
72. Understanding how to use the library
73. Too many interferences with studies
74. Feel unprepared for U.S. college work
75. Concerned about grades
76. Sexual customs in United States
77. Homesickness
78. Feeling superior to others
79. Bathroom facilities cause problems
80. Distances to classes from residence
81. Relationship with roommate
82. Dietary problems
83. Need more time to rest
84. Worried about mental health
85. Having time to devote to own religion
86. Spiritual versus materialistic values
87. Doubting the value of any religion
88. Understanding U.S. "slang"
89. My limited English vocabulary
90. My pronunciation not understood
91. Activities of International Halls/Office of International students
92. U.S. emphasis on sports
93. Problems when shopping in U.S.
94. Finding part-time work
95. Unexpected financial needs
96. Money for clothing
97. Uncertainties in the world today
98. Desire enrolling at another college
99. U.S. education not what was expected
100 Differences in purposes among U.S. colleges
101. Difference in U.S. and home education systems
102. Not being met on arrival at campus
103. College orientation program insufficient
104. Trying to be student, tourist and "ambassador"
105. Attitude of some students toward "foreign" students
106. Doing laboratory assignments
107. Insufficient personal help from professors
108. Relationship between U.S. student and faculty
109. U.S. emphasis on personal habits of cleanliness
110. Not feeling at ease in public
111. Attitude of some U.S. people to skin color

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

115. Feeling under tension
116. Service received at health center
117. Health suffering due to academic pace

118. Criticisms of home land religion
119. Accepting differences in great religions
120. Confusion about religion and moral in U.S.

121. Insufficient remedial English services
122. Having a non-English speaking roommate
123. Holding a conversation with U.S. friends

124. Activities of foreign student organizations
125. Lack of opportunities to meet more U.S. people
126. Concern about political discussions

127. Costs of an automobile
128. Finding employment between college terms
129. Finding jobs that pay well

130. Insufficient help from placement office
131. Staying in U.S. and getting a job
132. Wonder if U.S. education useful for job at home

Step Two
Now go back over the numbers you have circled, and place an X in the circle of statements which are of most concern to you, as follows:

Writing or typing term (semester) papers.

To whom do you most frequently go for help in resolving problems which have confronted you? (For example, counselors, foreign student advisor, fellow students from your home country, faculty, etc). Please list in order of preference

1) __________________________
2) __________________________
3) __________________________
DIRECTION: Please check ( ) for the appropriate answer or write your answer in the space provided.

1. On an average day, how often do you have conversations (lasting more than two minutes) with American students?
   - Never
   - Once a day
   - Two or three times a day
   - Four or more times a day

2. On an average day, how often do you have conversations (lasting more than two minutes) with non-Malaysian foreign students?
   - Never
   - Once a day
   - Two or three times a day
   - Four or more times a day

3. On an average day, how often do you have conversations (lasting more than two minutes) with Malaysian students?
   - Never
   - Once a day
   - Two or three times a day
   - Four or more times a day

4. How often do you participate in activities organized by the Malaysian Students Organization?
   - Never
   - About once a semester
   - Two or more times a semester

5. How often do you participate in activities organized by other student organizations (other than M.S.O.) or international student office (meetings, dinners, etc.)?
   - Never
   - About once a semester
   - Two or more times a semester

6. How often do you attend religious services?
   - Never
   - Less than once a week
   - About once a week
   - Two or more times a week

7. What was your Test of English as a Foreign Language (TOEFL) score?

8. Where have you lived during most of your stay in U.S.?
   - Residential Hall
   - University Married Housing
   - Apartment Off Campus
   - Others. Please specify ___________________.
9. How often do you consult your Advisor, International Students Counselors or Student Counselors?

- Never
- Less than once a semester
- Once a semester
- Two or three times a semester
- Four or more times a semester.

10. Malaysian students who study in the United States often find that their ways of thinking, feeling and behaving become more Westernized or Americanized. When they return home, they are often surprised at how different their view of the world has become compared to parents, relatives and old friends who have remained in Malaysia. How much do you think you have changed since coming to the United States?

- I have not changed at all.
- I have changed very little.
- I have changed some, but not a great deal.
- I have changed many of my ways of thinking and acting.
- I have changed most of my ways of thinking and acting.

THANK YOU
APPENDIX B

Letter to Dr. John W. Porter
Dr. John W. Porter,
President
Eastern Michigan University
Ypsilanti, Michigan 48197.

February 27, 1984.

Dear Dr. Porter,

I am a doctoral student in the Department of Counseling and Personnel at Western Michigan University. I am presently in the process of carrying out a study on the adjustment problems of Malaysian students at Western Michigan University.

In reviewing the literature I discovered that you have developed the Michigan International Student Problem Inventory to identify the problems of International students. I would like to utilize this instrument in my study.

I am writing this letter in request of your permission for the use and possible adjustment, if necessary, of the instrument that you have developed.

I sincerely hope that you will grant your permission.

Thank you.

[Signature]

Sincerely

Suradi Salim
APPENDIX C

Response from Dr. John W. Porter
March 12, 1984

Mr. Suradi Salim
1940 Howard St. Apt. 428
Kalamazoo, Michigan 49008

Dear Mr. Salim:

I received your letter dated February 27, 1984, and you have my authorization to use the latest revised form of the Michigan International Student Problem Inventory. I have enclosed a sample inventory and the latest revision of the manual.

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

Sincerely,

[Signature]
John W. Porter
President

/ys

closure
APPENDIX D

Survey Item – Problem Area
ADMISSION AND SELECTION
1. Evaluation of my former school credentials
2. Concern about value of a U.S. education
3. Dissatisfaction with chosen major
34. Getting admitted to U.S. college
35. Registration for classes each term
36. Not attending college of my first choice
67. Understanding college catalogs
68. Immigration regulations
69. Lack of knowledge about U.S.
100. Differences in purposes among U.S. colleges
101. Differences in U.S. and home education systems
102. Not being met on arrival at campus

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

ACADEMIC ADVISING AND RECORDS
7. Frequent college examinations
8. Compulsory class attendance
9. Writing or typing terms (semester) papers
40. Competitive college grading system
41. Objective examinations (true-false, etc.)
42. Insufficient advice from academic advisor
73. Too many interferences with studies
74. Feel unprepared for U.S. college work
75. Concerned about grades
106. Doing laboratory assignments
107. Insufficient personal help from professors
108. Relationship between U.S. student and faculty.

SOCIAL-PERSONAL

10. Concern about becoming too "westernized"
11. Insufficient personal-social counseling
12. Being told where one must live
43. Being lonely
44. Feeling inferior to others
45. Trying to make friends
76. Sexual customs in the United States
77. Homesickness
78. Feeling superior to others
109. U.S. Emphasis on personal habits of cleanliness
110. Not feeling at ease in public
111. Attitude of some U.S. people to skin color

LIVING AND DINING

13. Taste of food in the United States
14. Problems regarding housing
15. Being told where one must live
46. Costs of buying food
47. Insufficient clothing
48. Not being able to room with U.S. student
79. Bathroom facilities cause problems
80. Distances to classes from residence
81. Relationship with roommate
112. Finding a place to live between college terms
113. Changes in weather conditions
114. Lack of invitations to visit in U.S. homes

HEALTH SERVICES

16. Poor eye sight
17. Recurrent headaches
18. My physical height and physique
49. Hard to hear
50. Nervousness
51. Finding adequate health services

82. Dietary problems
83. Need more time to rest
84. Worried about mental health
115. Feeling under tension
116. Service received at health center
117. Health suffering due to academic pace

RELIGIOUS SERVICES
19. Religious practices in the United States
20. Attending social activities in religious settings
21. Concern about my religious beliefs
52. Finding worship group of own faith
53. Observing religious holidays
54. Variety of religious faiths in the U.S.
85. Having time to devote to own religion
86. Spiritual versus materialistic values
87. Doubting the value of any religion
118. Criticisms of home land religion
119. Accepting differences in great religions
120. Confusion about religion and moral in the U.S.

ENGLISH LANGUAGE
22. Speaking English
23. Giving oral reports in class
24. Ability to write English
55. Reciting in class
56. Understanding lectures in English
57. Reading textbooks written in English
88. Understanding U.S. "slang"
89. My limited English vocabulary
90. My pronunciation not understood
121. Insufficient remedial English services
122. Having a non-English speaking roommate
123. Holding a conversation with U.S. friends
STUDENT ACTIVITIES

25. Regulations on student activities
26. Treatment received at social functions
27. Relationship of men and women in U.S.

58. Dating practices of U.S. people
59. Being accepted in social groups
60. Not being able to find "dates"

91. Activities of International Halls/Office of International Student Services
92. U.S. emphasis on sports
93. Problems when shopping in U.S.

124. Activities of foreign student organizations
125. Lack of opportunities to meet more U.S. people
126. Concern about political discussions

FINANCIAL AID

28. Lack of money to meet expenses
29. Not receiving enough money from home/sponsor
30. Having to do manual labor (work with hands)

61. Saving enough money for social events/travelling
62. Immigration work restrictions
63. Limited amount U.S. dollar will purchase

94. Finding part-time work
95. Unexpected financial needs
96. Money for clothing

127. Costs of an automobile
128. Finding employment between college terms
129. Finding jobs that pay well

PLACEMENT SERVICES

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

64. Becoming a citizen of the United States
65. Changes in home government
66. Desire to not return to home country
97. Uncertainties in the world today
98. Desire enrolling at another college
99. U.S. education not what was expected

130. Insufficient help from placement office
131. Staying in U.S. and getting a job
132. Wonder if U.S. education useful for job at home


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