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A STUDY OF ACADEMIC ACHIEVEMENT OF FOREIGN  
STUDENTS AT KANSAS STATE UNIVERSITY

by

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## THE PROBLEM AND DEFINITIONS OF TERMS USED

### I. INTRODUCTION

Modern education has recently undergone numerous scientific and technological developments. This coupled with the transportation and communication facilities available today have enabled people of various countries throughout the world to associate with each other. They have exchanged goods by trading and have exchanged knowledge of each other by education for a better way of life.

Throughout recorded history, men have traveled as students from their own countries to others, in order to acquire and exchange knowledge and experiences by both formal and informal educational methods. This movement was particularly evident in the ancient Roman civilization and again in Western Europe at the time universities were being organized, especially during the early period of the Renaissance.<sup>1</sup>

In the world today there are over one hundred nations. The United States of America is well known in educational advancement as a source of knowledge and civilization. The colleges and universities in this country provide modern equipment and facilities for educational progress that have resulted in the desire on the part of many students from other countries to pursue advanced education in this country.

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<sup>1</sup>Stanley F. Maxwell, "The Academic Success of International Students at Kent State University," p. 1.

The foreign students, young men and women who study in foreign lands, have become key persons in the world of international relations. They have increased in number and extent of experience until they are now in a position to exert great influence upon the attitudes of their less traveled countrymen.<sup>2</sup>

The attitudes toward the United States that these young foreigners carry back with them are much influenced by their treatment and their experiences in this country, as well as by the degree of difference between their own culture and American culture. International understanding is considered to be of most importance in creating welfare and world peace in all nations.

## II. BACKGROUND OF THE PROBLEM

Since many colleges and universities in the United States have long been admitting foreign students, it is apparent that these persons from abroad have had the problem to adjust themselves to American cultures and academic standards of the U.S. universities. In the natural and physical sciences, where terminology, American history and government, literature, sociology, economics, and somewhat similar fields are concerned, the difference among these subject matter fields become more problematic when considered in terms of the foreign students. They do not have the same basic knowledge and background dealing with these fields as American students have.

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<sup>2</sup>Robert J. Havighurst and Bernice L. Neugarten, Society and Education, p. 440.



There have been many foreign students who quit schools and change institutions during their educational process in the United States because they are not able to meet the academic requirements at those universities. They fail in academic courses in one university, but they are successful at another university after changing. There are also many foreign students who have to go back home without any degree.

Academic achievement and failure are very meaningful for the foreign students who represent their governments and public works. Achievement means better positions, larger salaries, and higher prestiges. The people have more confidences and believings in their abilities and education than those who are failures. The unfortunate students are usually considered to be incapable persons who cannot support the needs of their governments and their countries.

Thus, academic achievement is the greatest desire for foreign students who come to the United States for the purpose of education. Indispensable achievement for any exchange program is the satisfaction of the need and desire of individual foreign student for his people and country. It costs a lot of money and takes time for foreign students to come to this country for education.

### III. THE NEED FOR THE STUDY

The purpose of this study was based on the need to determine the factors believed to be important in dealing with academic achievement of foreign students at Kansas State University. The factors discovered may be used as guidelines for foreign students in order to adjust themselves to meet the academic requirements of American universities. The

recommendations may be of help to the newcomers to know how to adjust to and familiarize themselves with the American way of life and society during their stay in this country. The suggestions may help the governments of countries who are concerned with selecting students to study at U.S. universities in choosing suitable exchange students.

The recommendations may also be used as basic guidances for the professors and advisers to help "unfortunate" foreign students to meet academic requirements of the university. Another need for this study was to assist all foreign students in having greater academic success during enrollment at Kansas State University and all universities in the United States, and thus create international understanding between the United States and the countries those foreign students represent.

#### IV. OBJECTIVES OF THE STUDY

The primary objectives of this study were to determine the nature and extent of such relationships as may exist between the academic achievement of graduate and undergraduate foreign students, and certain factors believed to be important in their educational experiences at Kansas State University. These factors were: (1) English proficiency, (2) Academic background, (3) Number of credit hours carried each semester, (4) Fields of study or major subjects, (5) Extracurricular participation, (6) Employment during the educational process, (7) Residence, (8) Sex and marital status, (9) Age, (10) Type of sponsors and financial status, (11) Geographic area.

The secondary objectives which also motivated this study were:

1. To make useful recommendations regarding future planning for foreign students at Kansas State University, and other universities in the United States.

2. To find out meaningful relationships found to exist between the factors under study and academic achievement of these students which might suggest ways of making more effective the academic climate with which foreign students are concerned.

3. To create international understanding regarding academic achievement of foreign students.

#### V. HYPOTHESES

The study proposed to test the following hypotheses using data available at Kansas State University regarding its own population of foreign students who enrolled in the Fall and Spring semesters, 1963-1964. These hypotheses' were:

1. English Proficiency

Those foreign students who show high ability in English proficiency tend to have higher academic achievement than those foreign students who show low ability in English Proficiency.

2. Academic Background

Those foreign students who have high academic background from their previous education tend to have higher academic achievement than those foreign students who have low academic background from their previous education.

3. Number of Credit Hours Carried each Semester

Those foreign students who carry higher credit hours during enrollment tend to have lower grades than those foreign students who carry a smaller number of credit hours.

#### 4. Field of Study or Major Subject

Academic achievement of foreign students is different according to the field of study or major subjects.

#### 5. Extracurricular Participation

Those foreign students who have participated in extracurricular activities tend to have lower grades than those foreign students who do not have extracurricular participation.

#### 6. Employment During Educational Process

Those foreign students who are employed during their educational process tend to have lower grades than those foreign students who are unemployed.

#### 7. Residence

a. Those foreign students who live in dormitories or campus residence halls tend to have higher grades than those foreign students who live in an apartment or off-campus residence.

b. Those foreign students who stay in a residence with homogroups or friends who represent the same country and language tend to have lower grades than those foreign students who stay with heterogroups or friends who represent different countries and languages.

#### 8. Sex and Marital Status

a. Male foreign students tend to have higher academic achievement than female foreign students.

b. Married foreign students tend to have higher academic achievement than those foreign students who are single.

### 9. Ages

The academic achievement of foreign students is different according to ages. Younger foreign students tend to have lower grades than older foreign students at the same level of education.

### 10. Type of Sponsors and Financial Status

Academic achievement of foreign students is different according to their type of sponsor and financial status.

### 11. Geographical Areas

Academic achievement of foreign students is different according to the geographical areas they represent.

## VI. DEFINITIONS OF TERMS USED

It is necessary to have an operating definition of the terms used in this study to make clear some of the limitations and to avoid confusion.

1. Academic achievement: is satisfactory results of study as measured by grades and meeting the needs of academic requirements at Kansas State University.

2. Foreign student: is "a citizen of another country who has come to the United States for educational purposes and who intends to return home upon the completion of his assignment. Displaced persons who are settling in the United States and foreign citizens who are establishing residences in the United States are not included in this definition."<sup>3</sup>

3. Undergraduate foreign student: is a foreign student who has graduated from high school level and who is enrolled at Kansas State University to work toward a Bachelor's degree.

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<sup>3</sup>Open Doors 1959. New York: Institute of International Education, p. 6.

4. Graduate foreign student: is a foreign student who earned a Bachelor's degree and who is enrolled at Kansas State University to work toward a Master's degree or Doctor's degree.

## VII. LIMITATIONS OF THE STUDY

This study was concerned with graduate and undergraduate foreign students who enrolled at Kansas State University in the Fall and Spring semesters 1963-1964. It covered only these foreign students whose grade point averages in the Fall semester were available. Grade point averages for the Spring semester were not used in this study because of the limitation of time.

The questionnaires were sent to the foreign students who enrolled in the Spring semester 1963-1964. The twenty foreign students who did not actually enroll in classes, but who were still at Kansas State were not included. Analysing returned questionnaires according to grade point averages covered only those foreign students who enrolled in the Fall semester and who were still enrolled in the Spring semester 1963-1964 whose grade point averages were available.

Because of the limitation of time, finances, and ability of the researcher, the effective methods, follow-up procedure for all questionnaires to be returned, and analysis of all items that were included in the questionnaires were not able to be made. If the study covered all of the foreign students who had ever enrolled at Kansas State University many years ago the results of this study would be much more meaningful.

## REVIEW OF THE LITERATURE

### I. LITERATURE ON FOREIGN STUDENTS IN THE U.S.

There are at least eight major international and United States institutions which are engaged in giving aid to underdeveloped and developing countries for the establishment of industrial enterprises, communication systems, and transportation networks, and for the development of health, education and agriculture programs.

The number of foreign students and professional trainees in the United States have been seeking out this country's facilities for their educational and technical advancement at an increasing rate. The Institute of International Education's report, Open Doors, states that between 1955 and 1962 the number of foreign students from abroad increased from 39,903 to over 72,000<sup>1</sup>.

In 1960 there were 53,000 students from foreign countries in some 1,700 American institutions of higher learning. A total of 143 nations were represented. Foreign students made up about 1.6 per cent of college enrollment in the United States. About half were undergraduate students. The remainder were either graduate students or advanced scholars. About four-fifths of the foreign students were men. About one-fourth of the total group studied engineering. Approximately 70 per cent of foreign students were supported by their families or by their own earnings or savings. In 1960, the United States Government grants supported eight

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<sup>1</sup>David Heft, "The Foreign Student, His Problems, His Impact," Americas, 16:17-21, February, 1964.

per cent of the foreign students and foreign grants supported five per cent.<sup>2</sup>

Exchange of teachers and graduate students was carried on mainly by the U.S. Department of State under the Fulbright and related programs. In 1961, approximately 7,000 persons from 90 countries were exchanged to teach, study or do research, with an expenditure of some 15 million dollars to the U.S. government.<sup>3</sup>

A large program of international cooperation in education was also developed in recent years by the International Cooperation Administration (ICA) supported by the U.S. government. Through arrangements with foreign governments, and through the contracts with universities in the United States, thousands of foreign students came to this country for training in technical schools or jobs, and study in the universities.

At the same time there were several hundred U.S. specialists working in various departments of foreign country governments under International Cooperation Administration as advisors and teachers. Many professors from the U.S. universities and technical schools held an ICA contract for work in the higher institutions in different countries. The ICA was replaced by the Agency for International Development (AID) with a larger program which began in 1961 under the Kennedy Administration. The ICA program cost about 30 million dollars in 1960.<sup>4</sup>

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<sup>2</sup>Robert J. Havighurst and Bernice L. Neugarten, Society and Education, p. 441.

<sup>3</sup>Ibid., p. 442.

<sup>4</sup>Ibid.



President Kennedy has promised a more effective foreign aid program in saying that:

This country's foreign aid program, combined with that of the rest of the free world, is one of the most impressive postwar operations ever undertaken. In the post World War II years the United States alone has contributed over \$60 billion to help other countries get back on their feet. Of course, this endeavor was not all philanthropic. There has been a large element of self-preservation in our foreign aid program. The United States has poured aid money abroad not only to revive other nations but also to save itself from being alone in a communist world.<sup>5</sup>

One of the most effective present U.S. government organizations which functions in an effort toward international cooperation is the Peace Corps. Called into being by President Kennedy in March 1961, it is a formal part of the mutual assistance program of the United States.<sup>6</sup>

The Peace Corps consists of young men and women who have been sent to various parts of the world to help meet educational, social, and economic needs. Members of the Peace Corps function as teachers, community development workers, medical assistants, mechanics, and construction foremen. After being trained for several months, these volunteers are sent to many different countries where they work at very small salaries and often under adverse living conditions.

The Peace Corps was the new role of foreign aid which the Peace Corps volunteers have been working effectively in underdeveloped countries since 1961. The international role of the U.S. universities has been growing since World War II. In the early 1960's decisions of national scope were

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<sup>5</sup>Neal Standford, "West's Foreign Aid: A Vast Operation," The Foreign Policy Bulletin, 40:107, April 1, 1961.

<sup>6</sup>Havighurst, op. cit., p. 440.

being made which involved a definition of the functions of the U.S. universities in world affairs, and which, for their implementation, will require the support of some of these functions by the government.<sup>7</sup>

The function of these universities concerned with foreign students has become the source of international understanding to create world peace.

## II. LITERATURE ON ACADEMIC ACHIEVEMENT OF FOREIGN STUDENTS

A study of academic achievement of foreign students had been done at some universities in the United States by graduate students in partial fulfillment of the requirement for their degree.

In a 1955 doctoral dissertation,<sup>8</sup> Hountras made a study of academic achievement of foreign students in the graduate school at the University of Michigan. His purpose was to discover such predictive relationships as might exist between certain selected personal and scholastic factors and the academic achievement of the population under study. There were 587 graduate students from other countries at the University of Michigan during the period of his study. He compared academic success between 380 students who were never on academic probation and the other 257 students who had at some time been placed on probation.

The personal factors which Hountras studied in relation to the academic success of foreign students were their native country, sex, marital

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<sup>7</sup>Ibid., p. 443.

<sup>8</sup>Panos Timothy Hountras, "Factors Associated with the Academic Achievement of Foreign Students at the University of Michigan from 1947 to 1949." Unpublished Ph. D. Dissertation, The University of Michigan, 1955.

status, age at admission, employment status, and academic degree held or level of admission. The scholastic factors included frequency of probation, major field of study, number of credit hours carried, length of residence in the graduate school, and attendance at summer school.

Hountras' study revealed that there were no significant relationships between academic achievement and factors which included sex, age at admission, employment status, and summer school attendance.

It was found that in the factors which related to academic achievement, married students achieved greater success than unmarried students. Those admitted with a higher level of previous academic attainment made greater achievements than those admitted at the lower levels. Those with the longest residence in the graduate school incurred the fewest academic probations. The foreign students experienced more of their academic difficulties during the first and second semester of enrollment than during any other period.

There was a significant relationship between the major field of study and academic success. More students majoring in the social sciences and physical sciences were on probations than students in other fields. The Near East, Latin America, and the Far East had the greatest per cent of students on probation in that order.

In a 1960 Master's Thesis,<sup>9</sup> Maxwell made a study of academic success of undergraduate international students at Kent State University, Ohio. The objective of this study was to determine the nature and extent of such relationships as may exist between academic success of undergraduate

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<sup>9</sup>Stanley F. Maxwell, "The Academic Success of International Students at Kent State University." Unpublished Master's Thesis, Kent State University, Ohio, 1960. p ??

international students and certain factors believed to be important in their educational experiences at Kent State University. These factors included sex, marital status, place of permanent residence, previous educational experience, geographic area, major subject, employment during enrollment, extracurricular participation, and local residence.

The study proposed to test these factors using data available at Kent State University regarding its own population of undergraduate international students. However, the study did not propose to deal directly with aspects of psychological and sociological adjustment to a new culture, which are acknowledged to be important factors in the academic success of international students.

There were 107 undergraduate foreign students enrolled at Kent State University under his study. It was found that 67 were achieving well academically, 22 of these having B averages or higher. Fourteen had incurred academic probation, and another 26 were in academic danger, as their grades were below the minimum requirements for graduation.

The study found that there were no important differences between the grade point averages of undergraduate international student men and women. However, those students whose permanent residences were in the U.S., and those with some previous education in this country achieved slightly higher grades than those with less experience in the U.S.

It was also found that there were international students majoring in twenty-one subject fields in all four undergraduate colleges. Their grade point averages in most cases varied widely within each field. Students in chemistry, geography, and geology were achieving higher than average grades.

The academic success of international students who were employed and/or who participated in extracurricular activities also varied considerably. Many able students found it possible to do good quality academic work and also engage in these other activities.

In summary, Maxwell stated his findings about international student residences by stating that: "Place of local residence during enrollment appeared to be an almost irrelevant factor in the academic success of these students."<sup>10</sup>

It has been observed that the study by Hountras and Maxwell were the most directly related to the present study. They differed mainly in that Hountras' study dealt with graduate students while Maxwell's study dealt with undergraduate students. The results of their studies were pretty much the same. The study at Kansas State University dealt with both graduate and undergraduate foreign students.

### III. LITERATURE ON FOREIGN STUDENTS AT KANSAS STATE UNIVERSITY

In 1963 Kansas State University ranked fifth in the nation in per cent of international students in the student body. Students from India made up the largest portion of the group and at the time of this study continued to do so. The second largest group was from China or Formosa. The 150 Indian students at Kansas State University comprised one of the largest groups of students from India in the United States.<sup>11</sup>

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<sup>10</sup>Ibid., p. 77.

<sup>11</sup>John Peterson, "A New Breed of 'American' Indian," Topeka Capital-Journal Sunday Magazine, March 1, 1964.

A study of academic achievement of foreign students at Kansas State University has never been done before. This study involved foreign students who enrolled at Kansas State University in the Fall and Spring Semesters 1963-1964.

## PROCEDURE AND MATERIALS USED

### I. METHOD OF COLLECTING QUESTIONNAIRES

About one-fourth of available data for this study came from the questionnaires. The other three-fourths came from other sources. All of the questionnaires were printed to reduce the number of pages from eight to four. It was felt that the respondents would prefer to fill out a questionnaire with fewer pages. The cover letter sent out with the questionnaires was endorsed by the Dean of Foreign Students at Kansas State University.

The 462 questionnaires were sent out to the foreign students who were enrolled in the Spring semester 1964. Twenty foreign students who did not actually enroll in classes, but who are still at Kansas State were not included.

On Sunday evening, April 12, 1964, twenty-five questionnaires were handed directly to the foreign students at their residences. Thirty-five questionnaires were handed directly to those who attended the English for Foreign Students class on Monday morning April 13, 1964. That Monday afternoon the remaining 402 questionnaires were sent by mail.

#### 1. Expenses of Collecting Questionnaires

The costs of the questionnaires used in this study were as follows:

Printing the questionnaires and envelopes	\$ 47.51
Stamps	45.00
Typing address on envelopes	25.00
Typing developing questionnaires	17.00
Printing cover letters	4.04
Fine for seven dead letters mailed back	<u>.70</u>
Total	\$ 140.25

## 2. Questionnaire Follow-Up Procedure

Two weeks after sending out the questionnaires a follow-up effort by phone was made to insure a sufficient return of the completed instruments. The follow-up began on Sunday evening, April 26, 1964 and was continued for three weeks. The 145 students who had telephone numbers on the list and who had not returned the questionnaires were called from the Student Union where free telephones were available. The contact by phone was not effective on weekends because most of the recipients of questionnaires were away from their residences.

## II. OTHER SOURCES OF DATA

1. The lists of foreign students who enrolled in the Fall and Spring semesters 1963-1964 were obtained from the Dean of Foreign Students Office, Holtz Hall, Kansas State University. These lists included the names of foreign students, countries, sexes, marital status, curriculum, classification, telephone numbers, and Manhattan addresses.



2. Grade point averages of the foreign students who enrolled in the Fall semester 1963-1964 were obtained from Dean of Admissions and Records, Anderson Hall, Kansas State University.

3. The lists of foreign students who enrolled in the Fall and Spring semesters 1963-1964 and those who passed and failed English Proficiency were obtained from the English Department at Kansas State University.

4. Additional information dealing with this study was found in the Library at Kansas State University.

5. Other data and information were obtained by interviewing, observation and conversation with a selected available sample of foreign students, American students, professors, and housing directors at Kansas State University.

### III. METHOD OF ANALYSING DATA

The interpretation of the questionnaires returned and the data obtained from them was based on the objectives of this study and aimed to test the hypotheses. Tabulations, frequency of distributions, tables, graphs and statistical calculations were used in analysing the data. Measuring by percentages and averages was used in summarizing the information and data received. Other methods of statistical measurement such as mean, mode, percentile, decile, quartile, and standard deviation were not used in this study.

## RESULT OF THE STUDY WITH TABLES AND DISCUSSION

Population under study. The number of foreign students under study is presented in Table I. From the Fall to the Spring Semester 1963-1964, the number of countries they represented was increased. There were eight additional countries in the Spring Semester. This included three countries from South America, two from Europe, and three from Asia. The U.S.S.R. was included in the latter group. It was noted that there were three students from two countries in the Communist world enrolled at Kansas State University in the Spring Semester 1964.

The number of foreign students in both Fall and Spring Semesters seemed to be constant even though twenty-nine Indian students withdrew after the Fall Semester because they graduated, returned home, or changed universities. However, the small number of students from the other countries such as China, Egypt, Iran, Iraq, Nicaragua, Nigeria, Pakistan, Southern Rhodesia, Venezuela, and eight additional countries was increased. About one-half of this increased group were women students. There were nine women students who did not actually enroll in classes in the Spring Semester. Six of them had husbands enrolled. The remaining three women students included an assistant instructor, a research assistant, and a post doctoral student.

The number of men graduate and undergraduate students in the Spring Semester was smaller than the number of those who enrolled in the Fall Semester. The decrease in the number of men students and graduate students was about the same. Four special students enrolled at this university for special training, practice and learning in specific fields without pursuing a degree.

TABLE I  
FOREIGN STUDENTS WHO ENROLLED AT KANSAS  
STATE UNIVERSITY IN FALL AND SPRING  
SEMESTER, 1963-1964

Categories	Fall	Spring
Number of countries	53	61
Number of foreign students	487	482
Number of women students	47	61
Number of men students	440	421
Number of undergraduates	171	164
Number of graduates	312	294
Number of special students	4	4
Number not actually enrolled	5	20

The number of students who did not actually enroll in classes increased in the Spring Semester 1964. It was noted that all of the foreign students who did not actually enroll in the Fall Semester 1963-1964 were under the A.I.D. program. They were supported by the U.S. Government under the Agency for International Development.

The 482 foreign students of the total enrollment at Kansas State University in the Spring Semester 1964 represented 5.57 per cent of the student body. Over thirty-one per cent of the foreign students were from India while 20.95 per cent were students from China.

Frequency of questionnaires returned. Table II reflects the frequency and percentages of questionnaires returned from the recipients. Nearly one-half of the questionnaires returned were received within the first week. After the second week a follow-up was made by phone. Although the follow-up resulted in a few more returned questionnaires, it was not real satisfactory because it was difficult to find students at their residences. Also contacting the respondents by telephone was very time consuming.

The total number of returned questionnaires was 262 out of a possible 458 for 56.7 per cent. One hundred and eighty-one graduate and 81 undergraduate students returned their questionnaires. This amounted to a 61.5 per cent return for graduate students and a 49.4 per cent return for undergraduate students. The number of foreign students and reasons why they did not reply to the questionnaires are as follows:

TABLE II

FREQUENCY OF QUESTIONNAIRE RETURNED OF A  
STUDY OF ACADEMIC ACHIEVEMENT OF FOREIGN  
STUDENTS AT KANSAS STATE UNIVERSITY,  
SPRING SEMESTER, 1964

Number of days	Number of questionnaires	Per cent	Total number	Total per cent
1-3	83	17.9	83	17.9
4-6	50	10.8	133	28.7
7-9	22	4.8	155	33.5
10-12	15	3.3	170	36.8
13-15	25	5.4	195	42.2
16-18	27	5.8	222	48.0
19-21	11	2.4	233	50.4
22-24	6	1.3	239	51.7
25-27	4	0.9	243	52.6
28-30	5	1.1	248	53.7
31-33	9	1.9	257	55.6
34-36	3	0.6	260	56.2
37-39	2	0.4	262	56.7
Total	262	56.7	262	56.7

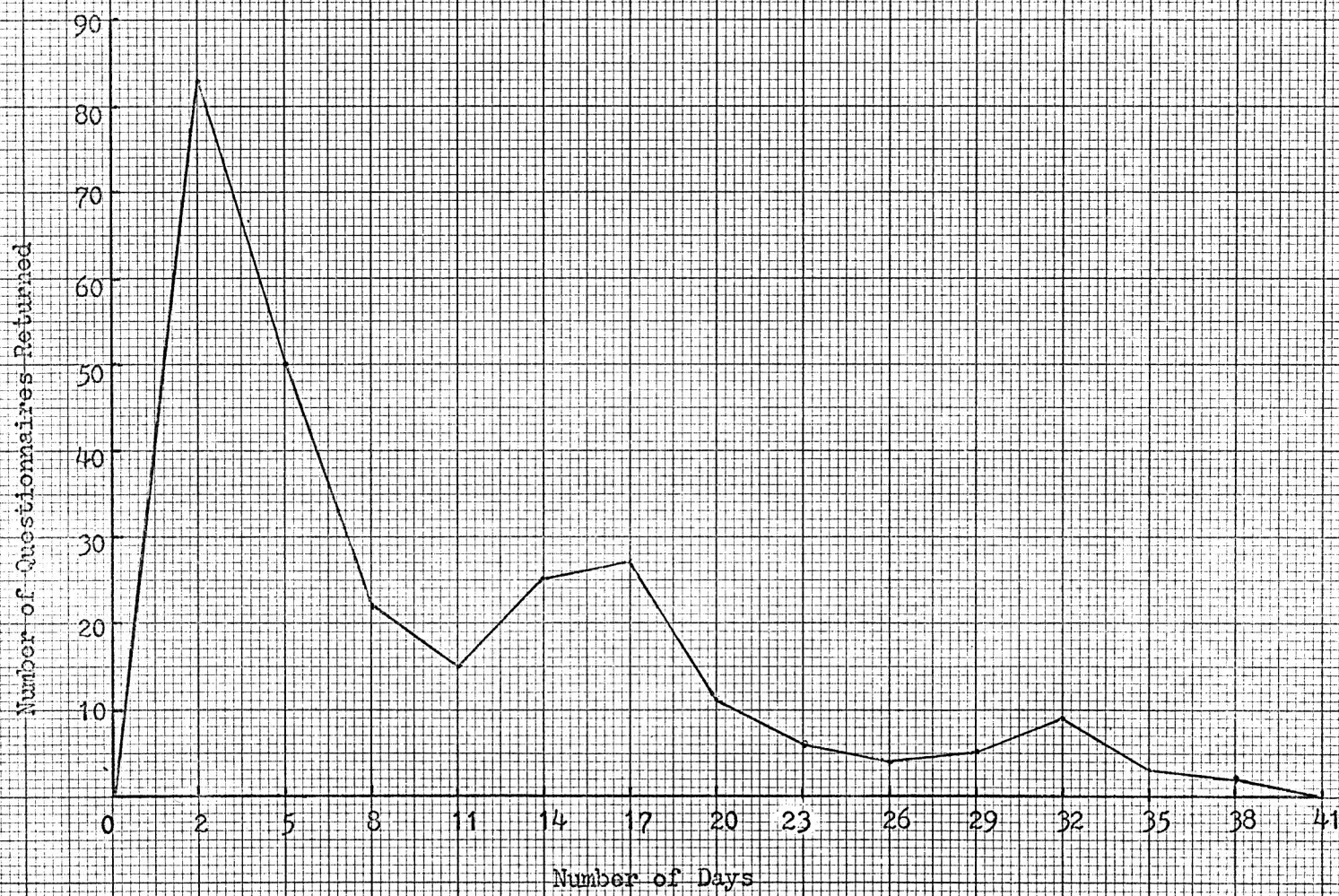


FIGURE 1

FREQUENCY POLYGON OF QUESTIONNAIRES RECEIVED OF A STUDY OF ACADEMIC ACHIEVEMENT OF GRADUATE AND UNDERGRADUATE FOREIGN STUDENTS AT KANSAS STATE UNIVERSITY, WHO ENROLLED IN SPRING SEMESTER 1964 (BASED ON DATA FROM TABLE II)

	Number	Per cent
Number did not respond to follow-up contact	93	19.9
Number did not contact in follow-up because of no phone	70	15.2
Number changed residences	13	2.8
Number misplaced and lost questionnaires	8	1.8
Number dead letters mailed back	7	1.6
Number had returned to their countries	5	1.1
Number were special students	4	0.9
Total	200	43.3
Number questionnaires returned	262	56.7
Total	462	100.0

English Proficiency. Academic achievement regarding English Proficiency of graduate and undergraduate foreign students is indicated by Tables III, IV and Figures 2 and 3. Table III shows that the greatest per cent of graduate foreign students who passed the English Proficiency test received a higher grade point average. Graduate foreign students who passed English Proficiency test had a possibility of greater academic success than those who failed.

There were many graduate foreign students who failed the English Proficiency test but still earned a high grade point average. It was found that these groups were in Engineering, Chemistry, Mathematics, and Statistics where English Proficiency was less meaningful for their academic achievement than the other major subject fields.



Figures 2 and 3 also show the relationship of those who passed the English speech, grammar, and essay tests. There were a greater percentage of graduate foreign students who passed the English essay test who earned a grade point average of 3.50-4.00 than those who passed English speech and grammar. This indicates that the proficiency in English compositions had greater correlation to academic achievement than proficiency in speech or grammar.

It was found that the number of graduate foreign students who took the English speech test was higher than those who took the English grammar and essay tests combined. This was because the Speech Department provided more convenience for the students to take the test. The English grammar and essay tests were held on a specific schedule which was less frequently given.

It seemed that it was not convenient at all for the students to take the English Proficiency test on enrollment day. Many students did not take the English Proficiency test because they realized that they might have trouble in taking the English test while they had unfinished business with enrollment procedures. The students felt that they should finish their enrollment first and then take the test in English Proficiency. There were many foreign students enrolled who had not taken the university English Proficiency test.

Academic achievement of undergraduate foreign students is shown in Table IV. There were only a small number of undergraduate foreign students with a grade point average of 3.50-4.00 who had passed the English speech and essay tests. None of those who failed the English speech, grammar and essay tests earned this high grade point average. The percentages of under-



TABLE III

ACADEMIC ACHIEVEMENT OF GRADUATE FOREIGN STUDENTS AT  
KANSAS STATE UNIVERSITY, FALL AND SPRING SEMESTER,  
1963-1964 WHO PASSED AND FAILED K.S.U.  
ENGLISH PROFICIENCY TESTS

Grade point averages	Speech				Grammar				Essay			
	No. pass	Per cent	No. fail	Per cent	No. pass	Per cent	No. fail	Per cent	No. pass	Per cent	No. fail	Per cent
3.50-4.00	59	41.60	1	10.00	20	40.00	6	25.00	13	46.40	9	20.50
3.00-3.49	51	35.90	5	50.00	18	36.00	9	37.50	8	28.60	20	45.50
2.50-2.99	25	17.60	1	10.00	8	16.00	3	12.50	5	17.80	7	15.90
2.00-2.49	6	4.20	3	30.00	4	8.00	5	20.80	1	3.60	7	15.90
1.50-1.99	-	-	-	-	-	-	1	4.20	1	3.60	1	2.20
0.00-1.49	1	0.70	-	-	-	-	-	-	-	-	-	-
Total	142	100.0	10	100.0	50	100.0	24	100.0	28	100.0	44	100.0

TABLE IV

ACADEMIC ACHIEVEMENT OF UNDERGRADUATE FOREIGN STUDENTS AT  
KANSAS STATE UNIVERSITY, FALL AND SPRING SEMESTER,  
1963-1964 WHO PASSED AND FAILED K.S.U.  
ENGLISH PROFICIENCY TESTS

Grade point averages	Speech				Grammar				Essay			
	No. pass	Per cent	No. fail	Per cent	No. pass	Per cent	No. fail	Per cent	No. pass	Per cent	No. fail	Per cent
3.50-4.00	1	2.90	-	-	-	-	-	-	4	10.50	-	-
3.00-3.49	4	11.80	2	5.90	3	17.70	1	50.00	3	7.80	1	20.00
2.50-2.99	9	26.50	5	14.70	5	29.40	-	-	12	31.50	-	-
2.00-2.49	10	29.40	7	20.60	4	23.50	1	50.00	8	21.00	2	40.00
1.50-1.99	8	23.50	14	41.20	2	11.70	-	-	6	15.80	1	20.00
0.00-1.49	2	5.90	6	17.60	3	17.70	-	-	5	13.40	1	20.00
Total	34	100.00	34	100.00	17	100.00	2	100.00	38	100.00	5	100.00

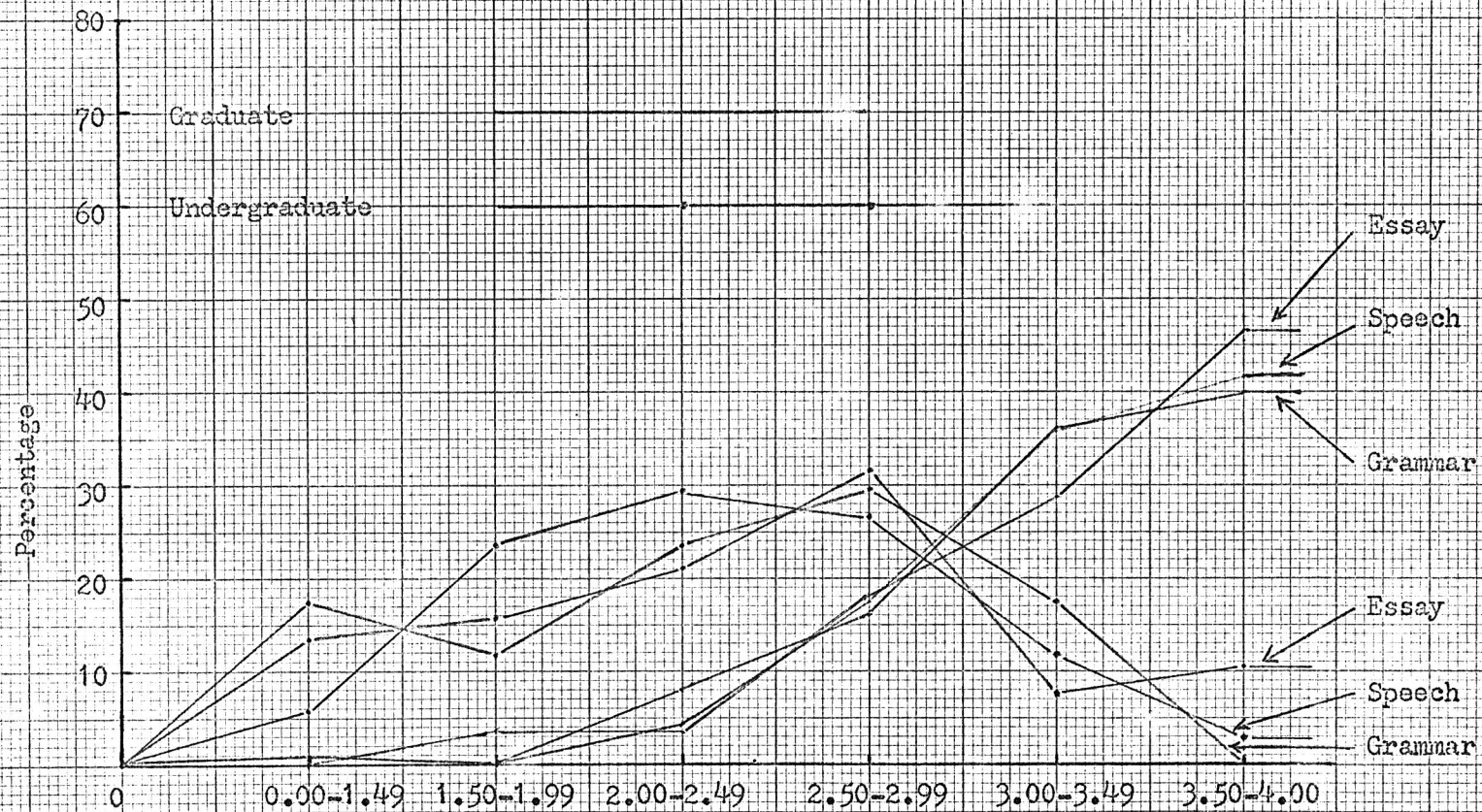


FIGURE 2

ACADEMIC ACHIEVEMENT AND PERCENTAGES OF GRADUATE AND UNDERGRADUATE FOREIGN STUDENTS  
AT KANSAS STATE UNIVERSITY, FALL SEMESTER, 1963-1964  
WHO PASSED K.S.U. ENGLISH PROFICIENCY  
(BASED ON DATA FROM TABLES III AND IV)



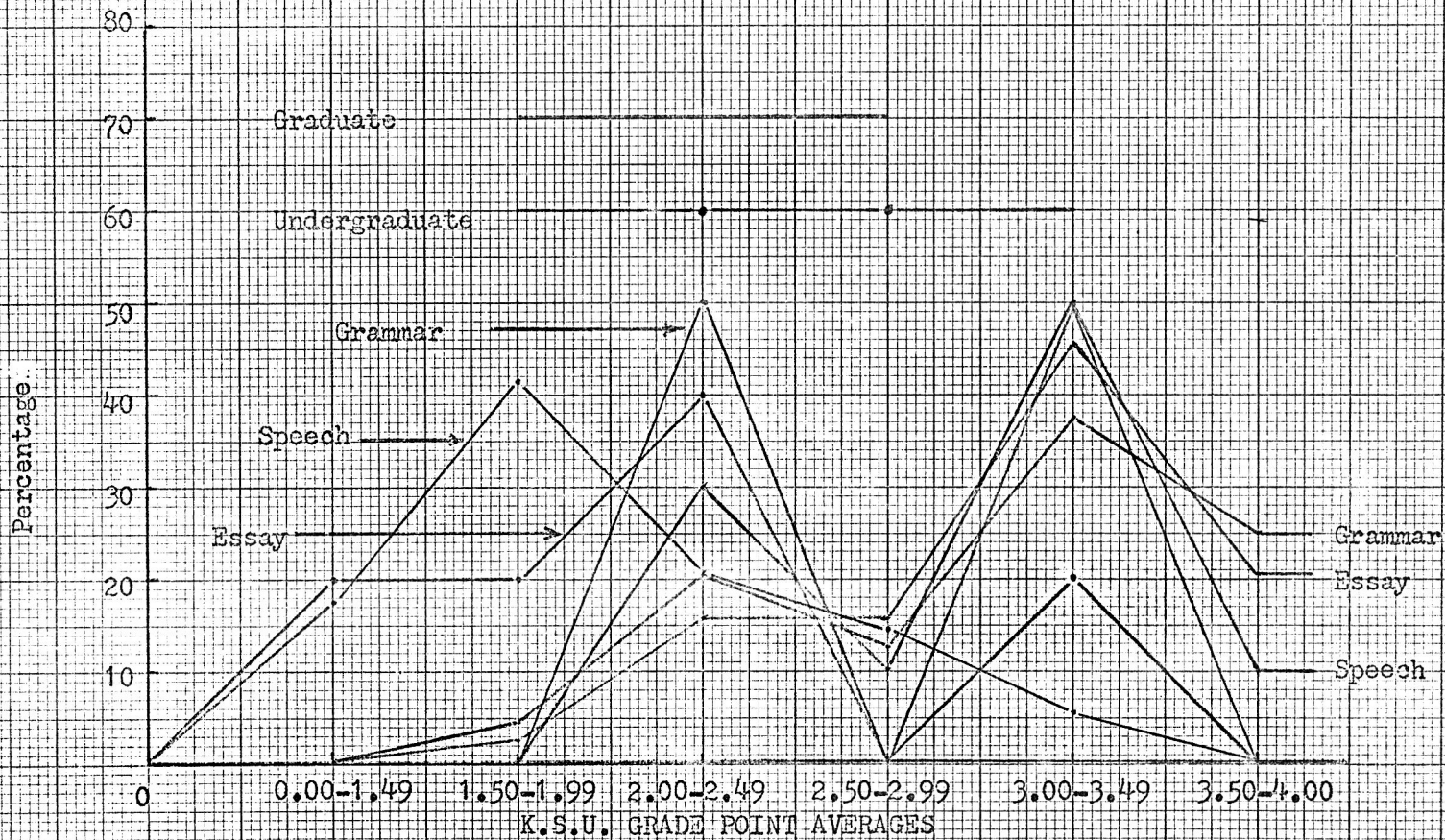


FIGURE 3

ACADEMIC ACHIEVEMENT AND PERCENTAGE OF GRADUATE AND UNDERGRADUATE FOREIGN STUDENTS AT KANSAS STATE UNIVERSITY, FALL SEMESTER, 1963-1964 WHO FAILED K.S.U. ENGLISH PROFICIENCY (BASED ON DATA FROM TABLES III AND IV)

graduate foreign students who passed the English speech and essay tests were higher than those who failed with a grade point average of 2.00 and above.

It was found that only a few undergraduate foreign students who failed the English Proficiency test earned a grade point average of 3.00 and above. In general undergraduate foreign students who passed the English Proficiency test had a greater academic achievement than those who failed.

It was also found that proficiency in English was helpful for both graduate and undergraduate foreign students to have greater academic success. However, it seemed that it was less helpful for undergraduate than graduate students as shown by Figures 2 and 3. A few undergraduate foreign students who failed the English Proficiency test earned a grade point average of 3.00-3.49.

Academic background. There were fifty-eight graduate foreign students whose grade point average at Kansas State University was not available. The remaining 123 questionnaires of graduate students are given in Table V which shows academic achievement of graduate foreign students at Kansas State University as compared to their academic abilities from the previous school in their countries.

It was found in this case that fifty-nine per cent of them indicated that their academic background ranked at the top or nearly top. There were 29.2 per cent who indicated slightly above average, 10.3 per cent indicated average, and 1.3 per cent indicated below average academic background.

The graduate foreign students who indicated their academic background ranked at the top or nearly top had slightly better grade point averages than those who indicated theirs was at slightly above average.

The slightly above average group had slightly higher grade point averages than those who indicated they ranked average in their academic background.

It was found that most of the graduate foreign students at this university ranked their academic background from their previous school in their countries at the top or nearly top and slightly above average. There was no evidence to show that the top and slightly above average graduate foreign students tend to cooperate with this study more than the average and below average students.

Thus it can be seen that graduate foreign students who had high academic abilities in their countries tend to have greater academic success at this university than those who had low abilities from the previous school in their countries.

Academic achievement of undergraduate foreign students at this university as compared to their academic abilities from their countries is indicated in Table VI. There were seventy-one undergraduate foreign students responding in this case. The other ten students were not included because their grade point averages were not available from the University Registrar's Office.

Of the seventy-one respondents ranking their academic background from the previous schools in their countries, 49.3 per cent indicated they ranked at the top or nearly top and 29.6 per cent indicated they ranked slightly above average. There were only 19.6 per cent who indicated they ranked average and 1.5 per cent indicated slightly below average.

It was found that undergraduate foreign students who were at the top or nearly top students in their countries earned a grade point average

of 3.50-4.00 at Kansas State University, while the other groups did not earn a grade point average this high. The number of undergraduate foreign students who indicated they ranked at the top or nearly top and slightly above average was higher than those who indicated they ranked average or below average.

The percentage of undergraduate foreign students who earned grade point averages of 2.50-2.99 and below 2.50 at Kansas State University is shown below and is based on data from Table VI.

Grade point average at K.S.U.	Percentage of top or nearly top	Percentage of slightly above average	Percentage of average
2.50-2.99	53.4	25.9	17.0
below 2.50	46.6	74.1	83.0

More of the top undergraduate students received a higher grade point average than the slightly above average and average students.

There has been considerable research conducted regarding academic success of college students in the United States in correlation with their previous academic abilities in high school. One of these studies has been done by Percival W. Hutson, Professor of Education, University of Pittsburgh. He found that their average scholastic rank in the tenth grade combined with their I.Q. rating predicted average university marks almost as well as did an average of a four-year scholarship record and scholastic aptitude test given in the senior year.<sup>1</sup>

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<sup>1</sup>Percival W. Hutson, The Guidance Function in Education, p. 416.

TABLE V

ACADEMIC ACHIEVEMENT OF GRADUATE FOREIGN STUDENTS AT  
KANSAS STATE UNIVERSITY, FALL AND SPRING SEMESTER  
1963-1964 WHO INDICATED THEIR RANKS OF ACADEMIC  
BACKGROUND FROM THE PREVIOUS SCHOOLS

Grade point average at K.S.U.	No. top or nearly top			No. slightly above average			No. average			No. slightly below average			No. very below average			No. failing		
	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c
3.50-4.00	29	26	26	10	16	16	8	4	3	-	-	1	-	-	-	-	-	-
3.00-3.49	31	31	24	12	12	20	4	5	5	-	1	-	-	-	-	-	-	-
2.50-2.99	9	10	6	3	1	5	-	1	1	-	-	-	1	1	1	-	-	-
2.00-2.49	7	4	3	2	4	4	1	2	3	-	-	-	-	-	-	-	-	-
1.50-1.99	2	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
0.00-1.49	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	78	73	61	27	33	45	13	12	12	0	1	1	1	1	1	0	0	0

a - At elementary education level.

b - At secondary education level.

c - At higher education, colleges or universities.



TABLE VI

ACADEMIC ACHIEVEMENT OF UNDERGRADUATE FOREIGN STUDENTS AT  
KANSAS STATE UNIVERSITY, FALL AND SPRING SEMESTER,  
1963-1964 WHO INDICATED THEIR RANKS OF ACADEMIC  
BACKGROUND FROM THE PREVIOUS SCHOOLS

Grade point average at K.S.U.	No. top or nearly top			No. slightly above average			No. average			No. slightly below average			No. very below average			No. failing		
	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c
3.50-4.00	4	4	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3.00-3.49	3	3	3	3	4	2	-	1	1	1	-	-	-	-	-	-	-	-
2.50-2.99	15	15	4	2	3	2	2	1	2	-	-	-	-	-	-	-	-	-
2.00-2.49	5	6	5	7	7	3	5	4	5	-	-	1	-	-	-	-	-	-
1.50-1.99	5	3	2	5	9	3	4	2	7	-	-	-	-	-	-	-	-	-
0.00-1.49	9	9	4	2	4	6	3	2	2	1	-	-	-	-	-	-	-	-
Total	41	40	22	19	27	16	14	10	17	2	0	1	0	0	0	0	0	0

a - At elementary education level.

b - At secondary education level.

c - At higher education level, colleges or universities.

The academic achievement of both graduate and undergraduate foreign students at Kansas State University might be predicted as well at the previous schools in their countries.

Number of credit hours. The number of credit hours that foreign students carried in each semester was a factor believed to be related to their academic success at this university. Table VII shows that foreign students carrying fewer semester hours received the better grade point averages. However, it was found that there was no definite correlation between number of semester hours carried and grade point averages. The greatest frequency of semester hours that graduate foreign students carried in the Fall Semester 1963-1964 were three, six, nine, and twelve. The graduate foreign students who carried eight to ten semester hours had the highest grade point average. Those who carried one, six, and thirteen semester hours earned the lowest grade point averages.

The greatest number of undergraduate foreign students had taken thirteen, fourteen, fifteen, sixteen, and eighteen semester hours. The students who carried sixteen and eighteen semester hours had the highest grade point averages. An exception to this was for one student who carried nineteen, one who carried twenty-two semester hours, and four students who carried six semester hours. The students who carried eight and nine semester hours earned the lowest grade point average.

It was noted that there was no graduate foreign students who carried over sixteen semester hours. The greatest number took between three and twelve semester hours. Undergraduate students had taken a larger number of semester hours than graduate students. No undergraduate student carried

TABLE VII

NUMBER OF CREDIT HOURS CARRIED AND GRADE POINT  
AVERAGES OF GRADUATE AND UNDERGRADUATE  
FOREIGN STUDENTS AT KANSAS STATE  
UNIVERSITY, FALL SEMESTER,  
1963-1964

Number hours carried	Graduate Students		Undergraduate Students		Total students
	No. students	Grade average	No. students	Grade average	
0	30	-	4	-	34
1	2	3.000	-	-	2
2	6	3.166	-	-	6
3	44	3.325	-	-	44
4	5	3.400	-	-	5
5	8	3.350	1	1.000	9
6	40	3.008	4	3.000	44
7	8	3.071	2	1.714	10
8	10	3.485	2	0.675	12
9	48	3.113	6	0.981	54
10	24	3.479	5	2.260	29
11	8	3.170	9	1.969	17
12	42	3.273	12	2.202	54
13	8	3.076	18	2.034	26
14	6	3.142	25	2.294	31
15	9	3.266	29	2.349	38
16	6	3.292	17	2.419	23
17	-	-	13	2.162	13
18	-	-	17	2.424	17
19	-	-	1	2.579	1
22	-	-	1	3.136	1
Total	304	3.224	166	2.199	470

below five semester hours. It was noted that the undergraduate student who carried twenty-two semester hours was from China and majoring in physics.

Field of study or major subject. There were undergraduate, Master's and Ph.D. candidate foreign students majoring in thirty-four, forty-eight and seventeen subject matter fields respectively in the Fall Semester 1963-1964. Table VIII shows that the largest number of graduate foreign students is in the College of Engineering and Architecture with predominantly Indian students. There were a small number of graduate foreign students in the Colleges of Commerce, Home Economics, and Veterinary Medicine.

The percentage of graduate foreign students in the College of Veterinary Medicine was higher than the percentages of graduate foreign students in other colleges when compared at the grade point average of 3.50-4.00. The students in the College of Agriculture had the second highest percentage of graduate students who earned a grade point average of 3.50-4.00. There were no graduate foreign students in the College of Commerce who earned this grade point average. The students in the College of Agriculture had a slightly higher percentage of those who earned a grade point average of 3.00 or above than those in the College of Arts and Sciences. Academic achievement of graduate foreign students in these two colleges were slightly different from each other, but the students in both Colleges were less successful academically than the students in the College of Engineering and Architecture, and the College of Veterinary Medicine. The students in the College of Home Economics and Commerce had lower academic success than the students in other Colleges.

The grade point average of graduate foreign students varied widely within each field. The Ph.D. candidate foreign students had greater academic success than Master's candidates, except the students in Chemistry and Biochemistry. Here the Master's candidate had higher grade point averages than the Ph.D. candidates. Both Master's and Ph.D. candidates earned grade point averages below 3.00 in Biochemistry.

Master's and Ph.D. candidate foreign students had an overall grade point average above 3.50 in the following subject matter fields.

#### Master's Candidates

Rank Order	Curriculum	Number	Overall grade point average
1	Poultry Science	2	3.833
2	Applied Mechanics	3	3.697
3	Extension Education	3	3.667
4	Feed Technology	3	3.637
5	Chemistry	6	3.562

#### Ph.D. Candidates

Rank Order	Curriculum	Number	Overall grade point average
1	Milling Industry	3	3.818
2	Agricultural Economics	3	3.777
3	Animal Nutrition	3	3.750
4	Veterinary Medicine	4	3.675
5	Botany	3	3.666
6	Horticulture	3	3.583

Master's and Ph.D. candidate foreign students had an overall grade point average of 3.00-3.49 in the following major subject matter fields.

#### Master's Candidates

Rank Order	Curriculum	Number	Overall grade point average
1	Industrial Engineering	25	3.463
2	Milling Industry	2	3.450
3	Physiology	3	3.422
4	Statistics	10	3.365
5	Family and Child Development	2	3.350
5	Geology	2	3.350
6	Surgery and Medicine	3	3.305
7	Electrical Engineering	16	3.254
8	Agricultural Engineering	4	3.250
9	Botany	3	3.222
10	Physics	5	3.213
11	Agronomy	5	3.204
12	Bacteriology	2	3.200
12	Plant Pathology	2	3.200
13	Economics	3	3.125
14	History	5	3.116
15	Mechanical Engineering	10	3.098
16	Farm Mechanics	2	3.091
17	Genetics	2	3.050

## Ph.D. Candidates

Rank Order	Curriculum	Number	Overall grade point average
1	Genetics	3	3.329
2	Bacteriology	4	3.275
3	Mechanical Engineering	4	3.249
4	Plant Pathology	4	3.246
5	Entomology	4	3.021

Master's and Ph.D. candidate foreign students had an overall grade point average below 3.00 in the following major subject matter fields.

## Master's Candidates

Rank Order	Curriculum	Number	Overall grade point average
1	Chemical Engineering	8	2.995
2	Horticulture	7	2.987
3	Agricultural Education	6	2.924
4	Institutional Management	2	2.891
5	Biochemistry	4	2.857
6	General Home Economics	2	2.833
7	Civil Engineering	17	2.828
8	Animal Husbandry	8	2.750
9	English	7	2.613
10	Technical Journalism	2	2.583
11	Accounting	4	2.540
12	Political Science	2	2.500
13	Nuclear Engineering	3	2.146

## Ph.D. Candidates

Rank Order	Curriculum	Number	Overall grade point average
1	Chemistry	6	2.905
2	Biochemistry	2	2.785

It seemed that Master's and Ph.D. candidate foreign students did not achieve academic success in the same major subject matter fields except in Genetics and Plant Pathology where both Master's and Ph.D. candidates had an overall grade point average about the same.

The academic achievement of undergraduate foreign students as compared to their major subject fields is presented in Table IX. It shows that the College of Engineering and Architecture has a greater number of students than other colleges. They were predominantly Indian students. There were a small number of students in the College of Commerce, Home Economics, and Veterinary Medicine. This corresponds to the small number of graduate foreign students in these colleges.

There were only a small number of undergraduate foreign students who earned a grade point average of 3.50-4.00. No students in the College of Arts and Sciences, Commerce, or Home Economics earned this grade point average. The percentages of students in the College of Veterinary Medicine who earned a grade point average of 3.50-4.00 and 1.50-1.99 were higher than the percentages of students in other colleges. Home Economic students had the lowest grade point average of any college.

When measuring academic achievement by use of frequency of distribution and percentages of undergraduate foreign students the students in the College of Agriculture had greater academic success than the students in the College



of Arts and Sciences. The Arts and Sciences students had greater academic success in terms of grade point averages than Engineering and Architecture students. The students in the College of Commerce and Home Economics had less academic success than the students in other colleges.

It was found that the grade point averages of undergraduate foreign students also varied within each field. There were only four students in Chemistry who earned an overall grade point average of 3.088 while the students in other major subject fields earned a grade point average below 3.00.

Undergraduate foreign students earned an overall grade point average of 2.50-2.99, 2.00-2.49, and below 2.00 in the following major subject matter fields.

Overall grade point average  
2.50-2.99

Rank order	Curriculum	Number	Overall grade point average
1	Agronomy	4	2.684
2	Veterinary Medicine	2	2.590
3	Nuclear Engineering	7	2.512

Overall grade point average  
2.00-2.49

Rank order	Curriculum	Number	Overall grade point average
1	Architecture	5	2.453
2	Pre-veterinary	8	2.417
3	Electrical Engineering	21	2.311
4	Animal Husbandry	12	2.285
5	Civil Engineering	19	2.248
6	Chemical Engineering	22	2.032

Overall grade point average  
below 2.00

Rank order	Curriculum	Number	Overall grade point average
1	Business Administration	3	1.950
2	Industrial Engineering	5	1.948
3	Government	2	1.916
4	Architecture Engineering	5	1.867
5	Mechanical Engineering	20	1.818
6	General Home Economics	2	1.692
7	Milling Technology	2	1.344

Other major fields with only one student were not presented because it tended to have a possibility of exception and was less meaningful in statistical measurement than those fields with at least two students. However, it was found that academic success of foreign students varied widely within the major subject fields. Academic success of undergraduate, Master's and Ph.D. candidate foreign students were different in each major subject field.

Table X shows the factors related to subject difficulty indicated by graduate and undergraduate foreign students. The difficulty most frequently indicated by the students was "subject matter is difficult itself." The second most frequently indicated factor was "do not have basic knowledge related to the subject." The number of students who indicated "too many technical terms which are difficult to understand," "subject matter is too broad," or "assignment is too large" was almost the same for both graduate and undergraduate students. It was found that almost every subject that students had never learned in their own countries was difficult. It

TABLE VIII

GRADE POINT AVERAGES IN DIFFERENT MAJOR FIELDS OF  
GRADUATE FOREIGN STUDENTS AT KANSAS STATE  
UNIVERSITY, FALL SEMESTER, 1963-1964

Grade point averages	Agriculture		Arts and Sciences		Commerce		Engineering and Architecture		Home Economics		Veterinary Medicine		Total	
	No. stu- dents	Per cent	No. stu- dents	Per cent	No. stu- dents	Per cent	No. stu- dents	Per cent	No. stu- dents	Per cent	No. stu- dents	Per cent	No. stu- dents	Per cent
3.50-4.00	26	46.43	32	36.78	-	-	29	30.18	2	28.57	4	57.14	93	36.05
3.00-3.49	15	26.78	31	35.64	2	40.00	44	45.83	2	28.57	1	14.29	95	36.83
2.50-2.99	9	16.07	12	13.79	1	20.00	14	14.58	2	28.57	2	28.57	40	15.50
2.00-2.49	6	10.72	10	11.49	2	40.00	6	6.27	1	14.29	-	-	25	9.69
1.50-1.99	-	-	1	1.15	-	-	2	2.09	-	-	-	-	3	1.16
0.00-1.49	-	-	1	1.15	-	-	1	1.05	-	-	-	-	2	0.77
Total	56	100.00	87	100.00	5	100.00	96	100.00	7	100.00	7	100.00	258	100.00

TABLE IX

GRADE POINT AVERAGES IN DIFFERENT MAJOR FIELDS OF  
UNDERGRADUATE FOREIGN STUDENTS AT KANSAS STATE  
UNIVERSITY, FALL SEMESTER, 1963-1964

Grade point averages	Agriculture		Arts and Sciences		Commerce		Engineering and Architecture		Home Economics		Veterinary Medicine		Total	
	No. stu- dents	Per cent	No. stu- dents	Per cent	No. stu- dents	Per cent	No. stu- dents	Per cent	No. stu- dents	Per cent	No. stu- dents	Per cent	No. stu- dents	Per cent
3.50-4.00	1	5.00	-	-	-	-	3	2.77	-	-	1	50.00	5	3.09
3.00-3.49	3	15.00	4	14.80	-	-	14	12.95	-	-	-	-	21	12.96
2.50-2.99	9	45.00	10	37.00	1	33.33	18	16.66	-	-	-	-	38	23.46
2.00-2.49	2	10.00	8	29.70	1	33.33	25	23.15	1	50.00	-	-	37	22.84
1.50-1.99	2	10.00	1	3.70	-	-	27	25.02	1	50.00	1	50.00	32	19.75
0.00-1.49	3	15.00	4	14.80	1	33.34	21	19.45	-	-	-	-	29	17.90
Total	20	100.00	27	100.00	3	100.00	108	100.00	2	100.00	2	100.00	162	100.00

TABLE X  
 FREQUENCY OF FACTORS RELATED THE ONE MOST  
 DIFFICULT SUBJECT, INDICATED BY  
 GRADUATE AND UNDERGRADUATE  
 FOREIGN STUDENTS AT KANSAS  
 STATE UNIVERSITY, SPRING  
 SEMESTER, 1964

No.	Factors Related Subject Difficulty	Frequency	
		Grad.	Under-grad.
1	Subject matter is difficult itself	48	32
2	Too many technical terms which are difficult to understand	21	18
3	Subject matter is too broad	23	18
4	Do not have basic knowledge related to the subject	38	25
5	Assignment is too large	19	19
6	Did not study before attending class and had a test unannounced	3	3
7	Did not understand some parts of the lecture and then the professor tested on the parts not understood	21	24
8	The test was not satisfactory because of absences	3	2
9	Research (Master Report, Thesis, Dissertation or other reports) takes too much time	18	1
10	Other factors	19	18
Total		213	160

might be indicated that these factors related a problem with the English language.

The "other factors" the foreign students indicated were concerned with the English problem, testing system, new subjects, method of instruction and other things they were not accustomed to. In most cases the foreign students did prepare themselves and attended classes regularly. There was one thing different between graduate and undergraduate foreign students. Graduate students indicated that research and reports had much more influence on their study than undergraduate students.

Extracurricular participation. Academic success of graduate and undergraduate foreign students who participated and who did not participate in extracurricular activities is shown in Table XI. The percentages of participant graduate foreign students who earned a grade point average of 3.00-3.49 and 3.50-4.00 was higher than the percentage of those who were non-participants. However, the percentages of non-participant graduate foreign students was higher than the percentages of participants with a grade point average below 3.00. It was indicated that graduate foreign students who participated in extracurricular activities had greater academic success than those who had never participated in any activities.

Academic achievement of participants and non-participant undergraduate foreign students was different than academic achievement of graduate foreign students. The percentages of non-participant undergraduate foreign students was higher than the percentages of participants at a grade point average of 3.00 and above. However, at a grade point average below 2.00 the percentages of participants was greater than non-participants. The greatest number of participants earned lower grade point averages.

TABLE XI

ACADEMIC ACHIEVEMENT OF EXTRACURRICULAR PARTICIPATION  
AND NON-PARTICIPATION GRADUATE AND UNDERGRADUATE  
FOREIGN STUDENTS AT KANSAS STATE UNIVERSITY,  
FALL AND SPRING SEMESTER, 1963-1964

Grade point averages	Graduates				Undergraduates			
	Participant		Non-Participant		Participant		Non-Participant	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
3.50-4.00	39	43.33	10	30.30	3	4.84	1	7.14
3.00-3.49	39	43.33	9	27.27	4	6.45	3	21.43
2.50-2.99	5	5.56	8	24.25	16	25.80	3	21.43
2.00-2.49	5	5.56	6	18.18	13	20.97	3	21.43
1.50-1.99	2	2.22	-	-	13	20.97	3	21.43
0.00-1.49	-	-	-	-	13	20.97	1	7.14
Total	90	100.00	33	100.00	62	100.00	14	100.00

It was found that graduate foreign students had one-third non-participants while one-fourth of the undergraduate students were in the non-participating group. It was indicated that there were more graduate foreign students who preferred to participate in activities than undergraduate students.

Employment during educational process. Employment was one factor believed to be related to academic achievement of the students. Table XII shows the academic achievement of graduate and undergraduate foreign students who were employed and unemployed while studying at Kansas State University in the Fall Semester 1963-1964. It was found that the percentages of unemployed graduate foreign students who earned a grade point average of 3.50-4.00 was higher than the percentages of those who were employed. However, the percentages of employed students who earned a grade point average of 3.00-3.49 was higher than the percentage of those who were unemployed. At the lower grade point average there was greater percentages of employed students than those who were unemployed.

It was found that unemployed graduate foreign students had a slightly greater possibility for academic success than graduate foreign students who were employed.

It was also found that the percentages of employed undergraduate foreign students who earned grade point averages of 3.00-3.49 and 3.50-4.00 were higher than the percentages of those who were unemployed. But at grade point averages 2.00-2.49 and 2.50-2.99 the unemployed segment of students had a greater percentage than employed students. There was a higher percentage of employed than unemployed students at the grade point average below 2.00. This indicates that unemployed undergraduate foreign students



TABLE XII

COMPARED ACADEMIC ACHIEVEMENT OF EMPLOYED TO UNEMPLOYED  
GRADUATE AND UNDERGRADUATE FOREIGN STUDENTS AT KANSAS  
STATE UNIVERSITY, FALL AND SPRING SEMESTER,  
1963-1964

Grade point averages	Graduates				Undergraduates			
	Employed		Unemployed		Employed		Unemployed	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
3.50-4.00	20	34.48	27	42.86	1	6.25	3	5.08
3.00-3.49	24	41.38	25	39.68	3	18.75	4	6.78
2.50-2.99	9	15.51	4	6.35	1	6.25	15	25.43
2.00-2.49	4	6.89	6	9.52	3	18.75	15	25.43
1.50-1.99	1	1.74	1	1.59	4	25.00	11	18.64
0.00-1.49	-	-	-	-	4	25.00	11	18.64
Total	58	100.00	63	100.00	16	100.00	59	100.00

also had greater academic success than employed students. Thus it appears that the academic success of employed and unemployed foreign students is just slightly different from each other.

Residence. Three and six-tenths per cent of the foreign students lived in a dormitory the Fall Semester 1963-1964. The percentage increased to 5.2 per cent in the Spring Semester 1964. Almost one-half of these students were graduate foreign students. The other one-half were undergraduate foreign students. The majority group of foreign students were living in apartments or off-campus residences. It was found that foreign students did not prefer to stay in dormitories or in the university residence halls. The factors indicated were that staying in an apartment where cooking could be provided was about two to three hundred dollars a year than staying in a dormitory. It was a real expensive for foreign students to stay in a dormitory while the purchasing power of their own money was less than dollar's. Another factor was that the dormitories were closed on vacations. There were no residents permitted to stay in the room during a vacation period. The residents also had to move out with all properties at the end of each semester. It was not convenient at all for the residents to often move in and out especially foreign students who did not have families in the United States. It was also difficult for them to find residences to stay in a short period during vacations. Also, many foreign students did not prefer to eat the American food that the dormitory served. They would like to eat their native food that they could cook in their apartments. Several foreign students from a certain geographical area had trouble with American food.

Academic achievement of foreign students who lived in dormitories and apartments is presented in Table XIII. A greater percentage of graduate foreign students who lived in dormitories earned a grade point average above 3.00 than those who lived in apartments. There were no graduate foreign students living in dormitories who earned a grade point average below 2.50.

No undergraduate foreign students who lived in dormitories earned a grade point average of 3.00 or above. However, there were 13.19 per cent of those who lived in apartments who earned a 3.00 average or above. There was a greater percentage of undergraduate foreign students living in dormitories who earned a grade point average below 3.00 than those who lived in apartments.

It is shown that the academic success of undergraduate foreign students who lived in the apartments or off-campus residences was greater than those who lived in dormitories or campus residences. However, graduate foreign students who lived in dormitories had greater academic success than those who lived in the apartments.

Table XIV shows the academic achievement of foreign students who lived in off-campus residences with a homogroup or a heterogroup. The homogroup consisted of foreign students who represented the same language, country and lived in the same residence together. The heterogroup consisted of foreign students who lived in the same residence with Americans or with students from different countries and with different languages.

It was found that the percentage of heterogroup graduate foreign students who earned grade point averages of 3.00 and above was higher than the percentage of the homogroup. It was also found that homogroup students from India and other countries where English has been used as an official

TABLE XIII

COMPARED ACADEMIC ACHIEVEMENT OF GRADUATE AND UNDERGRADUATE  
FOREIGN STUDENTS WHO LIVED IN CAMPUS RESIDENCE HALLS TO  
THOSE WHO LIVED IN APARTMENTS OR OFF-CAMPUS RESIDENCES,  
AT KANSAS STATE UNIVERSITY, FALL SEMESTER, 1963-1964

Grade point averages	Graduates				Undergraduates			
	Campus		Off-Campus		Campus		Off-Campus	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
3.50-4.00	3	37.50	100	37.31	-	-	4	2.78
3.00-3.49	4	50.00	102	38.06	-	-	15	10.41
2.50-2.99	1	12.50	39	14.56	1	20.00	36	25.00
2.00-2.49	-	-	22	8.21	2	40.00	36	25.00
1.50-1.99	-	-	4	1.49	1	20.00	29	20.14
0.00-1.49	-	-	1	0.37	1	20.00	24	16.67
Total	8	100.00	268	100.00	5	100.00	144	100.00

TABLE XIV

ACADEMIC ACHIEVEMENT OF GRADUATE AND UNDERGRADUATE FOREIGN  
STUDENTS WHO LIVED IN RESIDENCES WITH HOMOGROUP AND  
HETEROGROUP AT KANSAS STATE UNIVERSITY,  
FALL SEMESTER, 1963-1964

Grade point averages	Graduates				Undergraduates			
	Homogroup		Heterogroup		Homogroup		Heterogroup	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
3.50-4.00	58	38.93	41	36.28	2	2.50	4	5.33
3.00-3.49	54	36.24	47	41.59	8	10.00	12	16.00
2.50-2.99	22	14.77	13	11.50	22	27.50	16	21.33
2.00-2.49	13	8.72	9	7.97	16	20.00	20	26.67
1.50-1.99	1	0.67	3	2.66	18	22.50	11	14.67
0.00-1.49	1	0.67	-	-	14	17.50	12	16.00
Total	149	100.00	113	100.00	80	100.00	75	100.00

language earned a grade point average as high as the heterogroup students. However, the homogroup students from the countries where English has been used as a second language earned a grade point average lower than the heterogroup students.

The percentage of heterogroup undergraduate foreign students who earned a grade point average of 2.00 and above was higher than the percentage of homogroup students. Sixty-three per cent of those foreign students who had been on academic probation were homogroup students. There was a greater percentage of graduate students who had been on academic probation than undergraduate students.

It was also observed that homogroup foreign students often had a group of discussion, social functions, recreational activities, or visited with their friends. These activities sometimes kept them from studying. They did not have enough time to study properly and to do better quality work. They preferred to live together because they could get along with each other very well regarding languages, customs, taste of food and the way of living.

There were sixteen countries who had homogroup foreign students in the Fall Semester 1963-1964. The percentage of homogroup students varied widely in each country as shown below.

Country	Percentages of homogroup foreign students
Southern Rhodesia, Kenya	100
Pakistan, Thailand	80
India	76
Nigeria	70
Egypt, Ghana, Korea, Vietnam	67

Country	Percentages of homogroup foreign students
China	50
Philippines	47
Netherlands	40
Iraq	33
Jordan	29
Iran	27

It was shown that the greatest percentages of homogroup foreign students were from Africa and Asia.

Sex and marital status. There were 90.35 per cent men and 9.65 per cent women foreign students at Kansas State University in the Fall Semester 1963-1964. Twenty-six per cent of the men and thirty-two per cent of the women foreign students were married. Academic achievement of men and women graduate foreign students is presented in Table XV. The percentage of married men graduate foreign students who earned a grade point average of 3.00 and above was higher than the percentage of those who were single. There were no married men who earned a grade point average below 2.00. However, about three per cent of those who were single earned a grade point average below 2.00.

The percentages of married women graduate foreign students who earned a grade point average of 3.00 and above was also higher than the percentages of those who were single.

Table XV also shows that the percentages of men graduate foreign students who earned a grade point average of 3.00 and above was higher than the percentage of those who were women.

TABLE XV

COMPARED ACADEMIC ACHIEVEMENT OF MALE TO FEMALE GRADUATE  
FOREIGN STUDENTS AT KANSAS STATE UNIVERSITY, FALL  
SEMESTER, 1963-1964, ALSO COMPARED SINGLE  
AND MARRIED STUDENTS

Grade point averages	Male				Female			
	No. single	Per cent	No. married	Per cent	No. single	Per cent	No. married	Per cent
3.50-4.00	58	35.58	38	50.00	7	28.00	3	25.00
3.00-3.49	60	36.81	26	34.21	9	36.00	5	41.67
2.50-2.99	26	15.95	7	9.21	6	24.00	-	-
2.00-2.49	14	8.59	5	6.58	3	12.00	3	25.00
1.50-1.99	4	2.45	-	-	-	-	-	-
0.00-1.49	1	0.62	-	-	-	-	1	8.33
Total	163	100.00	76	100.00	25	100.00	12	100.00



Academic achievement of undergraduate foreign students comparing their sex and marital status is shown in Table XVI. The percentage of married men undergraduate foreign students who earned a grade point average of 2.00 and above was higher than the percentage of those who were single. There were no married undergraduate students who earned a grade point average of 3.50-4.00.

Women undergraduate foreign students did not earn a high grade point average. Especially, those who were single did not earn a grade point average of 3.00 and above. The percentage of single women graduate foreign students who earned a grade point average 2.00-2.99 was higher than the percentage of those who were married. No married women undergraduate foreign students earned a grade point average of 2.00 and above.

When comparing the academic achievement of men to women undergraduate foreign students, the percentage of single women students who earned a grade point average of 2.00 and above was higher than the percentages of both single and married men students. However, married women students received a very low grade point average. The overall grade point average of women undergraduate foreign students was lower than the overall grade point average of those who were men.

Age. The youngest graduate foreign student who enrolled in the Spring Semester 1964 was twenty-one. The oldest was forty-seven. The youngest undergraduate foreign student was eighteen while the oldest was thirty-eight.

Academic achievement of graduate foreign students regarding age is shown in Table XVII. A greater per cent of graduate foreign students who were thirty-five years and older earned a grade point average of 3.50-4.00 than the younger graduate students. The group of graduate foreign students

TABLE XVI

COMPARED ACADEMIC ACHIEVEMENT OF MALE TO FEMALE UNDERGRADUATE  
FOREIGN STUDENTS AT KANSAS STATE UNIVERSITY, FALL SEMESTER,  
1963-1964, ALSO COMPARED SINGLE AND MARRIED STUDENTS

Grade point averages	Male				Female			
	No. single	Per cent	No. married	Per cent	No. single	Per cent	No. married	Per cent
3.50-4.00	6	4.19	-	-	-	-	-	-
3.00-3.49	18	12.58	3	21.43	-	-	-	-
2.50-2.99	35	24.49	4	28.57	1	25.00	-	-
2.00-2.49	31	21.66	3	21.43	2	50.00	-	-
1.50-1.99	30	20.99	3	21.43	-	-	1	50.00
0.00-1.49	23	16.09	1	7.14	1	25.00	1	50.00
Total	143	100.00	14	100.00	4	100.00	2	100.00

TABLE XVII

GRADE POINT AVERAGES AT DIFFERENT AGES OF GRADUATE  
FOREIGN STUDENTS AT KANSAS STATE UNIVERSITY,  
FALL AND SPRING SEMESTER, 1963-1964

Grade point averages	20-24 Years		25-29 Years		30-34 Years		35-Up		Total Number	
	No. student	Per cent	No. student	Per cent	No. student	Per cent	No. student	Per cent	No. student	Per cent
3.50-4.00	8	28.60	19	38.00	7	28.00	6	60.00	40	35.40
3.00-3.49	15	53.60	16	32.00	14	56.00	3	30.00	48	42.50
2.50-2.99	4	14.20	8	16.00	2	8.00	-	-	14	12.40
2.00-2.49	1	3.60	6	12.00	1	4.00	1	10.00	9	7.90
1.50-1.99	-	-	1	2.00	1	4.00	-	-	2	1.80
0.00-1.49	-	-	-	-	-	-	-	-	-	-
Total	28	100.00	50	100.00	25	100.00	10	100.00	113	100.00

with the smallest per cent who earned a grade point average of 3.00 and above were twenty-five to twenty-nine years old. Only students twenty-five to thirty-four years old earned a grade point average of 1.50-1.99.

It was found that there was no definite correlation between academic success and age of graduate foreign students. Grade point averages of graduate foreign students varied widely within different ages. It was found that the twenty-five to twenty-nine year old students were less academically successful than any other group of students while the students thirty-five years and up achieved greatest academic success.

Table XVIII shows academic achievement of undergraduate foreign students. The percentage of undergraduate foreign students twenty-five years and up who earned a grade point average of 3.00 and above was higher than the percentages of any others. Only one student was in the sixteen to eighteen year age group. This student received a grade point average below 1.50. Excluding this one student the age group of undergraduate foreign students who had the least academic success were the nineteen to twenty-one year group. In general the older the undergraduate foreign students were the greater academic success they achieved.

Type of sponsor and financial status. Foreign students are sponsored and financed by several different sources. The largest group at this university was private students who were supported by their own families, parents, other people, and private organizations. Other large groups were A.I.D. students supported by the U.S. government under the Agency for International Development, assistantship students holding a university scholarship, and government students who were supported by their own government. A few foreign students were supported by the Rockefeller, Ford, and Fulbright foundations.

TABLE XVIII

GRADE POINT AVERAGES AT DIFFERENT AGES OF UNDERGRADUATE  
FOREIGN STUDENTS AT KANSAS STATE UNIVERSITY,  
FALL AND SPRING SEMESTER, 1963-1964

Grade point averages	16-18 Years		19-21 Years		22-24 Years		25-Up		Total Number	
	No. student	Per cent	No. student	Per cent	No. student	Per cent	No. student	Per cent	No. student	Per cent
3.50-4.00	-	-	1	7.80	1	3.40	2	7.40	4	5.70
3.00-3.49	-	-	-	-	2	6.80	3	11.10	5	7.10
2.50-2.99	-	-	3	22.90	11	37.90	4	14.80	18	25.70
2.00-2.49	-	-	4	30.90	6	20.70	6	22.20	16	22.90
1.50-1.99	-	-	2	15.50	6	20.70	7	25.90	15	21.40
0.00-1.49	1	100.00	3	22.90	3	10.50	5	18.60	12	17.20
Total	1	100.00	13	100.00	29	100.00	27	100.00	70	100.00

Academic achievement of graduate foreign students with reference to the type of their sponsor is presented in Table XIX. The group of students with the highest percentage who received a grade point average of 3.00-3.49 were the Rockefeller students. It should be noted that the number of Rockefeller and Fulbright students was too small to compare academic success to the other groups. With the exception of the Rockefeller students the government supported students had the highest percentage of those who earned a grade point average of 3.00 and above. There was only one government supported student who received a grade point average below 3.00. The A.I.D. students had a slightly greater per cent of those who received a grade point average of 3.00 and above than students with an assistantship.

The private students had less academic success than any of the other groups. This would indicate that the Government, A.I.D., Fulbright, Rockefeller, and assistantship students were well selected with relation to English proficiency, academic abilities, and other aspects before they were granted to study in the United States. Private students who came to this country for education depended upon their own finances. English proficiency and academic abilities were considered less with this group.

It was also found that 217 foreign students had borrowed \$24,259.50 from the University Emergency Loan Fund in the academic year 1963-1964. Fifty-five per cent of them borrowed for fees, thirty-seven per cent for living expenses, and eight per cent for books and miscellaneous items. The University Alumni Association Loan Fund had granted \$4,110 for ten foreign students. Students from India accounted for seventy-two of the 131 Emergency Loans granted to international students in the Fall Semester, 1963. Thirty-four of the Indian student loans were for fees.

TABLE XIX

GRADE POINT AVERAGES OF GRADUATE FOREIGN STUDENTS AT  
KANSAS STATE UNIVERSITY, FALL AND SPRING SEMESTER,  
1963-1964 WHO RECEIVED DIFFERENT TYPES OF  
FINANCIAL SUPPORT

Grade point averages	Government		Private		A.I.D.		Fulbright		Rockefeller		Assistantship		Total number
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	
3.50-4.00	7	46.67	18	34.62	12	57.15	1	33.33	-	-	7	29.17	45
3.00-3.49	7	46.67	20	38.46	5	23.81	1	33.33	2	100.00	12	50.00	47
2.50-2.99	1	6.66	5	9.62	2	9.52	-	-	-	-	4	16.66	12
2.00-2.49	-	-	8	15.38	2	9.52	-	-	-	-	1	4.17	11
1.50-1.49	-	-	1	1.92	-	-	1	33.34	-	-	-	-	2
0.00-1.49	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	15	100.00	52	100.00	21	100.00	3	100.00	2	100.00	24	100.00	117

Table XX shows academic success of undergraduate foreign students with reference to the type of their financial support. The one Fulbright student had the greatest academic success while the two government students had the lowest academic success when considered as a group. The group of undergraduate foreign students who had the lowest academic success was the private students.

It was found that many private foreign students received a smaller amount of money for their expenses than the other foreign students who held scholarships. There was no investigation as to which group of foreign students was the largest group who had received financial assistance from the University Loan Funds. However, during the period of this study Kansas State University had five loan funds. These were the Emergency Loan Fund, the University Student Loan Fund, the Alumni Association Loan Fund, the Endowment Loan Fund, and the National Defense Education Loan Fund. The aim of these funds is to help both American and foreign students financially. All student loan funds are intended to assist needy and qualified students in attaining their education goals.<sup>2</sup>

Geographical areas. Academic achievement of graduate and undergraduate foreign students from different countries is shown in Table XXI. It was found that the largest group of foreign students was from Asia. The smallest number of foreign students was from North America. The one graduate student from Spain received the lowest overall grade point average. The

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<sup>2</sup>Kansas State University Bulletin, Aids and Awards (General Catalog 1962-1964, No. 9. Manhattan, Kansas: Kansas State University Press, 1962), p. 39.



TABLE XX

GRADE POINT AVERAGES OF UNDERGRADUATE FOREIGN STUDENTS AT  
KANSAS STATE UNIVERSITY, FALL AND SPRING SEMESTER,  
1963-1964 WHO RECEIVED DIFFERENT TYPES  
OF FINANCIAL SUPPORT

Grade point averages	Government		Private		A.I.D.		Fulbright		Rockefeller		Assistantship		Total number
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	
3.50-4.00	-	-	1	2.00	1	5.00	1	100.00	-	-	1	33.33	4
3.00-3.49	-	-	6	12.00	1	5.00	-	-	-	-	-	-	7
2.50-2.99	-	-	8	16.00	11	55.00	-	-	-	-	1	33.33	20
2.00-2.49	1	50.00	10	20.00	2	10.00	-	-	-	-	1	33.34	14
1.50-1.99	1	50.00	13	26.00	1	5.00	-	-	-	-	-	-	15
0.00-1.49	-	-	12	24.00	4	20.00	-	-	-	-	-	-	16
Total	2	100.00	50	100.00	20	100.00	1	100.00	-	-	3	100.00	76

graduate students who received the highest overall grade point averages were from Poland, France, and Canada. African students had the lowest grade point average when academic success of the student from a certain continent is compared. With the exception of the one student from Canada, the European students had the highest overall grade point average. This was slightly greater than the overall grade point average of the students from South America. Students from Central America and Africa had an overall grade point average below 3.00.

Table XXI also shows that the one undergraduate foreign student from Afghanistan received the lowest grade point average while one Japanese undergraduate student had the highest grade point average. European undergraduate students received the highest overall grade point average. The undergraduate students from Central America had the second highest overall grade point average. The undergraduate students from South America had the lowest overall grade point average. Asia had the largest group of undergraduate foreign students. They generally had low academic success.

Thirteen per cent of the foreign students who enrolled in the Fall Semester 1963-1964 were on academic probation. Nineteen per cent of the African students had been on academic probation. Fourteen per cent of the Asian students also had been on academic probation. Only eight per cent of the European students had been on academic probation while none of the students from North and South America had ever been on academic probation.

Foreign students from seventeen countries had been on academic probation. These countries are as follows:

TABLE XXI

GRADE POINT AVERAGES OF GRADUATE AND UNDERGRADUATE  
FOREIGN STUDENTS AT KANSAS STATE UNIVERSITY,  
FALL SEMESTER, 1963-1964 WHO CAME  
FROM DIFFERENT GEOGRAPHICAL AREAS

Continents and Countries	Graduates		Undergraduates		Total Number Students	No. on Probation		
	No.	Average	No.	Average		Grad.	Under- Grad.	Total Number
Africa								
Egypt	10	2.741	-	-	10	4	-	4
Ghana	2	3.000	-	-	2	1	-	1
Ivory Coast	-	-	1	3.133	1	-	-	-
Kenya	-	-	3	2.180	3	-	1	1
Morocco	-	-	1	3.143	1	-	-	-
Nigeria	2	3.000	15	2.399	17	-	1	1
N. Rhodesia	-	-	1	1.615	1	-	-	-
S. Rhodesia	-	-	2	2.066	2	-	-	-
Sudan	1	3.600						
Total	15	2.866	23	2.384	37	5	2	7
Asia								
Afghanistan	1	2.571	1	1.110	2	-	1	1
Cambodia	-	-	3	1.608	3	-	1	1
China	60	3.135	21	2.307	81	5	1	6
India	118	3.222	47	2.039	165	16	6	22
Indonesia	1	2.571	1	0.226	2	-	1	1
Iran	1	2,400	14	1.991	15	1	2	3
Iraq	8	3.391	3	2.102	11	1	-	1
Israel	-	-	1	3.063	1	-	-	-
Japan	3	3.325	1	4.000	4	-	-	-
Jordan	3	3.361	3	1.998	6	1	-	1
Korea	2	3.000	2	2.250	4	-	-	-
Lebanon	1	3.583	1	0.920	2	-	1	1
Pakistan	5	3.450	4	1.813	9	1	1	2
Philippine	13	3.085	1	2.533	14	-	-	-
Syria	1	4.000	1	1.200	2	-	1	1
Thailand	8	2.505	1	2.308	9	7	-	7
Turkey	-	-	1	2.000	1	-	-	-
Vietnam	2	2.363	1	2.545	3	-	-	-
Total	227	3.169	107	2.070	335	32	15	47

TABLE XXI (continued)

Continents and Countries	Graduates		Undergraduates		Total Number Students	No. on Probation		
	No.	Average	No.	Average		Grad.	Under- Grad.	Total Number
Europe								
Austria	1	3.333	-	-	1	-	-	-
Cyprus	-	-	3	3.282	3	-	-	-
England	2	3.700	1	2.500	3	-	-	-
France	1	4.000	-	-	1	-	-	-
Germany	2	3.000	2	2.147	4	-	-	-
Greece	-	-	3	2.785	3	-	-	-
Netherlands	1	3.813	2	2.247	3	-	-	-
Poland	1	4.000	-	-	1	-	-	-
Spain	1	1.500	-	-	1	1	-	1
Sweden	2	2.667	-	-	2	-	-	-
Switzerland	2	3.666	-	-	2	1	-	1
Total	13	3.285	11	2.672	24	2	-	2
Central America								
Honduras	-	-	2	1.895	2	-	-	-
Jamaica	1	2.000	-	-	1	-	-	-
Mexico	3	3.228	3	2.651	6	1	1	2
Nicaragua	-	-	1	3.625	1	-	-	-
Total	4	2.921	6	2.561	10	1	1	2
North America								
Canada	1	4.000	5	2.323	6	-	-	-
Total	1	4.000	5	2.323	6	-	-	-
South America								
Argentina	1	3.667	-	-	1	-	-	-
Bolivia	1	3.333	1	2.056	2	-	-	-
Columbia	1	3.000	1	2.786	2	-	-	-
Equador	-	-	1	1.800	1	-	-	-
Peru	1	3.000	3	1.459	4	-	-	-
Trinidad	1	3.250	-	-	1	-	-	-
Venezuela	1	3.455	2	2.504	3	-	-	-
Total	6	3.284	8	2.003	14	-	-	-
Grand Total	266	3.122	160	2.155	426	40	18	58

Country	Number	Percentage on probation
Spain	1	100.00
Thailand	7	70.00
Afghanistan	1	50.00
Switzerland	1	50.00
Syria	1	50.00
Cambodia	1	33.33
Egypt	4	33.33
Indonesia	1	33.33
Lebanon	1	33.33
Ghana	1	33.33
Kenya	1	25.00
Iran	3	20.00
Pakistan	2	20.00
Jordan	1	14.00
India	22	12.00
China	6	6.66
Nigeria	1	5.88

It is noted that the greatest percentage of foreign students who had been on academic probation were from countries where English had not been widely used.

Study problems of foreign students. Study problems were factors believed to be related to the academic achievement of foreign students. Table XXII shows the study problems indicated by graduate foreign students who attended Kansas State University the Spring Semester, 1964. Twenty-eight per cent of those who returned the questionnaires indicated that they

TABLE XXII

FREQUENCY OF PROBLEMS THAT AFFECTED THE STUDIES OF  
GRADUATE FOREIGN STUDENTS AT KANSAS STATE  
UNIVERSITY, SPRING SEMESTER, 1964

Problems	Effectiveness				Total	None
	Most	Some	Partly	Slightly		
1. English problems	29	15	16	17	77	52
2. Too many credit hours	4	7	4	10	25	73
3. Health problems	2	5	9	11	27	78
4. Residence problems	1	3	7	18	29	72
5. Subject difficulty	6	11	14	16	47	51
6. Employment (full time, part time)	2	4	4	7	17	83
7. Extracurricular participation	-	2	1	8	11	81
8. Recreation activities (games, dating, trips)	4	3	9	7	23	78
9. Family work (housework)	-	4	6	15	25	74
10. Others	1	1	-	1	3	70
Total	49	55	70	110	284	712

had a study problem while the remaining seventy-two per cent indicated none. English problems were the most frequently indicated problems affecting their studies the most. Subject difficulty was the second most frequently given. Participation in extracurricular activities and family work were not indicated as the problem affecting their studies the most. There were only a few graduate foreign students who indicated they had health and residence problems.

Table XXIII shows the study problems indicated by undergraduate foreign students at Kansas State University the Spring Semester, 1964. Forty-two per cent of those who returned the questionnaire indicated that they had a study problem while the remaining fifty-eight per cent indicated none. It was found that undergraduate foreign students indicated the same problems as graduate students with English problems and subject difficulty giving them the greatest problem. The undergraduate students indicated testing systems, hot and cool weather, far away from the campus, loneliness, and discrimination to be their problems included under the heading "others".

The problems indicated under the heading "others" of graduate foreign students were testing system, homesick, and weather. It seemed that the "others" problems of graduate were almost the same as undergraduate foreign students.

Academic achievement of foreign students is lower than that of American students because American students have never had the serious problems foreign students have. A report of a subcommittee on screening indicated that the Ph.D. candidate foreign students seemed to be performing well academically as compared to American students. The subcommittee indicated when reporting on the academic performance of Master's candidate foreign students that: In Engineering, the total number of Master's

TABLE XXIII

FREQUENCY OF PROBLEMS THAT AFFECTED THE STUDIES OF  
UNDERGRADUATE FOREIGN STUDENTS AT KANSAS STATE  
UNIVERSITY, SPRING SEMESTER, 1964

Problems	Effectiveness				Total	None
	Most	Some	Partly	Slightly		
1. English problems	7	13	15	13	48	21
2. Too many credit hours	2	5	4	10	21	32
3. Health problems	3	7	1	6	17	39
4. Residence problems	-	5	5	8	13	33
5. Subject difficulty	4	5	16	15	40	20
6. Employment (full time, part time)	3	-	5	3	11	28
7. Extracurricular participation	-	3	3	7	13	34
8. Recreation activities (games, dating, trips)	3	3	6	11	23	32
9. Family work (housework)	-	2	3	11	16	30
10. Others	3	1	2	1	11	22
Total	25	44	60	85	213	291



candidates is 121; of this number eighty, or sixty-six per cent are international students. The international students overall grade point average is 3.172. The American overall grade point average is 3.636.

The report of a subcommittee on screening also indicated that the overall grade point average of undergraduate foreign students was lower than American students in almost every major subject field.

## SUMMARY AND CONCLUSIONS

Summary. The purpose of this study was to find out certain factors which were believed to be related to the academic success of graduate and undergraduate foreign students at Kansas State University. The following summarizations were derived from the results of this study.

1. The 482 foreign students represented 5.57 per cent of the total enrollment at Kansas State University in the Spring Semester 1964. Indian and Chinese students represented the largest groups of foreign students at this university.

2. Questionnaires were sent to the 462 foreign students who were enrolled in classes in the Spring Semester, 1964. Two hundred and sixty-two or 56.7 per cent of the questionnaires were returned. The percentage response from graduate students was greater than that from undergraduate foreign students.

3. The foreign students who passed the Kansas State University English Proficiency tests received greater academic success than those who failed.

4. The foreign students who had high academic success at previous schools in their own countries received the greatest academic success at this university.

5. There was no definite correlation between number of credit hours carried and grade point average, however, students who carried fewer credit hours generally received a higher grade point average.

6. Academic achievement of foreign students varied widely within each major subject field. It was different between undergraduate, Master's, and Ph.D. candidate foreign students.

7. Graduate foreign students who participated in extracurricular activities had greater academic success than those who were non-participants. But non-participant undergraduate foreign students had greater academic success than participant undergraduate foreign students.

8. The foreign students who were employed during their educational process at Kansas State University had less academic success than those who were unemployed.

9. The graduate foreign students who lived in dormitories achieved greater academic success than those who lived in apartments or off-campus residences. Undergraduate foreign students who lived in dormitories had less academic success than those who lived in apartments. The foreign students who lived in off-campus residences with students which represented the same country and language had less academic success than those who lived in an apartment separately with a heterogroup.

10. Men foreign students had greater academic success than women. Married foreign students also had greater academic success than those who were single.

11. There was no definite correlation between academic success and age of foreign students.

12. The government supported graduate foreign students received the greatest academic success. Private foreign students had the least academic success of any group.

13. Academic achievement of foreign students varied within the country and certain areas they came from. European students received the greatest academic success. Students who came from countries where English had not been used as the official language had a greater number on academic probation.

14. English problems and subject difficulty affected the studies of foreign students most. Residence problems, extracurricular participation, and family work affected their studies less frequently. Undergraduate students generally had a greater number of problems than graduate foreign students.

Conclusions. The following suggestions and recommendations are made to encourage greater academic success of foreign students at Kansas State University and the other universities in the United States. Suggestions are also made for people in the United States who are concerned with the academic success of foreign students at universities in this country. However, it is hoped to fulfill individual educational and professional needs, and to create international appreciation and understanding between the United States and the other countries, which will motivate men to work cooperatively toward world peace.

It was shown in the results of this study that proficiency in English and academic abilities were very helpful for foreign students to receive greater academic success. The students from foreign countries should be well selected and trained in English proficiency and academic abilities before they are granted to study in the United States. It is sometimes difficult to determine how proficient foreign students should be in English before they come to this country for education. The standard of English proficiency tests in every foreign country should be the same as the standard of those in the United States.

Many foreign students at Kansas State University have never been enrolled in an English class for foreign students - even though English proficiency is required for them. They believe that they will learn

English by natural means when they stay in this country longer. Many of them fail to realize their language handicap. They don't like to study a language. They prefer to spend their time on other things.<sup>1</sup>

It is also difficult for academic advisers to force the foreign students to enroll in an English class which is a non-credit subject for the requirements of a degree.

Assignments offered in an English class for foreign students should also include other things related to their other subjects. They will feel that attending English class also helps them to solve their real life problem besides obtaining English proficiency. Students should be motivated to attend English classes regularly instead of attending them merely because of the university regulations.

There are two ways for foreign students to improve their English proficiency. Attending English class for foreign students is a direct way that students can learn English more rapidly. Another indirect way is socializing with Americans instead of native friends from the same country, reading more textbooks and American newspapers, listening to the radio, watching the TV and participating in American activities.

It is difficult for foreign students to improve English indirectly because most of them do not have American friends. They do not have much time to watch TV and listen to the radio. They spend most of the time reading assignments and doing homework. They do not like to participate in American activities. They prefer to stay home and study or do other things. In such situations the following recommendations made by Jean

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<sup>1</sup> Jean Praninskas, Rapid Review of English Grammar for Students of English as a Second Language, p. 163.

Praninskas, the author of Rapid Review of English Grammar for Students of English as a Second Language were very helpful for foreign students.

No matter what field you are in you will not do your best until you know the language well. Decide right now to master the word forms and the sentence patterns. Do not hesitate to ask questions when you do not understand. Do not refuse to face the truth; give yourself a chance to do your best. Ask your American friends to correct your mistakes and do not fail to benefit from their correction. It is not easy, to study in a foreign language, but you can be very successful if you are determined to.<sup>2</sup>

Frequently foreign students fail the tests of several subjects because they do not understand the questions. It is hard to determine the questions with poor English comprehension.

The number of credit hours carried was a factor related to the academic success of foreign students. The following recommendations may help the undergraduate foreign students receive greater academic success when English proficiency and academic background from the previous schools in their home country is considered.

#### Recommended Credit Hours Carried

English Proficiency	Academic Background				
	Top or nearly top	Slightly above average	Average	Slightly below average	Very low
Pass Essay, Speech, Grammar	18	16	14	12	10
Pass Speech, Grammar	16	14	12	10	8
Pass Speech	14	12	10	8	6
Fail Essay, Speech, Grammar	12	10	8	6	4

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<sup>2</sup>Ibid.

Extracurricular participation, employment during educational process, financial status and residences were also important factors related to academic success. The foreign students who live in dormitories have a better opportunity to improve English, to socialize with American students and to participate in American activities than those who live in the apartments. It is sometimes difficult for foreign students to socialize with others because they have poor financial status. In general the dormitories have better study conditions than the apartments. The university housing policy stated that:

Believing that comfortable, wholesome, pleasant living conditions have a marked influence on a student's scholarship, habits, attitudes and ideals, Kansas State University considers the housing of students as part of the total educational plan. All unmarried undergraduate students attending the University and not living at home must live in the University-approved housing such as: residence halls, scholarship houses, fraternities, sororities, rooming houses, and apartments.<sup>3</sup>

The following recommendations regarding financial status, and residences were made in view of the university housing policy.

Monthly income	Apartment with cooking	Apartment eat out or rooming	The university housing
\$100	poor	very poor	unable
\$150	fair	poor	poor
\$200	good	fair	fair
\$250	excellent	good	good

These recommendations do not include expenses for fees and tuition. During this study the fees and tuitions were about seven hundred dollars for

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<sup>3</sup>Kansas State University Bulletin, University Housing Policy (General Catalog 1962-1964, No. 9. Manhattan, Kansas: Kansas State University Press, 1962), p. 25.

undergraduate, and four hundred dollars for graduate foreign students a year. It is much cheaper for those who enroll in six credit hours or less.

It was suggested that foreign students who held scholarships, except those who bring their families with them and private students, should be required to live in the university residence halls at least one to two semesters during their educational process. Staying in a dormitory is more expensive than in an apartment or off-campus residence. Thus additional expenses for those who lived in the dormitories are also required.

When we consider the contribution that good relations between foreign students and Americans on university campus' can make toward improved international understanding, we are encouraged to determine how these relations may be improved. Both parties, the foreign student and the people in the United States, have a vital part in improving these relations.

The foreign student must realize that when he comes to the United States for advanced study he must conform to many of the regulations and policies which prevail in both the University he attends and the community he lives in. He must realize that he is in a new world and that the better he is prepared when he arrives the easier it will be for him to adjust and have a successful stay both educationally and socially.

The people in the United States, whether they be educators at the university or businessmen or private citizens in the community, must realize that their attitude and everyday actions are observed by representatives from countries all over the world. They should always bear in mind that they are in a position to greatly influence the attitudes of these foreign students. These students in turn will carry back to their less traveled



countrymen the impressions which they have obtained while in the United States.

It is hoped that the results and recommendations from this study will help foreign students who come to the United States for education to receive greater academic success which will result in creating better international understanding and world peace.

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## BIBLIOGRAPHY

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## APPENDIX

# *Kansas State University*

Manhattan, Kansas 66504

Dean of Students  
Holtz Hall

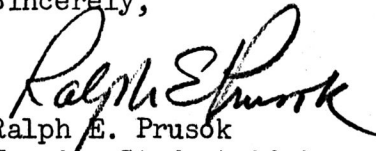
March 28, 1964

Dear Foreign Student:

The enclosed questionnaire and covering letter from Mr. Smarn Parakarn is part of a project aimed at the study of foreign student academic achievement at Kansas State University. This study is being done to discover factors affecting the achievement of foreign students here and can lead to a better program for K-State foreign students.

Therefore, I am urging you to participate in this study, complete the questionnaire, and return it by the deadline given. Your cooperation in this is vital to the success of the efforts being made by the investigator. Any results will be directly dependent on the cooperation received.

Sincerely,



Ralph E. Prusok  
Foreign Student Adviser

REP/bw

Enclosure

A STUDY OF ACADEMIC ACHIEVEMENT OF FOREIGN STUDENTS AT  
KANSAS STATE UNIVERSITY  
BY SMARN PARAKARN  
UNDER  
PROFESSOR RAYMOND J. AGAN  
HEAD OF AGRICULTURAL EDUCATION, KSU

Please check every item as it applies to you.

I. ENGLISH PROFICIENCY

1. How long have you been a. in the U.S. \_\_\_\_\_ years, \_\_\_\_\_ months.  
b. at KSU \_\_\_\_\_ years, \_\_\_\_\_ months.
2. How many times did you take the English Proficiency test at KSU?  
Put zero if you did not take the test.  
a. speech \_\_\_\_\_ times. c. written (essay) \_\_\_\_\_ times.  
b. grammar \_\_\_\_\_ times.
3. Did you pass the test?  
a. speech \_\_\_\_\_ yes, \_\_\_\_\_ no. c. written (essay) \_\_\_\_\_ yes, \_\_\_\_\_ no.  
b. grammar \_\_\_\_\_ yes, \_\_\_\_\_ no.
4. When did you begin to study in English in school in your country?  
\_\_\_\_\_ a. elementary school \_\_\_\_\_ c. higher education  
\_\_\_\_\_ b. secondary school \_\_\_\_\_ d. none
5. How long did you attend an English intensive course (special English training) in your country before you came to the U.S.?  
\_\_\_\_\_ years, \_\_\_\_\_ months, \_\_\_\_\_ never attended.

II. ACADEMIC BACKGROUND

1. Rank your academic status among the other students in your class during the time you were in school in your country.

	Top or nearly top	Slightly above average	Average	Slightly below average	Very below average	Failing
Level of Education						
Elementary school						
Secondary school						
Higher education colleges, university						

2. Check your grade points that you can remember from the last school you attended before you came to the U.S.  
(check only one of these measures and draw a circle around the failing level)

Measured by grade

- a. \_\_\_\_\_ A+, \_\_\_\_\_ A, \_\_\_\_\_ A-  
b. \_\_\_\_\_ B+, \_\_\_\_\_ B, \_\_\_\_\_ B-  
c. \_\_\_\_\_ C+, \_\_\_\_\_ C, \_\_\_\_\_ C-  
d. \_\_\_\_\_ D+, \_\_\_\_\_ D, \_\_\_\_\_ D-  
e. \_\_\_\_\_ Failing

Measured by grade point  
(fill out)

- a. 4.00  
b. 3.  
c. 2.  
d. 1.  
e. 0.00

Measure by percentage

- a. \_\_\_\_\_ 95-100% f. \_\_\_\_\_ 70-74%  
b. \_\_\_\_\_ 90-94% g. \_\_\_\_\_ 65-69%  
c. \_\_\_\_\_ 85-89% h. \_\_\_\_\_ 60-64%  
d. \_\_\_\_\_ 80-84% i. \_\_\_\_\_ 50-59%  
e. \_\_\_\_\_ 75-79%

3. Please name this school \_\_\_\_\_

Address: \_\_\_\_\_

### III. CREDIT HOURS

1. How many credit hours did you carry in this Spring Semester? \_\_\_\_\_ credits
2. Does your credit load suit your ability? It is---
  - a. \_\_\_\_\_ too small for your ability.
  - b. \_\_\_\_\_ about right for your ability.
  - c. \_\_\_\_\_ too much or over load for your ability.
3. How many credit hours do you think is best suited to your ability so that your study, testing and grades will be satisfactory?  
 \_\_\_\_\_ credits.

### IV. FIELD OF STUDY OR MAJOR SUBJECT

1. Please recall the one most difficult subject you have studied at KSU then check the factors related to this subject.

Name of subject \_\_\_\_\_

- \_\_\_\_\_ 1. Subject matter is difficult itself.
- \_\_\_\_\_ 2. Too many technical terms which are difficult to understand.
- \_\_\_\_\_ 3. Subject matter is too broad.
- \_\_\_\_\_ 4. Do not have basic knowledge related to this subject.
- \_\_\_\_\_ 5. Assignment is too large.
- \_\_\_\_\_ 6. Did not study before attending class and had a test unannounced.
- \_\_\_\_\_ 7. Did not understand some parts of the lecture and then the professor tested on the parts not understood.
- \_\_\_\_\_ 8. The test was not satisfactory because of absences.
- \_\_\_\_\_ 9. Research (Master Report, Thesis, dissertation or other reports) take too much time.
- \_\_\_\_\_ 10. Other factors \_\_\_\_\_

### V. EXTRACURRICULAR PARTICIPATION

1. List the names of organization, associations, clubs, sport teams and other activities you participated in this Spring Semester. Check how you are associated with them. (Example: People to People, India Assoc., Arab-American Club, Student Governing Board, Alpha Zeta, Basketball team and so on).

No	Name of organization, assoc., club, etc.	You are associated with them as:			
		President or vice	Secretary or committee council	Member	Interested (used to participate)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					



VI. EMPLOYMENT DURING EDUCATION PROCESS AT KSU

1. What kinds of job are you employed in? How many hours per week?

- \_\_\_\_\_ a. full time job \_\_\_\_\_ hours per week  
\_\_\_\_\_ b. part time job \_\_\_\_\_ hours per week  
\_\_\_\_\_ c. none

VII. RESIDENCES

1. Where do you live?

- a. \_\_\_\_\_ dormitory, sorority, fraternity. c. \_\_\_\_\_ with own family  
b. \_\_\_\_\_ apartments d. \_\_\_\_\_ other

2. How many persons are in your room?

- a. \_\_\_\_\_ only you c. \_\_\_\_\_ more than two  
b. \_\_\_\_\_ two

3. Who lives in the same room or apartment with you?

- a. \_\_\_\_\_ your friend from your country. c. \_\_\_\_\_ Americans  
b. \_\_\_\_\_ your friend from a different country. d. \_\_\_\_\_ Others \_\_\_\_\_

4. In your room are there the following?

- a. \_\_\_\_\_ TV set d. \_\_\_\_\_ tape recording machine  
b. \_\_\_\_\_ radio e. \_\_\_\_\_ other sources of entertainment  
c. \_\_\_\_\_ record player

5. Are you the only one who is a student in your room or apartment?

\_\_\_\_\_ Yes, \_\_\_\_\_ No

VIII. HEALTH

1. Did you have any illness which kept you from studying in the spring and fall semesters?

\_\_\_\_\_ Yes, \_\_\_\_\_ No

2. What kind of illness have affected your study and for how long?

- a. Physical illness \_\_\_\_\_ number of days  
b. Mental illness (Home sick, heartsick) \_\_\_\_\_ number of days  
c. Never \_\_\_\_\_

3. Please check any of the following factors which are a problem to studying smoothly.

- \_\_\_\_\_ a. none \_\_\_\_\_ d. Residence problem  
\_\_\_\_\_ b. American food \_\_\_\_\_ e. Financial problem  
\_\_\_\_\_ c. Weather \_\_\_\_\_ f. Others \_\_\_\_\_

4. What is your identification?

\_\_\_\_\_ Male \_\_\_\_\_ Female Age \_\_\_\_\_ years  
\_\_\_\_\_ Single \_\_\_\_\_ Married

5. What degree do you work toward for in this semester?

\_\_\_\_\_ Bachelor \_\_\_\_\_ Master \_\_\_\_\_ Doctor \_\_\_\_\_ Special

6. If you are married, do you stay with?

\_\_\_\_\_ a. Your family in Manhattan

\_\_\_\_\_ c. Absolutely separated from your family.

\_\_\_\_\_ b. Your family out side Manhattan in the U.S.

7. Others \_\_\_\_\_

#### IX. SPONSORS AND FINANCIAL STATUS

1. Who is your sponsor during the Spring semester?

\_\_\_\_\_ a. government

\_\_\_\_\_ e. Ford Foundation

\_\_\_\_\_ b. private

\_\_\_\_\_ f. Rockefeller

\_\_\_\_\_ c. A.I.D.

\_\_\_\_\_ g. Other \_\_\_\_\_

\_\_\_\_\_ d. Fullbright

2. Please list any problem about your sponsor or financial status.

\_\_\_\_\_  
\_\_\_\_\_

#### X. SUMMARY

Check problems affecting your study, testing and grades that are not satisfactory.

Problems	Effectiveness					Remarks
	Most	Some	Partly	Slightly	None	
1. English problems						
2. Too many credit hours						
3. Health problem						
4. Residence problem						
5. Subject difficulty						
6. Employment (full time, part time)						
7. Extra curricular participation						
8. Recreation activities (games, dating, trips)						
9. Family work (housework)						
10. Other comments						
11. Other suggestions						

#### XI. RESULTS

1. Would you like the results of this study to be sent to you?

\_\_\_\_\_ Yes \_\_\_\_\_ No

2. If you are going to graduate this semester, please write your permanent mail address in your country.

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

3. Would you please return the questionnaire as soon as possible. A stamped, self-addressed envelope has been enclosed for your convenience.

Thanks for your help.

\_\_\_\_\_

# *Kansas State University*

Manhattan, Kansas 66504

April 7, 1964

School of Education  
Holton Hall

Dr. E. M. Garritz, Dean  
Admissions and Records  
Anderson Hall  
Kansas State University  
Manhattan, Kansas

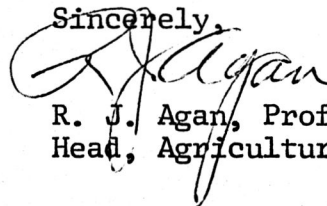
Dear Dean Garritz:

This letter will introduce to you Mr. Smarn Parakarn, who is undertaking a very worthwhile study of the performance of foreign students at Kansas State University.

This is a study which is not only of interest to Mr. Parakarn, but is one which the School of Education also desires to have made.

I hope that you will cooperate with Mr. Parakarn in every way in which it is possible in gathering data which will allow him to write a meaningful report.

Sincerely,



R. J. Agan, Professor  
Head, Agricultural Education

RJA:at

# *Kansas State University*

Manhattan, Kansas 66504

School of Education  
Holton Hall

April 7, 1964

Professor Mary Frances White  
Department of English  
DE 203  
Kansas State University  
Manhattan, Kansas

Dear Professor White:

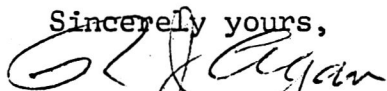
This letter will introduce to you Mr. Smarn Parakarn, who is undertaking a very worthwhile study of the performance of foreign students at Kansas State University.

This is a study which is not only of interest to Mr. Parakarn, but is one which the School of Education also desires to have made.

He is very interested in the relationship of English proficiency--speech, grammar, and essay--to the ability of foreign students to achieve at our University. I believe that his findings may also assist you to achieve some of the objectives which you believe to be worthwhile in this area.

I hope that you will cooperate with Mr. Parakarn in every way in which it is possible in gathering data which will allow him to write a meaningful report.

Sincerely yours,



R. J. Agan, Professor  
Head, Agricultural Education.

RJA:at

# *Kansas State University*

Manhattan, Kansas 66504

June 12, 1964

School of Education  
Holton Hall

Professor Leo F. Engler  
Department of Speech  
Eisenhower, Room 27  
Kansas State University  
Manhattan, Kansas

Dear Professor Engler:

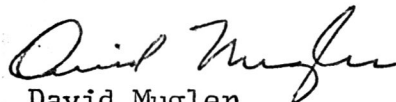
This letter will introduce to you Mr. Smarn Parakarn, who is undertaking a very worthwhile study of the performance of foreign students at Kansas State University.

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I hope that you will cooperate with Mr. Parakarn in every way in which it is possible in gathering data which will allow him to write a meaningful report.

Sincerely yours,



David Mugler  
Instructor

DM:glp

A STUDY OF ACADEMIC ACHIEVEMENT OF FOREIGN  
STUDENTS AT KANSAS STATE UNIVERSITY

by

SMARN PARAKARN

B. S., Kasetsart University, Thailand, 1960

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1964

Purpose. This study was conducted to determine the significance of certain factors which were believed to be related to the academic achievement of graduate and undergraduate foreign students at Kansas State University in the Fall and Spring Semester, 1963-1964. The factors studied were: (1) English Proficiency, (2) Academic background, (3) Number of credit hours carried each semester, (4) Major subject field, (5) Extracurricular participation, (6) Employment during the educational process, (7) Residence, (8) Sex and marital status, (9) Age, (10) Type of sponsors and financial status, and (11) Geographical area.

Method. Questionnaires were sent to foreign students who were enrolled in classes at Kansas State University the Spring Semester 1964. Grade point averages, lists of students, and results of English Proficiency tests were obtained from offices of Admissions and Records, Dean of Foreign Students, and the English Department, respectively. This study also used other available data at Kansas State University.

Findings and Conclusions. Foreign students who had high abilities in English Proficiency and a good academic background achieved the greatest academic success. Those who carried fewer credit hours generally earned a better grade point average. However, there was no definite correlation between credit hours and academic success. This varied widely within each major subject field. Graduate students who participated in extracurricular activities and undergraduate students who were non-participants in extracurricular activities had high academic success. Unemployed students had greater academic success than employed students.

Graduates who lived in dormitories had a slightly higher grade point average than those who lived in private apartments. When students from the

same country lived in apartments together, they had less academic success than those who lived separately. Men students had greater academic success than women. Married graduate and undergraduate students had greater academic success. Privately supported students received a lower grade point average than other groups of students. Academic success of foreign students varied widely within each country. European students had the greatest academic success. There was no definite correlation between academic success and the age of students. English problems and subject difficulty had the greatest affect on the studies of foreign students.