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Fall 2019

## Challenges International Students and their Perceive Values at University of New Hampshire

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Challenges International Students Face and their Perceive Values at the University of New

Hampshire

by

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Thesis Advisor: Lin Guo

Honors Thesis submitted to the Peter T. Paul College of Business and Economics University of

New Hampshire

May 2019

## **Introduction**

Over the last several years, the Population of international students attending colleges and universities in the United States has increased substantially. Likewise, the population international students University of New Hampshire campus has also increased rapidly over the last five years from 929 students in 2014 to 1016 students in 2018. This number account all students enrolled under ESL/Non degree, Undergraduate, Master and Doctoral students. In fact, undergraduate international student account to (7%) of the total students enrolled at UNH, and a 5 % increase over the past five years, although the trend has been slightly decreasing over the years from 2016.

This observation of rapid decrease has been partially evident in particularly in U.S colleges and universities. In fact researchers believed that decrease in enrollment of International Student are likely in response to the ongoing political climate such as government immigration reforms, changes to policies for issuing international student visa and U.S travel bans targeted towards specific countries. (Patel, 2017).

Although international students benefit from the universities they encounter adjustments difficulties that differ from those of domestic students. In light of international student's challenges, it is indicated that specialized support services programs focusing on their unique challenges related to the social adjustment and academics can offer increasing opportunities to attract the international student enrollment. Thus it is also curious that how well institutions and faculty are helping in meeting the needs of these students. For the purpose of this study, this paper will reviewed the literature on International student support needs and conduct both

qualitative and quantitative research to understand their perspective and perceived value on the institution. Therefore, it is believed that this research can identify some of the challenges and their perceived faced by undergraduate international students and supplement it as a knowledge for filling in the neglected gaps. Like in the manner, there is also believed that are often significant gaps exist between experience and expectation from the international students that has impacted their experiences at the institution (Domville-Roach, 2007). By highlighting these gaps between expectation and experiences, it is hope that the institution can made improvements and efficiency in their service offered, better position themselves among other institutions and also prospectively yield good experience for International student.

### **Pre Literature Review**

University-based academic and social support services outreach are prioritize as key to international student's academic success and their psychological well-being. (Lee, Koeske, & Sales, 2004; Misra et al.,2003). When understanding and studying the needs and efficiency of the Institution, it is important to assess the existing university-based academic and social support services. There are several academic service and outreach programs that are currently provided by University of New Hampshire for the welfare and smoother transition of International Students . The academic support program that is specifically designed for International Students include Global Student Success Program (GSSP) formerly known as Navitas. It is not mandatory for all International Students to undertake this pathway if they have met the Undergraduate requirements. However, if not, then students can undertake GSSP programs. GSSP is a pathway program that caters to International Students with different levels of academic and English

proficiency. In order to fully advanced into the UNH degree programs, International Students goes through at least two semester GSSP depending the English proficiency of the student. In the pathway program, the courses are taught in the small classrooms among other International Students under GSSP program. There are other International Students outreach programs includes Office of International Students and Scholar (OISS) provides and cater services on immigration advising and legal paperwork process to all the International Students and Scholars on F-1 visa. Not only limited catering these legal works, it also further provides an orientation programs for new students and serves as liaison between student and the university and the international sponsoring offices. Additionally, they also offer opportunities for International Students to immerse in American culture and share their own traditions with others by providing programs such as Buddies Without Borders, Culture Connections and Diversity Events such as Teas and Coffee around the World. Likewise, they also host outings to big cities like Boston and New York. With the purposes of sharing cultural traditions and reducing the distance between domestic and international students, UNH Memorial Union Buildings (MUB) has catered many international festivals hosted on campus by UNH approved Multicultural clubs for the purposes of sharing cultural traditions and reduce the cultural distance between domestic and international students.

Thus, such academic and cultural orientation programs and services provided by the institution can be considered helpful in assisting international students to transition successfully( Zhai, L., 2002). Regardless of the services and sources given, international students often fail to take advantage of the programs in the institution because of the cultural differences, academic pressure, and isolations from the community. This has often resulted in international students not

being aware or failing to take advantage of the programs in the institution. (Wan et al, 1992). Subsequently, the study of 263 colleges and universities has found that 56% of the public institutions provided programs specifically for the international students. Among them 27% has stated to be very effective while 48% felt the program were somewhat effective. (Noel-Levitz, 2013) Therefore, recognizing the student's needs and aware of how International Students utilize these programs can better help institution to better facilitate and made adjustments to their programs. In order to successfully enhance the existing programs and help them facilitate during their study, it is important to identify what are the important factors for international students that they believe in achieving during their academic year at University of New Hampshire (Spencer ,2016)

### **Challenges Identification**

There are many obstacles that International Students have faced during their four-year study at the Universities in America. According to Zeszotarski (2003) study, he has identified their major motivation for studying in the American Universities includes academic values such as foreign language, improvement of career prospects, status of an overseas degree along with other factors such as self-development, wide range of educational opportunities and availability of technology and research programs .

In the same manner, Tashakkori (2013) had indicated some challenges of international students related to academics and education goal. He has opined that there are some underlying needs that are non-academic needs and are closely related to support service such as living conditions, finances, social interactions and acculturations issues. These difficulties and

challenges can adversely affect the individual experiences and academic goals. Failing to overcome and adjust successfully can result in their present goal. With that being said, it is also discovered that there is a variance in International students adjusting towards toward the new surroundings with some adjusting easily while some finds it hard. (Wang, 2009). There are many factors that significantly play roles in adjustment and can be related to age, gender, English Proficiency, personality variables, such as interpersonal skill and flexibility. Consequently, it is noted that since International students have come from a diverse cultures and geographical locations , food, language, behaviour, values, social interactions and education system resulted in the difference Personality. Due to this, it also suggest a possible overarching framework for the variance in adjustment level. (Wang, 2009)

Language challenges makes its particular difficult to engage in discussion and communicate effectively in the classroom Andrade (2005) has highlighted Academic obstacles such as English proficiency, the expectation of class participation, language skills along with culture obstacles such as unfamiliarity with American culture as main challenges faced for international students. Similarly studies by Boyer and Sedlacek (1998) reported that compared to domestic students, international students experience more challenges in academic and social adjustments.

Notably it is found that due to the academic challenges such as lack of English Language proficiency it has lead to social isolations of international students as well as creating less social contact and interaction with faculty (Cheng, Myles & Curtis , 2004). Although English Language is prominently mentioned as an Academic obstacles in other studies , Trice (2003) has supported that there are significant number of issues under Academic challenges and are not being aware

by the faculty members as they do not directly linked to them regardless of being quite sensitive factors. In fact Chen, 1999; Deressa & Beaver, 1988; Parr, Bradley, & Bingi, 1992) has included earning satisfactory grades, understanding lectures, questioning the relevance of the course work to their home country and their future career in their survey under Academic challenges. In addition to having to study academic subjects in a second language which requires time commitment, International student may feel forced to choose between having a social life and also doing well in their academics.

Social and Cultural challenges included homesickness, cultural misunderstandings, culture-shock and language barriers (Spencer, 2016). Notably Cultural stress is an obstacles fundamentally to the wellbeing of international students, particularly where the home and the host countries are culturally distant. Similarly, many international students find adjusting into the new cultures different from those of their home country. (Russell, Thomson & Rosenthal, 2008). In order to understand the factors that influences the culture differences in their study, Hofstede dimension was used as a fundamental framework. With regards to cultural dimension, american and asian cultures are significantly different as american are characterized as individualism and asian as collectivism dimension. This explained the unique difficulties international Student experience during their experience in U.S. (Russell, Thomson & Rosenthal, 2008 ).

In the study of measuring culture stress of international student, Russell, Thomson & Rosenthal (2008) has developed a survey concerning on Social Connectedness, Sense of belongings and their demographic. Correspondly, Chen's research indicated that students who have experienced good relationships with the host culture experience positive influences on their relationship and considered themselves to be insider , whereas, students who failed to build connections felt like



an outsider. Therefore, sense of belonging and connectedness plays a vital role for international students to transition to insider. As a matter of fact, this belonging and connectedness can be achieved with the program and efforts from one's institution. (Chen , 1996). Overall it is seen that international students face challenges during their study in the United States. With this in mind, the study will focus on factors such as their academic and social challenges of International Students at the University of New Hampshire and how the university can make their experience more meaningful.

### **Research Question**

The objective of this research is to gain insights of challenges experienced by international students regarding the academic and social aspects and also other difficulties, identify the effectiveness of the institutional programs provided by the university and the degree to which international students perceive their campus to be supportive of their functional, emotional and social needs. Lastly, the research also measures student satisfaction with their overall collegiate experience.

These questions are asked to guide the study;

1. What are the major challenges do international students face during their academic year at UNH?
2. Which of the programs & institution support services are mostly used by International students to cope with their unique challenges and to achieve their dreams? To what extent is the international student aware of the program that is specifically catered toward

international student and do they participate in those programs help them cope with their Social & Cultural Challenges.

3. To what degree is the international student perceive their campus to be supportive of their Functional, Emotional and Social values? Moreover, which of the following values have most influences over the satisfaction of the institution.

### **Methodology**

To fulfill the gap in the research, the researcher utilizes both quantitative research ( In-depth Interview) and a qualitative research method (Survey). In this study, Qualitative research is used to understand the individual perspective on their experiences. Specifically, qualitative research provides a unique perspective and is suggested to be the most appropriate tool to explore as this study examines international student's experiences at UNH. By exploring the issue and problems can provide insights and enable us to understand the problems on a deeper level. (Creswell, 2007).

After receiving written approval from the Institutional Review Board (IRB) to proceed with my In-depth Interviews ( see Appendix A), flyers were distributed in the residence hall of Fairchild Hall where the majority of international student resides. In-depth interviews were conducted with five UNH undergraduate international students and were given with a set of open-ended questions regarding their Academic & Social challenges, utilization of academic & non-academic program to cope with their problems, awareness on services that are specifically catered towards them. Then concluding questions pursued the single factor they want to achieve out of UNH. The participants were encouraged to elaborate or clarify the responses received by the researcher. Some of the questions were adapted from the similar case (Spencer, 2016) that

studied both institutional and personal perception of the international students and was modified accordingly to the overall environment of UNH (see Appendix B). Then the questions followed regarding their difficulties and coping mechanism on the difficulties. The responses collected from the interview is used to design the survey, and ensure its relevance among UNH international students.

A 22 survey question was developed from the literature regarding international student challenges, specific issues regarding the academic and social difficulties, and the perceived values on the institution. The question regarding their perceived values on the institution was taken from the survey questioned designed by (Ledden, Kalafatis, Samouel, 2007) in their study of adaption of the relationship between personal values and perceived value of education.

The survey was designed on UNH licensed web-based survey and data analysis service; Qualtrics. (See Appendix C). The estimated total enrollment at the University of New Hampshire for an undergraduate international student is currently 670 students. The survey goal was to obtain approximately at least 70 students responses. After receiving an approval letter from the Institutional Review Board (IRB) to proceed with the survey (see Appendix A), I contacted the Office of International Students and Scholars and informed about the study of the study. With the assistance and cooperation from the OISS, the survey link was posted on the official Facebook page of OISS.

Moreover, an invitation was also emailed to the international students living at Fairchild dorm and flyers were posted on the social media of researcher along with the link. The duration of data collection lasts for two weeks. As the study population was very low and hard to reach,

students were entered into a raffle to win one of six gift cards from nearby restaurants as an incentive and gained higher responses. In total, 105 responses were collected. After cleaning and filtering the data and including the respondents that have fully completed the survey, 74 responses were usable responses which gave a total return rate of 105%. The responses received from Qualtrics were exported and organized using the SPSS software.

### **Population and Sample Selection**

The population for the study only consist of an international student from the University of New Hampshire. According to US Citizenship & Immigration Services, International Students is a person who is authorized by the US Immigration and Naturalization Services to enter and reside in the United States of America for educational studies. This authorization is granted in the form of student visa (either F1 student or J 1 exchange student visa) must be enrolled as a full-time student at an accredited institution that will result in a degree. The term “ international students” does not include students who are legal permanent residents (green-card holders) of the United States. In this study, there will be two different groups of an undergraduate international student in this study; traditional international students and international students that integrate into UNH with conditional admission programs such as ESL program and Global Student Success Program (GSSP ) as there is a possibility of differences in their experiences and perspectives.

### **Demographics & Characteristic of the Respondents**

Among the 74 students, 74 percent of the International Students have undergone through GSSP while the remaining 26 percent have undergone through OISS to progress to the

University of New Hampshire. It is also seen that there is a small margin difference in gender ratio with 47 percent Male respondents to 53 percent of female respondents. The majority of the respondents, 43 percent were in their senior year at the University of New Hampshire, followed by 29 percent Junior students, 22 percent Sophomores, and 7 percent Freshmen in the study. The highest percentage of respondents, 50 percent were from Peter T. Paul College of Business and Economics (PAUL), followed by 23 percent of College of Engineering and Physical Sciences (CEPS) students, 14 percent College of Liberal Arts (COLA) students, and 9 percent of College of Life Science and Agriculture (COLSA) students. The majority of the respondents are living on-campus residential hall (65 percent) while the remaining (26 percent) are living Off-Campus.

### **Focus Group Results**

Focus group is conducted with five undergraduate International Student participated in this in-depth interview. There were given a set of questions to learn more about the unique challenges they faced during their academic year at UNH, coping strategies for their challenges, social & academic support programs they used and the single most crucial factor they wish to achieve during their experiences at UNH. Accordingly, five significant categories of difficulties emerged from coding the in-depth interview results. The challenges include 1) fitting in socially, 2) Academic Success, 3) Language Proficiency, 4) Health Concerns, 5) Financial Concerns. The results were not different across gender. However, some differences correlated with years of residence.

Five participants (100%) have all expressed their cultural challenges and social pressure. These participants have mentioned that their first semester year was a bit challenging as they were not very confident with the language or used to interacting with domestic students. Some participants noted that they find challenging and isolated in some social setting as they were hesitant to get into the conversation. They added that they were anxious that what they intend to speak might be lost in translation and unintentionally offend others. One of the participants has expressed her anxiety due to being a person of color. The participant mentioned that as an international student and a person of color, the participant, was very self-conscious which have prevented him/her from interacting with classmates , especially in a large classroom setting.

In coping with the challenges, most participants found joining clubs or taking a leadership position in Social and Academic programs to be helpful. It is seen that all the participants have either joined clubs in the first semester or second semester of their freshman year. They agreed that joining multicultural clubs and or campus activities clubs has helped them learn more about the cultural difference and also increase their confidence level in joining the conversation. One participant has expressed that being in a TA position has allowed his/her to be more comfortable with making conversations and also improve his/her academic challenges. Three participants have also mentioned that being a Residential Assistance has allowed them to boost their confidence and make meaningful friendships with the residence during the dorm socials.

In terms of Academic challenges, all participants have expressed working with a group to be challenging. One participant stated, “Every class has group project assignments and how I

learned my lesson back in my high school were mainly memorization and regurgitation it on the exam paper, and all of it was an individual effort.” Similarly, another participant perceived this as a handicap, especially when writing a paper since they took a longer time than the natives.

Like in the Manner, one respondent has expressed their difficulties and hesitation to approach the faculty member especially during their first semester at UNH. However, after witnessing the friendly interaction between classmates and professor, one student mentions about his/her realization that professor is willing to help if you tell them but will not know what your challenges are unless you ask for help. It is clear that these problems are often misunderstood as academic challenges as these should be addressed in the context of Social & Cultural differences. Other challenges that were commonly brought up by the participants that they faced during their first semester was catching up what the professor says, especially when they talk fast. It is quite unmanageable for the participants as they often find it hard to comprehend what the chapter is about.

In coping with these academic problems, most participants mentioned about going to TA hours and MAC center. However, one student expressed that he/she coped through academic problems by joining social clubs and major related clubs. He/She has a hard time not only writing papers in the second language but also stress about choosing a major. The participant said “ I have joined many social clubs not only because it is fun because some seniors have the same major or taken the courses and they have gone through what we are facing. So I ended up making friends with them and asked for help whenever I am lost.” Moreover, many of the participants have

mentioned using non-academic programs as a coping mechanism for academic problems, and none of the participants has found academic challenges hindering from exploring and joining non-academic activities.

When asking about the single most important factor they wish to achieve during their academic year at UNH; these are the following areas they mention, 1) Gaining hands-on-experiences to help them in their Career Trajectory, 2) Networking with a diverse set of people on campus, 3) Gaining knowledge on variety of subjects and 4) Getting a degree. This has questioned how international student perceived their campus to be supportive of their factor they want to achieve in areas such as Functional, Emotional and Social Value.

## Survey Results

Respondents were asked to select the challenges and concerns they faced during their stay at UNH. The concerns provided were 1)Fitting in socially, 2) Academic Success, 3) Language Proficiency, 4) Health Concerns, 5) Financial Concerns. Among the 74 respondents, Fifty-seven respondents (77%) identified *Fitting in socially* to be a concern while seventeen respondents (23%) did not find it as a concern. Table (1) shows the distribution of Respondents concern about *fitting in socially*.

Fitting in socially					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	17	23.0	23.0	23.0
	Yes	57	77.0	77.0	100.0
	Total	74	100.0	100.0	

Table 1 : Distribution of Respondents concern about fitting in socially



Likewise, Forty-one respondents ( 55.4%) identified *Academic Success* to be a concern while Thirty-three respondents (44.6%) did not find it as a concern. Table (2) shows the distribution of Respondents concern to *Academic Success*.

Academic Success					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	33	44.6	44.6	44.6
	Yes	41	55.4	55.4	100.0
	Total	74	100.0	100.0	

Table 2: Distribution of Respondents concern about Academic Success

There is an equal distribution for concerns on Language proficiency. Thirty-seven respondents have identified Language Proficiency to be a concern, and the Thirty-seven remaining respondents did not find it as a concern. Table (3) shows the distribution of Respondents concern to Language Proficiency .

Language Proficiency					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	37	50.0	50.0	50.0
	Yes	37	50.0	50.0	100.0
	Total	74	100.0	100.0	

Table 3: Distribution of Respondents concern about Language proficiency

Nineteen respondents ( 25.7%) identified *Health Concern* to be a concern while Fifty-five respondents (74.3%) did not find it as a concern. Table (4)shows the distribution of Respondents concern to *Health Concern*.

Health Concern					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	55	74.3	74.3	74.3
	Yes	19	25.7	25.7	100.0
	Total	74	100.0	100.0	

Table 4: Distribution of Respondents concern about Health Concern

Twenty-two (29.7%) identified *Financial Concern* to be a concern while Fifty-two respondents (70.3%) did not find it as a concern. Table (5) shows the distribution of Respondents concern to *Financial Concern*.

Financial Concern					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	52	70.3	70.3	70.3
	Yes	22	29.7	29.7	100.0
	Total	74	100.0	100.0	

Table 5: Distribution of Respondents concern about Health Concern

To determine the specific problems of Academic Success, Anova was performed across the group (Academic Success and the statements on Academic Challenges). The Anova table output shows whether there is a statistically significant difference between groups. In this case, it is seen that there is a statistically significant difference between Academic Success to statements; *I have difficulties in approaching academic faculty members regarding my academic, I find my classes very challenging and difficult, I find my classes very challenging and difficult, I find it challenging to work with groups in class, My academic challenges have hindered me from exploring non-academic activities, and The transition to study at UNH was challenging for me* as the Sig. value for the following statement are less than ( $p=.05$ )

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
I have difficulties in understanding what my professor says.	Between Groups	3.369	1	3.369	3.194	.078
	Within Groups	74.878	71	1.055		
	Total	78.247	72			
I have difficulties in approaching academic faculty members in regarding my academic.	Between Groups	6.766	1	6.766	5.046	.028
	Within Groups	95.207	71	1.341		
	Total	101.973	72			
I find my classes very challenging and difficult.	Between Groups	7.812	1	7.812	7.124	.009
	Within Groups	77.859	71	1.097		
	Total	85.671	72			
I find it challenging to work with groups in class.	Between Groups	6.969	1	6.969	5.171	.026
	Within Groups	95.688	71	1.348		
	Total	102.658	72			
My academic challenges have hindered me from exploring non-academic activities.	Between Groups	11.754	1	11.754	10.136	.002
	Within Groups	82.329	71	1.160		
	Total	94.082	72			
The transition to study at UNH was challenging for me.	Between Groups	8.761	1	8.761	6.203	.015
	Within Groups	100.280	71	1.412		
	Total	109.041	72			

Table 6: One-Way Anova between Academic Success and the statements on Academic Challenges

Likewise, Anova is performed across the group ( Fitting in Socially and the statements on Social Challenges). The Anova table output shows that there is a statistically significant difference between *Fitting in Socially* and all the statements; *I feel there are some cultural barriers to fit into the community, I feel isolated sometimes when I am around the campus community , I am treated differently in social situations, I feel challenged to fit into the campus community, and Adjusting to American culture was challenging for me* as the Sig.value for the following statement are less than ( $p=.05$ ).

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
I feel there are some cultural barriers to fit into the community.	Between Groups	20.211	1	20.211	16.300	.000
	Within Groups	88.035	71	1.240		
	Total	108.247	72			
I feel isolated sometime when I am around the campus community.	Between Groups	20.914	1	20.914	15.286	.000
	Within Groups	97.140	71	1.368		
	Total	118.055	72			
I am treated differently in social situations.	Between Groups	10.598	1	10.598	9.188	.003
	Within Groups	81.895	71	1.153		
	Total	92.493	72			
I feel challenged to fit into the campus community.	Between Groups	12.521	1	12.521	11.401	.001
	Within Groups	77.973	71	1.098		
	Total	90.493	72			
Adjusting to American culture was challenging for me.	Between Groups	16.845	1	16.845	11.766	.001
	Within Groups	101.648	71	1.432		
	Total	118.493	72			

Table 7: One-Way Anova between Fitting in Socially and the statements on Social & Cultural challenges.

### Involvements & Programs

The University of New Hampshire has presented various services and programs on academics, career development, Social and cultural events, etc. for all the students on campus. Likewise, it is also interested in the programs & institution support services that are mostly used by International students. The table 8 shows the frequencies of the institutional support services used by International students. Campus Activities or Event attendance has the highest involvement by the respondents with 59 students followed by Academic or Professional Organization (49 students), On-campus employment (38 students), Orientation Leader (34 students), Honor Society (21 students), Club or Intramural Sports (21 students), etc. The least programs that were joined by International Students are Greek-letter organization with 5 students and Student Government with 4 students respectively.

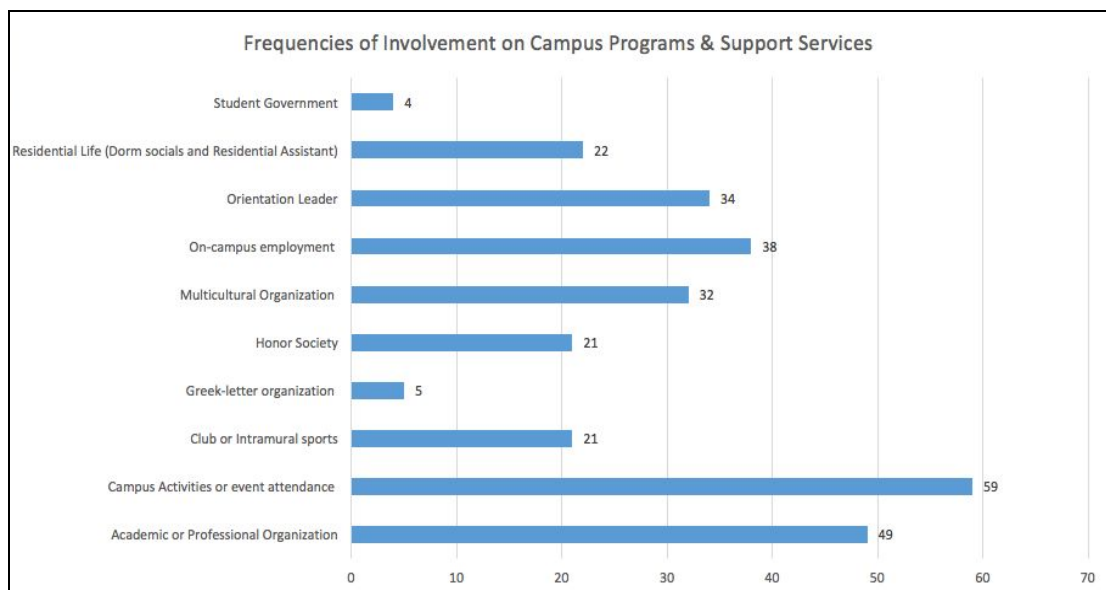


Table 8: Frequencies of the institutional support services used by International students

To determine the effectiveness of the Academic and Non-academic programs, the respondents were asked to rate on the helpfulness of each program in coping with their Academic Challenges on 5 point Likert scale from 1: Not helpful to 5: Very helpful. The higher the mean, the more effective the program is. The respondents who does not used the services or program are filtered out in the data. Table (9) depicts that the means and standard deviations of the scores from each following programs. Multicultural Organization, Academic or Professional Organization, and Campus Activities or Event attendance have the highest mean and therefore most helpful in helping respondents cope with their Academic Challenges. This is then followed by Orientation Leader, Residential Life & Dorm Social, Club or Intramural sports, Honor Society, Greek-letter organization and Student Government.

**Effectiveness of the programs in helping International Student cope with their Academic Challenges**

	Minimum	Maximum	Mean	Std. Deviation
Academic or Professional Organization	1.00	5.00	4.0833	1.01333
Campus Activities or Event attendance	1.00	5.00	4.0625	1.00593
Club or Intramural Sports	1.00	5.00	3.6563	1.23417
Greek-letter organization	1.00	5.00	3.0000	1.27242
Honor Society	1.00	5.00	3.2353	1.41547
Multicultural Organization	1.00	5.00	4.2439	.96903
Orientation Leader	1.00	5.00	3.9524	.96151
Residential Life & Dorm Social	1.00	5.00	3.7714	1.21476
Student Government	1.00	5.00	2.9500	1.43178
Valid N (listwise)				

Table 9: Effectiveness of the programs in helping International Student cope with their Academic Challenges

Likewise, it is also interesting in how helpful each program are in coping with their Social Challenges. Therefore, they were also asked to rate respondents were asked to rate on the helpfulness of each program in coping with their Social Challenges on 5 point Likert scale from 1: Not helpful to 5: Very helpful. Table (10) depicts that the means and standard deviations of the scores from each following programs. There is a similar result as compared to the above Table 9, Multicultural Organization, Orientation Leader and Campus Activities or Event Attendance have the highest mean . Moreover, it is also seen that there is a slight increase in Multicultural Organization, Orientation Leader and Residential Life & Dorm Social indicating the program being more helpful in coping with their Social & Cultural Challenges.

	Minimum	Maximum	Mean	Std. Deviation
Academic or Professional Organization	1.00	5.00	3.8475	1.18632
Campus Activities or Event Attendance	1.00	5.00	4.1912	.91842
Club or Intramural Sports	1.00	5.00	3.5455	1.22706
Greek Letter-Society	1.00	5.00	3.2174	1.38027
Honor Society	1.00	5.00	3.0313	1.51305
Multicultural Organization	1.00	5.00	4.3265	1.00805
Orientation Leader	1.00	5.00	4.1500	1.05125
Residential Life & Dorm Social	1.00	5.00	3.9211	1.17131
Student Government	1.00	5.00	3.2381	1.57812
Valid N (listwise)				

Table 10: Effectiveness of the programs in helping International Student cope with the Social & Cultural Challenges

In spite of such ample of University support programs, it is also essential to see the differential reliance by International Student on support programs that are specifically catered for the well-being of International Students (e.g., peer-pairing programs, Cultural sharing programs and, etc.) This finding could help create programs and also allows UNH faculty members to facilitate programs that can better support the students. The Table 11 shows the frequencies of the support programs used by International students. The top three highest programs used by International students are Cultural Connection with 49 students, followed by International Circle with 41 students, Buddies Without Borders with 35 students.

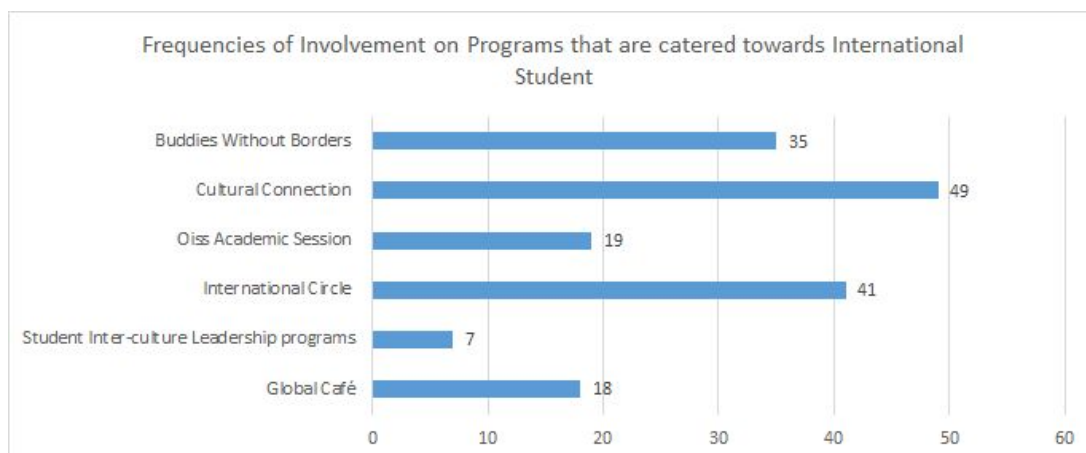




Table 11: Frequencies of Involvement on Programs that are catered towards International Student

Moreover, Respondents were asked to rate on the helpfulness of the Academic and Non-academic programs catered towards International Students on a 5 point Likert scale from 1: Not helpful to 5: Very helpful. The higher the mean, the more effective the program is. The respondents who do not use the services or program are filtered out in the data. Table 12 depicts that the means and standard deviations of the scores from each of the following programs. Cultural Connection, OISS academic session, and Student Intercultural Leadership has the highest mean and therefore indicated to be most helpful in helping respondents cope with their Academic Challenges. However, there is no big difference between each means across all of the programs.

<b>Effectiveness of the programs in helping International Student cope with their Academic Challenges</b>				
	Minimum	Maximum	Mean	Std. Deviation
Global Cafe	1.00	5.00	3.2500	1.36783
Student Intercultural Leadership programs	1.00	5.00	3.3478	1.46501
International Circle	1.00	5.00	3.2500	1.33493
OISS academic session	1.00	5.00	3.7241	1.25062
Cultural Connection	1.00	5.00	3.6792	1.28263
Buddies Without Border	1.00	5.00	2.9744	1.44162
Valid N (listwise)				

Table 12: Effectiveness of the programs in helping International Students cope with their Academic Challenges.

When analyzing the helpfulness of the programs on the International Student Social & Cultural Challenges, It is seen in Table 13 there is a higher mean across the programs compared to when respondents utilizing to cope with their Academic Challenges, therefore indicating that Programs catered towards International Students are more effective in helping them cope with their Social & Cultural Challenges.



<b>Effectiveness of the programs in helping International Student cope with their Social &amp; Cultural Challenges</b>				
	Minimum	Maximum	Mean	Std. Deviation
Global Cafe	1.00	5.00	3.6452	1.25295
Student Intercultural Leadership programs	1.00	5.00	3.6800	1.43527
International Circle	1.00	5.00	3.9565	1.09456
OISS academic session	1.00	5.00	3.6667	1.30089
Cultural Connection	1.00	5.00	4.2586	1.08515
Buddies Without Border	1.00	5.00	3.8537	1.37042
Valid N (listwise)				

Table 13: Effectiveness of the programs in helping International Student cope with their Social & Cultural Challenges.

### **Functional Values, Emotional Values and Social Values.**

Specifically, educators indicate that an increased realization that value can offer the means by which to evaluate and tailor educational offering that optimize their higher education experiences( Hannaford et al.,2005, Unni, 2005). In order to measure the perceived value of the Institution, three values; Functional Values, Emotional Values and Social Values survey questionnaire were extracted from (Ledden, Kalafatis, Samouel, 2007) in their study of adaptation of the relationship between personal values and perceived value of education and modified correspondingly to the university context. After measuring each value perceived by respondents, the study will identify the values that are a significant determinant of satisfaction.

#### **Functional Values**

Functional Values statement were presented to the respondents in the questionnaire. Functional value in this context is related to International Students' expectation on the Institution

and that their study will help them gain employment and better career in the future (LeBlanc and Nguyen, 1999). In this study a 5-point Likert scale is used with 1: Strongly Disagree- 5: Strongly Agree for all statements of Values. The table 14 depicts that the statement “ Taking my courses at UNH has contributed to my personal development” has the highest mean.

<b>Functional Values</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
My degree/university will allow me to achieve my career goals.	74	1	5	3.84	.759
The knowledge that I have acquired on in my college will contribute me in my future career.	74	2	5	4.01	.767
Taking my course at UNH has contributed to my personal development.	74	3	5	4.05	.738
My degree will allow me to earn a better salary.	73	1	5	3.97	.881
Valid N (listwise)	73				

Table 14: Means and Standard Deviation for Functional Values

Moreover, cross tabulation is run between the statement “Taking my courses at UNH has contributed to my personal development” and the class standing of the respondent. The table 15 shows the relationship between the statement “ Taking my courses at UNH has contributed to my personal development” and the class standing is statistically significant at the .05 level. Table 16 depicts that Seniors are more likely to agree that taking courses at UNH has contributed to their personal development compared to other class standings.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.676 <sup>a</sup>	6	.048
Likelihood Ratio	14.153	6	.028
Linear-by-Linear Association	3.705	1	.054
N of Valid Cases	74		

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is 1.22.

Table 15: Chi- Square Test

		Taking my course at UNH has contributed to my personal development.			Total	
		3	4	5		
What is your class standing?	Freshman	Count	0	3	2	5
		% within What is your class standing?	0.0%	60.0%	40.0%	100.0%
	Sophomore	Count	8	7	1	16
		% within What is your class standing?	50.0%	43.8%	6.3%	100.0%
	Junior	Count	5	11	5	21
		% within What is your class standing?	23.8%	52.4%	23.8%	100.0%
	Senior	Count	5	13	14	32
		% within What is your class standing?	15.6%	40.6%	43.8%	100.0%
Total		Count	18	34	22	74
		% within What is your class standing?	24.3%	45.9%	29.7%	100.0%

Table 16: Cross Tabulation on Class Standing &amp; Taking course at UNH has contributed to my personal development.

Social Values statement were also presented to the respondents in the questionnaire. Social value in this context is related to International Student's expectations derived through interpersonal/group interactions and value received from forming friendships while pursuing their degree at the institution. The table 17 shows the distribution of the means of the statement and "My friends and faculty have made a positive impact on me" has the highest means and the respondents are more likely to agree with the statement. However, respondents are more likely to be neutral about the statement "My university has provided me to meet diverse people on

campus.” Considering that respondents living on campus is likely to meet more people on campus , I examined whether the outcome of the statement “ My university has provided me to meet diverse people on campus” differed by place of residence. Therefore , cross tabulation is run between the statement “My university has provided me to meet diverse people on campus” and the place of residence to see if there is a relationship . The Chi-Square Test Table 18 has shows that there is no significant between respondents living on-campus and off-campus respect to the statement of “My university has provided me to meet diverse people on campus.”

<b>Social Values</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
My university has provided me to meet diverse people on campus .	74	1	5	3.27	1.327
The university has provided me with positive social interaction with my peers and my surroundings.	74	1	5	3.30	1.213
Gaining diverse friends and building Network is important for me.	74	2	5	3.97	.921
My friends and faculty have made a positive impact on me.	74	1	5	4.04	.928
Valid N (listwise)	74				

Table 17: Means and Standard Deviation for Social Values

<b>Chi-Square Tests</b>			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.338 <sup>a</sup>	4	.362
Likelihood Ratio	4.638	4	.326
Linear-by-Linear Association	1.119	1	.290
N of Valid Cases	74		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 2.81.

Table 18: Chi- Square Test

Emotional Values statement were also presented to the respondents. In these contexts, the Emotional Value is associated with an individual's value realized through the student's sense of gladness and self-fulfillment in taking their courses at the University of New Hampshire. Table 19 shows that the statement "I am very proud that I have supportive friends and community here at UNH" has the highest mean compares to other statements. While the statement "Taking classes and studying at UNH has boosted my self-confidence" has the lowest mean. However, overall it is seen that the Emotional Value is fairly high as the means of the statement is more than 3.5.

<b>Emotional Value</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Taking classes and studying at UNH has boosted my self-confidence.	74	1	5	3.66	.983
Taking classes and studying at UNH has give me a sense of self-achievements.	74	1	5	3.81	.917
Achieving towards my degree fulfills my ambition.	74	2	5	3.97	.921
I am very proud that I have supportive friends and community here at UNH.	74	2	5	4.05	.842
Valid N (listwise)	74				

Table 19: Means and Standard Deviation for Emotional Values

Later, the multiple regression was employed to study the values that have confounding influence on overall satisfaction. The dependent variable is the overall satisfaction of the respondent. The independent variables are Functional Values, Social Values, and Emotional Values. The model summary table 20 tells us that the regression model explains 17.8 % of the variance on overall satisfaction. The "ANOVA" Table 21 tells us that F is statistics is significant at ( $P < .05$ ). The Table 22 indicates that Functional Value is significant predictors of the overall variables at the .05 level.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.461 <sup>a</sup>	.212	.178	.79976

a. Predictors: (Constant), Mean\_Emotiona  
Mean\_Functional, Mean\_Social

Table 20 : Model Summary

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.891	3	3.964	6.197	.001 <sup>b</sup>
	Residual	44.134	69	.640		
	Total	56.024	72			

a. Dependent Variable: Mean\_Satisfaction  
b. Predictors: (Constant), Mean\_Emotiona, Mean\_Functional, Mean\_Social

Table 21: Anova

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.688	.677		1.017	.313
	Mean_Functional	.483	.191	.315	2.527	.014
	Mean_Social	.182	.156	.174	1.169	.247
	Mean_Emotiona	.065	.177	.057	.369	.713

a. Dependent Variable: Mean\_Satisfaction

Table 22: Coefficients of the Variables

### Limitation

This study has several limitations. The samples that are drawn the representative of undergraduate international students at the University of New Hampshire and do not focus on the student's country of origin. Therefore, the results might differ if there is a more geographical diversification of respondents in the survey. Likewise, international students from different

backgrounds and countries may differ in ways that affect their concerns, their engagement, their perceived values, and their satisfaction during their academic year at UNH.

Lastly, the multiple regression models employed in the study have relatively low R-square, therefore the independent variables and the control variables together only explained a small portion of the variances of engagement measures. Moreover, there can be variables that have a significant effect on overall satisfaction and are not included in the models.

### **Conclusion and Recommendation**

This study identified the challenges of undergraduate international students face and describe their reliance and engagement on University services & programs as well as on specialized support programs for international students and evaluate student's experiences. Moreover, it identifies the effectiveness of the services and programs offered and the student's overall perceived values on the institution.

In the study, it is seen that International students enrolled in the University of New Hampshire were mostly concerned with the challenges of Fitting in socially. This challenge was followed by academic success, language proficiency, financial concern, and health concerns. Additionally, students identified the problems and challenges of overcoming the cultural barriers and adjusting to American culture as a Social Concern.

Moreover, when Respondents express their concerns on Academic Success, they have indicated their difficulties in approaching academic faculty members, working with group

members and the transition of the American curriculum in their studies. Although these challenges are concerned with Academic issues, it should also be addressed in the context of Social & Cultural differences.

Despite the findings in the literature Review that International student tends to underutilized support services & programs, it is discovered that there is a high rate of engagement across most of the programs provided by the university. To cope with academic challenges, it is seen that respondents are not only engaging in academic and professional organization but extend towards non-academic programs; Campus Activities, Club or Intramural Sports and Multicultural Organization and Leadership positions such as Residential Life, Student Government, and Orientation Leader.

In coping with their social challenges, the engagement pattern for the programs and services were similar to the programs that they have used to cope with their academic challenges. Comparatively, they find that engaging in those programs and services tend to be more helpful and useful in coping with their Social challenges as to coping with their Academic challenges.

Compared to general programs and services UNH offered, the engagement rate for the specialized support programs for international students is similar to the general support services and programs for University student as well. Moreover, the data indicates that the specialized support programs for international students are overall effective and helpful in coping with their social challenges as compared to academic challenges. The higher engagement across all the



programs and services explains that the university is making a great effort in helping international students to engage and acclimate to the program purposefully. Likewise, researchers explain that international students tend to be more actively engaged in college activities and identify more with a university when they receive university-based support. (Cho & Yu, 2015). It is further recommended that the orientation educates and provide information to newly enrolled students to inform and acclimate to the program.

Regarding the perceived values, it is seen that International student perceived higher Functional values when pursuing their degree at UNH compared to emotional values and social values. Class standing was significant concerning the context of Functional values. Upperclassmen are reported to perceive higher personal development from taking a course at UNH. Moreover, based on the multiple regression model against three independent variables; Functional Values, emotional values, and social values. Functional values is found to be a significant predictor of overall satisfaction of the university. From the focus groups, one of the factors they wish to achieve in the institution is to gain hands-on experience that will help them in their career trajectory. Given that functional values to be a significant predictor of satisfaction, the institution can provide more programs and services related to the functional values such as professional development workshops and programs, guiding with job seeking opportunities and education and major-related conferences that will increase the outcomes of function value and overall satisfaction as well.

**Appendix A : IRB Approval for conducting In-depth Interview & Survey**

University of New Hampshire  
Research Integrity Services, Service Building  
51 College Road, Durham, NH 03824-3585  
Fax: 603-862-3564

01-Apr-2019

Aung, Win Phyu Phyu  
Marketing, Paul College  
67 Main Street  
Durham, NH 03824

**IRB #:** 8055

**Study:** The Challenges International Student Faces when Integrating Into University of New Hampshire

**Approval Date:** 29-Mar-2019

The Institutional Review Board for the Protection of Human Subjects in Research (IRB) has reviewed and approved the protocol for your study as Exempt as described in Title 45, Code of Federal Regulations (CFR), Part 46, Subsection 104(d). Approval is granted to conduct your study as described in your protocol.

Researchers who conduct studies involving human subjects have responsibilities as outlined in the attached document, *Responsibilities of Directors of Research Studies Involving Human Subjects*. (This document is also available at <http://unh.edu/research/irb-application-resources>.) Please read this document carefully before commencing your work involving human subjects.

Note: IRB approval is separate from UNH Purchasing approval of any proposed methods of paying study participants. Before making any payments to study participants, researchers should consult with their BSC or UNH Purchasing to ensure they are complying with institutional requirements. If such institutional requirements are not consistent with the confidentiality or anonymity assurances in the IRB-approved protocol and consent documents, the researcher may need to request a modification from the IRB.

Upon completion of your study, please complete the enclosed Exempt Study Final Report form and return it to this office along with a report of your findings.

If you have questions or concerns about your study or this approval, please feel free to contact Melissa McGee at 603-862-2005 or [melissa.mcgee@unh.edu](mailto:melissa.mcgee@unh.edu). Please refer to the IRB # above in all correspondence related to this study. The IRB wishes you success with your research.

For the IRB,



Julie F. Simpson  
Director

cc: File  
Guo, Lin

## **Appendix C: In-depth Interview Questions (Moderator's Interview guide)**

### **Warm-up Questions:**

1. How are you doing today?
2. What is your Major?
3. How long have you been in this institution?
4. Have you gone through academic support programming or under pathway programs to progress to the University of New Hampshire?

Reason: International Student has two ways for entry into University; Either using GSSP ( formerly known as Navitas Program) or Undergraduate Direct Entry. GSSP is an under pathway program that most students undertake to progress into two years of the University of New Hampshire.

### **In-depth Questions:**

1. What are the difficulties that you face during your academic year at UNH or when integrating into UNH?
2. Are there any academic difficulties that you have faced during your academic year?
3. Has academic difficulties every hinder your experience to explore non-academic activities?
4. How have these academic challenges impacted you?
5. Can you describe how you have to cope with the academic problems or challenges during your undergraduate studies?
6. Can you describe any of the university's academic programs (academic programs /social programs ) which you used as an undergraduate student to help with your academic progress?
7. Can you share an example of any social challenges which has created difficulties during your academic year at UNH?

8. How do these social challenges impacted you in your daily challenges?
9. Are there any other forms of Social support programs that you used that has helped you academically?
10. How does it contribute to your academic success?
11. Reason: (To identify whether International Student find Academic program (or) Non-academic program useful as their coping mechanism towards their academic progress)
12. Are there any cultural challenges that you have faced or encountered during your experience as an undergraduate student?
13. Can you share any of the university support service or programming that have to help you overcome those challenges and contributed to your success? Regarding the academic, social, financial, career, etc.,
14. What do you feel has been the single most important factor that you believe in achieving during your experience at UNH?
15. (Anything from academically, socially or career-wise)

### Appendix D: Survey Questions

1) Which of the following applies to you?

- I am an International Student on F1 visa. (1)
- I am a Domestic Student. (2)

2) What challenges and concerns have you experienced during your stay at UNH? (Check all that apply)

- Fitting in socially (1)
  - Academic success (2)
  - Language Proficiency (3)
  - Health Concerns (4)
  - Financial Concerns (5)
  - Others Please Specify (6) \_\_\_\_\_
- 

3) Please indicate to what extent you agree or disagree with the following statement. 1: Strongly Disagree to 5 Strongly Agree.

	1	2	3	4	5
I have difficulties in understanding what my professor says. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have difficulties approaching academic faculty members regarding my academics (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find my classes very challenging and difficult. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it challenging to work with groups in class. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My academic challenges have hindered me from exploring non-academic activities. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The transition to studying at UNH was challenging for me. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4) Please indicate to what extent do you agree or disagree with the following statement. 1: Strongly Disagree to 5 Strongly Agree.

	1	2	3	4	5
I feel there are some cultural barriers to fit into the community. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel isolated sometimes when I am around the campus community. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am treated differently in social situations. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel challenged to fit into the campus community. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjusting to American culture was challenging for me. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5) Which of these programs are you involved or have you involved on campus? (Check all that apply)

- Academic or Professional organization (1)
- Campus activities or event attendance (2)
- Club or intramural sports (3)



7) To what extent do the programs listed help you in coping with your Social & Cultural challenges? Please indicate the following using the scale similar to 1: Not Helpful to 5 Very Helpful.

	1	2	3	4	5	Does not Applied (6)
Academic or Professional Organization (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus activities or event attendance (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Club or intramural sports (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greek-letter organization (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honor society (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multicultural organization (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orientation Leader (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residential Life & Dorms Social (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Government (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8) Which of the following programs below that are you aware of? (Check all that apply)

- Global Cafe (1)
- Student Intercultural leadership programs (2)
- International Circle (3)
- OISS academic session (4)
- Cultural Connection (5)
- Buddies Without Borders (6)





11) To what extent do the programs listed help you in coping with your Social & Cultural challenges? Please indicate the following using the scale similar to 1: Not Helpful to 5: Very Helpful.

	1	2	3	4	5	Does not applied (6)
Global Cafe (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Inter-Culture Leadership programs (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Circle (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OISS academic session (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural Connection (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddies Without Borders (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12) How did you feel about the following statement? Please indicate the following using the scale similar to 1: Strongly Disagree to 5: Strongly Agree.

	1	2	3	4	5
My degree/university will allow me to achieve my career goals. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The knowledge that I have acquired in my college will help me in my future career. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking my course at UNH has contributed to my personal development. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My degree will allow me to earn a better salary. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13) How did you feel about the following statement? Please indicate the following using the scale similar to 1: Strongly Disagree to 5: Strongly Agree.

	1	2	3	4	5
My university has provided me to meet diverse people on campus. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university has provided me with positive social interaction with my peers and my surroundings. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining diverse friends and building a network is important for me. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends and faculty have made a positive impact on me. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14) How did you feel about the following statement? Please indicate the following using the scale similar to 1: Strongly Disagree to 5: Strongly Agree.

	1	2	3	4	5
Taking classes and studying at UNH has boosted my self-confidence. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking classes and studying at UNH has given me a sense of self-achievement. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieving my degree fulfills my ambition. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am very proud that I have supportive friends and community here at UNH. (4)

15) How did you feel about the following statement? Please indicate the following using the scale similar to 1: Strongly Disagree to 5: Strongly Agree.

	Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat Agree	Strongly Agree
I am so far satisfied with my experiences at UNH. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My decision to choose UNH was a wise one. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNH has addressed the needs and issues of International Students. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16) How satisfied or dissatisfied are you with the university-sponsored extracurricular activities at this university?

- Very Satisfied (1)
- Satisfied (2)
- Neutral (3)
- Dissatisfied (4)

- Very Dissatisfied (5)

17) What is your gender?

- Male (1)
- Female (2)
- Other (3)
- Prefer not to respond (4)

18) What is your class standing?

- Freshman (1)
- Sophomore (2)
- Junior (3)
- Senior (4)

19) International Student has two ways for entry into University; either using GSSP (formerly known as Navitas Program) or Undergraduate Direct Entry.

Which of the following did you use to Progress to the University of New Hampshire?

- I have undergone through GSSP (1)
- I have undergone through OISS (2)

20) What is your College?

- College of Engineering and Physical Sciences (CEPS) (1)
- College of Liberal Arts(COLA) (2)
- College of Life Science and Agriculture(COLSA) (3)
- Thompson School of Applied Science (TSAS) (4)
- College of Health and Human Services (CHHS) (5)

- Peter T. Paul College of Business and Economics (6)
- School of Marine Science and Ocean Engineering (7)
- Undecided (8)
- Others, Please explain (9) \_\_\_\_\_

21) Which best describes where you currently live?

- On-Campus (Residence Hall) (1)
- Off-Campus (2)

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