

AN ABSTRACT OF THE THESIS OF

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Title : American and Foreign Student Alienation as a
Function of Size of University Enrollment.

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This study investigated the problem of alienation in two American universities in the mid-west. Alienation was measured using the General Alienation Scale (GA), which consists of 20 items. Alienation scores were obtained from both American and foreign students in 2 schools - University of Kansas (KU) with 20,000 enrollment and Emporia State University (ESU) with 6,000 enrollment. The experimental design was a 2x2 ANOVA with the two factors being: (1). classification of students (American and foreign students), (2). size of university enrollment (KU- 20,000 and ESU- 6,000). The sample consisted of 200 volunteer subjects, 50 in each group. Results showed that foreign students were significantly more alienated than American students ($p < 0.00001$). Size of school enrollment was not a significant variable affecting alienation scores; its level of significance being 0.71. The interaction effect of both variables was also found to be significant ($p < 0.001$).

Results are discussed in terms of previous findings and its social and clinical implication on the mental health needs of the student community.

AMERICAN AND FOREIGN STUDENT ALIENATION AS A FUNCTION OF
SIZE OF UNIVERSITY ENROLLMENT.

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Chapter I

INTRODUCTION

One of the problems that empirical studies of alienation must confront is the multiplicity of meanings attached to it. Alienation is commonly used as a label to describe the estrangement of modern existential man and the predicament of youth. Alienation, as a concept, has so many aspects to it that it lacks simple definition. Seeman (1959) introduced a five-fold classification of alienation, namely, powerlessness, meaninglessness, normlessness, isolation and self-estrangement.

To elaborate each of them:

1. Powerlessness, as a notion of alienation, originated in the Marxian view of the worker's condition in capitalist society. It refers to the expectancy or probability held by the individual that his own behavior cannot determine the occurrence of the outcomes or reinforcements he seeks. Seeman states that in this version of alienation, the individual's expectancy for control of events is clearly distinguished from (a) the objective situation of powerlessness as some observer sees it, (b) the observer's judgement of the situation against some ethical standard, and (c) the individual's sense of a discrepancy between his expectations for control and his desire for

control. The use of powerlessness as an expectancy is closely related to Rotter's (1958) concept of "internal vs. external locus of reinforcement", i. e., the individual's sense of personal control over the reinforcement situation. In the case of alienation, however, the applicability of expectancies is limited to man's relation to the larger social order.

2. Meaninglessness, as a variant of alienation, refers to the individual's sense of understanding the events in which he is engaged. There is a search for meaning and a sense of unclearness on what the individual ought to believe -- when the individual's minimal standards for clarity in decision-making are not met. One might operationalize this aspect of alienation by focussing upon the fact that it is characterized by a low expectancy that satisfactory predictions about future outcomes of behavior can be made. While powerlessness refers to the sensed ability to control outcomes, meaninglessness refers essentially to the sensed ability to predict behavioral outcomes, and there are obvious connections between these two forms of alienation.

3. Normlessness is derived from Durkheim's description of anomie, which denotes a situation in which the social norms regulating individual conduct, have broken down or are no longer effective as rules for behavior. Merton (1949) states that when culturally prescribed goals are not

congruent with the available means for their attainment, anomie or normlessness will develop to the extent that "the technically most effective procedure, whether culturally legitimate or not, becomes typically preferred to institutionally prescribed conduct" (Seeman, 1959, p. 787).

Those who employ the anomie version of alienation are chiefly concerned with the elaboration of the "means" emphasis in society--for example, the loss of commonly held standards and consequent individualism, or the development of instrumental, manipulative attitudes. Following Merton's lead, the anomie situation, from the individual's point of view, may be defined as one in which there is a high expectancy that socially unapproved behaviors are required to achieve given goals. This third meaning of alienation is logically independent of the two versions discussed previously. Expectancies concerning unapproved means, presumably can vary independently of the individual's expectancy that his own behavior will determine his success in reaching a goal (powerlessness) or his belief that he operates in an intellectually comprehensible world (meaninglessness).

4. Isolation is the fourth type of alienation and does not refer to a lack of "social adjustment"--of the warmth, security, or intensity of an individual's social contacts. The alienated in the isolated sense are those who, like the

intellectual, assign low reward values to goals or beliefs that are typically highly valued in the given society. Merton's views on social structure and anomie, make use of both "normlessness" and "isolation" in depicting the adaptations that individuals may make to the situation, in which goals and means are not well coordinated. The adjustment pattern of "rebellion" closely approximates isolation.

5. Self-estrangement--The doctrine of alienation as self-estrangement is interesting and does not overlap with the other four meanings. It is postulated that there is some ideal human condition from which the individual is estranged. In other words, to be self-alienated means to be something less than one might ideally be if the circumstances in society were otherwise. Although this meaning of alienation is difficult to specify, it is seen as the degree of dependence of the given behavior upon anticipated future rewards. It refers essentially to the inability of the individual to find self-rewarding activities that engage him.

Seeman recognizes the unclarities and difficulties of the five varieties of alienation but has worked towards a more useful conception of each of these meanings by translating them into the language of behavior expectancies and rewards. Middleton (1963) hypothesized that the

different types of alienation are highly correlated with one another. The correlations were found to be moderately strong ranging from .46 to .81. Thus, although these five types of alienation may be distinct on a conceptual level, there is apparently an underlying unity.

Some Other Definitions of Alienation:

Many other researchers have attempted to define alienation following Seeman's classification. Dean (1961) identified powerlessness, normlessness and social isolation as the major components of alienation. Similarly, Olsen (1969) described six sub-categories of alienation-- normlessness, guidelessness, powerlessness, meaningless, dissimilarity/isolation, and disillusionment or dissatisfaction.

Some researchers recognize the existence of an "alienation syndrome" (Sexton, 1983) which is characterized by a deep and pervasive mistrust of commitment, a pessimistic view of human nature, anger, scorn and contempt, strong existential feelings of isolation, meaninglessness in life of the burden of freedom and the impossibility of uncertainty. An alienated individual thus views himself as a detached observer and interpersonal relationships are characterized by ambivalence.

One must be careful to avoid speaking of alienation in an absolute sense. That is, alienation is not an either-or

proposition in the sense someone is either pregnant or not pregnant. Alienation, since it is comprised of feelings and perceptions (which may vary in intensity), and since it involves social relationships (which vary in function as well as complexity) is better thought of as a combination of degree and direction. In a very rough way, then, one could speak of an individual or group as being somewhat alienated, or very alienated (thus indicating degree) toward or with respect to (there indicating direction) some aspect or aspects of their lives.

Factors in Alienation:

In contemplating the factors that might contribute to the development of alienation, one's attention is drawn to the variable of social instability; the changing nature of society undoubtedly contributes to the alienation of many. But society is changing for everyone and thus is taxing the adjustive capacities of all its members. Yet only some fail to adapt and experience alienation. Alienation, therefore probably results from an interaction between societal demands and an individual's personality. In a study by Tolor and Leblanc (1971), findings suggested that the experience of estrangement is a pervasive syndrome which involves a composite of perceptions regarding social institutions and events, an expectancy that external factors over which one has little control, will determine one's

successes and failures and several negative affect states. Alienation occurs as social change disturbs identifications in ways threatening to the personality of some members of the society. To describe this process, the primary source of alienation lies in the discrepancy between the identifications of people in actual societies, and the satisfaction of their needs or desires in social activities. When the identifications of the individual appear to be subject to social or natural forces over which he has no control, he perceives himself as alienated from important aspects of his personality since alienations occur often if society fails to produce what humans perceive as satisfaction of legitimate human goals.

Personality Characteristics and Alienation

Various studies have explored personality characteristics associated with alienation. In one study on Iranian students, Hojat (1982, 1983), selected personality variables like depression, anxiety, neuroticism, psychotism, misanthropy and external locus of control to predict loneliness; and self-esteem and extroversion to negatively predict loneliness. Similarly, anxiety (Tolor & Leblanc, 1971), low self-esteem (Johnson, 1969; Simmons, 1966), social isolation (Whittack & Watts, 1969) and expression of hostile and aggressive feelings (Whittack & Watts, 1969) are personality variables that positively correlate with

alienation. Sexton (1983) examined the relationship between alienation and dogmatism on 92 college freshmen and found a high positive correlation between the two. The factors that best predicted alienation from dogmatic responses were intolerance expressed for opposing beliefs and compulsivity in the belief system. Alienation and dogmatism were also found to be associated with several commonly held personality traits, which center around anxiety, low self-esteem, and social estrangement manifested in feelings of hostility, aggression, loneliness, rejection and isolation. In an interesting study, de Man (1982) investigated the relationship between autonomy-control variation in child rearing and level of alienation in young adults. Results showed that subjects from autonomous and intermediate families tended to report lower levels of alienation than those from control backgrounds. An interaction effect revealed that in females, autonomy and intermediate levels of control were related to low alienation, while in males, only the autonomy level showed this relationship.

Alienation in Specific Populations

Besides personality factors, research on alienation has focused on alienation on certain groups--adolescents, different racial groups, etc. Wang Sang Wan (1971) account for rural adolescents' powerlessness, anomie and deviation-proneness in terms of their perception of two barriers:

limited opportunity and limited ability. Perception of limited opportunity was found to be a better predictor of powerlessness and anomie than family status. Those youths with a keen awareness of both barriers were found to be most powerless. Moyer and Motta (1982) conducted a study wherein black and white students were given measures of alienation and social adjustment. Results showed that alienation scores correlated negatively with grade point averages and positively with some measures of behavioral maladjustment. They also found negative correlations between alienation scores and social involvement. They concluded that alienation scores appeared to have a more uniform and pervasive negative influence on black students than on white students. An earlier study conducted by Middleton (B1963) recognized the importance of racial status as an alienating condition and found the racial difference in alienation to be statistically significant.

Foreign Student Adjustment

A visible and significant subset of the student body of most American institutions of higher education is its foreign student population. Foreign students, as well as American students, are a very heterogenous group, products of their national and ethnic identity and culture. In order to function on the American campus, the foreign student has to give up, at least partially some of his or her values and

adopt new ones with a minimum of guilt and anxiety. It happens frequently that newly acquired attitudes have not been properly integrated into a personal system of values, but merely constitute a series of rituals to give the impression that the person has really adapted to the new situation. Here one has to play an assumed role, in order to function and be accepted.

Besides adjustment to cultural differences, immigration regulations and language difficulties combine to intensify and complicate the foreign student's adjustment to life on an American campus. Lack of contact or inability to make contact with native Americans can lead to a high level of alienation for foreign students. Thus, language difficulties is the most potent barrier to success of foreign students. Language barrier often places the foreign student in an inferior position in intellectual discussions. His "inferiority" becomes the basis for relationships with others. Roommates feel comfortable giving instructions and guidance, but not relating on an equal give-and-take basis. These students are often highly proud and competent individuals; to find themselves looked down upon by others is difficult.

Social Status of a Foreign Student

The social status of a foreign student is that of an "alien". Despite the variety of views of foreign students

that Americans may have, common to these views is the feeling that the foreign student is somehow different, a "they" and not a "we". Americans may regard foreign students as interesting, curious, insular, distant, quiet, abrasive and so forth, but within any evaluation of a foreign student is a sense that the foreign student is culturally different, though the exact nature of this difference escapes clear formulation--largely because of the lack of specific knowledge about the foreign student's cultural background. Therefore, the concept of inherent difference becomes a residual explanatory device for reaching an understanding of foreign students' actions--a residual explanatory device which is not available for understanding fellow Americans.

The social status of being somehow different presents foreign students with a certain amount of ambiguity. On the one hand, the foreign student is not really seen as within the system and therefore often is not expected to understand what is going on within the university, is not expected to participate in all facets of the university, and is assumed to have difficulties in managing within the university and within American society, in general. On the other hand, the foreign student is often expected to understand events, procedures and social norms to the same degree that an American student does, is expected to participate adequately

in all things that American students do, and is granted little recognition of his difficulties. The foreign student therefore finds that what is expected of him is unprecise and unpredictable--for he seldom knows when he is expected to act as if he were an American and when he is not. For example, at the same time that American society is telling the foreign student that the accepted norm is that students work while pursuing their studies, legal restrictions are placed on the foreign student to prevent him from doing just that.

According to Hendricks and Skinner (1975), the status of foreign students is shown to have both legal and social aspects that definitions of the subset becomes difficult. Their legal status is that of holding a special position in immigrant law which restricts their activities, especially in economic areas. That they are viewed socially as "outsiders" is reflected in the nature of their social relationships and activities. Because of the legal and social conditions of their presence in the U.S., foreign students can be viewed as utilizing distinctive social and economic strategies for coping with American society.

Social Distance vs Racial Discrimination

Probably, relatively few foreign students have had personal experiences with the cruder varieties of racial discrimination. More suffer from difficulties of

strangeness and communication than from difficulties created by active prejudice, and sensitive students may interpret social distance as racial discrimination. For instance, differences in friendship building etiquette often is a source of anxiety. Different feelings of social distance, body distance, expression of emotion, depth of friendship, loyalty and the amount of disclosure appropriate, can be confusing and dissapointing. Dating and mating behavior causes much personal discomfort. Questions about how aggressive a man should be, sexual limits, woman's liberation, indexes of affection, picking up on rejecting behaviors are often compounded by the fact that these subjects are often taboo--extremely uncomfortable for the foreign student to discuss.

Contact of a meaningful and sustained nature between American students and foreign students is minimal. Acquaintances are many, but few Americans have had a close foreign friend. Some American students blame foreign students for the perceived lack of contact, while some agree that they should make an effort to meet foreign students and interact with them. In a study by Cieslack (1955), American students by and large endorsed the presence of foreign students on campus, but commented on the difficulty of establishing communications with them and on the perceived isolation of the two groups from each other.

A more recent study by Matross (1980) investigated attitudes of a random sample of American students at a large university towards foreign students as teaching assistants, funding exchange programs with student fees and attitudes regarding international relations issues. Students were asked about their contact with foreign students, their experiences with other cultures, and their demographic characteristics. Findings showed that less than one-third of respondents agreed that there was meaningful contact between U.S. students and foreign students at the university. Also, there was increased support for funding international exchange programs. Attitudes towards foreign students were significantly related to respondents' demographic characteristics, political views and the frequency and form of their contact with foreign students. More positive attitudes toward foreign students were associated with being female, older, enrolled in graduate school, living off campus, and having travelled abroad. The more frequent the students' reported contact with foreign students, the more positive were their attitudes.

Academic Advisement for Foreign Students

Academic advisement, which for many students is a perfunctory student service, is crucial for the foreign student. Overly burdened professors often do not have time to provide top notch advisement to the foreign student,

advisement which takes skill in assessment of the individual, and solid knowledge of the academic demands of the department. Judgements about how many hours and what type of courses a student can handle need to be made, keeping in mind the increased probability of failure for these students because of new language demands, new class procedures, and personal adjustment stress. Student activities, again, are geared toward American interests, and often ignore the foreign student population. Indeed, it is hard to generalize about the interests of this population, as they are likely to be more varied than the American population.

Role of the International Student Office

The unit within the university with specific responsibility for handling the special needs of the foreign students is the International Student Office (ISO). The developmental history of this unit in a large part, reflects the growth and institutionalization of significant numbers of foreign national students within the university system. Just as the foreign student benefits from high-quality American education, the institution also benefits from the foreign student. Because of today's increasing financial crunch, higher education is tapping into new potential student populations. Enrollment numbers mean financial stability, and the foreign student enrollment is especially

attractive as an untapped source. Colleges and universities are pleased to have these students, whose attendance adds prestige to the school. Such an institution can then boast that the academic offerings have an international reputation and drawing power. Also, the international atmosphere is, in itself, intellectually exhilarating. It provides the meat, the political controversy and the cultural and intellectual exchange that stimulates academic departments like political science and international affairs.

The exchange is, therefore, mutually beneficial. It is a contract; on one hand, the student offers the university his money and cultural diversity. In exchange, the school offers its education and its educational support services.

Size of School Enrollment and Foreign Student Alienation

Twenty percent of the foreign student population resides in university dormitories and are restricted to on-campus employment during the school year. The foreign student is therefore more "intrinsic" to the university than are many American students who live and work off campus, thus emphasizing the need to integrate this population into the university community, as an even more pressing one.

Recent studies show that during the past few years, there has been a marked decrease in foreign student involvement in activities with other foreign students and with the university community as a whole (Keung, 1974). One

of the reasons is that a satisfactory ratio between foreign students and university personnel working with foreign students is seldom achieved--a feature common in schools with a large student enrollment. Besides, a majority of these personnel have no special training in cross-cultural issues in general or in foreign students' special problems in particular. The foreign student's sense of alienation, confusion and despair is thus increased in an environment that seems to require immediate adjustment to many conflicting and unfamiliar roles. Universities with a smaller enrollment, on the other hand, can boast of a personalized contact with almost each and every foreign student and the International Student Office personnel. All questions regarding immigration, academic course work, and cultural aspects are addressed satisfactorily and the foreign student views his or her ISO as a place to go when pressured with various problems. However, the problem of foreign student alienation is far from being as simple and straightforward as one assumes it to be. The advantage of bigger schools with large enrollment is that there are large numbers of foreign students themselves, who develop friendships amongst each other and enhance their adjustment to the American school environment and society, at large, while keeping their own cultural values intact. Tai Shick Kang (1972) conducted a study on Chinese students at the

University of Minnesota and found that the Chinese students formed their own associations, largely maintained primary relationships among themselves, and sustained rather limited associations with the members of the host society.

Furthermore, they mainly adhered to their own food habits, kept strong emotional ties with their homeland and supported their own church. These students formed, in short, an ethnic conclave of their own and very much operated like a first generation immigrant group.

Purpose of the Present Study

This study investigated the level of social alienation among a sample of foreign students as compared to a sample of American students. Owie (1982), in a similar study, investigated the level of social alienation among foreign students in the U.S.A. Random samples of 53 foreign students from two universities were administered the social alienation sub-scale of the Deans Alienation Scale.

Findings showed that foreign students scored significantly higher on the alienation measure than American students, but there was no significant difference between the sexes.

Intensified efforts at integrating foreign students into the university community was recommended.

The primary question that the present study addressed is whether size of school enrollment affects foreign student alienation, and if so, in what direction. This author could

not find any published literature investigating this variable and hypothesizes that it may be a significant variable affecting foreign student alienation.

The extent of foreign student alienation and related problems has implications on the mental health needs of foreign students. This author recognizes the primitive state of knowledge in this critical area of mental health and recommends intensive counselling programs for foreign students, coupled with in-depth training of campus personnel to deal with the problem of foreign student alienation.

Chapter II

METHOD

The experimental design was a 2x2 ANOVA with the two factors being: (1) American students and foreign students, and (2) Size of University enrollement--University of Kansas (20,000 enrollment) and Emporia State University (6,000 enrollment). There were four groups:

1. American students of the University of Kansas.
2. Foreign students of the University of Kansas.
3. American students of Emporia State University.
4. Foreign students of Emporia State University.

Subjects

This study did not use an experimental manipulation but chose a selection strategy. The volunteer subjects consisted of 200 undergraduate and/or graduate students. There were 50 subjects in each of the four groups. When the groups were unequal in size, any excess subjects were randomly eliminated. The mean ages, percentages of males and females, and percentages of graduates and undergraduates are shown in Table 1. The countries represented in the two foreign student groups were Korea, China, Yemen, India, Pakistan, U.A.E., Taiwan, Thailand, Zimbabwe, Zambia, Nigeria, Sri Lanka, Canada, Britian, Malaysia, Peru, Germany and France.

Table I

Mean Ages, Percentages of Males and Females, and Percentages
of Graduates and Undergraduates in the Four Groups.

Groups	% of Males	% of Females	% of Graduates	% of Under- graduates	Mean Ages
ESU American	40	60	24	76	22.8
ESU Foreign	80	20	30	70	23.38
KU American	46	54	22	78	24.2
KU Foreign	56	44	44	56	23.76

Instrument

The alienation measure that was used is The General Alienation Scale. It consists of 20 items which correlate most highly with the sum total of all the published items that could be found on alienation (Ray, 1982). Reliability coefficients obtained are .72 for tennis club members, .75 for shop assistants, and .78 for school boys (Ray, 1982) . For the present study, items 5, 10, and 17 were reworded to suit the american student population.

Procedure

Teaching assistants were contacted at KU and ESU. Questionnaires with specific instructions were mailed to them. They administered the questionnaires in several undergraduate and graduate classes.

At KU, there was no difficulty with regard to accesibility of foreign students. However, at ESU, the International Student Office was contacted and one of the teaching assistants was granted special permission to administer the questionnaire in the "International Student Orientation Class".

Teaching assistants were specifically instructed not to "interpret" any items in the questionnaire. They responded to subjects' questions by stating, "please respond to the items using your own judgement and understanding. I am not permitted to explain the meaning of any item." Teaching

assistants reportedly had no trouble getting the questionnaires back from students. Many students requested copies of the scale, but all requests were denied.

Answered questionnaires were promptly mailed back to this author. The author randomly selected 50 from each group. When all items were not answered in a given questionnaire, another one from the group was randomly selected to replace it. Care was taken to see that there was no bias in selection resulting from age, sex, nationality of foreign students, number of years in the institution and graduate or undergraduate students.

The specific instructions on the scale was as follows:
This is a survey on attitudes of college students.
Given below are a number of statements, each of which is followed by five alternatives: "strongly agree", "agree", "undecided", "disagree", and "strongly disagree". Place a check mark () in the box provided next to the alternative that most truly applies to you. There are no right or wrong answers. Do not write your name as this will leave you free to give your own true opinion. Before you start, please fill in the following information about yourself: age, sex, nationality, religion, undergraduate/graduate, name of college/university, number of years in current institution.

All questionnaires were scored by the author. There is a direct relationship between the score on the scale and the level of alienation. Careful attention was paid to reverse scoring on certain items on the scale. The totals were double-checked to ensure accuracy.

Chapter III

RESULTS

The mean alienation score of each of the four groups were computed. It was assumed that the data followed a normal distribution and a 2x2 anova was conducted. The number of alienation scores were equal in all groups (n=50); and therefore, the analysis of variance for balanced designs was used. This method analyses the effect of one or more qualitative factors on one response variable when the number of observations is equal at all combinations of the factor levels.

Statistical Hypotheses: The following hypotheses, stated in a null form were made:

1. There will be no significant difference on alienation scores between American students and foreign students.

2. There will be no significant difference on alienation scores of foreign students between the two universities--one of 20,000 enrollment and the other of 6,000 enrollment.

Table 2 summarizes the means, medians and standard deviations of all four groups.

Table 3 summarizes the results obtained from the 2x2

Table 2

Means, Medians, and Standard Deviations of Alienation Scores
of the Four Groups.

Groups	Means	Medians	Standard deviations
ESU American	55.34	56.5	7.33
ESU Foreign	58.64	59.5	6.73
KU American	52.26	52.5	7.32
KU Foreign	62.04	62	5.52

analysis of variance. Foreign students were significantly more alienated than American students ($p < .00001$). Size of school enrollment was not a significant variable affecting foreign student alienation ($p < .71295$). The interaction effect of classification of students and size of school enrollment was significant ($p < .001$).

The significant difference in alienation scores between American and foreign students in this study is consistent with previous findings in the field. The level of significance obtained ($p < .00001$) is very noteworthy, thereby minimizing chance as a factor in differences in alienation scores between American and foreign students. One of the criticisms of Owie's study on alienation (refer to pg. 18) was that his sample size was too small. This study doubled his sample size and obtained data across two universities with different enrollment figures.

Size of school enrollment was found to be an insignificant main effect in foreign student alienation. The author explains that foreign students in smaller schools have personalized contacts with the International Student Office, which serves as a major source of support and enhances their adjustment to school and American life. On the other hand, foreign students in larger schools form their own native peer groups and tend to support each other

Table 3

ANOVA Table Showing Sum of Squares, Degrees of Freedom,
Mean Square, F-ratios, and Levels of Significance
of the Two Factors

Analysis of Variance - Balanced Designs

Response variable: Alienation

Source of variation	Sum of squares	D.F.	Mean square	F-Ratio	Prob(F)
Total (Corr.)	11759.8	199			
schools	6.48	1	6.48	0.140	0.71295
students	2138.58	1	2138.58	46.11	0.00001
Interaction of school and students	524.88	1	524.88	11.32	0.001

in their adjustment process, and probably make up for their ISO's inability to give personal attention and guidance to their individual problems.

The significance of the interaction effect shows that size of school enrollment is a significant variable when combined with classification of students as a variable in student alienation. To illustrate, KU foreign students were significantly more alienated than ESU American students.

Figures 1a, 1b, and 1c graphically depict the 95 percent confidence levels for factor means. Confidence intervals provide a method of stating both how close the value of a statistic is likely to be to the value of a parameter, which is the mean, and the chance of its being that close, 95 percent in this case.

Figure 1a shows the 95 percent confidence intervals of factor means of American and foreign students. The statistical significance between the two groups is obvious considering the wide gap between the means and surrounding values in each group.

Figure 1b shows the confidence intervals for the two schools. The mean value for ESU is 56.99 and the mean value for KU is 57.15. 95 percent of the scores fall within the given ranges for each group.

Figure 1c shows the 95 percent confidence intervals for

Fig. 1A: 95 Percent Confidence Intervals for
Factor Means in terms of Classification of Students

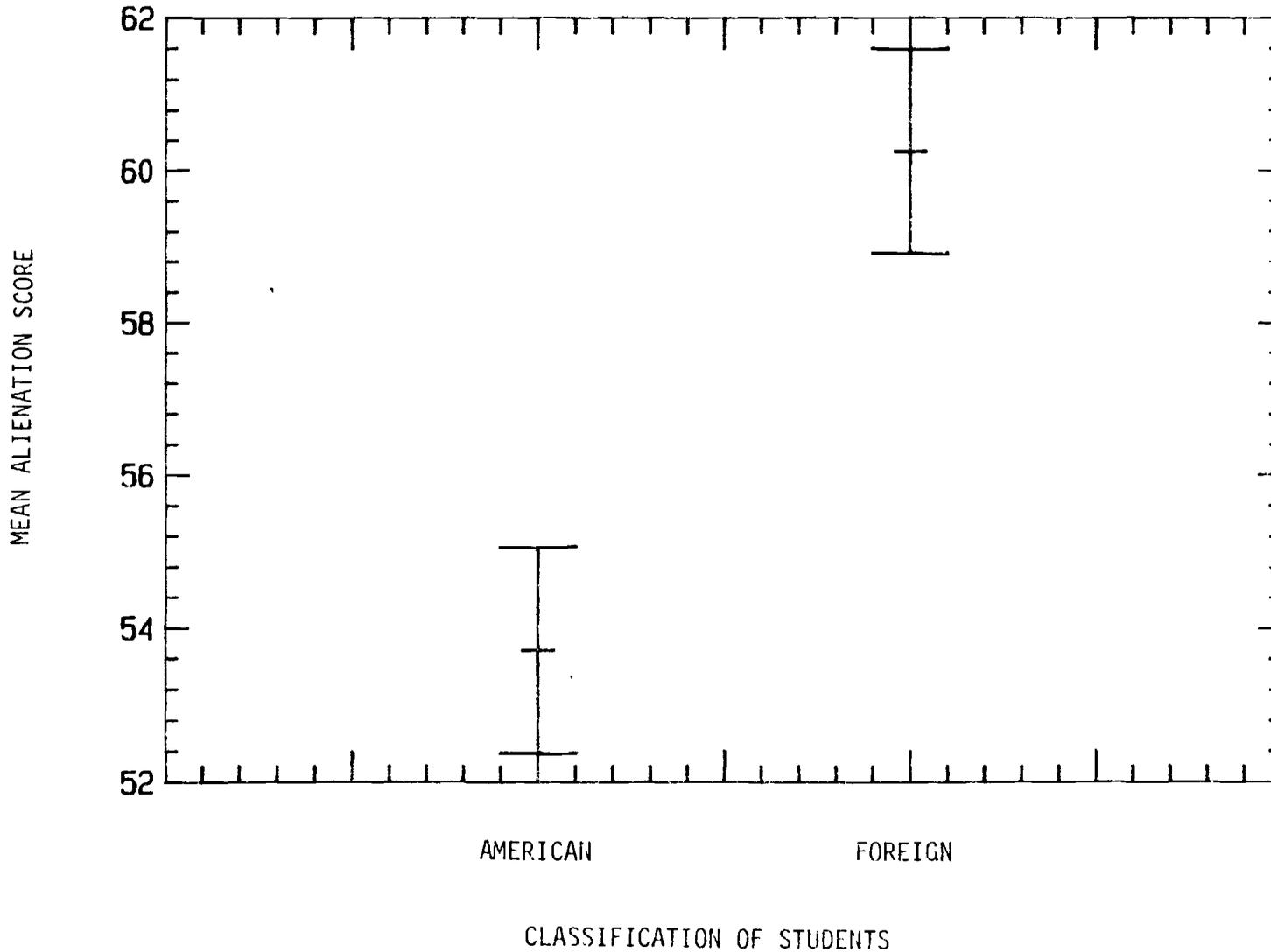


Fig. 1B: 95 Percent Confidence Interval for Factor
Means in terms of Schools

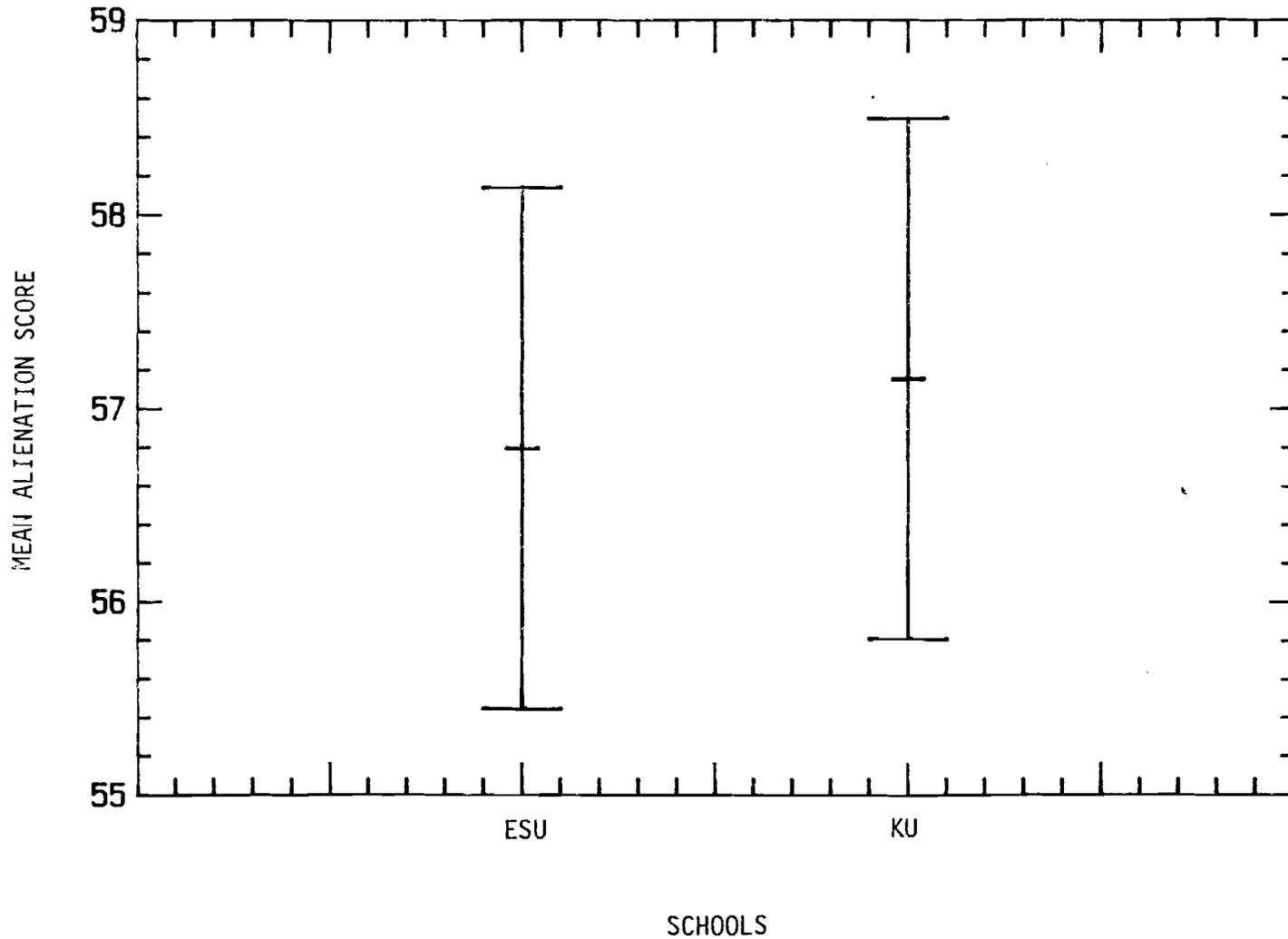
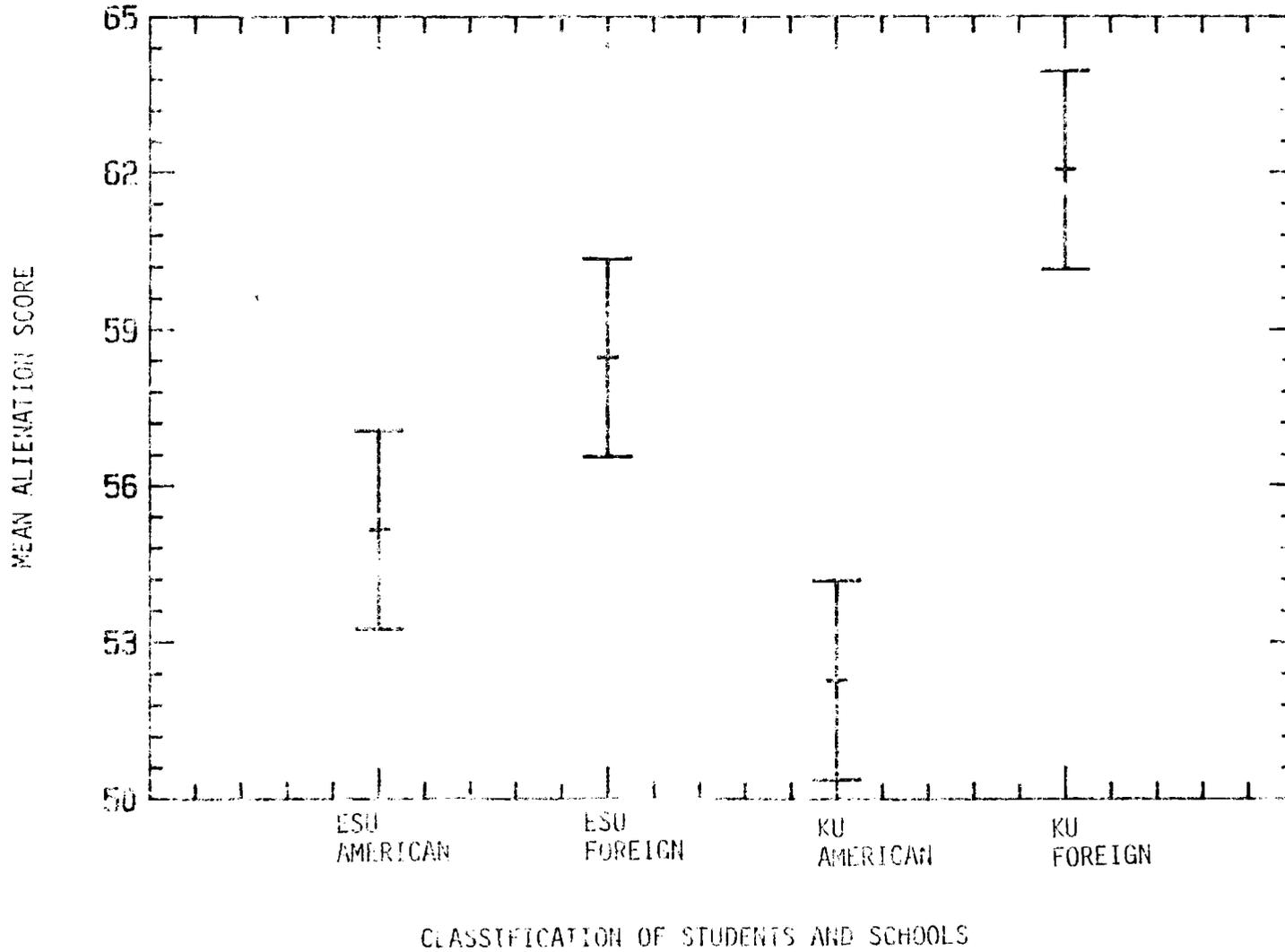


Fig. 10: 95 Percent Confidence Intervals for
Factor Means for all four Groups



factor means of all four groups. The difference in means of the two ESU groups is much less than that of the two KU groups.

Figures 2a, 2b, and 2c graphically depict the standard error intervals for factor means. Generally speaking, the standard error of the mean is an index of the amount of error that results when a single sample mean is used to estimate a population mean; that is, it is an index of sampling error. Therefore, when the point locations in a scatter plot represent means rather than individual values, it is useful to illustrate the uncertainty surrounding the point locations.

Figure 2a shows the standard error intervals for American and foreign students. Figure 2b shows the standard error intervals for the two schools. Figure 2c shows the standard error intervals for factor means of all four groups. The standard error bars extend from the mean plus and minus one standard deviation in each direction.

Figure 3 is a multiple box-and-whisker plot for factor level data. Since the alienation scores are sub-divided into 4 groups, a multiple box-and-whisker plot is used to illustrate the data for each grouping. The whiskers extend only to the largest and smallest observations that are within 1.5 times the interquartile range of their nearest

quartiles. Extreme points beyond 1.5 times the box length (interquartile range) are plotted as individual adjacent values.

Note that the median for ESU American students is close to that of ESU foreign students. The median for KU American students is the lowest and the median for KU foreign students is the highest among all four groups. The plots for ESU American, KU American and ESU foreign have one extreme value, while the plot for ESU foreign has two extreme values. Note also that the scores of American students appear to vary somewhat more than those of foreign students as shown by a larger central box and longer whiskers.

Fig. 2A: Standard Error Intervals for Factor Means in terms of Classification of Students

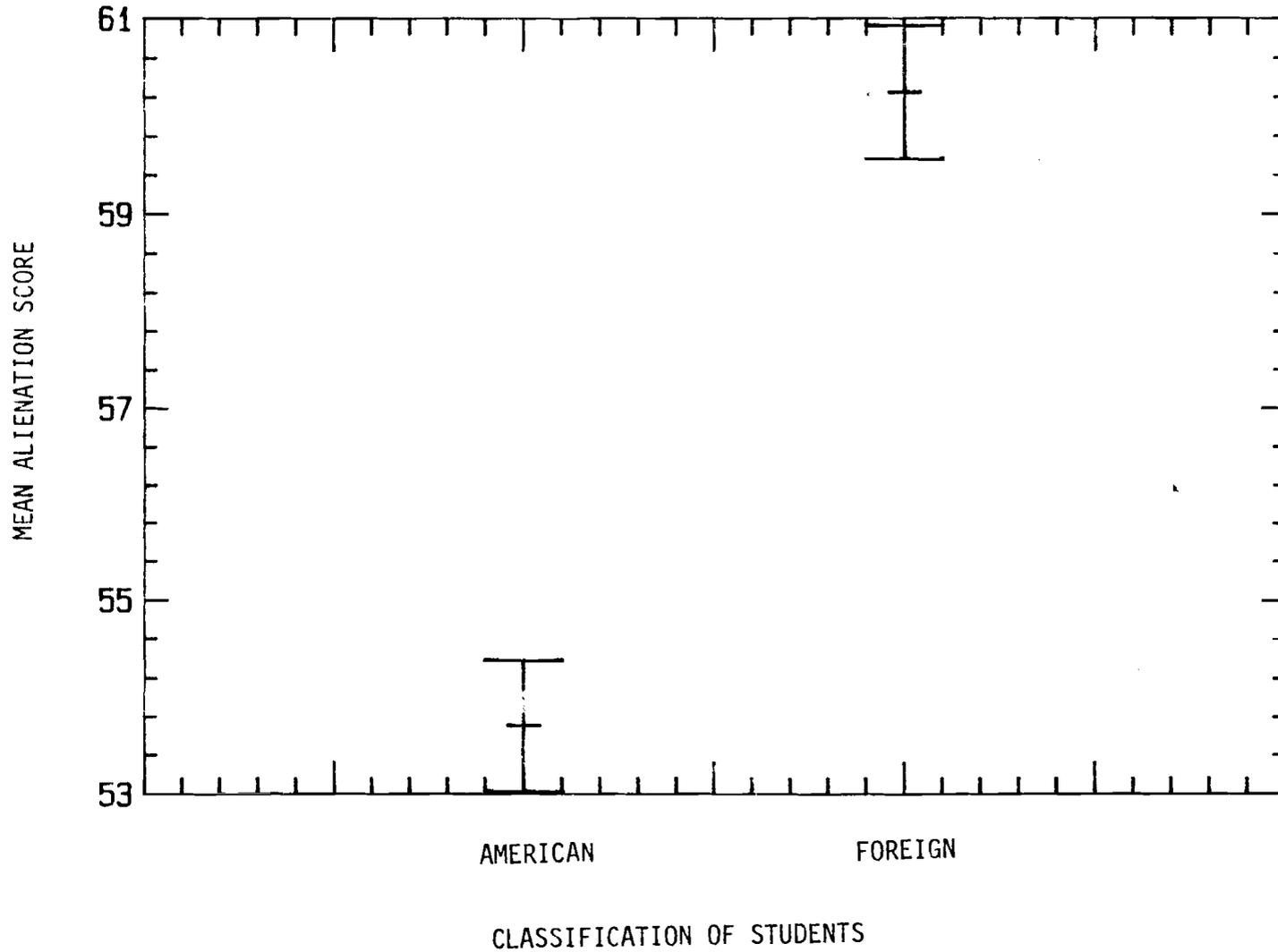


Fig. 28: Standard Error Intervals for Factor Means in terms of Schools

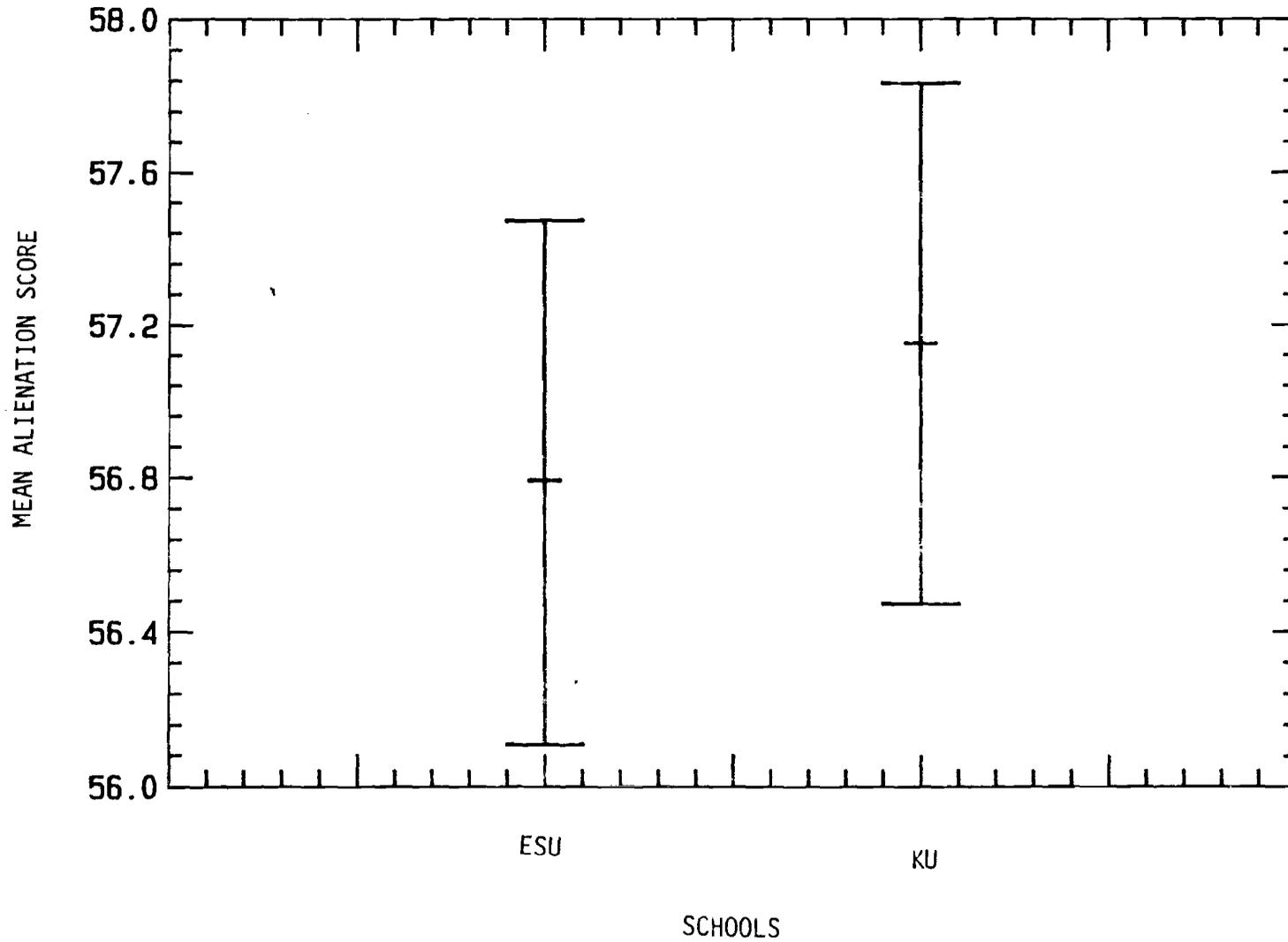


Fig. 2C: Standard Error Intervals
for Factor Means for all four groups

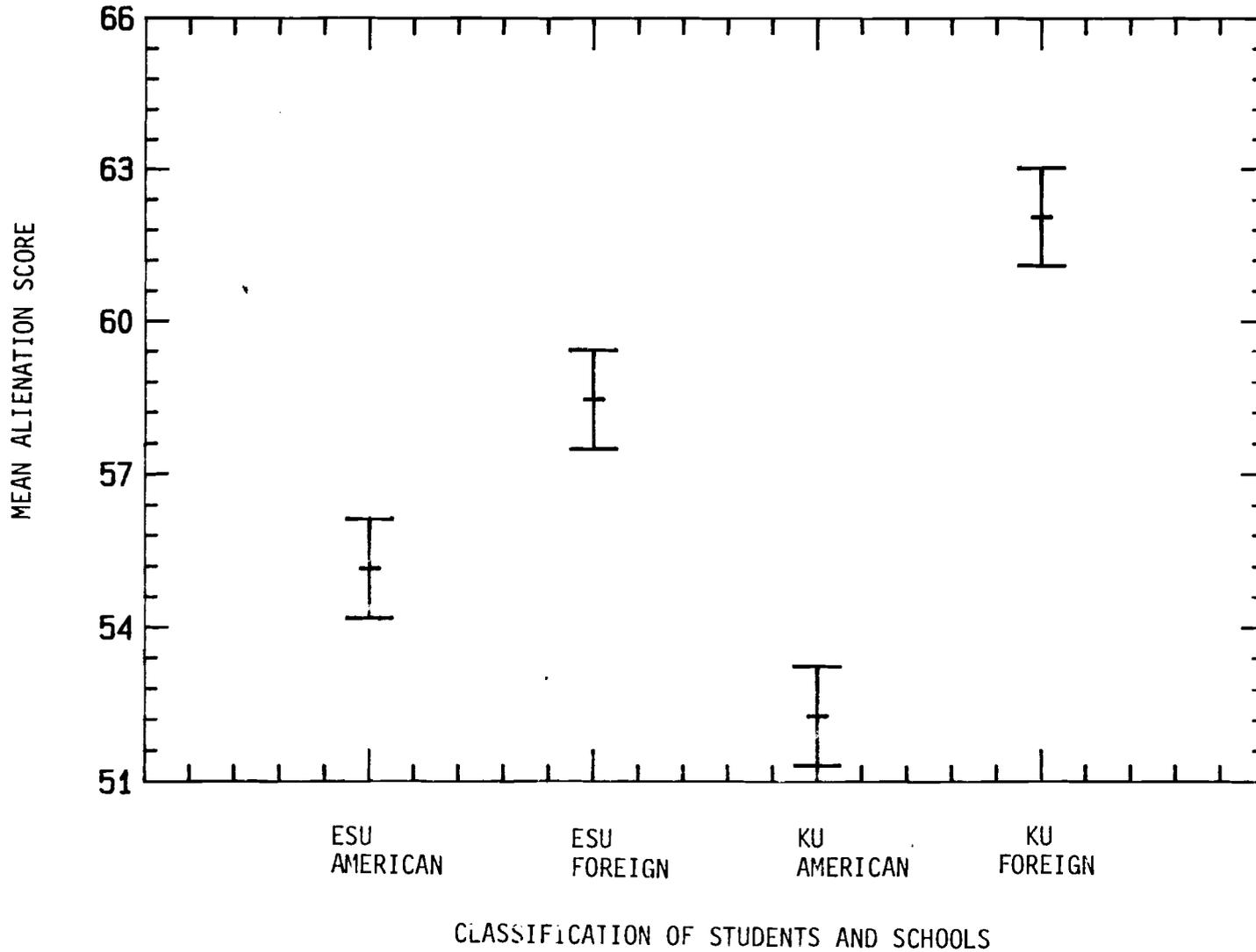
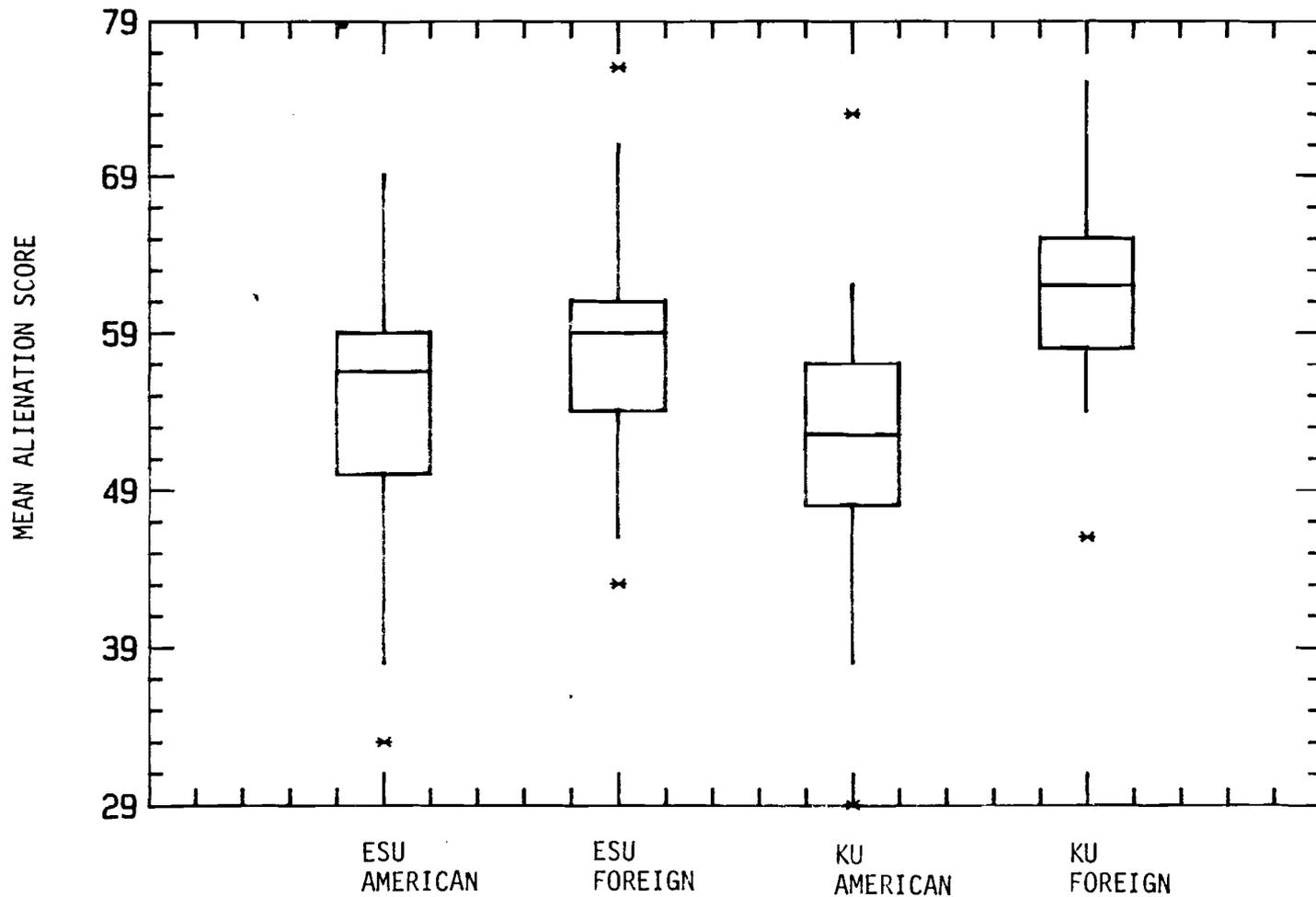


Fig. 3: Box and Whisker Plots for Factor Level
Data of all Four Groups



CLASSIFICATION OF STUDENTS AND SCHOOLS

Chapter IV

CONCLUSIONS AND RECOMMENDATIONS:

Based on the results obtained, the first null hypothesis that there will be no significant difference on alienation scores between American and foreign students was rejected. The Type I error risk (i.e. rejecting a null hypothesis when it is true) is not very great since the level of significance is so low ($p < .00001$).

The second null hypothesis that there will be no significant difference on alienation scores of foreign students between the two universities--one of 20,000 enrollment and the other of 6,000 enrollment, was accepted. The Type II error (i.e. accepting a null hypothesis when it is false) depends on the true difference, sample size and population variance and the significance level chosen. The author recognizes that there may be a high probability of saying "no difference has been demonstrated" when there is a true difference, and recommends that this variable be widely investigated before definite conclusions can be made. Findings in the present study are explained in terms of large native peer groups in schools with larger enrollment making up for their lack of personalized contacts with the ISO, which exists in schools with a smaller enrollment, thereby bringing about an insignificant main effect in

alienation scores between the two schools with different enrollment figures.

Recommendations for further research: An interesting area of research would be to investigate differences in alienation among foreign students based on which part of the world they come from. One could hypothesize that foreign students from Europe, for instance, may find it easier to adjust to American society because of similar customs and "westernness" of their cultures, as compared to foreign students from the far east, who are a part of the oriental and eastern philosophies and who belong to different political and economical systems.

The author also recommends that size of school enrollment be investigated in combination with other factors in foreign student alienation like sex of students, foreign students from different geographical areas, etc.

Foreign student alienation has important social and clinical implications on their mental health needs. The International Student Office is a vital resource for the foreign student and its role needs to be reevaluated and redefined to meet its responsibility of integrating the foreign student to the university system and the larger American social order. The International Student Office needs to be equipped with trained personnel, adequate funds

and substantial research on how to reach out to foreign students and enhance their adjustment to American living.

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APPENDIX A

GENERAL ALIENATION SCALE

This is a survey on attitudes of college students. Given below are a number of statements, each of which is followed by five alternatives: "Strongly Agree," "Agree," "Undecided," "Disagree," and "Strongly Disagree". Place a check mark () in the box provided, next to the alternative that most truly applies to you. There are no right or wrong answers. Do not write your name as this will leave you free to give your own true opinion.

Before you start, please fill in the following information about yourself.

AGE _____ NATIONALITY _____

SEX _____ RELIGION _____

UNDERGRADUATE/GRADUATE _____

NAME OF COLLEGE/UNIVERSITY _____

NUMBER OF YEARS IN CURRENT INSTITUTION _____

1. Beneath the polite and smiling surface of man's nature is a bottomless pit of evil.

Strongly agree ()

Agree ()

Undecided ()

Disagree ()

Strongly disagree ()

2. These days a person does not really know whom he can count on.

Strongly agree ()

Agree ()

Undecided ()

Disagree ()

Strongly disagree ()

3. Human nature is fundamentally cooperative.

Strongly agree ()

Agree ()

Undecided ()

Disagree ()

Strongly disagree ()

4. Most people can be trusted.

Strongly agree ()

Agree ()

Undecided ()

Disagree ()

Strongly disagree ()

5. We are like scarecrows, hollow and stuffed, leaning together, headpiece filled with straw.

Strongly agree ()

Agree ()

Undecided ()

Disagree ()

Strongly disagree ()

6. I can normally do what I want to do in today's set-up.

Strongly agree ()

Agree ()

Undecided ()

Disagree ()

Strongly disagree ()

7. The decisions of our courts of justice are as fair to a poor man as to a wealthy man.

Strongly agree ()

Agree ()

Undecided ()

Disagree ()

Strongly disagree ()

8. Considering everything that is going on these days, things look bright for the younger generation.

Strongly agree ()

Agree ()

Undecided ()

Disagree ()

Strongly disagree ()

9. Delinquency is not as serious a problem as the papers play it up to be.

Strongly agree ()

Agree ()

Undecided ()

Disagree ()

Strongly disagree ()

10. For the most part, the U.S. government serves the interest of a few organized groups, such as business or labor, and is not very concerned about the needs of people like myself.

Strongly agree ()

Agree ()

Undecided ()

Disagree ()

Strongly disagree ()

11. In spite of what some people might say, the lot of the average man is getting worse.

Strongly agree ()

Agree ()

Undecided ()

Disagree ()

Strongly disagree ()

12. Most public officials are not really interested in the problems of the average man.

Strongly agree ()

Agree ()

Undecided ()

Disagree ()

Strongly disagree ()

13. People like me don't have any say about what the government does.

Strongly agree ()

Agree ()

Undecided ()

Disagree ()

Strongly disagree ()

14. It is difficult for people like myself to have much influence in public affairs.

Strongly agree ()

Agree ()

Undecided ()

Disagree ()

Strongly disagree ()

15. Life today is a difficult and dangerous business and it is a matter of chance who gets on top.

Strongly agree ()

Agree ()

Undecided ()

Disagree ()

Strongly disagree ()

16. No one is going to care much what happens to you, when you get right down to it.

Strongly agree ()

Agree ()
Undecided ()
Disagree ()
Strongly disagree ()

17. Most members of Congress and city council are sympathetic people and do a good job.

Strongly agree ()
Agree ()
Undecided ()
Disagree ()
Strongly disagree ()

18. In this society, most people can find contentment.

Strongly agree ()
Agree ()
Undecided ()
Disagree ()
Strongly disagree ()

19. Our community is an easy and pleasant place to live in.

Strongly agree ()
Agree ()
Undecided ()
Disagree ()
Strongly disagree ()

20. We seem to live in a pretty rational and well-ordered world.

Strongly agree	()
Agree	()
Undecided	()
Disagree	()
Strongly disagree	()