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**INTERNATIONAL STUDENT PERCEPTIONS OF AMERICAN HIGHER  
EDUCATION**

*East Tennessee State University*

Ed.D. 1982

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**INTERNATIONAL STUDENT PERCEPTIONS OF  
AMERICAN HIGHER EDUCATION**

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**A Dissertation  
Presented to  
the Faculty of the Department of Supervision and Administration  
East Tennessee State University**

---

**In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education**

---

**by  
Bassey Akpan Akpakpan  
August, 1982**

APPROVAL


This is to certify that the Advanced Graduate Committee of

BASSEY AKPAN AKPAKPAN

met on the

\_\_\_\_\_ 8th \_\_\_\_\_ day of \_\_\_\_\_ July \_\_\_\_\_, 1982.

The committee read and examined his dissertation, supervised his defense of it in an oral examination, and decided to recommend that his study be submitted to the Graduate Council and the Dean of the School of Graduate Studies in partial fulfillment of the requirements for the degree Doctor of Education.

  
Chairman, Advanced Graduate Committee









Signed on behalf of  
the Graduate Council

  
Dean, School of Graduate Studies

## Abstract

### INTERNATIONAL STUDENT PERCEPTIONS OF AMERICAN HIGHER EDUCATION

by

Bassey Akpan Akpakpan

The problem of the study was to measure how much students from other countries were satisfied with American education.

The purposes of the study were to ascertain the extent to which international students perceived American education as satisfying their educational goals; to determine if any relationship existed between their perceptions of American education before and during their actual experiences with it; and to compare the perceptions of American education by students from one continent to those of other continents.

A questionnaire which contained Part A and B was used in collecting the data. The contents of Part A included initial steps, communication, students' educational goals, orientation and the students' reactions toward their orientation and communication. Part B was concerned with textbooks, use of the library, classroom activities, public relations and international students' opinions concerning American education. Questionnaires were mailed to a random sample of 280 international students who were enrolled at regional universities in Tennessee during the Winter/Spring session of 1982. The students came from five continents.

Completed questionnaires were received from 154 students, and this represents 55 percent return on the sample. When the data were analyzed, the results were as follows: Of those who participated in the study, 71 percent communicated with officials of their respective institutions before they entered the United States for an education which was a major goal for 93 percent. Forty-four percent were satisfied with their orientation, and 60 percent were satisfied with information they received about American education. Seventy-seven percent found American education to be what they wanted, and 83 percent were satisfied. American education would enable 83 percent of the participants to achieve their educational goals of being employed in their countries, and their employment would relate to what they studied in the United States according to 79 percent. Comments made by the participants were analyzed separately to show their positive and negative opinions about American education. Some of the negative comments were: high cost of tuition fee, non-disclosure of full information about the university and community at the time they were applying for admission, isolating foreign students by Americans, poorly organized orientation, discrimination and unfriendly attitudes by some



American students. Some of the positive comments included: well qualified instructors, superior instructor-student relations, friendly instructors, practical democracy in classroom situations, and modern well equipped schools.

Hypotheses statistically tested and analyzed showed that there were significant relationships between the perceptions of American education by African, Asian, European and North American students, but not between those of South American students before and during their actual experiences with American education. The perceptions of American education as satisfying the educational goals of African students did not differ significantly from those of European, North American or South American students, but differed from those of Asian students. Asian students' perceptions differed significantly from those of European students, but not from either North American or South American students. The perceptions of North American students did not differ significantly from those of South American students. In comparing undergraduate to graduate students, their perceptions did not differ significantly.

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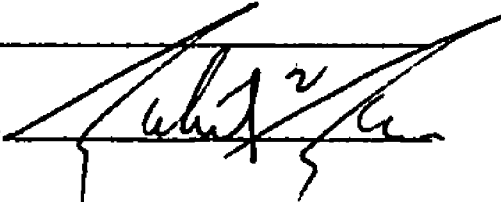
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Title of Grant or Project International Student Perceptions of American Higher Education

Principal Investigator Bassey Akpan Akpakpan

Department Supervision and Administration

Date Submitted February 2, 1982

Institutional Review Board Approval, Chairman 

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## Chapter 1

### INTRODUCTION

The practice of allowing students from one country to go to school in another country originated in medieval times. During medieval times, people from many parts of the world left their homes to go to universities in other lands. In the host country they were referred to as "strangers." Mehdi Nakosteen noted: "One thing those separate national groups had in common was the fact that they were all strangers in the eyes of the regional societies." Tracing the origin of foreign students to medieval times, Mehdi Nakosteen indicated that the most important characteristic of the medieval university was that the university belonged to all the students no matter where they came from.<sup>1</sup>

The purpose of leaving their native lands for another country was education. Since education in the host country was planned for the native people in accordance with the native environment, "strangers" or foreign students had to adapt themselves to educational practices in the country they visited just to get an education. "They could not demand a separate curriculum to suit their own environment as the courses of study were fixed and not flexible in nature."<sup>2</sup>

The same procedure has been going on in the United States of America for a very long time. Students from different countries of the world can

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<sup>1</sup>Mehdi Nakosteen, The History and Philosophy of Education (New York: Ronald Press, 1965), p. 213.

<sup>2</sup>Nakosteen, p. 213.

be found in all the states in the United States where they attend colleges and universities. In those universities, students from other countries are often referred to as "visitors, foreign, international or exchange students."

As it was during the medieval times, those who left their native countries for the United States, have done so for the purpose of getting an education which might help them in making some contributions to the progress of their countries. Cliff Sjogreen observed:

International education continues to be a very important aspect of higher education in the United States. Nearly 3 percent of the enrollments in higher education are foreign student enrollments. Hundreds of thousands of men and women have come to this country, received training, and returned to their native land to contribute to the progress of nation building.<sup>3</sup>

Writing in 1980, Vance Grant and Leo J. Eiden indicated the countries from which most international students came, and some of the fields of study the students were undertaking in the United States.

More students came from South and East Asia, Southwest Asia, and Latin America than from any other area. Eleven countries--Iran, Republic of China, Nigeria, Canada, Hong Kong, India, Republic of Vietnam, Japan, Mexico, Thailand, and Venezuela--have been sending 5,000 students to the United States each year. Foreign students enroll in a variety of educational programs along with American students, for example, engineering, business and management, natural sciences, life and social sciences, and thousands of other fields.<sup>4</sup>

International students have come from more countries than those listed above. The following are some of the countries: Taiwan, Saudi

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<sup>3</sup>Cliff Sjogreen, "Partners in International Education," College and University, Summer, 1980, p. 365.

<sup>4</sup>Vance Grant and Leo J. Eiden, Digest of Education Statistics (New York: National Center for Educational Statistics, 1980), p. 213.

Arabia, Republic of Korea, Lebanon, United Kingdom, Malaysia, Federal Republic of Germany, Brazil, Colombia, Jordan, Greece, Cuba, Israel, Philippines, Pakistan, France, Libya, Jamaica, Indonesia, Turkey, Kuwait, Ghana, Peru, Algeria, Australia, Egypt, Kenya, Ethiopia, Pacific Islands, Iraq, Netherlands, Chile, Italy, Trinidad and Tobago, Panama, and Nicaragua.

How can it be determined that the international students who are the direct consumers of American education have achieved their educational goals? To what extent are the international students who are the consumers of American education satisfied with American education? These and other questions can only be answered by the students themselves as consumers of American education. Although a variety of literature has been compiled concerning international students in the United States, in many instances, others who are not direct consumers of American education have spoken for the international students.

Cliff Sjogreen maintained that institutions of higher learning have failed to increase services for foreign students when he made the statement: "Institutions generally are increasing their foreign student recruitment efforts while reducing services for foreign students."<sup>5</sup> In 1976, Nigerian students who received their bachelor's degrees in the United States were inadequately evaluated as was reported by Femi Akeredolu in this manner:

The recent claim by a Nigerian Commissioner that the American degree's equivalent is the HSC or the "A" level Certificate has come as a shock to thousands of Nigerian students abroad, and not only in America. With the ever-

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<sup>5</sup> Sjogreen, p. 365.

increasing numbers of Nigerian students graduating from American colleges and universities, I think an urgent government statement is required on this issue.<sup>6</sup>

In 1979, Lee Wilcox wrote to regret that American colleges and universities have not been able to meet the needs of international students. His remarks and alternative suggestions on what American colleges and universities should do for international students included the following:

The universities should realize their responsibilities to teach those participants to apply their training where they can make their best contributions to their own society. The American universities do very well what they are designed to do, but they do not do very much in terms of what they need to do for students from other developing countries. The universities could design a highly localized and highly specified set of courses in various technology fields to meet the needs of the students from other countries.<sup>7</sup>

Perhaps school administrators do not know exactly what the needs of international students are; and therefore, they cannot adequately provide such needs. Or it might be that since the international students themselves are silent, the silence could be interpreted as a sign of satisfaction. The days of the Common Law have gone when silence could mean a consent. "In most cases the silence of the offeree and his failure to act cannot be regarded as an acceptance any more."<sup>8</sup> Instead of allowing other people who are not the direct consumers of American education to speak for the international student consumers of American

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<sup>6</sup> Femi Akeredolu, "American Degrees," West Africa, March, 1976, p. 275.

<sup>7</sup> Lee Wilcox, "Aid Sponsored Foreign Students--Present and Future," College and University, Summer, 1979, p. 288.

<sup>8</sup> Ronald A. Anderson, Walter A. Kumpf, and Robert E. Kendrick, Business Law: Principles and Cases (5th ed.; Cincinnati, Ohio: South-Western, 1971), p. 118.

education, it might be appropriate for the international students to express their views and perceptions concerning American education.

As consumers of American education, international students have many rights, one of them being the right to be heard, and the other, the right of evaluation. "The notion that the student is a consumer of education is a much more recent development than the general consumerism."<sup>9</sup> When President John F. Kennedy delivered his special message on protecting the consumer interest on March 15, 1962, Stein added that President Kennedy outlined the rights of a consumer in the Bill of Rights to include: "The right to safety, the right to be informed, the right to choose, and the right to be heard."<sup>10</sup>

Opinions of other people who are not direct consumers of American education have only been able to acquaint people in general with international students and their problems. Such opinions were not directed to specific individuals or the school personnel who might do something to remove any existing problems to satisfy the consumers. This study is directed toward bringing the needs of international student consumers of American higher education to the attention of school administrators through feedback from international students themselves.

### The Problem

#### The Statement of Problem

The problem of the study was to determine the extent to which

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<sup>9</sup>Ronald H. Stein, "The Consumer Movement in Higher Education, Present, Past and Future," National Association of Student Personnel Administration, Inc., Summer, 1980, p. 8.

<sup>10</sup>Stein, p. 9.

international students attending the regional universities in the State of Tennessee perceived American higher education as satisfying their educational goals.

#### Purpose of the Study

The purposes of the study were:

1. To determine the extent to which international students attending the regional universities in the State of Tennessee perceived American education as satisfying their educational goals.

2. To determine the relationship between the international students' perceptions of American education in connection with their own educational goals before they actually experienced American education, and their perceptions based on their actual experiences with American education.

3. To compare the extent to which international students from one continent perceived American education as satisfying their educational goals to the perceptions of students from other continents based on their actual experiences with American education.

#### Significance of the Study

In recent years many colleges and universities in the United States experience a significant decline in enrollment, especially native students, or the students from the United States. When this is the case, the colleges and universities might turn to international education as a source of student recruitment for an increase in the number of students. On this point, James R. Davis stated:

While anticipating a decline in student numbers--national or native students, or students from the United States, a prediction has been made for an increase in international students. Probably the most volatile and unpredictable segment of student market is in the areas of international students. Institutions in the United States currently serve 235,000 foreign students annually with Iran, the Republic of China, Nigeria, and Canada leading the list of countries that export students to us.<sup>11</sup>

Grant and Eiden pointed out that international students can be found in all parts of the United States.

The foreign students in 1976-77 academic year came from approximately 180 countries, and they attended institutions in all 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. The students came from Asia, Africa, Europe, North and South America.<sup>12</sup>

The large number of international students found in American colleges and universities caused Hunnicutt to question the philosophy of training foreign nationals in the United States. "What evidence does the record contain to correct the procedures or justify the philosophy of the large-scale education and training of foreigners in the United States institutions."<sup>13</sup>

It has been observed that many people seem to hold different opinions about international students in American colleges and universities, though such people are not the direct consumers of American higher education. By conducting this study to get feedback from

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<sup>11</sup>James R. Davis, "Students in the 1980's: Get Ready for the Calculating Consumers," National Association of Student Personnel Administrators, Inc., Summer, 1980, p. 15.

<sup>12</sup>Vance Grant and Leo J. Eiden, Digest of Education Statistics (New York: National Center for Educational Statistics, 1980), p. 213.

<sup>13</sup>Clarence W. Hunnicutt, America's Emerging Role in Overseas Education (New York: Syracuse University, School of Education, 1962), pp. 119-38.



international students themselves, as the consumers of American higher education, it might help the school administrators to ascertain the degree of satisfaction with American education.

Feedback from the consumers of American higher education could help school administrators to make informed decisions regarding international students. On this point, Peter Drucker has the following to say: "A feedback has to be built into the decision process to provide a continuous testing against actual events, of the expectations that underlie the decisions."<sup>14</sup>

Results of the study should guide school administrators in planning higher education to meet the goals of all students including the international students. It should be remembered that the theory of "caveat emptor"--let the buyer beware--is no longer true. What is true these days is the theory of "caveat venditor--let the seller beware."<sup>15</sup> By knowing how the international student consumers of American higher education perceive American higher education, the school administrators could be guided in providing the international students with such education that might satisfy them, or help to make adjustments if need arises.

This study could provide international students in American higher education an opportunity to communicate with the school administrators, and express their views regarding American higher education. The study could enable them to say whether they are satisfied with American higher

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<sup>14</sup>Peter F. Drucker, Management: Tasks, Responsibilities, Practices (New York: Harper and Row, 1974), p. 480.

<sup>15</sup>Stein, p. 10.

education or not satisfied in view of their educational goals. It would enable them to relate satisfaction or dissatisfaction with American higher education to certain variables.

This study could be a reference for persons interested in knowing how foreign students perceive American education. Instead of asking foreign students verbally how they perceive American education, they might be able to refer to this study for information.

The study may aid school administrators in the administration or admissions office of institutions of higher education in Tennessee when trying to decide whether to admit or not to admit certain foreign students from other countries into American institutions. Once the educational goals of those foreign nationals are ascertained, it would allow the school administrators to determine whether such goals could be met, and the way in which the goals were met in the past. It could enable them to make appropriate decisions in the interest of the foreign national as the consumer of American education and also provide the school administrators with guidelines in making decisions regarding admissibility of foreign nationals into their institutions. It could guide institutions of higher education in providing the international students with his/her educational specifications. Thus it could make it easy for verification by any interested parties including the critics.

It might guide the educational policymakers of those countries who might intend to send students from their countries to pre-determine the availability of the desired skills and knowledge before deciding to send

such students to the United States. By so doing, American consuls overseas could benefit from the study as it might guide them in making intelligent educational decisions for the prospective consumers. That could result in elimination of waste of money, time and effort of a foreign student who could come to the United States to acquire knowledge and skills which might not be useful to him or her after studying in the United States.

#### Definitions of Terms Used in the Study

As used in this study, the following terms were defined:

##### American Education

American education refers to education which is being planned and implemented in the United States of America in accordance with the United States' environment.

##### Communication

Communication is defined in this study as "the exchange of information and transmission of meaning."<sup>16</sup>

##### Consumer

A consumer is the user of goods or services, or the person who derives benefits from goods or services. "Any person who buys goods and services is a consumer."<sup>17</sup>

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<sup>16</sup> E. Mark Hanson, Educational Administration and Organizational Behavior (Boston: Allyn and Bacon, 1979), p. 45.

<sup>17</sup> Roger LeRoy Miller, Economics: Today and Tomorrow (New York: Harper and Row, 1978), p. 26.

### Education

Though many definitions of education exist, in this study education has been defined as "the process of actualizing human potentials."<sup>18</sup>

### Feedback

"Feedback is the mechanism through which both the communicator and communicatee sense unexpected deviation and with them the need to change the process, and maintain the process at the level needed to obtain the desired results."<sup>19</sup>

### Goal

In this study, goal is defined as the mission or aims of international students in the United States; it refers to what international students want to achieve in American colleges and universities. Literally, goal refers to "the end to which a design tends; aims or purposes."<sup>20</sup>

### International Students

International students refer to those students who come from countries other than the United States of America. In the medieval times, such students were referred to as "strangers,"<sup>21</sup> but these days, they are

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<sup>18</sup>Robert S. Sais, Curriculum: Principles and Foundations (New York: Harper and Row, 1976), p. 31.

<sup>19</sup>Drucker, p. 183.

<sup>20</sup>Webster's New Collegiate Dictionary (6th ed.; Springfield, Massachusetts: G. & C. Merriam, 1961), p. 354.

<sup>21</sup>Mehdi Nakosteen, The History and Philosophy of Education (New York: Ronald Press, 1965), p. 213.

often referred to as "visitors, aliens, international, foreign or exchange students."

### Perceptions

Perceptions refer to the mode of responses to stimuli. "Direct acquaintance with anything through the senses; awareness of objects or events; consciousness."<sup>22</sup>

### Satisfy

In this study, satisfy refers to the stage in which international students could regard or perceive American education as meeting their known educational goals. It could refer to the stage in which the students are happy or pleased with American education as fulfilling their needs or goals. "In general, to fill up the measure of want of a person; to make content; to give what is due to a person to fill his needs."<sup>23</sup>

### Limitations

The study was limited to the following:

1. The respondents were a sample of the international students currently enrolled in the regional universities in the State of Tennessee.
2. The international student respondents were samples of students representing the continents of Africa, Asia, Europe, North America and South America.

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<sup>22</sup> Webster's New Collegiate Dictionary, p. 624.

<sup>23</sup> Webster's New Collegiate Dictionary, p. 751.

3. The regional universities in the State of Tennessee included in the study were the following: (a) Austin Peay State University, Clarksville, Tennessee; (b) East Tennessee State University, Johnson City, Tennessee; (c) Memphis State University, Memphis, Tennessee; (d) Middle Tennessee State University, Murfreesboro, Tennessee; (e) Tennessee State University, Nashville, Tennessee; and (f) Tennessee Technological University, Cookeville, Tennessee.

4. The respondents were limited to those international students with the classifications of sophomore, junior, senior, and graduate students.

5. Finally, the feedback from those international students was limited to their perceptions regarding actual educational programs, curricula, and educationally related experiences in the Regent's System of Universities in the State of Tennessee.

#### Assumptions

In this study, the following assumptions were made:

1. The international students knew and determined their educational goals before they left their native countries to study in the United States.

2. Since the international students knew why they came to the United States, and had already determined their educational goals, they would be able to ascertain when and how the goals were achieved.

3. The international students knew before they left their different countries that American education was designed to meet the needs of American people in accordance with their own environment.

4. Since international students receive instructions in English language in their home institutions, they were able to read and understand English; therefore, they would be able to understand and read the directions and the questions contained in the questionnaire.

### Hypotheses

H<sub>1</sub>: There will be a significant relationship between the scores of (a) African, (b) Asian, (c) European, (d) North American, and (e) South American students' perceptions of American education in connection with their own educational goals before they actually experienced American education, and their scores based on their actual experiences with American education.

H<sub>2</sub>: When compared to other continents, the extent to which students from all continents perceive American education as satisfying their educational goals based on their experiences with American education will differ significantly from the perceptions of either African, Asian, European, North American or South American students.

H<sub>3</sub>: When compared to other continents, the extent to which African students perceive American education as satisfying their educational goals based on their actual experiences with American education, will differ significantly from the perceptions of either Asian, European, North American or South American students.

H<sub>4</sub>: When compared to other continents, the extent to which Asian students perceive American education as satisfying their educational goals based on their actual experiences with American education, will differ significantly from the perceptions of either European, North

American or South American students.

H<sub>5</sub>: When compared to other continents, the extent to which European students perceive American education as satisfying their educational goals based on their actual experiences with American education, will differ significantly from the perceptions of either North American or South American students.

H<sub>6</sub>: When compared to other continents, the extent to which North American students perceive education as satisfying their educational goals based on their actual experiences with American education, will differ significantly from the perceptions of either South American students or other continents.

H<sub>7</sub>: When compared to undergraduate students, the extent to which all the graduate students from Africa, Asia, Europe, North America and South America perceive American education as satisfying their educational goals based on their actual experiences with American education, will differ significantly from the perceptions of the undergraduate students from Africa, Asia, Europe, and North and South America.

#### Organization of the Study

The study was organized into five chapters. Chapter 1 contains the introduction, the problem, purpose of the study, significance of the study, definitions of terms used in the study, limitations, assumptions, hypotheses, and organization of the study. In Chapter 2, a review of related literature is presented. Chapter 3 contains the design of the study. Chapter 4 consists of the presentation, analysis and interpretations of the findings using tables and figures to explain certain data. Chapter 5 includes the summary, conclusions and recommendations.



## Chapter 2

### REVIEW OF RELATED LITERATURE

#### Introduction

The purposes of the study were: (1) To determine the extent to which international students attending the regional universities in the State of Tennessee perceive American education as satisfying their educational goals; (2) To determine the relationship between the international students' perceptions of American education in connection with their own educational goals before they actually experienced American education, and their perceptions based on their actual experiences with American education; (3) To compare the extent to which international students from one continent perceive American education as satisfying their educational goals to the perceptions of students from other continents based on their actual experiences with American education.

A search into literature indicated that a variety of data had been compiled about international students in the United States. Many people in the United States were becoming more aware of the presence of international students in American institutions of higher education. International students had been in the United States since the colonial days, but the mounting number of those students in American colleges and universities from the 1960s to the 1980s, caused many people great concern. The ever increasing number of students from other countries found in American institutions of higher education has generated mixed feelings in the minds of many people. While some people have seen the

presence of foreign students in American colleges and universities as a possible way of establishing international goodwill, peace and understanding, other people refused to accept that concept, and argued that American education was not able to satisfy the educational needs of those students from other countries with different economic, political and social environments. Pointing to the fact that international students were present in American colleges and universities during the colonial days, Larry N. Garrett and Joanne Garrett stated:

Because of increased enrollment and additional institutions becoming involved in international education, foreign students and those engaged in foreign student affairs find themselves in the paradoxical situation of requiring more of institutions at the very time when colleges and universities have less fiscal, personnel, hard and soft-ware resources to offer in the education of international students. . . . And yet, international students have played a salient role in American higher education since its colonial beginning and, in such vital support services as foreign student advisement, it is past time for all those actively involved in higher education, faculty and administrators alike, to realize and acknowledge that Kahne's bus must stop here.<sup>1</sup>

These authors also maintained that many people in the United States, especially those involved with the education of students from other countries, failed to pay proper attention to the needs of foreign students when they stated: "International students in American colleges and universities could be more understandable if people could pay special attention to their needs, and the idea that they came from somewhere, and needed to go to somewhere."<sup>2</sup> By 1979-80 school year, the number of international students in the United States was more than 200,000. Data

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<sup>1</sup>Larry N. Garrett and C. Joanne Garrett. "The International Student and Academic Advisement: The Bus Stops Here," International Education, Spring, 1981, p. 20.

<sup>2</sup>Garrett and Garrett, p. 21.

available on the numbers of international students indicated that in some colleges and universities, the number of foreign students numbered in the thousands. For example, in 1978-79 school year, the University of Southern California enrolled 3,522 international students, and Miami-Dade Community College had 3,260 international students.<sup>3</sup> The increase in the number of foreign students in American institutions of higher education caused many people a lot of concern. While many people wondered whether those students received the kind of education appropriate for their national development, others wrote to express optimism concerning international education and its potential for bringing people from different nations together for a common purpose--goodwill, understanding, and international peace. In his own address to the international students, Jerry Lytle, Director of Financial Aid at East Texas State University, Commerce, Texas, said: "In fact, we consider you an important segment in our institutional objective, that of improving international understanding and communication."<sup>4</sup>

Since the education of students from other countries in the United States had become a concern of many people, this chapter presents a brief history of international students in the United States. It also stresses opinions of certain individuals or groups of individuals, discussions carried out at some conferences on international students, and relevant studies done on the issue.

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<sup>3</sup>Standard Education Almanac, 1980/1981 (13th ed.; Chicago: Marquis Academic Media, 1980), p. 158.

<sup>4</sup>Jerry Lytle, Handbook of Information for International Students (Commerce, Texas: East Texas State University, 1976), p. 1.

History of International Students  
in the United States

To trace the history of international students in American colleges and universities is to trace the history of American education. Students from other countries have been in American institutions of higher education from the colonial days. However, the impact of those foreign nationals was not as highly felt as it has been in recent years. The number of foreign students in the United States during the colonial days was small compared to thousands found in American colleges and universities in recent years, 1960 to 1980.

Writing in 1970, Francis Donahue traced the origin of a structured educational process involving the United States of America and other countries.

"To be known as the 'father of history' should be honor enough; yet Herodotus can claim still another distinction: he is the spiritual godfather of the more than 110,000 foreign students who throng the United States."<sup>5</sup> After narrating how Herodotus traveled through Syria, Mesopotamia, Babylon and Egypt, Donahue described the history of international students and their roles in American colleges and universities.

In 1936, when President Franklin D. Roosevelt signed the Buenos Aires Convention Treaty, the United States entered the modern period of international education exchange on a government-to-government basis. Under the Treaty, this country agreed to an annual exchange of two advanced students with each of the other American republics. The sending government or the student paid transportation, and the receiving government supplied tuition and a living allowance. With the coming of World War II, the student

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<sup>5</sup>Francis Donahue, "The International Student: His Six Roles," The Clearing House, September, 1970, p. 51.

flow to the United States quickened. European countries were either shut down or operating on a war-time footing.

After the war's end, with the Fulbright Program and the Smith-Mundt Act, the American government broadened the scope of educational exchange. It established a permanent program within the Department of State. That program, which today numbers 4,000 to 5,000 participants a year, covers not only students but teachers, labor leaders, artists, newsmen, writers, social workers, government officials, scientists, and many others. Yet the government-sponsored program is only part of the exchange picture. Dating from the late nineteenth century, private American institutions have invited foreign scholars and teachers to this country for observation, research, and study purposes. Since the end of World War II, many private agencies have expanded their exchange programs. Others have entered the field for the first time. The Ford Foundation, as well as the Rockefeller, Kellogg, and other foundations have become effective proponents of international exchange. And the Institute of International Exchange with headquarters in New York, has developed into the clearinghouse for all exchange activities on the student-professional level.<sup>6</sup>

Apart from the students on different exchange programs, Donahue pointed out that other students come to American colleges and universities as private students. According to him, during the 1969-70 school year, the number of international students in the United States was more than 200,000. Students came to the United States from other countries for two main reasons, and those reasons, according to Donahue, were: (1) To advance professionally, and (2) to gain an insight into the way of life--educational, economic, political, and cultural--of this country. Donahue also asserted that students from other countries chose to come to the United States to receive an education because of the belief that the United States offered international students advantages which might be adequate to their educational goals and needs. However, he was not sure whether foreign students achieved their goals from American institutions

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<sup>6</sup>Donahue, p. 52.

of higher education. In his own opinion, students from other countries played six roles in American colleges and universities: (1) student, (2) man of culture, (3) a budding professional man, (4) political individual, (5) a representative of his country, and (6) the "acro or Paul" role--he wanted to have friends who shared his interests and who liked him for himself; friends to whom he could speak frankly, freely, and frequently. Concluding, Donahue remarked that the presence of foreign students in American institutions of higher education is important since "it gives Americans what they can all use: the chance to see ourselves through someone else's eye."

#### Government's Purpose for International Education

When the government of the United States became involved with international education, four major purposes were established, enumerated by Charles Frankel in this manner:

Broadly speaking, four major purposes are conventionally assigned to the federal government's educational and cultural programs overseas:

1. The promotion of international goodwill and understanding
2. The advancement of the objectives of the United States foreign policy
3. Assistance in the economic and technical development of other nations
4. The facilitation of scholarly intellectual interchange, and the enhancement of educational opportunity for individuals.<sup>7</sup>

#### Opinions Concerning Foreign Students

In support of international goodwill, Clarence W. Hunnicutt wrote

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<sup>7</sup>Charles Frankel, The Neglected Aspect of Foreign Affairs (Washington, D.C.: The Brookings Institute, 1966), p. 80.

to express his opinion concerning the idea of allowing people from other countries to come into the United States for the purpose of getting an education:

The American campora are now well sprinkled with African, Asian, European, and Latin American students who are here to learn not only what we know, but how we live. The new migration may be a stimulus for a new era of peaceful intercourse and understanding on a world-wide level. Perhaps the most significant feature of this rise in students migration is that the impetus comes in great part from the students themselves.<sup>8</sup>

In support of what others said, Cliff Sjogreen maintained that international education is the only way in which people from other countries can be brought together to respect and understand each other. "There probably is not a more effective way by which people from different countries come to respect and understand each other than through international education."<sup>9</sup>

Reasoning along the same trend of thought, Herbert C. Kelman, Raphael B. Ezekiel and Rose Kelman concluded that international students were encouraged to come into American colleges and universities in the belief that international peace and understanding could be possible through personal contact when they declared: "Proponents of such activities often argue that they contribute to creating the conditions for peace by creating international understanding and improving mutual attitudes through personal contact."<sup>10</sup>

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<sup>8</sup>Clarence W. Hunnicutt, America's Emerging Role in Overseas Education (New York: Syracuse University, School of Education, 1962), p. 138.

<sup>9</sup>Cliff Sjogreen, "Partners in International Education," College and University, Summer, 1980, p. 365.

<sup>10</sup>Herbert C. Kelman, Raphael E. Ezekiel, and Rose B. Kelman, Cross-National Encounters (San Francisco: Jossey-Bass, 1970), p. 2.

Education for Self-discovery  
and Self-improvement

In his own reasoning, Leonard S. Kenworthy viewed the idea of allowing people from other countries to come into the United States for the purpose of getting an education as an opportunity for self-discovery and self-improvement.

In the past, almost all teaching about the world was predicated on the theory that knowledge was the basis of international understanding and international cooperation. From a large amount of research in the behavioral sciences, it is abundantly clear that attitudes are far more important than the skills or knowledge. We are certain that one's relations with others are primarily affected by one's view of himself. Self-respect or a good self-image is therefore the basis of human relations at the international level as well as at other levels of living.<sup>11</sup>

Problems of World Illiteracy  
Can Be Solved

While some people were concerned about the type of education which students from other countries receive from American colleges and universities, others believed that knowledge was all that needed to be imparted to foreign students. By educating people from other countries in the United States, the number of illiterates in the world could be reduced, as was remarked by Leonard Kenworthy. In that case, what really mattered was the acquisition of some kind of book knowledge without regard to the type of education. During the 1960s, it was observed that a large percentage of the world population had no education at all, and those who were literate, at least up to high school level, could benefit from

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<sup>11</sup> Leonard S. Kenworthy, The International Dimension of Education (Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1970), p. 29.



a college education. American colleges and universities would absorb those persons from other countries, and train or educate them so as to reduce the number of illiterates in the world as a whole. By then, education and the development of human resources were considered by many to be a prime necessity to the community of nations, as the following statements confirm:

Education and the development of human resources are of prime importance to the community of nations. Recognizing the principle that there is relation of cause and effect between literacy and development, many countries are making an overall assessment of their systems of education and conducting intensive functional literacy projects through the Unesco Experimental World Literacy Program. In 1970, the rate of illiteracy by regions was in the following order: Africa, male 63.4 percent and female 83.7 percent; Arab States, male 60.5 percent and female 85.7 percent; Asia\*, male 37.0 percent and female 56.7 percent; Latin America, male 19.9 percent and female 27.3 percent; Oceania, male 8.8 percent and female 11.9 percent; Europe and U.S.S.R., male 2.4 percent and female 4.7 percent; and North America, male 1.1 percent and female 1.9 percent.

\* Not including China (Mainland, People's Republic of Korea, and Democratic Republic of Vietnam).<sup>12</sup>

In support of the idea that international students in American colleges and universities only needed to be educated, or needed book knowledge, no matter the kind of knowledge, whether the knowledge would be useful to them in their home land or not useful, James L. Handerson stated:

The fact is that in half of the so-called under-developed countries, only 30 percent of the children between 5 and 14 go to school, and that in parts of Asia this sinks to 10 percent and in Africa South of the Sahara and North of South Africa, only 6000 out of 160 million receive higher education.<sup>13</sup>

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<sup>12</sup>"The World Problem of Illiteracy," Education Digest, October, 1972, pp. 30-31.

<sup>13</sup>James L. Handerson, Education for World Understanding (New York: Pergamon Press, 1968), p. 12.

Expanding this thought, Handerson indicated that American colleges and universities were helping those students from developing and under-developed countries get an education which they could not get in their native country with limited resources. By being educated in American colleges and universities, international students were given an opportunity to advance beyond a high school education and have become and had the potential to become college graduates. Since the United States has the resources to mass educate people of America and other countries, international students might benefit from American education, especially higher education, which would not have been possible in the home country of those foreign students.

Knowledge Should Relate  
to Personal Needs

In the opinion of some people, international students only need to acquire knowledge to be known as educated people, and consequently, decrease the number of uneducated or illiterate persons in the world. To them, it did not really matter whether an international student could use such knowledge to benefit himself/herself or the society; what mattered was just to be educated. However, Theodore R. Hallenbeck believed that knowledge acquired should relate to the personal needs of a student or his society, and should help the student to live comfortably in his or her society. He maintained that all students, no matter where they came from, whether they be Americans or foreigners, should acquire the type of knowledge or education which could help the person to solve his personal problems. He declared:

The press of these problems toward a consumer ethic is manifested in students' questioning the value of their

educational experiences. Others have described learning systems which concentrate not only on imparting knowledge through the traditional classroom structure but through attention to the students' total development.<sup>14</sup>

Stewart Fraser noted that many research efforts were directed toward the psychological and sociological aspects of international students in the United States. Such studies, according to Fraser, did not seem to deal with the main issue of international students in American colleges and universities. He emphasized that the type of studies which needed to be conducted would be the ones addressing the issue of giving those foreign students the type of education suitable for their lives in their native countries, and such studies should consider the goals and purposes of education in accordance with the native environment. The statements made by Fraser concerning the type of educational experience for foreign students in the United States read as follows:

Every educator pays tribute to education's role in international relations and world peace. It is no exaggeration to claim that all college and university personnel are anxious to help the foreign students in their midst. The research has dealt, in the main, with the psychological and sociological aspects of student exchange, the problems of linguistic and academic adjustment. All this is helpful, but the historical and comparative perspectives must also receive due recognition in a program of research in international education. The educational purposes of any country must be the products of the people's own wants in that country. The best way to help the people improve their educational purposes is by helping to educate their leaders.<sup>15</sup>

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<sup>14</sup>Theodore R. Hallenbeck, "College Student Satisfaction: An Indication of Institutional Vitality," National Association of Secondary Principals, Autumn, 1978, p. 19.

<sup>15</sup>Stewart Fraser, Governmental Policy and International Education (New York: John Wiley, 1965), pp. 13-17.

Purposes of Other Countries'  
Education Should Be Known

Willis Griffin and Ralph Spence wrote to stress the importance of American education to those international students in American institutions of higher education. By coming to the United States to be educated, those foreign students could modify their lives through classroom work, and more so, through observations, in the same way children do. "Children learned from their elders; and adults sometimes modified their practices after observing others, particularly those from other cultures."<sup>16</sup> These authors recognized the difficulties school administrators in American colleges and universities might encounter in trying to provide an appropriate education for people from other countries without first of all making adequate efforts to understand the purposes of education of the countries from which international students came. Specifically, Griffin and Spence maintained that in order to provide international students in the United States with the type of education which would benefit them in their native countries, the personnel of American colleges and universities should make definite efforts to know the purposes, goals and objectives of education of the countries those students came from, and integrate those purposes into America's institutional educational program.

International Education Should  
Be a Shared Concern

After reviewing the importance of international education, and the

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<sup>16</sup> Willis H. Griffin and Ralph B. Spence, Cooperative International Education (Washington, D.C.: Association for Supervision and Curriculum Development, 1970), p. 11.

need to provide the type of education that might satisfy the goals of those students from other countries, Charles Frankel commented by saying that American colleges and universities could not provide the right type of education to people from other countries without full cooperation from their native countries. In his opinion, international education should be a joint adventure between the people of the United States and those people from foreign countries who were interested in sending students for education in the United States. According to Frankel, "International education and cultural relations, as a result, can no longer be viewed as a limited activity of interest mainly to the scholarly world."<sup>17</sup>

This type of education which American colleges and universities should provide international students to meet their needs, Frankel maintained, should require a full understanding of the students' backgrounds. It also should call for a more meaningful and structured communication between the students from other countries, leaders in those countries, and school personnel who work directly with the students. The following are the statements he made in this regard:

It may seem that insurmountable obstacles lie in the path of good educational and cultural relations between the United States and other countries. The exchange of ideas and information as part of a common effort to face such problems can lead to the discovery of common values and aspirations where they had not been suspected before. It applies as well to the more limited professional artists. It also indicates that communication is normally most effective when the common business of students, scholars, and intellectuals is kept at the center of attention.<sup>18</sup>

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<sup>17</sup> Charles Frankel, The Neglected Aspect of Foreign Affairs (Washington, D.C.: The Brookings Institute, 1966), p. 4.

<sup>18</sup> Frankel, p. 62.

Institutions and Foreign  
Students' Return Needs

The question of giving the international students who are attending colleges and universities in the United States an appropriate education was a concern of very many people for over two decades. Writing in 1965, Cora Du Bois reminded school administrators of the return needs of foreign students on the campuses of American institutions of higher education:

Not only should administrators enrich their universities with large numbers of students, especially foreign students, but they should ask questions such as these: "Is the area of training one which will enhance his life chances in terms of employment, prestige, etc.?" "Is the kind of training available in the United States relevant to his return needs?" Whether or not a student comes to the United States as a public, private, or self-supported student, prior knowledge of his country has certain meliorating value.<sup>19</sup>

What Happens After  
Receiving American Education

Questioning the value of American education to international students, a study committee on Foreign Student Affairs questioned what might happen to those international students who received their training in American colleges and universities. The committee made the following remarks concerning the effect of training people from other countries in the United States:

Some foreign students return to their native countries, but find little or no opportunity to employ their U.S. training--either because it is not sufficiently adaptable to their indigenous environment, or because no provision is made in the

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<sup>19</sup> Cora Du Bois, Foreign Students and Higher Education in the United States (Washington, D.C.: American Council on Education, 1965), p. 143.

home country for their employment in the field in which they were prepared.<sup>20</sup>

Communicating with  
Prospective Students

Many people left their native countries to come to the United States for the purpose of education, and in many instances without proper knowledge of educational processes in the United States. Tracing one of the causes of dissatisfaction with American education by many international students, Leo Sweeny pointed out that American institutions of higher education failed to supply the prospective students with adequate information concerning American education. "One of the most common reasons mentioned for lack of foreign student retention was the fact that foreign students are often uninformed when making their first college choice."<sup>21</sup> As a director of admissions at the University of Missouri, Kansas City, Sweeny suggested frequent and clear communication between international students and the school administrators. According to Sweeny, frequent and clear communication between the school administrators and present and prospective international students could establish an understanding, and guide the prospective students in decision making, which might lead to greater satisfaction with American education.

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<sup>20</sup> Study Committee on Foreign Student Affairs Report for Education and World Affairs, The Foreign Student: Whom Shall We Welcome (New York: Education and World Affairs, 1964), p. 1.

<sup>21</sup> Leo Sweeny, "Retention of Foreign Students--Why They Stay; Why They Leave, and What Happens to Them," College and University, Summer, 1979, p. 308.

Increase in Number of Foreign Students:  
An Indication of Satisfaction

Even though many people claimed that international students in the United States did not receive the right type of education, Sidney E. Waldron refused to accept such claims. Writing in 1966, Waldron commended the efforts of American colleges and universities for providing citizens of less-developed countries opportunities to get an education which is an ingredient for social and economic growth. He pointed to the fact that the purpose of the United States involvement in the education of people from other countries was to maintain international goodwill, peace, and understanding. The training of large numbers of students from countries other than the United States by American colleges and universities was not a part of the purpose of the United States' entry into international education. Waldron also indicated that American institutions of higher education should be commended for training people from other countries, and for making it possible for those foreign students to get an education which is impossible to acquire in their own countries. Above all, he added that many foreign countries had limited resources for the education of their citizens. Therefore, American colleges and universities should be praised for their efforts in training foreign nationals. Waldron concluded by saying that the increase in the number of international students in American colleges and universities from 1950 to 1966 was an indication that foreign students and their countries were satisfied with American education. The following statements by Waldron showed the number and percentage of increase in foreign students in the United States since 1950 to 1966 and an estimated number for 1970:



The number of young men and women other countries send to the United States for higher education has grown from 30,000 in 1950 to a present level of 82,000, and estimates indicate an increase to more than 100,000 by 1970. Moreover, the proportion of students from Asia, Africa, and Middle East is rising--from 35 percent which is an increase in the number of international students in the United States fifteen year ago to almost 60 percent today.<sup>22</sup>

If international students and the countries they represented were not pleased with American education, why should the number of those students increase from year to year, Waldron inquired. He also added that it was natural for those international students to have problems with American language, cultural adjustment, academic advisement, and other problems in American colleges and universities, but maintained that school personnel could help foreign students solve such problems.

#### Foreign Student Advisers

After a brief description of the history of international education and international students in the United States, Wesley Lloyd stressed the importance and the role of foreign student advisers. The most extensive movement of international students in the United States came about after World War II, when the United States government made funds available to allow tens of thousands of students from other countries to come into the United States for education. Realizing the special problems the presence of international students in American colleges and universities might cause, many national bodies were established to be responsible for the well-being of foreign students. One of the national organizations concerned with foreign students was the Institute for International

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<sup>22</sup>Sidney R. Waldron, Context the World (New York: Ford Foundation, 1966), pp. 42-43.

## Education.

As many colleges and universities became involved with students from other countries, it was considered appropriate to appoint foreign-student advisers. The foreign student advisers were to be in charge of students from foreign countries on each college or university campus. They were to act as intermediaries between the foreign students and school administrators. It was their duty to become acquainted with the problems of international students, for example, academic problems, and to report such problems and others as they arose to appropriate college or university personnel for solution. The person holding the office of foreign-student adviser was to be a person knowledgeable in international affairs and relations. Lloyd made the following statement to show that school officials recognized their obligations to students from foreign countries: "We have found that we were not giving proper services to those students from abroad, and for this reason, a foreign student adviser was appointed."<sup>23</sup>

### Community Colleges and the Educational Needs of Foreign Students

In the opinions of some people, American colleges and universities have failed to meet the needs of students from other countries. However, other people believed that the needs of those international students were met by American institutions of higher education. Writing to emphasize the popularity of community colleges over four-year colleges, especially

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<sup>23</sup> Wesley P. Lloyd, "The Dean of Students and the University in the International Setting," The National Association of Student Personnel Administration, Inc., January, 1969, pp. 139-45.

in recognizing the educational needs of foreign students, Tonkin and Edwards contended that community colleges can meet educational needs of those students. They asserted that community colleges can develop and design unique curricula aimed at meeting educational needs of the students from other countries:

Above all, the community college reaches an enormous number of students whose horizons might otherwise never extend beyond their community. The effort to introduce an international dimension into courses in business, nursing or social work is thus particularly important. As the cost of American education rises, and as less developed countries become increasingly aware that they can fill their needs for technically qualified personnel through shorter programs in community colleges, such campuses may become more international in both population and programs. Here more than anywhere else, foreign students are, by their very presence, a kind of adjunct faculty. And since they are often engaged in programs at least partially tailored to their needs, an awareness of technology transfer is brought directly to the campus.

Community colleges have flexibility because their special aim is to respond to their students' needs; by the same token, the experiences of foreign students in community colleges is likely to be rich in terms of student community interaction. Many Nigerians have been sent here by their government expressly to enroll in two-year colleges. A program in Seattle offers students from Surinam especially designed technical training.<sup>24</sup>

#### Information Based on Conference Discussions

The information presented so far on international students in American colleges and universities was based on personal opinions of individuals and groups of individuals. The issue of foreign students and the relevancy of American education to them has also been extensively discussed at conferences.

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<sup>24</sup> Humphrey Tonkin and Jane Edwards, The World in the Curriculum: Curricula Strategies for the 21st Century (New Rochell, New York: Change Magazine Press, 1981), pp. 53-54.

During the conference on World Education held in December, 1967 at Warranton, Virginia, the committees gave careful consideration to many issues, including those which affected international students in American colleges and universities. In the first place, the committee commended American institutions of higher education for contributing so much toward the reduction of the number of illiterate persons in the world, and for making it possible for persons from other countries to be educated. The reports by the committees indicated that American colleges could still do more for the benefit of those students from other countries by making American education more relevant to the needs of international students. One of the ways in which American colleges and universities could make education more meaningful to the foreign students on their campuses was to get international students more involved with community projects. The committees suggested that each institution of higher education having international students should create an atmosphere which would allow foreign students to interact with American people, the society, or people in the community, students, and school personnel. The purpose of such an interaction, the committee maintained, was to enable students from other countries to gain more practical experiences about American society at all levels--at work place, business, schools, churches, homes and other community activities. Such interaction, the committees pointed out, might enhance more understanding among international students and the American people. They emphasized that international students needed to be more acquainted with American society, problems, and solutions to those problems. These experiences would be more rewarding and beneficial to students from foreign countries when they returned to their native countries. Apart

from the the classroom experience, international students needed real life experience in the host country, as such experiences might help them solve similar or identical problems in their home lands. The committees made the following recommendations to American colleges and universities:

What we would like to do is to get foreign students who are already in the United States involved with Americans in community action programs. Rather, we have to develop situations in which students from America work side by side with foreign students on a task, and actually find the worth of the other person's experience and begin to learn his values. College programs should reflect the educational point of institutions, where campus work is related directly to overseas experience.<sup>25</sup>

The Relevancy of United States  
Education to Foreign Students

The Agency for International Development (AID) in conjunction with the National Association for Foreign Student Affairs (NSFSA) and the office of International Training, held its fourth workshop in March 1980, in Washington, D.C. The purpose of the workshop was to discuss "The Relevancy of United States Education to Students from Developing Countries." During its third workshop in 1972, the discussion had been centered on the preparation of the participant (international student) for a greater contribution to the development needs of his or her country. The fourth workshop held in March, 1980, attracted eighty persons from all parts of the United States, including representatives from the Agency for International Development, faculty members from different colleges and universities throughout the United States, foreign student advisers, directors of admissions, and international students--

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<sup>25</sup> Harold Taylor, Conference on World Education (Washington, D.C.: The American Association of Colleges for Teacher Education, 1967), pp. 40-41.

current and alumni. The discussions were carried out by four panels and other small groups or committees and the following topics were covered: (1) Overview of the main issue--how do the United States faculty view the question of relevance of American education for students from developing countries, (2) goals and realities--can the United States universities offer appropriate education to students from developing countries, (3) students and alumni look at the United States education and the question of relevance to their professional needs and the needs of their countries, and (4) students from selection to re-entry factors affecting success.

During the discussions, the panels and committees recognized the complex situation which American colleges and universities might face in trying to structure curriculum to suit international students in their institutions. They maintained that conflicts of interest might arise if American colleges and universities should try to create learning experiences appropriate for students from other countries; there might be conflicts among different goals: the educational goals of American institutions of higher education, the goals of international students, and the goals of their home countries. They emphasized that American institutions of higher education are only responsible for educating the native people and to provide education in accordance with the needs of the local people, when they declared: "Clearly, the primary responsibility of the American college or university is to meet the needs of American students, a requirement that is even more strictly defined in those

institutions which are supported by state funds."<sup>26</sup> Viewing American colleges and universities to exist to satisfy local needs, the panels indicated that it might be extremely difficult for those institutions to satisfy the needs of international students and American students simultaneously.

Some of the panel members were of the opinion that foreign students were quite satisfied with American education. The reason for making this assumption was based on the ever increasing number of international students in American colleges and universities from 1950 and up to the present time. They pointed to the fact that no reasonable consumer would buy a product two times if that consumer were not satisfied with the first purchase. Since foreign students continue to come into the United States by thousands each year, the panels maintained that it was a sign of satisfaction with American education. They believed that foreign students had three goals which they wanted to satisfy in the United States: acquisition of knowledge which could aid them to make contributions to the development of their country, marketability and employability in the home country. In this case, they have been able to satisfy some of the goals, if not all, otherwise, foreign countries would not continue to send their students to the United States for education. However, the panels and committees suggested certain ways in which American colleges and universities could improve their educational

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<sup>26</sup> A Report of the Fourth Workshop by Committees of the Agency for International Development, and National Association for Foreign Student Affairs, The Relevancy of U.S. Education to Students from Developing Countries (Washington, D.C.: The National Association for Foreign Students Affairs through a Contract with the United States Agency for International Development, 1980), pp. 1-49. (Hereafter referred to as The Relevancy of U.S. Education to Students from Developing Countries.)

programs to accommodate the needs of students from foreign countries. Based on the panel suggestions, the following recommendations were made: A clear communication between the international student, home country and American institution of higher education should be given a high priority. A re-examination of the goals of the foreign student in choosing the United States for his or her place of education, and also an examination of the educational goals of the home country. American institutions of higher education should use a great number of resources, for example, faculty members who are familiar with the conditions in those foreign countries whose students are in the United States for the purpose of education and foreign students who are already in the United States. American institutions should introduce a complementary curriculum which involves the selection of inter-disciplinary studies for foreign and American students' needs, and a constant study by the United States institutions of higher education for the changes in those foreign countries whose students are in American colleges. The specific recommendations made by the panel were as follows:

As will be apparent, the workshop participants identified a number of ways in which the educational programs could be made more relevant to the goals and purposes of the students, their sponsors and their home countries. It was felt, however, that while more fundamental changes in the whole process of development over the next decade might require new approaches to the training and education provided for students from other countries, a more immediate relevancy could be obtained by some significant adjustment and supplementation rather than by basic changes in the curricula offered by U.S. colleges and universities.<sup>27</sup>

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<sup>27</sup> The Relevancy of U.S. Education to Students from Developing Countries, p. 45.



1. Give careful consideration to the long-range home country development plan in selection of international students.
2. Provide students from other countries with more information about the curricula offered in the United States; seek assistance of professional societies in developing more specific information concerning educational programs at U.S. institutions.
3. Encourage enrollment in existing courses within curricula that are most appropriate for students' needs.
4. Require a first-term orientation course for foreign students for which credit could be earned.
5. Urge experimentation with new academic programs that stress the value of internationalization of curricula for both U.S. and foreign students, and involve both students and faculty in planning.
6. Provide training for the leadership role students will assume upon return to their home countries.
7. Develop inter-disciplinary seminars to address special needs and interests.
8. Encourage foreign students to bring to the United States projects that they may be working on in their home countries.
9. Develop practical courses which would enable students to analyze and solve problems more effectively.
10. Encourage development of institutional policy on international educational interchange.
11. Encourage development of a campus team or committees which would bring together all those at the institution who have some functional responsibility related to international education to review institutional

goals, policies, and procedures.

12. Encourage close contact between authorities in the home country and the United States higher education community, with the aim of providing exchange information on immediate and long-term manpower needs, thus identifying areas where training is urgently needed.

13. Encourage international inter-institutional relationships involving faculty members and students.

14. Encourage institutions and ministries in the home country to provide information to their students in the United States concerning current economic, educational and political developments in the home country.

15. Accommodate reasonable demands for relevance, especially at the graduate level.

16. Encourage involvement of foreign students in extracurricular experiences during their study in the United States.

17. Encourage the foreign student adviser to develop active and continuing relationships with academic advisers.<sup>28</sup>

#### Information Based on Relevant Studies

Many studies were conducted during the past two decades concerning the issue of international students and the relevancy of American education to those students from other countries. While many of the studies dealt with different aspects of international students in American colleges and universities, other specific ones were conducted to seek

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<sup>28</sup>The Relevancy of U.S. Education to Students from Developing Countries, pp. 46-49.

answers to certain questions concerning education. Some of the relevant studies are discussed below and in the following pages.

In the 1974-75 academic year, Larry N. Garrett and C. Joanne Garrett conducted a study on *The International Student and Academic Advisement: The Bus Stops Here*. The study was conducted at George Peabody College for Teachers of Vanderbilt University. The purpose of the study was to seek answers to three essential questions: (1) Why are foreign students in American institutions of higher education?, (2) Why have foreign student academic policies?, and (3) Do selected American host institutions (degree granting colleges and universities) have prescribed foreign student policy or standard practices and processes in regard to English language proficiency and academic advisement? In short, the study aimed at determining whether American colleges and universities which host foreign students provide for the academic well-being of those international students.

By utilizing a mail survey research design, a stratified random sample of 120 institutions was investigated nationwide. The institutions included the two-year colleges, four-year colleges and graduate schools. Forty-one percent of the questionnaires sent out were received and analyzed. The findings indicated that three-fourths of the schools surveyed reported that policy at their college or university provided for specific and individualized pre-enrollment advisement for the individual student or each foreign student contact group. However, when the information was closely examined, it was discovered that the type of advisement given to the international student was practical and orientational nature. The general intent of the institution was not an attempt

to match the academic offerings and resources of the school with the academic background and expressed goals and needs of the individual international student. The study also discovered that many colleges and universities placed the primary responsibility for matching academic needs and goals of the institution's academic offerings in the hands of the foreign student himself or herself. Further, from an analysis of the data, it was evident that many institutions placed the responsibility for rational decision making about an individual's academic goals and programs of studies with the student. However, some schools made faculty members to be responsible for academic goals and programs of students from abroad. A very important finding which concerned many school administrators was the fact that most institutions (67.3 percent) did not allow foreign students to make any direct input into the overall academic program.

After concluding that most American institutions of higher education did not provide the type of education the foreign students in those institutions needed for life in their native countries, the following recommendations were made:

Each school engaged in the education of internationals must begin to assume more of the responsibilities for learning the needs of foreign students so that students returning to their home countries can most effectively use the knowledge, skills, and tools gained through American study. With the need so great and with finite resources available for international education programs, it is crucial that each outlay of resources (time, money, personnel, hard and soft-ware) be more efficiently spent.<sup>29</sup>

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<sup>29</sup>Larry N. Garrett and C. Joanne Garrett, "The International Student and Academic Advisement: The Bus Stops Here," International Education, Spring, 1981, pp. 20-23.

### Returning International Students

Questioning the value of American education to an international student, especially the homeward bound, Clarence Hunnicutt reported a study carried out by John Useem and Ruth Hill Useem. According to Hunnicutt, the purpose of the study was to determine whether returning international students were employed in their native countries in jobs which related to the area of major studies in American or English institutions of higher education. John and Ruth Useem spent a year in analyzing selected sample of 110 men and women who were educated abroad. Out of the 110 alumni students, half received their education or training from American colleges and universities, and the other half were educated in colleges and universities in England. The study showed that only a few (no specific number or percentage) were employed in their native countries in jobs which had any relationship to what those international students studied either in American colleges and universities or English institutions of higher education.<sup>30</sup>

In an interview at Delgado College in New Orleans, Louisiana, two international students were asked to express their opinions concerning American education. The two students, one a Nigerian, and the other a Japanese, were interviewed by school officials who were administrators or faculty. The interviews took place during the Summer session of 1980.

The students expressed satisfaction with the way most instructors in their school dealt with them, in a humane and democratic manner, compared to the inhumane and autocratic manner which prevailed in their

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<sup>30</sup> Clarence W. Hunnicutt, America's Emerging Role in Overseas Education (New York: Syracuse University, School of Education, 1962), pp. 119-38.

home countries. The students admitted that they did not have any difficulty in following their studies, and said that they could compare favorably with American students. However, they expressed surprise at the freedom American students had in the classrooms, and they said such freedom was quite unusual in their native lands.

When asked whether there was any thing they did not like about American education, the students said that they were greatly disappointed in two areas: (1) Term paper writing--in which they believed that the instructors who assigned the term papers involving the use of the library did so without teaching them how to write a term paper or how to use the library. They maintained that those instructors who assigned term papers without teaching them how to write such papers took for granted that all students including foreign students, already knew how to write term papers and how to use the library. (2) They expressed disappointment at discrimination they experienced on their campus and in the community. They said that they themselves were discriminated against by American students on their campus, and by community people. They described certain incidents of discrimination such as refusing to rent apartment houses or rooms to them.

On the type of recommendations they would like to make, these international students said that instructors or professors should recognize the fact that there were some international students in the institution and in their classrooms; how to write term papers involving the use of library should be taught before making such assignments, and nothing should be taken for granted. If international peace, understanding and goodwill were to be established through international education,

definite efforts should be made to remove discrimination on college and university campuses in America. The students said that more communication was needed between themselves, school administrators, and faculty members.<sup>31</sup>

International Student  
Adjustment Needs

In 1978 the study on "Adjustment of International Students" was conducted at North Carolina State University at Raleigh. The purpose of the study was to determine how to improve services for international students in the University. Introducing the study, Thomas H. Stafford and his co-authors maintained that services for international students at the university were planned on the basis of assumption by staff and faculty members about the adjustment needs of international students, rather than on any structured assessments of the needs of those students.

In the Spring of 1978, enrollment at North Carolina State University at Raleigh included 747 international students from seventy-one countries. A random sample of those international students was used for a study at North Carolina State University. When the data were analyzed, the following variables were identified as the major problems of international students at this university:

1. Home sickness.
2. Inability to secure out-of-the-campus housing.
3. Social relationships with opposite sex.
4. Language problems—inability to speak the American language

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<sup>31</sup>Anna Gretta Hojdahl, "Foreign Students in the Community College," College and University, Summer, 1980, pp. 411-12.

effectively.

5. Finance.

6. Worried about inability to secure jobs in their country, or jobs which relate to their educational majors in American institutions or higher education, when they shall return to their countries.

7. Lack of friends or people in the United States who could understand their problems as foreign students.

8. Too expensive medical services.

9. Unfriendliness of people in the community.

10. Food not what they were used to in their homes, and

11. Academic related problems.<sup>32</sup>

These problems and concerns were presented in ascending order, showing how significant a problem was to an international student, and the number of students who indicated a particular problem, according to the conclusion made. It was recommended that more studies be conducted on more campuses to determine appropriate educational needs of foreign students to be met by American colleges.

#### African Students' Views Concerning American Education

In 1961, James M. David and other investigators conducted a study on the topic "The Survey of the African Student: His Achievements and His Problems." The purpose of the study was to determine the academic achievement and problems of African students in the United States. The

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<sup>32</sup>Thomas H. Stafford, Paul B. Marion, et al., "Adjustment of International Students," National Association of Student Personnel Administration, Inc., Summer, 1980, pp. 40-45.



study was sponsored by the Institute of International Education (IIE), New York. A questionnaire was used to collect data, and forty-three American colleges and universities situated in all parts of the United States were included. A random sample of 1,533 African students attending those forty-three four-year and degree-granting institutions were mailed questionnaires. Apart from the 1,533 African students selected for the study, the investigators also interviewed personnel in the office of admissions in those institutions. The purpose of interviewing the school administrators was to gather information from the admissions and records office regarding academic performance of those African students.

About two-thirds of the questionnaires mailed out to African students were returned to the researchers. The classifications of those who returned the questionnaire included freshmen, sophomores, juniors, seniors and graduate students. Most of the respondents were studying social sciences, physical and natural sciences, engineering, and business. There was no indication as to what kind of statistic was used in analyzing the data, but the figures were presented in percentages. It was reported that nearly four-fifths (79 percent) of the respondents said that they were quite satisfied with American education, and they were also highly pleased with their academic programs in their respective American institutions of higher education. They believed that American education could meet their educational goals and objectives, and they did not regret choosing the United States as the place to acquire their education. On how the students were performing in their academic endeavors, the school administrators reported that up to 84 percent of African students were doing exceptionally well in their studies. Another area of concern

was the one that required African students to indicate what their educational goals were in the United States' institutions of higher education. Overwhelmingly, the respondents said that they were in the United States' institutions of higher education to acquire the kind of knowledge and skills which would help them in making adequate contributions to the advancement of their newly independent nations. While in their country, they thought that the United States might be the place where they could receive the type of education they were looking for. They added that their major fields of study, such as economics, political science, business, and physical and natural sciences would enable them to become self actualized.

Analysis of the data from the study also indicated that African students who were attending colleges and universities in the United States had many problems. The problem area included their inability to find the type of food they were used to in their native countries, financial problems or insufficient money for their educational expenses in the United States, homesickness, exposure to discrimination in American colleges and universities and by the people in the community, and adjustment to their new environment. These problems were presented in ascending order to show the magnitude of the problems, just as they are shown here. Even though African students pointed out the problems they were facing while going to school in the United States, there was no significant impact those problems had on their academic performance. On whether African students thought they were given proper academic advisement, the students' perceptions were negative. The African students' general complaint (90 percent of them) was the fact that they

were not properly guided by school officials in choosing a course, and as a result, they did not know what courses to take or not to take. Some of the courses they were required to take by school officials seemed to bear no relationship to their major fields, and they did not know why they were asked to enroll in those courses. However, they had to take them.

Concluding the study, the researchers called attention of school officials to the problems which international students from Africa were facing while going to school in the United States:

Sizable numbers of African students complain of not knowing which courses to take or not being able to take the courses they need. This problem has two aspects: inadequate counseling services at the institutions accepting African students, and at least in part, the absence of a definite plan at home for the specific use of a U.S. trained individual after his return.<sup>33</sup>

#### International Dimensions of the Community College

In 1970, Merrill G. Miller did a study on the "International Dimensions of the Community College" at Brookdale Junior College, New Jersey. The purpose of the study was to determine whether community colleges in the United States included in their programs activities which support international dimensions. The deans of students in community and junior colleges in all parts of the United States were surveyed.

Introducing the study, Miller remarked that the purpose of

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<sup>33</sup>James M. Davis, Russell G. Hanson, and Duane R. Burnor, The Survey of African Student: His Achievements and His Problems (New York: Institute of International Education, 1961), pp. 1-16.

international education in the United States was to promote international understanding, brotherhood and other humanistic values. However, he observed that the purpose was not achieved, and nobody was responsible for achieving it. According to Miller, American institutions of higher education have not made any efforts or plans to achieve the purposes of international education in the United States, and there were no immediate provisions made to meet the goals of international education in the future. Miller pointed to the fact that in many institutions of higher education in America, international students are alienated. There were no provisions made in those institutions for foreign students to interact fully with American students, faculty members, and other school personnel, or people in the community. Miller then wondered how people from other countries could establish a friendly relationship with American students and the American public if the schools they were attending failed to bring the two groups together for a common purpose--that of establishing goodwill, understanding and friendship. In very many instances, American students were not aware of the presence of students from other countries in their own institutions, and those who were aware of the presence of foreign students in their schools, became so accidentally or coincidentally. Many American colleges and universities have not made definite efforts or plans to acquaint American students with the fact that there were international students in their midst. Miller concluded that the purpose of international education in the United States has not been fulfilled.

The null hypothesis developed and tested against the research hypothesis was as follows: "Programs and/or activities supporting an

international dimension are virtually non-existent in community/junior colleges today." A questionnaire was used in collecting the data. A random sample of 900 deans of students from community/junior colleges in all parts of the United States was selected. Fifty-nine percent of the respondents returned the questionnaire.

When the data were analyzed, the research hypothesis was rejected in favor of the null hypothesis which confirmed that programs and/or activities supporting an international dimension of education in those community/junior colleges were virtually non-existent. One-third of the respondents who said they had international students on their campuses did not make any provisions whatsoever to help the foreign students fit into the mainstream of life of the school community. Foreign students were completely forgotten when any program was planned on the campuses of the community/junior colleges. As for American students who were exposed to the international students on their campuses through the institutions' efforts or plans, the situation was regrettably bleak. However, some basic interests in programs for furthering the international dimension apparently did exist. About 60 percent of the respondents indicated an interest in getting some information on certain programs which could be established or initiated, to help them improve or initiate an international dimension of education on their campuses.

The conclusions of the study included the fact that more than 50 percent of American community/junior colleges did not provide any kind of programs and/or activities to include international students. This fact was apparent through the testing and retention of the stated null hypothesis. The following were some of the recommendations made to

school officials of those community/junior colleges for improvement:

1. Provisions should be made by school administrators to expose American students to students from foreign countries with different cultures.
2. Provisions should be made for a redefinition of general education to include the concepts of international education.
3. Provisions should be made for international day or week activities including symposiums, and organizations developed cooperatively with students, faculty, and members of the community at large.
4. Developments of specific courses in international relations was encouraged.
5. School administrators should, on a continuous basis, seek to know the needs of foreign students through a structured communication procedure, and efforts should be made to meet the needs identified by foreign students.
6. College-wide advisory committees made up of staff, faculty, students and community representatives should be established to seek ways of bringing programs to their respective students and community constituents to discover educational needs of international students in those institutions.<sup>34</sup>

#### Summary

Chapter 2 contains a review of related literature. The history of international students in the United States from the colonial days to the

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<sup>34</sup>Merrill G. Miller, "The International Dimension of the Community College," The National Association of Student Personnel Administration, Inc., October, 1971, pp. 148-54.

present time was traced and showed how the government became involved with international education to promote international goodwill and understanding. However, the number of international students in American colleges and universities increased tremendously in recent years. Such an increase in the number of international students in the United States caused a grave concern to many people, leading them to question the type of education international students were getting and whether they would be able to use that education for the benefit of their own countries. The discussion in Chapter 2 was carried out under five main headings:

1. Introduction
2. History of International Students in the United States
3. Opinions Concerning Foreign Students
4. Information Based on Conference Discussions
5. Information Based on Relevant Studies, and Summary.

## Chapter 3

### DESIGN OF THE STUDY

The purposes of the study were:

1. To determine the extent to which international students attending the regional universities in the state of Tennessee perceived American education as satisfying their educational goals.
2. To determine the relationship between the international students' perceptions of American education in connection with their own educational goals before they actually experienced American education, and their perceptions based on their actual experiences with American education.
3. To compare the extent to which international students from one continent perceived American education as satisfying their educational goals to the perceptions of students from other continents based on their actual experiences with American education.

#### Procedures

In order to achieve the purposes of the study, the procedures outlined below were followed in conducting the study:

1. A preliminary search for relevant information pertaining to the problem was carried out. The main library at East Tennessee State University in Johnson City, Tennessee, was utilized to gather information from periodicals and books. Other sources included Educational Research Information Center (ERIC), the Guide to Dissertation Abstracts (DATRIX), Educational Index and Current Index to Journals in Education (CIJE).



2. Letters were written to each director of admissions at each of the regional universities in the State of Tennessee requesting permission to include the school's international students in the study. A copy of the letters can be found in Appendix A, and also the replies to those letters.

3. A request for permission to use human subjects in the study was filed with the East Tennessee State University Institutional Review Board. A copy of this request can be found in Appendix B.

### Research Methodology

For the purpose of this study, the research methodology utilized was the descriptive method of research. The perceptions of international student consumers of American higher education in connection with their educational goals were determined, analyzed and described. Gilbert Sax has defined a descriptive research in this manner:

Research involving the collection of data for the purpose of describing conditions as they exist is called descriptive or status research in contrast to studies which attempt to manipulate or control the environment (primarily to investigate causal relationships), called experimental research.<sup>1</sup>

### Instrument Used in the Study

A questionnaire was the major instrument used for collecting data. A validated questionnaire suitable for the study was unavailable; therefore a questionnaire was developed to attempt to measure the perceptions of international students regarding American education. The questionnaire

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<sup>1</sup>Gilbert Sax, Empirical Foundations of Educational Research (Englewood Cliffs, New Jersey: Prentice-Hall, 1968), p. 288.

was pilot tested with a class of international students at East Tennessee State University, Johnson City, Tennessee. International students pilot tested came from England, Japan, Kenya, Nigeria and Peru. Their classifications were sophomore, junior, senior and graduate students. The purpose of the pilot test was to determine clarity and usability of the instrument. The questionnaire was divided into two parts. Part A covered initial steps, communication, the goals of education for international students and other concerns, orientation, and their reactions toward this orientation and information they received about American education. In Part B, the actual educational experiences of international students in the United States were included. The experiences covered a variety of educational areas such as textbooks, use of the library, classroom activities, public relations and their opinions about American education.

The questionnaire was accompanied by a letter of transmittal to the respondents. It briefly explained the purpose and significance of the study. To ensure an honest and unbiased response, the respondents were instructed not to indicate their names or the names of their countries, but to indicate their classifications and the name of their continent. They were instructed to place an "X" in the appropriate column on the right of each question. Each question had five choices: strongly disagree, disagree, undecided, agree, and strongly agree. If a respondent strongly disagreed with a statement, he/she should put an "X" after that column. Only one column was to be chosen, and only one "X" to be put after each statement. At the end of each part, spaces were provided for the respondents to write any other information they would

like to share with the school officials. Eighty-eight items were included in the questionnaire.

A pre-addressed and stamped envelope was included to aid respondents in returning the completed questionnaire to the writer before a given date. (See Appendix C for the copies of these data and a copy of the questionnaire.)

### Selection of Sample

Sources indicated that the international students attending colleges and universities in the United States came from many countries, representing all continents. The regional universities in the State of Tennessee included in the study also had international students from different countries representing every continent. Therefore, the subjects included in the study were a random sample of international students attending the regional universities in the State of Tennessee. The students sampled for the study were those with the classifications of sophomore, junior, senior, and graduate students. In this study, a cluster sampling method was used in selecting a random sample of the respondents. In their own way of explaining cluster sampling, Walter Borg and Meredith Gall stated:

In cluster sampling the unit of sampling is not the individual but rather a naturally occurring group of individuals. Cluster sampling is used when it is more feasible or convenient to select groups of individuals than it is to select individuals from a defined population. This situation occurs when it is either impractical or impossible to obtain a list of all members of the accessible population. Suppose, for example, that one's defined population consists of all residents over the age of eighteen in a particular city. Simple random sampling or systematic sampling could be used if an up-to-date,

complete census of all the city's individuals and their ages is available. If not, then cluster sampling is advisable.<sup>2</sup>

### Selection of Respondents

In order to identify the international students to whom to mail the questionnaire, lists of all the international students attending the regional universities in the State of Tennessee were requested. When the list was received, it was observed that three universities indicated the countries from where their foreign students came. However, Tennessee Technological University did not show the countries of international students at the university, but the list contained the names, local addresses and classifications of the foreign students. This information is indicated in Table 1 with "N/A," not available, for Tennessee Technological University. Memphis State University, Memphis, Tennessee, and Tennessee State University, Nashville, Tennessee, did not send the requested information about their international students. As a result, these universities were eliminated from the study after a follow-up letter which failed to produce any response.

To randomly select the respondents to the questionnaire in a uniform manner, the list of international students at each university became a cluster, and the list containing the names of foreign students at each university was randomly numbered, excluding the freshmen. For example, the total number of international students at Austin Peay State University became the first cluster, and so on for other universities as shown in Table 1. Then 40 percent was calculated from the total number of all

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<sup>2</sup>Walter R. Borg and Meredith Damien Gall, Educational Research: An Introduction (3d ed.; New York: Longman, 1979), p. 187.

Table 1

Names of Continents, Countries and Number of International Students at Each University According to Winter/Spring Enrollment, 1982

Continent	Countries	Number of Students and Name of University			
		APSU	ETSU	MTSU	TTU
Africa <sup>a</sup>	Cameroon			1	N/A
	Egypt			1	
	Ethiopia		12		
	Ghana	1	2	2	
	Kenya		3	1	
	Liberia			2	
	Madagascar			1	
	Morocco	1		1	
	Nigeria	6	30	37	
	Tanzania		1		
	Uganda		3		
	Zambia			1	
	Zimbabwe			4	
	Asia <sup>b</sup>	Bangladesh			
China, Republic of			18		
Cyprus				1	
Hong Kong			3	12	
Indonesia			2		
Iran		2	20	21	
Iraq			2	4	
Israel				1	
Japan			1	1	
Jordan			2	10	
Korea, Republic of			5	7	
Kuwait			2	1	
Laos				16	
Lebanon			2	4	
Malaysia		1	4	1	
India			4	18	
North Korea			3		
Pakistan				2	
Philippines				2	
Saudi Arabia			3	8	
Singapore			4		
South Korea			4		
Syria				1	
Thailand		4	42		
Taiwan			8		
Turkey		1			

Table 1 (continued)

Continent	Countries	Number of Students and Name of University			
		APSU	ETSU	MTSU	TTU
Australia <sup>b</sup>	Australia	2	1	8	N/A
Europe <sup>b</sup>	Belgium		3	1	N/A
	Denmark		3	1	
	France			1	
	Finland			1	
	Germany	1		1	
	Greece			1	
	Ireland		2		
	Netherlands			1	
	Norway		3	1	
	Portugal			1	
	United Kingdom		4	4	
	North America <sup>b</sup>	Canada	2	3	6
Bahamas		1	1	1	
Bermuda			2		
Jamaica		1			
Nicaragua			2		
Panama			2		
South America <sup>b</sup>	Bolivia		3	2	N/A
	Brazil			1	
	Colombia		4	2	
	Ecuador			2	
	Guyana		2		
	Peru		2	1	
	Venezuela	1	7	11	
Subtotal		19	179	260	250
Grand Total		708			

N/A = Information not available

<sup>a</sup>Source: The New Book of Knowledge (1980), A, I, 49.

<sup>b</sup>Source: The World Book Encyclopedia (1982), A, I, 739 (Asia and Australia); E, VI, 309 (Europe); N-O, XIV, 357 (North America); and So-Sz, XVIII, 501 (South America).

the international students at each university. The purpose was to determine the actual number of the respondents to whom the questionnaire would be mailed. From that figure, it was then possible to use a simple random sampling technique to draw the names of those to be the actual participants in the study. Borg and Gall explained a simple random sampling technique in this manner: "In simple random sampling, all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample."<sup>3</sup> A table of random numbers was used for selection of the respondents, that is, 40 percent of each of the university's international students. The questionnaires were mailed to each of those randomly selected.

The number of international students from all continents totaled 708. However, students from Australia were not included in the study as they were freshmen.

#### Statistical Procedures for Analyzing the Data

Since the research hypotheses given in Chapter 1 were stated in a declarative form, null hypotheses are also provided in Chapter 3. The null hypotheses were tested against the non-directional research hypotheses. To solve the research problem and achieve the purposes of the study, correlational statistics were utilized. Explaining relationships, Walter R. Borg and Meredith Damien Gall stated:

Questionnaire items may refer to past, present, or future phenomena. For example, suppose we wanted to study the relationship between the school-related interests and vocational interests of high school seniors. A questionnaire

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<sup>3</sup>Borg and Gall, p. 182.

dealing with these two areas of interest could be administered to a sample of high school seniors and the relationship could be determined by computing correlation coefficients. Suppose a similar survey were carried out with a sample of high school graduates who were asked to report their current vocational interests and recall what their school-related interests had been during their senior year. This questionnaire would provide time-ordered data since the person's school-related interests were reported for a different time than their vocational interests and even though all data were collected at a single point in time.<sup>4</sup>

In their book, Applied Statistics for the Behavioral Sciences, Dennis Hinkle, William Wiersma, and Stephen Jurs explained the correlation coefficient as an index that describes the extent to which two sets of data are related. To make it clearer, they used an example to illustrate a correlation coefficient. "An example of what we mean by the relationship between two variables can be shown by using the final examination scores and SAT scores for fifteen students."<sup>5</sup> A study of relationship or correlation does not in any way indicate causation between correlated variables. Also, the size of the group does not affect the size of the correlation coefficient.

The Pearson product-moment correlation coefficient, or simply Pearson ( $r$ ), was employed along with the  $t$ -distribution with  $n-2$  to determine the relationship between the scores of international students from each continent on the perceptions of American education related to their educational goals before they actually experienced American education, and their scores based on their actual educational experiences with American education. The raw score formula for calculating Pearson ( $r$ ) was used.

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<sup>4</sup>Walter R. Borg and Meredith Damien Gall, Educational Research: An Introduction (3d ed.; New York: Longman, 1979), p. 287.

<sup>5</sup>Dennis E. Hinkle, William Wiersma, and Stephen G. Jurs, Applied Statistics for the Behavioral Sciences (Chicago: Rand McNally, 1979), p. 71.



Assumptions for Use of Pearson (r)

In order to use the Pearson Product-Moment Correlation Coefficients, two assumptions are made: (1) "Both variables are measured on at least an interval scale or ratio, and (2) the underlying distributions of both variables are normal."<sup>6</sup>

Interval or ratio scales both exhibit equal precision in measurement, but the ratio scale has a known zero point. The properties of interval scales and those of the ratio scales are presented below:

Interval Scale

1. Data categories are mutually exclusive.
2. Data categories have a logical order.
3. Data categories are scaled according to the amount of characteristics they possess.
4. Equal differences in the characteristics are represented by equal differences in the numbers assigned to the categories.
5. The point zero is just another point on the scale.

Ratio Scale

1. Data categories are mutually exclusive.
2. Data categories have a logical order.
3. Data categories are scaled according to the amount of characteristics they possess.
4. Equal differences in the characteristics are represented by equal differences in the numbers assigned to the categories.
5. The point zero reflects an absence of the characteristics.<sup>7</sup>

To determine the difference between the mean scores of students from one continent and another continent, the analysis of variance was carried out. Analysis of variance involves the process of analyzing data with more than two samples, abbreviated as "ANOVA."<sup>8</sup> One-way ANOVA was used

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<sup>6</sup>Hinkle, Wiersma, and Jurs, p. 96.

<sup>7</sup>Hinkle, Wiersma, and Jurs, pp. 7-8.

<sup>8</sup>Hinkle, Wiersma, and Jurs, p. 244.

to analyze the data. "A one-way ANOVA involves the analysis of one independent variable with two or more levels."<sup>9</sup>

Mathematical calculations were presented in tables and figures for clarity of explanation; for example, percentages were used in presenting certain data.

#### Reasons for Using ANOVA

To determine if there were differences between the mean perceptions of international students from one continent and other continents, analysis of variance (ANOVA) was preferred because of the following reasons:

Suppose a researcher has data from six independent samples, rather than just two, and is interested in testing the null hypothesis that the means of the six populations from which the samples were selected are all equal. An initial reaction by the novice statistician might be to run a series of t-tests for the differences among sample means, taking the means in all possible combinations of two. With computer assistance, the numerous t-tests can be computed easily and quickly. However, such a strategy leads to some problems. The major problem is that the Type I error rate (the error of rejecting a true hypothesis) for a set of t-tests is increased dramatically.<sup>10</sup>

#### Reasons for Carrying Out t-Tests

By utilizing ANOVA--analysis of variance--to test the number two null hypothesis for a significant difference between the perceptions of students from one continent to those of other continents, the result showed that there existed at least one pair of difference between the

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<sup>9</sup>Hinkle, Wiersma, and Jurs, p. 244.

<sup>10</sup>Hinkle, Wiersma, and Jurs, p. 242.

sample means. Analysis of variance (ANOVA) did not however, indicate where there was a difference. To find out where the difference was, or differences were, it was necessary to carry out t-tests of independent samples for difference in sample means. Many statistical methods for testing the hypothesis for difference between sample means could be used including Newman-Keuls' method, but in this case only one requirement was met. To use Newman-Keuls' method, two conditions must be satisfied: "The Newman-Keuls method is commonly used when there is a significant F-ratio in the ANOVA and the group sample sizes are equal."<sup>11</sup> In this case, there was a significant F-ratio but sample sizes were not equal, therefore, a formula developed by "Cochran and Cox"<sup>12</sup> for testing hypothesis for a significant difference between independent samples means was used. This formula can be found in Appendix D.

#### Null Hypotheses

The null hypotheses developed and statistically tested were the following:

$H_1$ : There will be no significant relationship between the scores of (a) African, (b) Asian, (c) European, (d) North American, and (e) South American students' perceptions of American education in connection with their own educational goals before they actually experienced American education, and their scores based on their actual experiences with American education.

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<sup>11</sup>Hinkle, Wiersma, and Jurs, p. 273.

<sup>12</sup>Hinkle, Wiersma, and Jurs, pp. 209-11.

H<sub>2</sub>: When compared to other continents, the extent to which students from all continents perceive American education as satisfying their educational goals based on their experiences with American education, will not differ significantly from the perceptions of either Asian, European, North American, or South American students.

H<sub>3</sub>: When compared to other continents, the extent to which African students perceive American education as satisfying their educational goals based on their actual experiences with American education, will not differ significantly from the perceptions of either Asian, European, North American or South American students.

H<sub>4</sub>: When compared to other continents, the extent to which Asian students perceive American education as satisfying their educational goals based on their actual experiences with American education, will not differ significantly from the perceptions of either European, North American or South American students.

H<sub>5</sub>: When compared to other continents, the extent to which European students perceive American education as satisfying their educational goals based on their actual experiences with American education, will not differ significantly from the perceptions of either North American or South American students.

H<sub>6</sub>: When compared to other continents, the extent to which North American students perceive American education as satisfying their educational goals based on their actual experiences with American education, will not differ significantly from the perceptions of either South American students or other continents.

H<sub>7</sub>: When compared to undergraduate students, the extent to which

all the graduate students from Africa, Asia, Europe, North America and South America, perceive American education as satisfying their educational goals based on their actual experiences with American education, will not differ significantly from the perceptions of the undergraduate students from Africa, Asia, Europe, North America, and South America.

## Chapter 4

### THE RESEARCH DATA, ANALYSIS, AND INTERPRETATIONS

#### Introduction

Chapter 4 contains the research data, analysis and interpretations. The proposal of the study included six regional universities in the State of Tennessee, but two universities were eliminated due to a lack of response. The two universities excluded from the study were Memphis State University and Tennessee State University. A list containing the names, classifications, local addresses and in most cases, the names of the countries of international students was received from the following four universities:

1. Austin Peay State University
2. East Tennessee State University
3. Middle Tennessee State University
4. Tennessee Technological University

International students from these universities totaled 708, including eight students from Australia. However, Australian students were excluded from the study because they were freshmen.

Table 2 contains the total number of international students, showing their continents and the names of universities they were attending during the winter quarter or spring semester, 1982. A random sample of 280 (40 percent of 700), or 40 percent of the total number of foreign students at each university, as was explained in Chapter 3, was selected for the study. On March 5, 1982, questionnaires were mailed to those students to complete and return to the researcher before a deadline date.

Table 2

**Total Number of Mailed and Returned Questionnaires  
for Each Continent and University and  
Percent of Returned Questionnaires**

Name of University	Name of Continent	Total Number of Questionnaires		Returns as a Percent of Sample
		Mailed	Returned	
East Tennessee State University	Africa	21	19	90
	Asia	33	25	75
	Europe	6	6	100
	North America	4	4	100
	South America	7	5	71
	Total for ETSU	71	59	82
Austin Peay State University	Africa	3	3	100
	Asia	1	1	100
	Europe	1	1	100
	North America	2	1	50
	South America	1	1	100
	Total for APSU	8	7	87.5
Middle Tennessee State University	Africa	20	12	60
	Asia	61	8	13
	Europe	8	7	88
	North America	4	3	75
	South America	8	8	100
	Total for MTSU	101	38	38
Tennessee Technological University*	Africa	N/A	7	-
	Asia	N/A	21	-
	Europe	N/A	6	-
	North America	N/A	8	-
	South America	N/A	8	-
	Total for TTU	100	50	50
GRAND TOTAL		280	154	55

\* N/A - Tennessee Technological University did not indicate the continents and countries of international students at the University, therefore it was not possible to determine the number of questionnaires sent to each continent and percent returned.

Analysis and Interpretations  
of the Data Collected

Table 3 contains a summary of the data collected for the study on Part A of the questionnaire. This part was concerned with the perceptions of American education by international students before their actual experiences with American education which was the number one purpose of the study. The table briefly describes the contents of the questionnaire, it shows the number of persons who responded to each questionnaire and the percent of such responses based on each category of response. For example, in item number two in the questionnaire, 19 persons strongly disagreed with the statement; 23 persons disagreed; 3 persons were undecided; but 34 persons agreed with the statement and 75 persons strongly agreed. These numbers were converted into percentages for each category of response. Item number one was an example, and there were no points for it. To interpret the data in Table 3 in a more meaningful manner, two categories of negative and positive responses were combined. Strongly disagree response was combined with disagree and agree responses was combined with strongly agree. These interpretations are only the summaries of the data. From the explanations given, the meaning of all the data for each item in the questionnaire can be read in the table itself. The table also contains the weighted average for all the categories of response.



Table 3

Total Number and Percentage of Responses from 154 International Students  
Based on Each Category of Response on Part A (X)  
of the Questionnaire

Contents of the Questionnaire	Category and Total Number of Responses					Total Percentage in Each Category					Weighted Average
	*SD(1)	D(2)	U(3)	A(4)	SA(5)	SD	D	U	A	SA	
<u>Initial Steps and Communication</u>											
1. Example, the United States is in North America	-	-	-	-	-	-	-	-	-	-	--
2. Student communicated with school official	19	23	3	34	75	12	15	2	22	49	3.80
3. Information was clear to student	6	27	9	67	45	4	6	6	44	30	4.06
4. Proposed school was described to student	8	30	15	61	40	5	19	9	40	27	3.61
5. Programs of study were described	6	26	14	65	43	4	17	9	42	28	3.73
6. Student informed the school of his major	3	5	7	50	89	2	3	5	32	58	4.41
7. Student has already determined his major	3	14	6	41	90	2	9	4	27	58	4.31
8. The school indicated availability of major	6	9	8	57	74	4	6	5	37	48	4.19
9. Students' responsibilities were defined	21	28	27	50	28	14	18	18	32	18	3.23
10. Institution's responsibilities were also defined	20	38	38	48	14	13	25	22	31	9	3.06

Table 3 (continued)

Contents of the Questionnaire	Category and Total Number of Responses					Total Percentage in Each Category					Weighted Average
	*SD(1)	D(2)	U(3)	A(4)	SA(5)	SD	D	U	A	SA	
<b>Students' Goals and Other Concerns</b>											
11. Education was the main goal in America	7	1	2	36	108	5	1	1	23	70	4.54
12. Education was to be in a major already determined	4	1	3	36	110	3	1	2	23	71	4.60
13. Student also decided on a minor	16	30	39	38	31	10	20	25	25	20	3.75
14. Student also wanted a second major	35	34	40	25	20	23	22	26	16	13	2.75
15. Student hoped to be employed in his/her country	5	4	38	21	86	3	3	24	14	56	4.16
16. Student believed employment would relate to major	7	12	22	46	67	5	8	14	29	44	4.00
17. Student was concerned with quality education	1	3	19	51	80	1	2	12	33	52	4.34
18. Student wanted a bachelor's degree	4	6	14	60	70	3	4	9	40	44	4.21
19. Student was concerned with other degrees	21	11	4	36	82	14	7	3	23	53	3.95
20. Student wanted to know the U.S.	6	11	44	35	54	4	7	30	24	35	3.70
21. Student also wanted to meet some people in U.S.	6	9	11	70	58	4	6	7	45	38	3.94

Table 3 (continued)

Contents of the Questionnaire	Category and Total Number of Responses					Total Percentage in Each Category					Weighted Average
	*SD(1)	D(2)	U(3)	A(4)	SA(5)	SD	D	U	A	SA	
22. People from students' country had studied in U.S.	5	5	8	75	61	3	3	5	49	40	4.18
23. Those people's employment related to their major	4	8	9	62	71	3	5	6	40	46	4.22
24. Student hoped to be one of the educated ones	6	10	21	63	54	4	6	14	41	35	3.97
25. Student hoped to be accepted as co-equal	4	5	16	64	65	3	3	10	42	42	4.18
<u>Arrival in the United States and Orientation</u>											
26. Student had orientation with school officials	3	18	24	54	55	2	12	16	35	35	3.91
27. Student gained more information at orientation	26	28	6	54	40	17	18	4	35	26	3.35
28. Student was informed of the school's units	25	31	23	57	18	16	20	15	37	12	3.08
29. Student was informed of where to get information	29	47	36	33	9	19	31	23	21	6	2.65
30. Student was informed about the community	25	28	22	65	14	16	18	14	42	10	3.10

Table 3 (continued)

Contents of Questionnaire	Category and Total Number of Responses					Total Percentage in Each Category					Weighted Average
	*SD(1)	D(2)	U(3)	A(4)	SA(5)	SD	D	U	A	SA	
31. Student was informed where to go for help	37	50	25	34	8	24	32	16	22	6	2.52
32. Student could speak and write English at home	25	33	20	65	11	16	21	13	42	8	3.03
33. Student was informed how to get information	19	20	18	80	17	12	13	12	52	11	3.36
<u>Student's Reaction to Communication and Orientation</u>											
34. Student was satisfied with information received	27	21	13	35	58	18	14	8	22	38	3.49
35. Student found orientation helpful to him/her	9	26	20	59	40	6	17	13	38	26	3.62
36. Student was quite satisfied with orientation	23	27	36	59	9	15	18	23	38	6	3.03
37. Student was impressed by information received	23	31	38	57	5	15	20	25	37	3	2.96
38. Orientation information helped the student a lot	11	20	26	79	18	7	13	17	51	12	3.47
39. Student would recommend same kind of orientation to other international students	20	31	34	58	11	13	20	22	38	7	3.06

Table 3 (continued)

Contents of Questionnaire	Category and Total Number of Responses					Total Percentage in Each Category					Weighted Average
	*SD(1)	D(2)	U(3)	A(4)	SA(5)	SD	D	U	A	SA	
40. Orientation helped student on adjustment needs	25	26	39	53	11	16	17	25	35	7	2.99
41. Student forms his/her opinion about American education on the basis of available information	14	25	33	63	19	9	16	21	41	13	3.31

- \* SD = Strongly Disagree
- D = Disagree
- U = Undecided
- A = Agree
- SA = Strongly Agree

Initial Steps and Communications  
With School Officials

This section of the questionnaire was included to determine whether international students had communication with officials of their proposed universities before they entered the United States for the purpose of education and how they reacted toward such information. Analysis of the data showed that 71 percent of the participants had communication with school officials, but 27 percent did not have any communication, and 2 percent were undecided. The information received by international students was clear to 74 percent, but not clear to 20 percent and 6 percent could not determine.

Students' Goals and  
Other Concerns

This area was to ascertain whether the participants had determined what they wanted to achieve in the United States' educational offerings, and other things which concerned them. Briefly stated, the data gathered showed that the participants had many things which they wanted to achieve but getting an education in the United States was the major goal for 93 percent, but not for 6 percent, and 1 percent was undecided. The participants were also concerned with a variety of other things, for example, they knew what they wanted to major in; they were concerned with quality education. For 89 percent of the participants, their decision to come to the United States to get an education was based on the fact that other people from their countries were educated in the United States. However, 6 percent of the participants did not know other people from their countries who were educated in the United States, and 5 percent were not certain.

### Arrival in the United States and Orientation

Information regarding international student experiences in the United States was needed to determine whether orientation was provided for those students before they started classes. The data showed that orientation was provided for 70 percent of the participants; but 14 percent did not have any orientation, and 16 percent could not decide.

The final section in Part A of the questionnaire was to seek the opinions of international students regarding their orientation and their communications with school officials. Here, it was noted that the information received by the participants about American education was satisfactory to 60 percent, but not to 32 percent, and 8 percent could not determine whether they were satisfied with such information or not. Concerning orientation, only 44 percent of the participants were satisfied with it, but 33 percent were not satisfied, and 23 percent were undecided.

Table 4 is identical with Table 3 previously explained and the same procedures were followed in interpreting the data. While Table 3 contained a summary of the data collected for the study, in Part A of the questionnaire, Table 4 is concerned with Part B which had to do with actual experiences with American education in the United States. This was also a part of the number one purpose of the study.

### Textbooks

As their actual experiences with American education, questions on textbooks were included to determine how the participants perceived the textbooks used for their courses. The responses by the participants indicated availability of textbooks in the University bookstore or

Table 4

Total Number and Percentage of Responses from 154 International Students  
Based on Each Category of Response on Part B (Y)  
of the Questionnaire

Contents of the Questionnaire	Category and Total Number of Responses					Total Percentage on Each Category					Weighted Average
	*SD(1)	D(2)	U(3)	A(4)	SA(5)	SD	D	U	A	SA	
<u>Textbooks</u>											
1. Textbooks can be found in the library or bookstore	2	3	3	55	91	1	2	2	36	59	4.49
2. Needed information for courses is contained in books	4	6	8	64	72	3	4	5	42	46	4.26
3. Textbooks are written during the 1960s and up	3	1	5	66	79	2	1	3	43	51	4.40
4. Textbooks contain relevant information	3	3	7	68	73	2	2	5	44	47	4.33
5. Textbooks can be read by international students	3	2	6	70	73	2	1	4	45	48	4.35
6. Textbooks can be understood	3	3	9	74	65	2	2	6	48	42	4.27
<u>Use of the Library</u>											
7. Instructor has taught student how to use library	36	34	7	48	29	23	22	5	31	19	3.00
8. Library personnel do assist the student	3	4	9	72	66	2	3	6	47	42	4.21



Table 4 (continued)

Contents of the Questionnaire	Category and Total Number of Responses					Total Percentage on Each Category					Weighted Average
	*SD(1)	D(2)	U(3)	A(4)	SA(5)	SD	D	U	A	SA	
9. Student does request assistance from library workers	1	11	10	77	55	1	7	6	50	36	4.13
10. Student can locate needed information in the library	13	32	24	60	25	8	21	16	39	16	3.34
<u>Classroom Activities and Public Relations</u>											
11. Student can understand class lectures/instruction	2	21	22	65	44	1	14	14	42	29	3.83
12. Lectures/instruction are relevant to needs	2	5	12	97	38	1	3	8	63	25	4.06
13. Student benefits from instructor's teachings	3	13	18	81	39	2	8	12	53	25	3.91
14. Instructor knows students is a foreigner	21	48	34	34	17	14	31	22	22	11	2.86
15. Up to 50 percent of instructors are nice and friendly	1	11	21	75	46	1	7	14	49	29	4.00
16. Up to 50 percent of instructors are always willing to help	6	5	24	75	44	4	3	16	49	28	3.95
17. Term papers are relevant to the needs of the student	5	4	15	87	43	3	3	10	56	28	4.03

Table 4 (continued)

Contents of the Questionnaire	Category and Total Number of Responses					Total Percentage on Each Category					Weighted Average
	*SD(1)	D(2)	U(3)	A(4)	SA(5)	SD	D	U	A	SA	
18. Student does ask questions for clarification	4	12	30	66	42	3	8	19	43	27	3.84
19. Instructor has taught student how to write term paper	18	42	13	59	22	12	27	8	38	15	3.42
20. Up to 50 percent American students are friendly	19	33	17	62	23	12	22	11	40	15	3.24
21. Student finds up to 50 percent American classmates helpful	15	29	33	59	18	10	19	21	38	12	3.23
22. Student finds office personnel to be nice and helpful	7	10	22	91	24	5	6	14	59	16	3.75
23. School officials consult student to find out his/her educational needs	58	33	23	29	11	38	21	15	19	7	2.36
24. Instructors announce test dates many days in advance	6	4	3	59	82	4	3	2	38	53	4.34
25. Student finds tests, up to 50 percent, relevant to needs	1	5	7	78	62	1	3	5	51	40	4.25
26. Tests cover what was taught or assigned	1	4	10	79	60	1	3	6	51	39	4.25
27. Tests are within student's level of education	3	2	10	83	56	2	1	7	54	36	4.23

Table 4 (continued)

Contents of the Questionnaire	Category and Total Number of Responses					Total Percentage on Each Category					Weighted Average
	*SD(1)	D(2)	U(3)	A(4)	SA(5)	SD	D	U	A	SA	
28. Student finds tests, up to 50 percent, challenging to him/her	7	13	31	69	34	5	8	20	45	22	3.71
29. Test results are released within one to two weeks	1	2	8	62	81	1	1	5	40	53	4.43
30. Test results, up to 50 percent, reflect actual performance	5	14	27	75	33	3	9	18	49	21	3.76
31. Instructors like to discuss test results and materials	3	9	20	83	39	2	6	13	54	25	4.08
<u>Student's Opinion on American Higher Education</u>											
32. Based on his/her experiences with American higher education, student believes it to be what he/she wanted	5	7	23	77	42	3	5	15	50	27	3.94
33. Based on his/her experiences with American higher education, student is quite satisfied with American education	4	6	17	83	44	2	4	11	54	29	4.03
34. Student hopes that American education will enable him/her to achieve his/her educational goals	4	3	19	77	51	3	2	12	51	32	4.09

Table 4 (continued)

Contents of the Questionnaire	Category and Total Number of Responses					Total Percentage on Each Category					Weighted Average
	*SD(1)	D(2)	U(3)	A(4)	SA(5)	SD	D	U	A	SA	
35. Student believes he/she will be employed at home	1	3	29	68	53	1	2	19	44	34	4.10
36. Student believes the employment will relate to what he/she studied in the United States	0	5	28	72	51	0	3	18	47	32	4.14
37. Student hopes to be accepted as co-equal educationally by other educated people in his/her country	2	10	28	67	47	1	6	18	44	31	4.01
38. Student would recommend others for American education	9	11	30	61	43	6	7	19	40	28	3.77
39. Student would return to the United States for more education	5	12	38	52	47	3	8	25	34	30	3.81
40. Student can now speak and write English language well	3	7	15	64	65	2	5	10	41	42	4.18

\* SD = Strongly Disagree  
D = Disagree  
U = Undecided  
A = Agree  
SA = Strongly Agree

library, admitted by 95 percent, but denied by 3 percent, and 2 percent could not determine. Contents of the textbooks could be understood by 90 percent of the participants but not by 4 percent, and 6 percent were not sure.

#### Use of the Library

This portion of the questionnaire was to find out how much the participants could benefit from the library. The data analyzed showed that 50 percent of the participants have been taught how to use the library, but 45 percent have not been taught, and 5 percent could not decide.

#### Classroom Activities and Public Relations

The section on classroom activities and public relations was to seek the opinions of the participants concerning their experiences in the classroom lectures, their relationships with their professors, other American students, office personnel, and test situations. In analyzing the data, it was evident that 71 percent of the participants could understand the class lectures, but 15 percent could not, and 14 percent were not sure. Concerning public relations, up to 78 percent of the participants found their professors to be nice and friendly but 8 percent did not, and 14 percent were not sure. About American students, 55 percent believed American students were friendly, but 34 percent of the participants did not find them to be friendly and 11 percent were not sure. As to whether the school officials consulted international students to find out their educational needs, 26 percent indicated that they had been consulted, but 59 percent said they were not consulted, and 15

percent were undecided. The participants' opinions concerning tests showed that 91 percent said that test dates have always been announced by their instructors many days in advance, but 7 percent denied it, and 2 percent were uncertain. It was admitted by 79 percent that instructors were willing to discuss test results and test materials to the satisfaction of all students, but 8 percent denied this, and 13 percent were not sure.

Students' Opinions Concerning  
American Higher Education

The final section of the questionnaire included questions which were to determine the participants' reactions toward American education. Based on their actual experiences with American higher education, the participants' opinions were as follows:

1. Seventy-seven percent believed American education was what they wanted, but 8 percent did not believe that American education was what they wanted, and 15 percent were not sure.
2. Eighty-three percent were quite satisfied with American education, but 6 percent were not satisfied, and 11 percent were not sure whether they were satisfied or not.
3. Eighty-three percent confirmed that American education would enable them to achieve their educational goals, but 5 percent did not believe so and 12 percent were undecided.
4. Seventy-eight percent confirmed that getting an education in the United States would enable them to be employed in their native countries, but 3 percent denied this, and 19 percent were not sure.
5. Seventy-nine percent maintained that such employment would

relate to what they studied in the United States, but 3 percent denied it, and 18 percent could not determine.

6. Hoping to be accepted by other educated persons as co-equal academically was confirmed by 75 percent, but 7 percent denied it, and 18 percent were not sure.

7. American education would be recommended for other students from foreign countries by 68 percent, but 13 percent would not recommend it, and 19 percent were undecided.

8. As to whether the participants would like to return to the United States for more education, 64 percent agreed but 11 percent would not come back, and 25 percent were not sure.

#### Testing the Hypothesis for Correlations

In this section, the first null hypothesis was tested for correlation against the alternative research hypothesis in accordance with the number two purpose of the study, which states: To determine the correlation between international students' perceptions of American education in connection with their own educational goals before they actually experienced American higher education, and their perceptions based on their actual experiences with American education. The Pearson product-moment correlation coefficient or simply, Pearson ( $r$ ) was utilized in testing the hypotheses and for analyzing the data.

Table 5 contains a summary of raw scores--totals, means and samples. The total of the raw scores are the totals for Parts A and B, (X) and (Y) of the questionnaire. The data shown in Table 5 were used in computing Pearson ( $r$ ). The raw score formula for computing the Pearson

(r) can be seen in Appendix D. The complete raw scores for all the continents in each part of the questionnaire can be seen in Appendix E.

Table 5

Summary of Raw Scores on Parts A and B,  
(X) and (Y) of the Questionnaire

Totals	Africa	Asia	Europe	North America	South America
N:	41	55	20	16	22
Raw Scores: (X)	6150	7700	2900	2336	3190
Means: ( $\bar{X}$ )	150	140	145	146	145
Raw Scores: (Y)	6683	8195	3200	2480	3454
Means: ( $\bar{Y}$ )	163	149	160	155	157

The statistical data used in testing null hypothesis number 1 against the alternative research hypothesis for significant correlation are shown in Table 6. The table contains the Pearson (r), degrees of freedom, values of test statistic (t), critical value of t (Cvt) and significant correlation by continent. Information shown in Table 6 enabled a decision to be made on rejection or no rejection of null hypothesis.

$H_0$ : There will be no significant relationship between the scores of (a) African, (b) Asian, (c) European, (d) North American, and (e) South American students' perceptions of American education in connection with their own educational goals before they actually experienced American education, and their perceptions based on their actual experiences with American education.



Table 6  
 Statistical Data Used in Testing  
 Null Hypothesis Number 1

Continent	Pearson (r)	Degrees of Freedom	Value of Test Statistic (t)	Critical Value of t (Cvt)	Significant Correlation*
Africa	.58	39	+4.412	<u>+2.021</u>	X
Asia	.62	53	+5.695	<u>+2.000</u>	X
Europe	.76	18	+4.885	<u>+2.101</u>	X
North America	.70	14	+3.688	<u>+2.145</u>	X
South America	.24	20	+1.081	<u>+2.086</u>	0

Level of significance in each case = .05, two-tailed test.

\* X = significant correlation; 0 = no significant correlation.

Null hypothesis number 1 tested against the research hypothesis as shown in Table 6 indicates that the values of test statistic (t) exceeded the critical values of t (Cvt) at .05 level of significance for (a) African, (b) Asian, (c) European, and (d) North American students, but not for South American students. This resulted in a rejection of the null hypothesis number 1 for (a) African, (b) Asian, (c) European, and (d) North American students, but no rejection of null hypothesis number 1 for South American students at .05 level of significance.

Testing the Hypotheses for a Significant  
 Difference in Perceptions

The number three purpose of the study was statistically analyzed in this section. The remainder of the null hypotheses was tested here

against the alternative research hypotheses. The number three purpose of the study was stated in the following manner:

To compare the extent to which international students from one continent perceived American education as satisfying their educational goals to the perceptions of students from other continents based on their actual experiences with American education.

Table 7 contains the summary of raw scores--totals, on Part B (Y) of the questionnaire on a continent by continent basis. It shows the totals of the needed or computed data for each continent. For example, each continent's sample for those who participated in the study, raw score total, sample mean ( $\bar{Y}$ ), sums of squares  $(Y-\bar{Y})^2$ , variances ( $S^2$ ), standard deviations (S) and total raw score squared  $\Sigma(Y^2)$ .

Table 7  
Summary of Raw Scores on Part B (Y)  
of the Questionnaire

Totals	Africa	Asia	Europe	North America	South America
N (N,n)	41	55	20	16	22
$\Sigma Y$	6683	8195	3200	2480	3454
$\bar{Y}$	163	149	160	155	157
$(Y-\bar{Y})^2$	9024	22544	8036	5210	9112
$S^2$	220.09756	209.89091	401.80000	325.6260	414.18100
S	15	20	20	18	20
$Y^2$	1096373	1243768	520036	389610	551390

$2H_0$ : When compared to other continents, the extent to which students from all continents perceived American education as satisfying their educational goals based on their actual experiences with American education, will not differ significantly from the perceptions of either African, Asian, European, North American or South American students.

Table 8 contains the summary of ANOVA--analysis of variance. The data in Table 6 were used in testing the null hypothesis number 2 against the research hypothesis. As Table 8 indicates, the observed value of computed test statistic--the F-ratio--exceeded the critical value of ( $F_{cv}$ ), at .05 level of significance. Therefore, the null hypothesis was rejected at .05 level of significance in favor of the alternative research hypothesis, which was an indication that at least one pair or a combination of some cluster sample means differed significantly from another clusters' sample means. The alternative research hypothesis preferred to the null hypothesis was stated in this fashion: When compared to other continents, the extent to which students from all continents perceived American education as satisfying their educational goals based on their actual experiences with American education, will differ significantly from the perceptions of either African, Asian, European, North American, or South American students. The rejection of null hypothesis gave rise to the testing of specific hypotheses for differences in mean scores of independent samples using the formula shown in Appendix E for t-test. A formula developed by Cochran and Cox was used along with Welch's formula for finding the degrees of freedom.

Table 9 contains the necessary data used in computing the data needed to test hypotheses 3 for a significant difference.

**Table 8**  
**Summary of ANOVA**

Source	SS	df	MS	F	Fcv
Between	5061.1	4	1265.28	3.62	2.87
Within	52115.0	149	349.77		
Total	57176.1	153			

**Table 9**  
**Data Needed to Test Hypotheses 3 to 6 for Part B (Y)**  
**of the Questionnaire for a Significant Difference**

Continent	Sample	Mean ( $\bar{Y}$ )	Variance ( $S^2$ )
Africa	41	163	220.10
Asia	55	149	409.90
Europe	20	160	401.80
North America	16	155	325.63
South America	22	157	414.18

Level of significance = .05, two-tailed test.

Table 10 contains the information used in testing null hypothesis number 3.

$3H_0$ : When compared to other continents, the extent to which African students perceive American education as satisfying their educational goals based on their actual experiences with American education, will not

differ significantly from the perceptions of either (a) Asian, (b) European, (c) North American or (d) South American students.

Table 10  
Statistical Information Used in Testing  
Null Hypothesis Number 3

Perceptions of American Education by:	Compared to those of:	Degrees of Freedom	Values Test of Statistic (t)	Critical Values of t (Cvt)	Significant Difference*
African students	Asian	96	+3.911	<u>+1.980</u>	X
	European	31	+0.594	<u>+2.042</u>	0
	North American	24	+1.578	<u>+2.064</u>	0
	South American	34	+1.219	<u>+2.021</u>	0

Level of significance in each case = .05, two-tailed test.

\* X = significant difference; 0 = no significant difference.

The hypothesis tested as shown in Table 10 indicated that the values of test statistic did not exceed the critical values for the perceptions of American education by African students, compared to those of European, North American, or South American students. The value of test statistic exceeded the critical value of t (Cvt) for the perceptions of American education by African students compared to those of Asian students. Therefore, null hypothesis number 3 was rejected for the perceptions of African students compared to those of Asian students, but not rejected for the perceptions of American education by African students compared to those of European, North American or South American students at .05

level of significance.

In Table 11, the data used in testing null hypothesis number 4 is shown.

Table 11  
Statistical Data Used in Testing  
Null Hypothesis Number 4

Perceptions of American Education by:	Compared to those of:	Degrees of Freedom	Values Test of Statistic (t)	Critical Values of t (Cvt)	Significant Difference*
Asian students	European	36	-2.095	<u>+2.021</u>	X
	North American	29	-1.139	<u>+2.045</u>	0
	South American	40	-1.559	<u>+2.021</u>	0

Level of significance in each case = .05, two-tailed test.

\* X = significant difference; 0 = no significant difference

$H_0$ : When compared to other continents, the extent to which Asian students perceive American education as satisfying their educational goals based on their actual experiences with American education, will not differ significantly from the perceptions of either (a) European, (b) North American, or (c) South American students.

As shown in Table 11, the hypothesis tested indicated that the value of test statistic (t) exceeded the critical value of t (Cvt) at .05 level of significance for the perceptions of American education by Asian students compared to those of European students, but did not exceed those of either North American or South American students. Therefore, the null

hypothesis 4 was rejected for the perceptions of American education by Asian students compared to those of European students, but not rejected for North American or South American students at .05 level of significance. This was an indication that a significant difference existed between the perceptions of American education by Asian students and those of European students, but not between those of North American or South American students at .05 level of significance.

Table 12 contains the statistical data used in testing null hypothesis number 5, which was concerned with the comparison of the perceptions of American education by European students to those of either North American or South American students.

Table 12  
Statistical Data Used in Testing  
Null Hypothesis Number 5

Perceptions of American Education by:	Compared to those of:	Degrees of Freedom	Values Test of Statistic (t)	Critical Values of t (Cvt)	Significant Difference*
European students	North American	36	+0.786	<u>+2.021</u>	0
	South American	46	+0.481	<u>+2.000</u>	0

Level of significance in each case = .05, two-tailed test.

\* X = Significant difference; 0 = no significant difference.

$H_0$ : When compared to other continents, the extent to which European students perceive American education as satisfying their educational goals based on their actual experiences with American

education, will not differ significantly from the perceptions of either (a) North American or (b) South American students.

The data contained in Table 12 shows that when the null hypothesis was tested, the values of test statistic (t) did not exceed the critical values of t (Cvt) at .05 level of significance, therefore, the null hypothesis number 5 was not rejected. This was an indication that the perceptions of American education by European students did not differ significantly from those of North American or South American students at .05 level of significance.

Table 13 shows the statistical information needed to test hypothesis number 6 in order to compare the perceptions of American education by North American students to those of South American students.

Table 13  
Statistical Information Used in Testing  
Hypothesis Number 6

Perceptions of American Education by:	Compared to those of:	Degrees of Freedom	Values Test of Statistic (t)	Critical Values of t (Cvt)	Significant Difference*
North American students	South American	39	-0.319	<u>+2.021</u>	0

Level of significance = .05, two-tailed test.

\* X = significant difference, 0 = no significant difference.

$H_0$ : When compared to other continents, the extent to which North American students perceive American education as satisfying their educational goals based on their actual experiences with American education, will not differ significantly from the perceptions of either



South American or students from other continents.

As shown in Table 13, the test statistic ( $t$ ) did not exceed the critical value of  $t$  ( $Cvt$ ) when the hypothesis was tested at .05 level of significance, therefore the null hypothesis was not rejected. This showed that there was no significant statistical difference between the perceptions of American education by North American students compared to those of South American students at .05 level of significance.

Table 14 contains the mean scores for each continent based on Part B (Y) of the questionnaire, and also shows the mean ranks of students from each continent who participated in the study.

Table 14  
Ranking the Mean Scores for Each Continent on  
Part B (Y) of the Questionnaire

	Africa $\bar{Y}$	Asia $\bar{Y}$	Europe $\bar{Y}$	North America $\bar{Y}$	South America $\bar{Y}$
Mean Scores	163	149	160	155	157
Mean Ranks	1	5	2	4	3

The data shown in Table 15 are the summary of opinions of students from each continent. Brief descriptions of six items on Part B of the questionnaire are included in the table. It also shows the number of students who responded to a particular item in the questionnaire, and how they responded. The numbers were converted into percentages according to each category of response for a more meaningful interpretation of the perceptions of students from each continent.

Table 15

Percentage Summary of Opinions Concerning American Education  
as Perceived by Students from Different Continents

Item Number on Part B (Y) of the Questionnaire	Continent	Sample	Percentage Based on Category of Response				
			*SD	D	U	A	SA
32. Based on personal experiences with American education, a student believes that it is what he/she wanted	Africa	41	0	2	10	56	32
	Asia	55	5	7	15	51	22
	Europe	20	5	0	15	35	45
	North America	16	0	0	31	31	38
	South America	22	4	4	14	64	14
33. Based on personal experiences with American education, a student said that he/she is quite satisfied with American higher education	Africa	41	0	0	10	58	32
	Asia	55	4	5	16	55	20
	Europe	20	0	10	5	35	50
	North America	16	0	0	13	62	25
	South America	22	10	4	4	55	27
34. Based on personal experiences with American education, student hopes his/her goals will be/has been achieved educationally	Africa	41	0	0	12	61	27
	Asia	55	4	4	13	47	32
	Europe	20	5	5	5	45	40
	North America	16	0	0	13	50	37
	South America	22	5	0	18	41	36
35. Based on personal experiences with American education, a student believes he/she will be employed in his/her country	Africa	41	0	0	7	39	54
	Asia	55	2	2	25	58	13
	Europe	20	0	5	20	25	50
	North America	16	0	6	19	31	44
	South America	22	0	0	23	45	32

Table 15 (continued)

Item Number on Part B (Y) of the Questionnaire	Continent	Sample	Percentage Based on Category of Response				
			*SD	D	U	A	SA
36. The employment which a student hopes to get in his/her country will relate to his/her major or what he/she studied in the United States	Africa	41	0	0	12	44	44
	Asia	55	0	2	31	53	14
	Europe	20	0	10	5	35	50
	North America	16	0	6	6	57	31
	South America	22	0	5	18	41	36
37. Getting an education in the United States, a student hopes he/she will be accepted by others in his/her country as co-equal educationally	Africa	41	0	2	16	41	41
	Asia	55	4	7	22	49	18
	Europe	20	0	15	5	25	55
	North America	16	0	12	19	44	25
	South America	22	0	0	27	50	23

\* SD = Strongly Disagree

D = Disagree

U = Undecided

A = Agree

SA = Strongly Agree

For example, in Item 32, 88 percent of African students believed that American education was what they wanted, but 2 percent denied, and 10 percent were not sure. For Asian students, 73 percent perceived American education to be what they wanted, 12 percent did not believe it to be what they wanted, and 15 percent could not decide, and so on for other continents. The above interpretations were based on a combination of the two categories of negative responses, and two categories of positive responses.

Table 16 contains statistical data for the graduate and undergraduate students from all the five continents who participated in the study. There were 47 graduate students and 107 undergraduate students who responded to the questionnaire, and all the statistical data computed about the graduate and undergraduate students are shown in the table. For testing hypothesis number 7, only the data on Part B (Y) of the questionnaire were applicable for the graduate and undergraduate students.

$H_0$ : When compared to undergraduate students, the extent to which all the graduate students from Africa, Asia, Europe, North America and South America perceive American education as satisfying their educational goals based on their actual experiences with American education, will not differ significantly from the perceptions of all the undergraduate students from Africa, Asia, Europe, North America and South America.

With 71 degrees of freedom, the observed value of test statistic  $t$  equals  $-0.0813$ , did not exceed the critical value of  $(T_{cv}) = \pm 1.980$ , at .05 level of significance, indicating that the perceptions of undergraduate students and those of the graduate students concerning American education as satisfying their educational goals did not differ significantly.

Table 16

**Statistical Data for Graduate and  
Undergraduate Students**

Students	N	Part A (X) of the Questionnaire	Part B (Y) of the Questionnaire
<b>Graduate</b>			
Total Number	47		
Mean Scores ( $\bar{X}$ , $\bar{Y}$ )		143	156
Variance ( $S^2$ )		423	498
Standard Deviation (S)		21	22
<b>Undergraduate</b>			
Total Number	107		
Mean Scores ( $\bar{X}$ , $\bar{Y}$ )		145	156
Variance ( $S^2$ )		410	285
Standard Deviation (S)		20	17

Degrees of Freedom = 71

Value of Test Statistic (t) = -0.081

Critical value of t (Cvt) =  $\pm 1.980$ 

Significant difference = 0

Level of significance = .05

Comments Made by the Participants

In this section, certain questions which were excluded from statistical analysis are presented. In Parts A and B of the questionnaire, the participants were requested to list those things which they liked or did not like concerning (a) the information they received about American education before they entered the United States, (b) their orientation, and (c) their experiences with American education. In both parts, the respondents were asked to share with school officials any other ideas or experiences they would like the school people to be aware of. The things which the participants listed as what they did not like or do not like and other negative feelings are presented first, and this is followed by those things they did like or do like and other positive comments.

### The Students' Negative Feelings

The participants listed many things concerning their negative feelings about American education, but the following were some of those things:

1. High cost of education or disproportionately higher out-of-state tuition fee was mentioned by 94 percent as what they do not like about American education.

2. Non-disclosure of full information, or inadequate information about a particular institution of higher education to a prospective international student was mentioned by 87 percent of the participants. They indicated that when they were communicating with the school officials in preparation to enter the United States for education, they were not given full information about their proposed university. The partial disclosure of information led to their making unwise decisions. For example, they mentioned that their respective universities only mentioned good things about the university without touching the bad sides. They were not told of discriminations in the school and community, and nothing was said about the winter weather. They were not told what type of accreditation a particular department within the University had and a constant increase in the tuition fee was not mentioned.

3. Poorly organized orientation or absence of orientation--In this aspect, up to 71 percent of the participants mentioned that their orientations were poorly organized. Instead of being enlightened, they were more confused during the orientation which failed to include some international students who have been in the school for some time and have known the conditions better than the new ones. They mentioned that

any enlightenment which they got later on was from the present international students, especially those from their countries, and not from orientation. About 30 percent of the participants mentioned that they did not have orientation of any kind, and they were constantly lost on the campus and the community for about four weeks before they could find their ways.

4. Isolation or not being included in very many university activities was mentioned by 65 percent. The participants said that they were isolated by American people, for example, students, school officials, and instructors. They said that in many instances the activities planned by the officials of the school exclude them entirely. During the holidays, they are always left on the campus and they do not have anywhere to go. Social activities were planned with American students in the mind of the planners without including international students. They were being excluded from most of the campus job programs, and the only one which includes the foreign students is the regular work program which is never available.

5. Some of the participants mentioned that they did not like unfriendly attitudes of many American students, and discrimination on the basis of the skin color was mentioned by a few of the participants.

6. Ten percent of the participants did not like the idea of not being enlightened by their school officials or faculty concerning the grading system, credit hours, academic year and the organization of the university as a whole.

7. The fact that too many assignments and tests were given during the quarter or semester to be completed in a hurry was not appreciated

by some of the participants who regarded this to mean quantity instead of quality education.

8. A few of the participants said that they could not understand their instructors.

9. About 20 percent of the participants mentioned that Americans lacked knowledge of other parts of the world.

10. According to about 25 percent of the participants, students from other countries were not given opportunities to be acquainted with American communities and community life.

11. A general complaint against their foreign student advisers was the fact that the advisers did not care about the problems of international students. Some of the participants mentioned that the foreign student advisers did not possess adequate knowledge about international affairs and those of foreign students.

12. About 15 percent of the participants mentioned that they did not like the idea of being sent out-dated information when they were communicating with their respective school officials. They maintained that some of the information they received in foreign countries was meant for American students, but not those from other countries.

13. Some of the participants did not like the idea of discussing some delicate, sensitive and racial issues in class, and using bad points about other countries for illustration.

#### Students' Positive Feelings

The participants' positive feelings were very many, and the following were the important ones:



1. Well-qualified instructors were mentioned by 96 percent of the participants, who said they admire American institutions with well-qualified instructors. They indicated that the professors are so well-qualified that, as a result, they know how to digest and simplify difficult subject matters for the students. The participants reported that the professors are always around to discuss certain issues with the students, answer their questions, and help the students who needed help in connection with their academic work. Above all, the professors work very hard to prepare for the lessons, grade papers and examination papers and make them available just on time. According to the participants, the professors are always punctual for classes.

2. Superior human relations was mentioned by 93 percent of the participants who said they really liked the instructor-student relations. The participants noted that on their arrival and during their first classes, they were so surprised to see students talked to the professors, and professors talked and held discussions with students. The idea that the professors even sought the opinions of students for making a decision pleased them most, and this, the participants viewed as true and practical democracy. They appreciated the idea of consulting students by the professors regarding the student inputs, and allowing students to participate in class discussions and class decision-making situations.

3. Up to 90 percent of the participants reported that their instructors are always friendly and nice to them. They maintained that their instructors could be approached by the students, and they could be dealt with in a simple way. It was another surprise for the students from other countries to be greeted by their instructors, who could show real

concern about their progress in school.

4. Well-equipped and cleaned schools were admired by 86 percent of the participants. They maintained that the schools are equipped with modern and sufficient learning facilities for the students at any time the students wanted to learn.

5. Seventy-three percent of the participants said they liked the idea of having to go to school during the summer terms, and to them, summer school session would enable them to complete their educational program earlier than was anticipated.

6. Grading examination papers and releasing the results to the students in time was appreciated by 71 percent of the participants. According to them, getting their examination results without much delay relieved them of anxiety of having to wait for a long time to get their results. They admitted that Americans work very hard and are serious with their duties. They praised the personnel in the admissions and records office for releasing their grades to them within two to three days after the grades are submitted by their instructors. They maintained that the graduating students could get their grades at once instead of going home to wait for months and worried about their fate, or in some cases die of anxiety before the results could be released.

7. Regarding internal examinations, 70 percent remarked that they liked American universities because the students do not have to take external pressure-loaded examinations to receive their degrees, but internal examinations made by their instructors.

8. Semester system, free electives and general education requirements were mentioned by few of the participants as what they liked about

American education.

9. Other students included sports, sports equipment and availability of educational opportunities for everybody to be what they admired about American education.

10. Some of the participants appreciated American education because of having a variety of educational programs to be chosen from by the students for a major or minor.

11. Sixty-two percent of the participants admired American education for making different financial aids available to the students for their educational careers.

12. Well-defined degree plans and course outlines were seen by some of the participants as what they liked about American education.

13. Other participants liked American education because of being carried out in a relaxed and pressure-free environment. They indicated that the students were free to do what they liked without excessive restrictions.

14. To some of the participants, the idea of having to take a progressive and periodical examination was what they liked, instead of one big comprehensive examination at the end of the year.

15. On the kind of examination or test which the students preferred, 51 percent of the participants would prefer the subjective type of examination which consists of essays, to the objective type which consists of multiple choice, true and false, etc.

### Summary

Chapter 4 contains the research data, analysis and interpretations. At the introduction of the chapter, it was pointed out that the data analyzed were received through a questionnaire completed by 154 international students from four universities in Tennessee. Tables were used to present the data, for example, Tables 3 and 4 which contain brief descriptions of the questionnaire contents in Parts A (X) and B (Y), as well as the number of responses for each category of response and percentages. A summary interpretation of the data in those tables was provided.

The null hypotheses of the study were tested against the non-directional research hypotheses for correlations and differences and the results of the tests were given. The questionnaire items which could not be analyzed statistically were discussed under the subheading entitled, "Comments Made by the Participants." Negative and positive feelings about American education were presented.

## Chapter 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

To achieve the purposes of the study, a search into related literature was carried out. Chapter 2 contains a review of related literature. In this chapter, it was evident that the number of international students found in American colleges and universities has been increasing tremendously, especially from the Second World War to the present time, 1982, when the number was about 311,882. Such a large number of students from other countries has become a concern of many people. As individuals and groups of individuals, people have been wondering whether those international students in American colleges and universities were receiving the appropriate education--the kind of education that would benefit them and their native countries. While some maintained that the students were receiving appropriate education, other people would not accept it, but contended that the students from other countries were not getting the type of education which might benefit them. This study was conducted and directed to the international students themselves to indicate the extent to which they perceived American education as satisfying their educational goals.

A questionnaire was used to collect the data for the study. A random sample of 280 international students from the continents of Africa, Asia, Europe, North America and South America was mailed the questionnaire. The students were enrolled at four regional universities in the State of

Tennessee during the Winter and Spring sessions, 1982. Completed questionnaires were received from 154 students, and this represents a 55 percent return on sample.

In analyzing the data, tables were used whenever they were appropriate. The procedures outlined in Chapter 3 were utilized for statistical analysis including percentages. Specifically, the null hypotheses were tested against the research hypotheses to determine if correlations existed between the way students from each continent perceived American education before their actual experiences with it and during their experiences with American education. A raw score formula for computing the Pearson Product-Moment Correlation Coefficient was used in this respect. The perceptions of American education by students from one continent were compared to the perceptions of those from other continents. Undergraduate students' perceptions were compared to the graduate students' perceptions, and the comparisons were only concerned with their perceptions of American education based on their actual experiences with American education in the United States.

Analysis of the data showed that 71 percent of the participants had communication with the director of admissions of their respective universities to collect information about American education before they left their native countries to the United States. Education was the main goal for 93 percent of the participants. To prepare the students for their classes and university life, 70 percent of the students were given an orientation, but 44 percent were satisfied with their orientation. Regarding their actual experiences with American education, 95 percent were satisfied with the textbooks recommended for their courses and how

to use the library was taught to 50 percent of the participants. Classroom activities which consisted of many things resulted in the following opinions by the participants: Seventy-one percent could understand their instructors during class lectures or discussions, and 78 percent could benefit from the lectures. About their instructors, 78 percent perceived them to be nice and friendly, and 55 percent viewed American students to be nice and friendly. Office personnel were perceived to be nice, friendly and helpful to 75 percent, however, 59 percent were never consulted by the school administrators to find out what their educational needs were. About 91 percent of the participants were satisfied with their school tests/examinations.

Based on their actual experiences with American education, the participants' reactions toward American higher education were as follows: Seventy-seven percent maintained that American education was what they wanted; 83 percent were satisfied with American education; and 83 percent indicated that American education would enable them to achieve their educational goals. Being employed in their native countries when they return was confirmed by 78 percent, and 79 percent said that their employment would relate to what they studied in the United States. The study also showed that up to 75 percent of the participants did not doubt their being accepted in their countries by other educated persons as co-equals academically. Another finding was the fact that 68 percent of the participants would like to recommend American education for other international students, and 74 percent said that they would like to return to the United States some day for more education.

Testing of the null hypotheses against the research hypotheses for

correlations resulted in the following: (1) The perceptions of American education by (a) African students, (b) Asian students, (c) European students, and (d) North American students before their actual experiences with American education, and their perceptions during their actual experiences with American education were correlated. Thus, null hypotheses 1a, b, c, and d were rejected at .05 level of significance in favor of the alternative research hypotheses. (2) The perceptions of American education by South American students before their actual experiences with American education and during their actual experiences with it had no relationship, therefore, null hypothesis 1e failed to be rejected at .05 level of significance.

In testing the null hypotheses against the research hypotheses for comparison, the following results were observed: (1) Based on their actual experiences with American education, the perceptions of African students were significantly different from the perceptions of Asian students, but not statistically and significantly different from the perceptions of either European, North American or South American students. Therefore, the null hypothesis 3a was rejected at .05 level of significance, but the null hypotheses 3b, c, and d failed to be rejected at .05 level of significance. (2) The perceptions of American education by Asian students compared to those by European students were significantly different, but not significantly different from the perceptions by either North American or South American students. Therefore, null hypothesis 4a was rejected at .05 level of significance, but the null hypotheses 4b and c failed to be rejected at .05 level of significance. (3) In comparing the perceptions of American education by European students to



those of North American or South American students, there existed no significant difference, therefore, null hypotheses 5a and b failed to be rejected at .05 level of significance. (4) The perceptions of American education by North American students as compared to those of South American students did not differ significantly, thus, the null hypothesis 6 failed to be rejected at .05 level of significance. (5) In comparing the perceptions of American education by undergraduate students to those of the graduate students, there existed no significant difference, therefore, null hypothesis 7 failed to be rejected at .05 level of significance.

Comments made by the participants were also discussed in Chapter 4 where the participants listed some of the things they did not like about American education and the things which they liked. Some of the things they did not like included: (1) High cost of tuition fee, (2) non-disclosure of full information about the university and community to them when they were applying for admission, (3) poorly organized orientation or absence of one, (4) isolating international students by many American people, and (5) discrimination and unfriendly attitudes of some American students. The participants also listed many of the things they liked about American education, for example: (1) Well-qualified instructors, (2) superior human or teacher-student relations, (3) friendly, simple to deal with instructors, (4) democratic way of dealing with students, including student participation in class discussions and decision making, (5) well-equipped schools with modern facilities, and (6) fast release of examination results.

### Conclusions

Based on the findings of the study, the following conclusions were reached:

1. The decisions by international students to come to the United States to go to school did not happen accidentally for most of them, but through a careful evaluation of information which they received from the admissions office of their respective universities.

2. Most students from other countries came to the United States to achieve specific educational goals.

3. Most students from other countries decided to come to the United States to be educated because other people from their countries who were educated in the United States were employed, and their employment related to what they studied.

4. To prepare them for their classes and university life, most foreign students were given orientations, but most of them were not satisfied.

5. Most students from other countries have been exposed to different aspects of American higher education, and most of them were satisfied with the following aspects: (a) study materials which included textbooks, equipments, and libraries; (b) class lectures or discussions; (c) their relationship with their instructors and other school personnel; (d) tests and test results.

6. Most students from other countries were not satisfied with some of their educational experiences, for example, their relationship with some American students; high cost of education or tuition fees, non-disclosure of full information by the admissions office to them when they

were applying for admission; discrimination; being excluded from many financial aid programs; and being isolated by some people.

7. Most of the students from other countries preferred the subjective type of examinations consisting of essays and short answers.

8. Most of the students from other countries were not consulted by school administrators in order to know what the educational needs of the students from other countries were.

9. To most students from foreign countries, American higher education proved to be what they wanted.

10. Based on their personal experiences with American education, most students from other countries were satisfied with American higher education.

11. Taking many things into consideration, getting an education in the United States would enable most students from other countries to be employed in their native countries, and such employment would relate to what they studied in the United States.

12. Since most students from foreign countries were satisfied with American higher education, they would like to recommend other persons from their countries for American education, and most of them would like to return to the United States some day for more education.

13. The perceptions of American education by African, Asian, European and North American students, before their actual experiences with American education were related to their perceptions during their actual experiences with it. But there was no relationship between prior perceptions of American education by South American students, and their perceptions during their actual experiences with American higher education.

14. Based on their actual experiences with American education, the perceptions of American education by African students as satisfying their educational goals, differed significantly from those of Asian students, but not significantly different from the perceptions of European, North American or South American students.

15. Asian students' perceptions of American education differed significantly from those of European students, but did not differ significantly from the perceptions of either North American or South American students.

16. Based on their actual experiences with American education, the way students from Europe perceived American education as satisfying their educational goals, did not differ significantly from the perceptions of either North American or South American students.

17. The perceptions of American education by North American students did not differ significantly from those of South American students.

18. The perceptions of American higher education by undergraduate students did not differ significantly from the perceptions of American education by the graduate students of all continents.

#### Recommendations

Based on the findings of the study, the following recommendations were made:

1. A more extensive study including a larger sample of international students attending colleges and universities in all fifty states in the United States should be conducted.

2. School authorities should send notice of intent to increase tuition fees to the sponsors of international students in their institutions many months in advance of intention to increase the tuition fee.

3. A planned program of interaction with the American public and community should be encouraged by the faculty and office personnel for international students to enhance a better understanding of American life.

4. Persons acting as international student advisers should be knowledgeable of international student unique problems, and should be able to assist in solving the problems of foreign students.

5. School administrators should from time to time consult international students through a planned communication process to find out their educational needs, and seek some input from them which could enhance planning educational programs for all kinds of students in the institution. If school authorities encourage admitting students from other countries into the school, the interests of those students from other countries should be protected.

6. General education requirements should be flexible to allow students from other countries to choose some courses or substitute other courses which relate to their needs.

7. Since some international students find it difficult to understand their instructors during class lectures or discussions, more writing skills should be emphasized through essay writing and communication skills.

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**APPENDICES**

**APPENDIX A**

**LETTERS TO DEANS OF ADMISSIONS AND THEIR REPLIES**

P. O. Box 11581  
East Tennessee State University  
Johnson City, Tennessee 37614

January 20, 1982

Dear

I am a doctoral student at East Tennessee State University, Johnson City, Tennessee. As a requirement for the doctoral degree, I am conducting a study on the "International Student Perceptions of American Higher Education" under the direction of Dr. J. Howard Bowers, a professor of education at East Tennessee State University.

I am pleased to inform you that your university has been identified as one of the fine institutions of higher education in the state of Tennessee that has attracted a large number of students from other countries. To carry out the study, I would like to make the following requests:

1. Permission to include your international students in the study.
2. A list containing the current names, classifications, local or the university addresses, and the names of the countries of your international students (Spring Semester/Quarter, 1982).

I wish to assure you that any information you send to me will be treated as confidential, and such information will only be used for the purpose of this study.

Thank you for your cooperation and prompt attention.

Very sincerely yours,

Dr. J. Howard Bowers  
(Research Director)

Barney A. Akpakpan (Mr.)  
(Researcher)



**East Tennessee State University**

Department of Supervision and Administration • Box 19000A • Johnson City, Tennessee 37614 • (615) 929-4415, 4430

**February 23, 1982**

The Dean of Admissions & Records  
Memphis State University  
Memphis, Tennessee 38101

Dear Dean:

On January 20, 1982, a letter was sent to you by Bassey Akpakpan, a doctoral student, requesting permission to include international students at your institution in a dissertation study. Since we have not heard from you regarding this matter, we decided to enclose a copy of the letter which was sent earlier explaining the rationale of the study.

Thank you for your cooperation.

Sincerely yours,

J. Howard Bowers  
Professor

JHB:sc

Enclosure

**East Tennessee State University**

Department of Supervision and Administration • Box 19000A • Johnson City, Tennessee 37614 • (615) 929-4415, 4430

February 23, 1982

The Dean of Admissions & Records  
Tennessee State University  
Nashville, Tennessee 37202

Dear Dean:

On January 20, 1982, a letter was sent to you by Bassey Akpakpan, a doctoral student, requesting permission to include international students at your institution in a dissertation study. Since we have not heard from you regarding this matter, we decided to enclose a copy of the letter which was sent earlier explaining the rationale for the study.

Thank you for your cooperation.

Sincerely yours,

J. Howard Bowers  
Professor

JHB:th

Enclosure

P. O. Box 11581  
East Tennessee State University  
Johnson City, Tennessee 37614

April 19, 1982

Dear

Thank you for sending me the list of international students who are attending your university. The study is in progress now, and you will be informed of the results when the study is completed.

Sincerely yours,

Bassey Akpan Akpakpan



Austin Peay State University  
Office of Admissions and Records  
Clarksville, TN 37040

From:

*Glenn S. Gentry*

Glenn S. Gentry  
Dean of Admissions and Records

January 29, 1982

Mr. Bassey Akpan Akpakpan  
P. O. Box 11581  
East Tennessee State University  
Johnson City, TN 37614

Re: APSU foreign student registration,  
winter quarter, 1982

Dear Mr. Akpakpan:

In reply to your letter of January 20, 1982, we give you the following information:

Name	Classi- fication	Local Address	Country
AKPAN, Nkamanse Udofot	4	C/o V.Hess, Rt.1, Bx.90 Cumberland Furnace, TN 37051	Nigeria
ARAMBATZIS, Victor Manuel	2	1872 Pardue Ct. Clarksville, TN 37040	Venezuela
ARE, Julius Ate	2	APSU, Box 7482	Ghana
BARR, Christine Marjorie	4	APSU, Box 9663	Bahamas
BEN KADIMOUR, Nouredine	2	APSU, Box 8114	Morocco
EBOLUM, Samuel Bolarin	2	APSU, Box 6291	Nigeria
IJAGBEMI, Samuel Bolarin	2	APSU, Box 7924	Nigeria
JUNGAHN, Hartmut Bernd	2	APSU, Box 6189	Germany
KHALILI, Mohammad Ali	3	APSU, Box 6677	Jamaica
NORGEN, Kishore Vongrisar	2	APSU, Box 6623	Malaysia
OCBERAWE, James Onoyiebemuo	1	APSU, Box 5929	Nigeria
OWEN, Peter Newton	1	APSU, Box 6612	Australia
PROPERJOHN, Brad Scott	2	APSU, Box 7388	Australia
SAYYARPOUR, Farhad	4	APSU, Box 5911	Iran
SAYYARPOUR, Farshad	2	APSU, Box 5042	Iran
SHOYELE, Michael	1	APSU, Box 5338	Nigeria
TUBI, Olumuyiwa Akanni	4	APSU, Box 8007	Nigeria
WAGNER, Gregory Robert	3	APSU, Box 6142	Canada
WAGNER, Patricia Anne	2	APSU, Box 6425	Canada



OFFICE OF ADMISSIONS AND RECORDS  
MIDDLE TENNESSEE STATE UNIVERSITY  
MURFREESBORO, TN 37132

February 10, 1982

Mr. Bassey A. Akpakpan  
P. O. Box 11581  
East Tennessee State University  
Johnson City, TN 37614

Dear Mr. Akpakpan:

In response to your request, I am sending you a list of all of our international students currently enrolled. I hope this information is helpful.

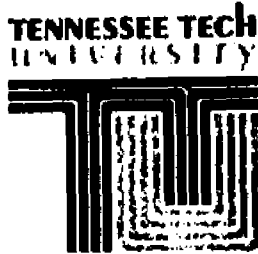
I think your research proposal is interesting and worthwhile and would like to know the result of your study. Best of luck.

Cordially,

(Mrs.) Elizabeth Perez-Reilly  
Assistant Director of Admissions

EPR:bab

Enclosures



February 2, 1982

Mr. Bassey A. Akpakpan  
P. O. Box 11581  
East Tennessee State University  
Johnson City, TN 37614

Dear Mr. Akpakpan:

Enclosed is a list of the international students who are attending Tennessee Tech for the current quarter, Winter, 1982. This list contains the names, student class, and campus address. We are sorry we cannot include the students' nationality. Since nationality is not directory information, we cannot release this information without the students' consent. You may wish to contact the students yourself and ask for this information if it is pertinent to your research. When we can be of further assistance to you, please contact me.

Sincerely,

A handwritten signature in cursive script, appearing to read "Robert C. Craighead".

Robert C. Craighead  
Director of Records

RCC:nm

**APPENDIX B**

**REQUEST FOR PERMISSION TO USE HUMAN SUBJECTS**

East Tennessee State University  
Institutional Review Board

Request for Review of Project Involving Human Subjects

1. TITLE OF GRANT OR PROJECT: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. PRINCIPAL INVESTIGATOR: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Department: \_\_\_\_\_
3. CO-INVESTIGATORS (Name, Department):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. DATE SUBMITTED: \_\_\_\_\_  
ESTIMATED DATE OF ACTIVATION OF PROJECT: \_\_\_\_\_  
ESTIMATED DATE OF COMPLETION OF PROJECT: \_\_\_\_\_
5. FUNDING SOURCE (Requested or Granted):  
a. \_\_\_\_\_ Federal (Agency): \_\_\_\_\_  
b. \_\_\_\_\_ Extramural, Non-Federal: \_\_\_\_\_  
c. \_\_\_\_\_ Departmental Grant/  
Contract Application Deadline: \_\_\_\_\_
6. \_\_\_\_\_ NEW PROJECT \_\_\_\_\_ CONTINUATION - Date of Last  
Review \_\_\_\_\_
7. TYPE OF REVIEW REQUESTED  
\_\_\_\_\_ Full Review (Required if 5a or b, or if involves subject  
risk)  
\_\_\_\_\_ Short review (If no risk, 5c project)  
\_\_\_\_\_ Re-Evaluation
8. SPECIAL RISK SUBJECT INVOLVED: (Check all applicable groups)  
\_\_\_\_\_ Pregnant females \_\_\_\_\_ Persons under age 18 years  
\_\_\_\_\_ Fetuses \_\_\_\_\_ Mentally Incompetant  
\_\_\_\_\_ Prisoners \_\_\_\_\_ Subjects
9. TYPE OF PROJECT OR STUDY (Check most applicable type)  
a. \_\_\_\_\_ Medical-Therapeutic (Evaluation of drugs, treatment protocol,  
surgical procedure, etc.)  
b. \_\_\_\_\_ Medical-Non-Therapeutic (Physiological studies, laboratory  
analyses of normal blood or other substances)

- c. \_\_\_\_\_ Behavioral, Non-Manipulative (Evaluation of subject response to educational methods or material, Psychological profiles, Attitudinal survey, etc.)
- d. \_\_\_\_\_ Behavioral, Manipulative (Behavior modification, response to stressful stimuli, etc.)

#### 10. ATTACHMENT CHECKLIST

\_\_\_\_\_ A. NARRATIVE DESCRIPTION OF PROJECT: (Concise, but must include each of following areas)

1. Project Title
2. Place to be conducted
3. Specific objectives of project
4. Summary of project, and copies of any questionnaires, etc. to be administered.
5. Specific role of human subject involved, i.e. characteristics of study population, procedures used in selection, what will be done to them,
6. Specific risks to subjects, including physical, psychological and social risks.
7. Benefits expected to subjects, investigators, community, etc.
8. What inducements, if any, will be offered the subjects.
9. Subject confidentiality (will subject identification be kept confidential; if so, how).
10. Informed consent procedure to be utilized.
11. Procedure to be followed in handling and reporting adverse reactions.
12. Pertinent literature references (maximum of ten).

\_\_\_\_\_ B. COMPLETED COPY OF INFORMED CONSENT FORM (IRB FORM NO. 106).

\_\_\_\_\_ C. STATEMENT OF APPROVAL FROM SUBCOMMITTEE ON RADIOACTIVE MATERIALS, if applicable.

\_\_\_\_\_ D. INVESTIGATIONAL DRUG INFORMATION SUMMARY, if applicable.

\_\_\_\_\_ E. APPROVAL RECOMBINANT DNA COMMITTEE, if applicable.

\_\_\_\_\_ F. APPROVAL SIGNATURE OF DEPARTMENT CHAIRPERSON, DIVISION HEAD OR DEAN

#### 11. ASSURANCE OF PRINCIPAL INVESTIGATOR

The information contained in this project review proposal accurately represents the activities of this project involving human subjects. I will promptly inform the Institutional Review Board of (1) any significant changes in the project with respect to human subject participation; (2) any adverse reactions or unexpected responses observed involving human subjects; (3) any continuation of the project activities beyond the period stated in this request.

DATE \_\_\_\_\_

\_\_\_\_\_  
Principal Investigator

**PLEASE NOTE:**

**This page not included with original material. Filmed as received.**

**University Microfilms International**

**APPENDIX C**

**THE LETTER OF TRANSMITTAL AND QUESTIONNAIRE**



Department of Supervision and  
Administration  
P. O. Box 19000A  
East Tennessee State University  
Johnson City, Tennessee 37614

February 20, 1982

Dear International Student,

How do you as the consumer of American higher education perceive American education? I am pleased to inform you that you have been selected among thousands of international students in the State of Tennessee to evaluate American higher education of which you are the direct consumer.

The attached questionnaire is an instrument used in conducting this study to determine how you, the international student consumer of American higher education, view American education. Please remember that your candid opinion concerning American higher education matters a lot, and it could guide the school administrators in planning education for you in accordance with your own needs as the consumer and other international students in the United States.

Please take a few minutes of your time to complete the attached questionnaire and mail it in the enclosed pre-addressed and stamped envelope. You can do it now as you receive the questionnaire; it will not take more than 20 minutes of your time. However, you can complete the questionnaire at your convenience, but it should be returned to reach the researcher on or before March 25, 1982.

Thank you for cooperation

Very sincerely yours,

Basseyy A. Akpakpan  
(Researcher)

P.S. PLEASE DO NOT WRITE YOUR NAME OR THE NAME OF YOUR UNIVERSITY ON THE QUESTIONNAIRE.

THE QUESTIONNAIRE

PART A

PERCEPTIONS BEFORE ACTUAL EDUCATIONAL EXPERIENCE

**Directions:** Please place an X on the appropriate column on the right on each question to indicate your choice. For example, if you strongly disagree with a statement, put an X on that column, etc. Number 1 has been done as an example for you.

Before you start, please circle your classification and your continent:

You are a: Freshman, Sophomore, Junior, Senior, Graduate Student

Your country is in: Africa, Asia, Australia, Europe, North America, South America

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Example: United States is in North America					X
2. When you were planning to come to the United States, you had communications with the director of admissions of your proposed college/university . . . . .					
3. The information which you received about your proposed college/university was quite clear to you . . . . .					
4. Your proposed college/university was fully described to you . . . . .					
5. The programs of study in the proposed college/university were described to you . . . . .					
6. You informed your proposed college/university of your major—what you intended to study in the United States . . . . .					
7. While you were in your country, you knew exactly what you wanted to study--your major, in American college/university . . . . .					

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
8. The school officials of your proposed institution informed you that the school had your major field of study in the school's program . . . . .					
9. The school officials informed you of your responsibilities as a student . . . . .					
10. They also informed you of the school's responsibilities to you . . . . .					
11. Your main goal (aim) in coming to the United States was to get an education or go to school . . . . .					
12. You wanted that education to be in your major field of study . . . . .					
13. You have also decided to have a minor field of study . . . . .					
14. As a part of your goal (aim), you have planned to have a second major . . . . .					
15. You also planned to return to your country after your studies . . . . .					
16. You believed that getting an education in the United States would enable you to be employed in your country when you return . . . . .					
17. The job (employment) which you hoped to get in your country when you return would relate to what you studied in America . . . . .					
18. You wanted quality education in the United States as your goal . . . . .					
19. You also included in your goal to get a bachelor's degree . . . . .					
20. You also thought of getting other degrees in the United States . . . . .					
21. It was a part of your goal to know the United States . . . . .					



	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
35. The information you received while you were in country about your proposed college/ university was quite satisfactory to you . .					
36. You would say that orientation you had was helpful to you . . . . .					
37. You would say that you were satisfied with your orientation. . . . .					
38. You would say that the information you received about American education impressed you . . . . .					
39. Based on the information you received during the orientation, you would say that it helped you in getting adjusted . . . . .					
40. You would like to recommend the same type of orientation you had for another students from your country . . . . .					
41. The information you received while in your country about American education, or the one you received during the orientation, made you believe that American education was what you wanted . . . . .					

42. Mention what you liked the most about the information you received about American education while you were in your country:

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43. Mention what you did not like at all about the information you received about American education and during your orientation:

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44. What would you like to tell the school administrators about the information you received when you were in your country, and the one you received during the orientation process, or other experiences before you started classes?

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PART B

ACTUAL EXPERIENCES WITH AMERICAN EDUCATION IN THE UNITED STATES

Please continue as in Part A, thank you.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The textbooks which you need for your classes can be found in the college/university bookstore or library . . . . .					
2. The textbooks contain information which you need for your courses . . . . .					
3. The textbooks recommended for your classes or courses are modern (written during the 1960s to 1970s and up) . . . . .					
4. The textbooks recommended for your courses contain relevant information (information that pertains to your courses) . . . . .					
5. The textbooks recommended for your courses are within your level of reading (you can read the textbooks) . . . . .					
6. The textbooks recommended for your courses are within your level of understanding (you can understand the contents) . . . . .					
7. You have been taught by your instructors how to use the library . . . . .					
8. Library personnel do assist you to get information in the library . . . . .					
9. You like to ask the library personnel to assist you get information you need . . . . .					
10. You now know where to locate any information you need in the library . . . . .					
11. During the class lecture or instruction, you can understand your instructors or professors very well . . . . .					



	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
23. The school administrators (up to 50 percent of the time) consult you to find out your educational needs . . . . .					
24. Before tests/examinations are given, your instructors/professors always (up to 50 percent of the time) announce the tests in advance . . . . .					
25. You find the tests which you take in your courses relevant to your studies (pertain to your studies) . . . . .					
26. Those tests (up to 50 percent of the time) cover what you were taught . . . . .					
27. You would say that the tests (up to 50 percent of the time) are within your level of education . . . . .					
28. You find the tests (up to 50 percent of the time) to be challenging to you . . . . .					
29. Your instructors always (up to 50 percent of them) release the test results after you have taken the tests to you within one to two weeks . . . . .					
30. The test results in most cases (up to 50 percent of the time) reflect your level of performance or actual performance . . . . .					
31. If you are not satisfied with you test results your instructors always (up to 50 percent of the time) are willing to discuss your grade and examination materials with you . . . . .					
32. Based on your experiences with American higher education in American colleges and universities, you would now say that the education which you have been receiving is what you wanted . . . . .					



	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
33. You would say or conclude that you are quite satisfied with American education which you have been receiving from American institutions--colleges/universities . . . . .					
34. You would conclude that so far, the education which you have received in American colleges and universities will help you to meet your educational goals . . . . .					
35. You would say that you will be employed in your country when you return . . . . .					
36. You would conclude that the job/employment which you will get in your country when you return will be in an area which relates to what you studied in the United States--your major . . . . .					
37. You would conclude that when you return to your country, you will be accepted by other educated persons in your country as co-equal academically . . . . .					
38. You would like to recommend other persons from your country to come to the United States to get an education . . . . .					
39. You would like to return to the United States some day for more education . . . . .					
40. You would say that you can speak and write English language very well . . . . .					

41. Mention certain things which you like the most about American education based on your personal experience:

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42. Mention what you do not like at all about American education based on your personal experience:

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43. Circle the kind of tests/examinations which you like or prefer:
- a. Objective type of tests consisting of multiple choice, true and false, etc.
  - b. Essay type of tests or subjective type consisting of essays, short answers, etc.
44. Are there other factors regarding your higher education experiences in the United States which you would like to share with university officials? If so, please write them below:
- 
- 

THE END

THANK YOU SO MUCH FOR TAKING YOUR TIME TO RESPOND TO THESE QUESTIONS.  
PLEASE PUT IT IN THE ENCLOSED ENVELOPE AND MAIL IT BEFORE DEADLINE.

**APPENDIX D**

**STATISTICAL FORMULAS**

6

## Statistical Formulas

1. Raw score formula for computing Pearson Product-Moment (r) Correlation Coefficient

$$r = \frac{NEXY - EXEY}{\sqrt{[NEX^2 - (\Sigma X)^2] [NEY^2 - (\Sigma Y)^2]}}$$

2. Fisher's t-distribution formula for computing the test statistics and degrees of freedom

$$t = r \sqrt{\frac{n - 2}{1 - r^2}}$$

3. Cochran and Cox's formulas for computing the standard error of difference, test statistic and adjustment in the degrees of freedom

$$a. \quad s_{\bar{X}_1 - \bar{X}_2} = \sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}} \quad \text{(Standard error of difference)}$$

$$b. \quad t = \frac{(\bar{X}_1 - \bar{X}_2) - (U_1 - U_2)}{s_{\bar{X}_1 - \bar{X}_2}} \quad \text{(Test statistic)}$$

$$c. \quad df = \frac{(s_{X_1}^{-2} + s_{X_2}^{-2})}{(s_{\bar{X}_1}^{-2})^2 / n_1 + 1 + (s_{\bar{X}_2}^{-2}) / (n_2 + 1)} - 2 \quad \text{(Degrees of freedom)}$$

**APPENDIX E**

**RAW SCORES**

Raw Scores for All Continents on Parts A (X)  
and B (Y) of the Questionnaire

Subjects	Africa		Asia		Europe		North America		South America	
	(X)	(Y)	(X)	(Y)	(X)	(Y)	(X)	(Y)	(X)	(Y)
1	181	188	133	128	93	94	100	137	159	176
2	142	152	135	154	114	137	164	132	124	154
3	125	170	122	136	130	168	138	144	135	181
4	141	150	146	164	149	186	116	150	119	168
5	173	149	141	136	165	160	167	178	156	181
6	144	156	137	143	131	163	166	187	163	130
7	185	186	148	157	151	157	122	140	172	169
8	183	185	158	151	130	162	146	142	164	195
9	142	142	159	189	127	164	115	138	127	152
10	129	171	159	151	175	173	162	170	164	150
11	147	178	150	140	168	179	99	140	132	162
12	121	142	115	120	170	176	196	183	128	105
13	153	180	131	159	186	187	164	179	155	170
14	174	167	150	135	138	154	176	161	160	137
15	139	170	127	126	136	161	158	154	121	139
16	142	156	129	153	168	164	<u>147</u>	<u>146</u>	130	159
17	150	158	130	138	172	172	<u>2336</u>	<u>2480</u>	155	152
18	171	187	156	163	115	153			157	148
19	124	152	159	156	166	154			144	132
20	171	168	122	136	<u>116</u>	<u>136</u>			131	151
21	125	149	149	178	<u>2900</u>	<u>3200</u>			149	183
22	145	192	126	143					<u>145</u>	<u>160</u>
23	167	153	147	178					<u>3190</u>	<u>3454</u>
24	150	176	133	145						
25	169	165	147	142						
26	114	166	147	148						
27	121	137	93	74						
28	172	165	120	147						
29	154	173	103	135						

## Raw Scores (continued)

Subjects	Africa		Asia		Europe		North America		South America	
	(X)	(Y)	(X)	(Y)	(X)	(Y)	(X)	(Y)	(X)	(Y)
30	149	138	143	136						
31	158	144	142	148						
32	164	162	120	168						
33	179	172	127	138						
34	115	135	137	136						
35	152	160	172	180						
36	135	160	101	124						
37	167	162	154	154						
38	127	152	133	155						
39	169	162	160	168						
40	108	173	130	149						
41	<u>173</u>	<u>180</u>	122	178						
42	<u>6150</u>	<u>6683</u>	149	146						
43			170	189						
44			130	121						
45			163	160						
46			152	166						
47			143	172						
48			153	149						
49			150	171						
50			146	148						
51			128	105						
52			162	157						
53			142	147						
54			149	169						
55			<u>150</u>	<u>136</u>						
			<u>7700</u>	<u>8193</u>						

       = Total

## VITA

## BASSEY AKPAN AKPAKPAN

**Personal Data:**    **Date of Birth:**    September 27, 1948  
                           **Place of Birth:**    Ikot Osong, Uyo, Nigeria, West Africa

**Education:**                    **Schools attended and educational accomplishments**

St. Paul's Comm. Secondary School, Aba, Nigeria, 1962-66  
 West African School Certificate (WASC)  
 School Certificate of the Royal Society of Arts,  
 London, England  
 Stage 11 Intermediate, RSA, London, England  
 Intermediate Certificate, Corporation/Chartered  
 Institute of Secretaries, London, England

North Texas State University, Denton, Texas, U.S.A.,  
 1973-75 (undergraduate)  
 Bachelor of Business Administration (BBA), Major -  
 Accounting; Minors - Business Administration and  
 French

North Texas State University, Denton, Texas, U.S.A.,  
 1975

East Texas State University, Commerce, Texas, U.S.A.,  
 1976-77 (post graduate)  
 Master's of Business Administration (MBA),  
 Major - Business Administration; Minor - Accounting

East Texas State University, Commerce, Texas, U.S.A.,  
 1977-78

East Tennessee State University, Johnson City, Tennessee,  
 U.S.A., 1979-82 (post master's)  
 Specialist in Education (Ed.S.), Major - Educational  
 Administration and Distributive Education  
 Doctor of Education (Ed.D.), Major - Educational  
 Administration

**Professional Certificates and other accomplishments:**  
 -Certified by the State of Tennessee as teacher in  
 Distributive Education and French, School  
 Administrator/Principal, 7-12, and eligible for  
 certification as Superintendent of Schools  
 -Exempted from Parts A and B of the Examinations  
 of the Association of the Certified Accountants,  
 London, England  
 -Attempted CPA Examinations in 1978 in Texas, U.S.A.



**Professional and Other Work Experience:** French and Geometry Teacher, Nigerian Christian Secondary School, Abak, Nigeria, 1967-68  
 French Teacher, Bursar/Treasurer, employed by the Ministry of Education, Calabar, Nigeria, to work at Nigerian Christian Secondary School, Abak, Nigeria, 1968-71  
 Apartment Manager, Commerce, Texas, U.S.A., 1977-78  
 Various positions at Sherwood Medical Industries, Commerce, Texas, 1976-79  
 Doctoral Fellow, Department of Supervision and Administration, College of Education, East Tennessee State University, Johnson City, Tennessee, 1980-82

**Honors and Awards:** Certificate of Merit for Outstanding Performance as a leader - General Prefect at Secondary School  
 Dean's List for scholastic performance  
 \$250 for scholastic performance, at East Texas State University, Commerce, Texas, U.S.A.  
 Plaques - 6, for different occasions

**Publications:** Published an article in the Communicator  
 Co-editor of Communicator

**Organizations:** President, Business Club, 1972-73  
 Member, Accounting Club, 1972-75  
 Marketing Club, member, 1976-78  
 Badminton Club, member, 1973-78  
 Youths Organization, member, leader and secretary, 1967-71  
 African-American Educators to Africa, member, 1977-82  
 Doctoral Seminars, vice president, 1980