HELP-GIVING SOURCES PREFERRED BY CHINESE INTERNATIONAL STUDENTS

by

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This thesis is accepted as conforming to the required standard.

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Abstract

Forty-six undergraduate and graduate Chinese international students were asked to rank 14 help-givers as to their perceived potential for help given two problem types, a hypothetical emotional and educational-vocational problem. The data was treated as a 2 x 14 (sex subgrouping x help-giving source) fixed effects fully crossed design using analysis of variance for the two factors with repeated measures on the second factor. Cross-tabulations indicated no Sex effect in the rankings of help-givers. A significant Problem Type effect, however, differentiated the rankings given help-givers at the 0.01 level. Cross-tabulations of respondent order with help-giving source also indicated a significant Follow-up effect at the 0.05 level which was nonsignificant when sex was included as a subgrouping factor. For male and female subjects, the Chinese International Student was the preferred source of assistance for the emotional problem with Faculty Advisor being preferred for the educational-vocational problem. Secondary sources of assistance for the emotional problem were Parents and Non-student Friend for the males and Relative and Non-student Friend for the females. Secondary sources of assistance for the educational-vocational problem were Parents, Chinese International Student and Faculty Member for the males and Relative and Faculty Member for the females. Psychiatrist, Community Leader and International House Staff Member were given distinctly low preferences across problem types. Help-givers with religious affiliation, i.e., minister or priest, predominated as a source of assistance not included
in the list of help-givers provided. The rankings given help-givers across problem types was consistent with the results of previous studies investigating the help-giving preferences of international students.
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CHAPTER ONE

Scope and Focus of the Study

Background of the Problem

Chinese international students, particularly those from Hong Kong and Malaysia, represent approximately one-third of the increasing number of international students enrolled at Canadian universities (Tillman & Sunderji, 1982, p. 1). As a student population, they are unique both in terms of numbers and needs. Several investigators have documented the greater number of adaptational difficulties reported by Asians, ethnic Chinese in particular, when compared to other international subgroups (Collins, 1977; Perkins, Perkins, Guglielmino & Reiff, 1977; Klineberg & Hull, 1979).

Sue and Kirk (1975) have also suggested that academic difficulties create greater concern for the Asian than for the non-Asian given the tremendous pressure to excel academically, the restriction in vocational options and their retarded verbal skills (p. 85). According to Bourne (1975), existing psychological difficulties are compounded to a greater extent for the Chinese than for the non-Chinese confronting academic failure (p. 273). Indeed, given the tremendous fear of loss of face, investigators have recognized that academic failure, whether real or imagined, may precipitate a mental breakdown (A.C.H.A., 1977; Huang, 1977; Yeh, 1972); and even suicide (Seiden, 1966).

Alexander, Klein, Workneh and Miller (1981) in summarizing the adaptational stresses confronting the Asian international student, con-
clude that they are at high risk for both medical and emotional problems (p. 235). Asian students, however, tend to minimize personal difficulties in an apparent effort to pursue their primary goal, academic and professional training. Interpersonal happiness and the desire for involvement with the host culture are of secondary importance. All time and energy are devoted towards academic excellence (Alexander et al., 1981; Klein, Miller & Alexander, 1974; Lee, 1973; Yeh & Chu, 1974).

A significant factor influencing adaptation is the well documented social isolation and movement of Asians towards a conational group (Higginbotham, 1979; Klein, Alexander, Tseng, Miller, Yeh & Chu, 1971; Klein et al., 1974; Klineberg & Hull, 1979; Lee, 1973; Miller, Yeh, Alexander, Klein, Tseng, Workneh & Chu, 1971). While the conational group provides a supportive traditional network which lessens a sense of loss and estrangement, contact with host nationals is restricted and even actively discouraged (Klein et al., 1974; Miller et al., 1971). As a result, the Chinese student is unable to develop relationships with host nationals who could serve as cultural mediators and provide reality testing to the interpretation of life events (Higginbotham, 1979). Exchanges between Chinese subgroups may also be limited given that the reference group is characteristically limited to those of similar language and country of origin, i.e., Mainland Chinese, Hong Kong Chinese, etc. (Klein et al., 1971). Certainly, the Chinese international student is at psychological risk if he is alienated from the reference group given the positive correlation between measures of poor mental health and indices of social isolation and culture shock (Kuo, 1976).
In summary, while Chinese international students are usually able to meet parental expectations and academic demands (Bourne, 1975; Yeh et al., 1974), they are a unique student group under considerable adaptational stress in need of culturally relevant personal and educational support systems both within and outside of the conational group.

Purpose of the Study

In spite of the intense adaptational and academic difficulties confronting the Chinese international student, there is an alarming lack of research exploring who would be considered as an appropriate source of assistance for an educational or personal concern. Unfortunately, research which investigates the help-giving preferences of international students characteristically fails to differentiate between the preferences of major ethnic subgroups. Considering the help-giving preferences of the international students as a group is of limited research value, given that international students are not a homogeneous group in that they bring their unique cultural backgrounds as they study overseas.

The purpose of the present study was to determine the help-giving preferences of a major international subgroup, the Chinese, given a hypothetical educational-vocational and emotional problem.

Rationale for the Study

Before university and community services can fulfill their moral obligation to provide relevant services for international students, professionals require information regarding which individuals are preferred as help-givers. Given present economic restraints and programmatic cut-
backs, it becomes even more imperative to determine who is considered as an appropriate source of assistance (Webster & Fretz, 1978).

Determination of help-giving preferences would be particularly useful to multicultural centers, on campus and in the community, in the following ways:

(1) Identification of resources which could be utilized prior to and during the counselling process.

(2) Identification of individuals/agencies with which to develop interagency alliances and networks of referral. Such information would be particularly useful to foreign student advisors.

(3) Identification of individuals who would benefit from training in basic and cross-cultural counselling skills.

(4) Identification of targets for educational programs. This could include education regarding an individual's help-giving role, education regarding the purposes of counselling and the resources available, education regarding situations in need of professional referral, etc.

Determination of the help-giving preferences of Chinese international students would also be of assistance to the International House staff in determining information regarding professional and nonprofessional services, both on campus and within the community, to be included during orientation of the students.

Finally, the present research is of additional research value in that the investigation of the help-giving preferences of a major international student subgroup provides an empirical base with which to com-
pare other international subgroups.

Assumptions Underlying the Research

Arguments in support of the education of international students within Canadian universities include the benefits to be gained through cross-cultural contact both in terms of research contributions and the promotion of future business and technological exchanges. Education of international students, particularly those from Third World countries, is also presented as the moral obligation of Canada as a technologically more advanced nation (Tillman & Sunderji, 1982, p. 1).

Providing an education presumably includes provision of educational support systems to deal with person-social, and educational-vocational adjustments (Altscher, 1976). A major assumption underlying this research is that an understanding of the help-giving preferences of international students, Chinese in particular, is essential for the development of support systems which are culturally relevant. Help-giving preferences are presumably determined by perceptions of the availability and utility of the source (Christensen & Magoon, 1974).

Another assumption underlying this study is that literature descriptive of Asians is relevant to Chinese in particular. While Asians share common cultural values, investigators have criticized research that does not differentiate between the unique experiences and needs of different Asian subgroups (Kitano, 1969; Kitano & Matsushima, 1981; Sue & Frank, 1973).

Generalizations have also been made in this study from Chinese Americans to Chinese international students. Presumably shared cultural
values create similarities in abilities, interests, psychological characteristics and needs. Sue and Kirk (1972) have, however, suggested that the degree of acculturation is a confounding variable in research relating to Chinese students as norms and values become more western in nature as the student becomes acculturated. Bourne (1975) has also suggested that lifestyle and psychiatric problems become more western in nature with acculturation.

The degree to which Asians in general and Chinese Americans represent Chinese international students in particular must, therefore, be substantiated through research.

Statement of the Problem

The research problem to be investigated was stated in the following question: "What are the help-giving preferences of Chinese international students given two problem types, a hypothetical educational-vocational and emotional problem?" That is, do Chinese international students perceive a particular help-giver as more appropriate for a specific type of problem?

Definition of Terms

Conceptual and operational definition of terms critical to this study are as follows:

1. Help-Giving Preferences

   Conceptualized as: preferred sources of assistance which are perceived as available and appropriate for a given problem that the students have been unable to resolve by themselves.
Operationalized as: self-report rankings of fourteen help-givers including the following: Chinese International Student; International Student (Other than Chinese); Canadian Student; Relative; Parent; Non-student Friend; Male Counsellor; Female Counsellor; Physician; Faculty Member; Psychiatrist; Faculty Advisor; International House Staff Member; and Chinese Community Leader.

(2) **Vocational-Educational Problem**

Conceptualized as: a hypothetical problem concerning a future job or major educational concern which may involve information seeking, problem solving, decision-making and clarification of skills, values, interests and personal characteristics.

Operationalized as: a hypothetical problem presented on a self-report questionnaire dealing with a future job and/or a major educational concern which has been unsuccessfully resolved.

(3) **Emotional Problem**

Conceptualized as: a hypothetical emotional problem characterized by nervousness which may be centered in feelings of fear, aloneness and depression stemming from academic, cultural and personal-social adaptation.

Operationalized as: a hypothetical emotional problem presented on a self-report questionnaire characterized by nervousness and unsuccessful resolution.
Research Questions

The research questions were formulated as follows:

(1) Are there significant differences in the hierarchies of potential help-givers considered by Chinese international students between the two problem types?

(2) Are there significant differences in the hierarchies of potential help-givers between male and female Chinese international students given two problem types?

For descriptive purposes, the research also sought to determine whether or not potential help-givers considered by Chinese international students differentiated into clear hierarchies for the two problem types.

Limitations of the Study

The limitations inherent in this study are presented in point form as follows:

(1) Investigation of the help-giving preferences of ethnic Chinese only, with the exclusion of other Asian and non-Asian international subgroups serving as counterparts.

(2) Consideration of the influence of variables such as sex and problem type, with the exclusion of variables such as socio-economic status, marital status, and past counselling experience.

(3) As the investigation was limited to students who had lived within Canada for at least six months, the relationship between acculturation and help-giving preferences was not
considered.

(4) Findings related to help-giving preferences were limited to the Chinese international students on the University of British Columbia campus given time and financial restraints which prevented comparisons to other university settings.

(5) Exploration of help-giving preferences was restricted to the hypothetical problems of non-clients. Generalizations of findings to clients with actual problems will require research substantiation.

(6) Help-giving sources did not differentiate between types of counsellors or psychologists, differences which have been noted to influence the perceived appropriateness of a help-giving source for a particular problem by prospective clients (Gelso & Karl, 1974; Gestinger & Garfield, 1976). Existence of differential perceptions by Chinese international students requires investigation.

(7) As help-giving sources are not identified with a specific community or campus agency, the potential usage of specific resources, i.e., Student Counselling office, Speak Easy; Womens' Counselling office, etc., was left unconsidered.

(8) Responses on the self-report questionnaire was limited both by the subjective judgment of the subject and by the usage of a closed list of help-givers. The category of "other" was used to improve the quality and quantity of responses by encouraging free response.
CHAPTER TWO

Research Review

Overview

The research review will focus on studies exploring the help-giving preferences of American students, the relationship between ethnicity and help-giving preferences and the help-giving preferences of international students.

As an indicator of help-giving preferences, information relevant to the utilization of professional services by international students and Chinese Americans will also be considered.

Help-giving Preferences of North American Students

Research has indicated that students' choice of help-giver is related to perceptions of the help-giving role and the perceived appropriateness of the identified problem (Gelso & Karl, 1974; Gestinger & Garfield, 1976; Resnick & Gelso, 1971; Strong, Hender & Bratton, 1971; Warman, 1960). The types of problems students encounter and the help-giving sources utilized (Rust & Davie, 1961) or perceived as appropriate (Koile & Bird, 1956; Kramer, Berger & Miller, 1974) has also been described. Of particular relevance to this research are studies investigating the perceived hierarchy of help-givers for a variety of student problems.

Armstrong (1969) compared 50 college students, identified as highly anxious and utilizing campus counselling services, with 50 randomly selected undergraduate students as to the rank ordering of the first
three persons they would seek given any type of problem. There were no differences between groups with "intimate friend" reported as first choice and "mother" and "father" as second and third choice respectively.

Snyder, Hill and Derksen (1972), with the intention of assessing reasons for the underutilization of counselling services at the Southern Illinois University, analyzed the responses of 181 undergraduate psychology students using a four-part questionnaire. Information gathered included biographical data, attitudes and knowledge towards counselling in general and the university counselling centre in particular, identification of problem areas and the rankings of first, second and last preferences of seven help-givers given 13 hypothetical problems. Students reported that for personal and social problems, friends were the first choice, close relatives the second choice and faculty and psychological services the last choice. For vocational and educational problems, the pattern of help-giving preferences was reversed.

Christensen and Magoon (1974) note that Armstrong (1969) failed to distinguish between problem types and criticize both Armstrong (1969) and Snyder et al. (1972) for not asking students to rank all help-givers. The use of introductory psychology students who were given points for participation is also criticized as a potential source of bias in the latter study.

Christensen and Magoon (1974) have made a more thorough examination of the perceived hierarchy of help-givers using 168 college students at the University of Maryland. Students were asked to rank from first (Rank 1) to last (Rank 12) preference of 12 help-givers on a self-report
questionnaire given two problem types, a hypothetical emotional problem characterized by nervousness and a hypothetical educational-vocational problem related to future job and/or career concerns, problems which they had tried unsuccess fully to resolve on their own. The results indicated that for the emotional problem, students ranked "student friend" first, "older friend" second and "parents" third. For the educational-vocational problem, students indicated first, second and third choice as "faculty advisor," "faculty member" and "student friend" respectively. Certain differences were noted in the choice of a male or female counselor with a "male counselor" ranking sixth for an educational-vocational problem and fifth for an emotional problem whereas "female counselor" ranked seventh for an educational-vocational problem and seventh for an emotional problem.

Problem type, sex of the student and counselling after high school failed to discriminate between the rankings of help-givers. Counselling experience during high school did, however, significantly discriminate rankings of help-givers for the two problem types (p < .05).

In an attempt to examine whether students seek help-givers as speculated, Christensen, Birk, Brooks and Sedlacek (1976) examined the rankings of precounselling contacts and expectations regarding the helpfulness of counselling of 591 clients from two universities (University of Maryland, University of South Carolina). Using a modified form of the questionnaire developed by Christensen and Magoon (1974), significant differences were found in the rankings of consulted help-givers by problem type both between and within counselling centers (p < .001). Signi-
ificant differences were also noted between each counselling center as to the degree of helpfulness expected from counselling.

For a personal-social problem, the University of Maryland subgroup noted first preferences as "relative (not parent)," "student friend" and "parent" respectively whereas the University of South Carolina subgroup indicated first preferences as "student friend," "parent" and "non-student friend." For an educational-vocational problem, the University of Maryland subgroup reported first choice as "clergy," second choice as "physician" and third choice as "parents" whereas the University of South Carolina subgroup reported "student friend" again as first choice, "faculty member" as second choice and "parent" as third choice. Across and between centers and between problem types, "student friend" was given a high ranking with "advisors," "male counselor," "female counselor," and "psychiatrist" being the least preferred sources of assistance.

The high ranking of "clergy" and "physician" by the University of Maryland subgroup for educational-vocational problems is not addressed by the authors other than as an indication of the need for interagency alliances. Contrary to these findings, the student population of Snyder et al. (1972) indicated that they would never consider a clergyman as an appropriate source of assistance for problems related to future studies or major. The comparability of the 191 clients from the University of South Carolina and the 400 clients from the University of Maryland is called into question, particularly as demographic variables are not reported.
The authors, in discussing the findings, challenge the generalizability of the help-giving preferences of non-clients with hypothetical problems to the help-giving contacts of clients with actual problems.

Help-giving Preferences of Distinct Ethnic Groups

Of particular relevance to the present study is research by Webster and Fretz (1978) which considered the variable of ethnicity in the rank ordering of help-giving preferences.

Using a modified form of the self-report questionnaire developed by Christensen and Magoon (1974), 250 undergraduate students (University of Maryland) representing three ethnic groups; Asian Americans (18), Black students (116) and Caucasian students (116), were asked to rank 12 help-givers, indicating first to last preference, given a potential educational-vocational problem and a potential emotional problem characterized by nervousness.

For the Asian subgroup, the three most preferred sources of help for the educational-vocational problem were parents, relatives and faculty for males and parents, faculty and university counseling center for females.

For the emotional problem, the most preferred sources of help for the males were relatives, parents and non-student friends and, for the females, relatives, non-student friends, and parents.

Least preferred sources of help for both problem types included the community mental health services, health center mental health services and private practice psychotherapist.
The authors note that there are no significant differences in the rankings of help-givers on the basis of problem type and ethnicity. There appears, however, to be a greater reluctance on the part of Asian males to utilize counselling services when compared with Asian females.

The findings must be evaluated in light of the small sample size for Asian students. It is not known if the sample size is a representative proportion of the number of Asians within the total student population.

Contrary to the findings of Webster and Fretz (1978) which failed to demonstrate differences between ethnicity and the help-giving preferences of non-clients, Lin and Lin (1978) in a study of 77 psychiatric patients, 24 Chinese Canadians, 20 European immigrants, 24 Anglo-Saxon Canadians, and 9 Native Canadian Indians, found that ethnicity was a significant factor (p < .00005) in the help-seeking behaviors of actual clients.

Three general categories were used in the development of a typology of help-seeking behavior. The majority of Chinese (75 percent) were characterized by Type A which involved persistent family involvement with extensive use of traditional health care methods, such as, dietetics, herb and faith healing. Trusted community leaders were consulted with the family physician being the final source sought. There was a marked reluctance to accept psychiatric referral. The majority of Anglo-Saxon Canadians (75 percent) and 65 percent of the European immigrants were characterized by Type B which represented early referral by self or family to mental health, social or legal counselling services. The
Native Canadian Indians (67 percent) were characterized by Type C which represented referral by an individual other than a family member, with early social or legal intervention.

Lin, Inui, Kleinman and Womack (1982) investigated the influence of four sociocultural variables (ethnicity, modernity, alienation and parochialism) on the patterns of help-seeking behaviors of 48 psychiatric patients, Caucasians (18), Blacks (15) and Asians (15). Ethnicity was found to be highly significant (p < .001) when correlated with help-seeking behaviors and length of delay before onset of symptoms and treatment. Using the typology developed by Lin and Lin (1978), Asians were most often characterized by Type A (n = 8) or Type B (n = 7), Caucasians by Type B (n = 12) or Type C (n = 5) and Blacks by Type B (n = 7) or Type C (n = 7). In contrasting the ethnic groups, it is of note that only one Caucasian and one Black were characterized by Type A whereas no Asians were characterized by Type C. Asians showed the largest delay from the onset of symptoms to treatment with Caucasians showing the least delay. While delay measures were also noted to be significantly correlated with modernity and three indices of parochialism, they were thought to exert an independent influence as no significant interaction was noted between ethnicity, modernity and parochialism. While Type A was correlated with lower modernity and alienation scores and higher parochialism scores and Type C was correlated with higher alienation and lower parochialism, the differences were not statistically significant.
Help-giving Preferences of International Students

Having reviewed the help-giving preferences of North Americans in general and distinct ethnic groups, research relevant to the help-giving preferences of the target population, Chinese international students, will now be addressed.

As literature pertaining to the help-giving preferences of international students characteristically fails to investigate differences among major subgroups, the literature review will, out of necessity, focus on findings relevant to international students in general.

Lee (1973) using the self-reports of 101 international graduate students enrolled at the University of Virginia, investigated the relationship between the international students' self-concept and its relationship to academic and non-academic adjustment. Parts I and II of a three-part questionnaire surveyed academic and non-academic adjustment and perceptions and attitudes toward the counselling center and International Centre. Part III of the questionnaire consisted of a modified form of Osgood's Semantic Differential Technique to measure the students self-concept.

As part of the questionnaire, students were asked to rank order preferred sources of assistance for academic and personal-social problems. For academic concerns, 47 percent of the students ranked academic advisor as first choice, faculty member as second choice and family member as third choice. For personal-social problems, 46 percent of the students ranked family member as first choice, conational friend as second choice and American friend as third choice. International student
advisors and counsellors at the counselling centers were chosen by few students (under ten percent). Unfortunately, it is not clear whether the family members chosen resided within the United States or their home culture.

Of interest is the finding that 46 of the students were aware of the counselling center with only four students having utilized the professional service. When students were asked if they would consider utilizing the counselling center, 44 percent were affirmative and 56 percent negative. Of the 44 percent who answered affirmatively, only 24 percent were either willing or able to provide impressions of the purpose of the counselling center. The principal reason given for not utilizing the counselling service was lack of familiarity with the purpose of counselling.

The students were, however, much more willing to consider the counselling service as an appropriate source of assistance for friends with personal problems. Ranked sources of assistance for friends included family members as first choice, conational friends as second choice and counsellors at the counselling center as third choice, with international student advisors, American friends and academic advisors following closely.

The author also reports a significant (p < .05) correlation between the international students self-concept and his non-academic adjustment as well as a significant (p < .01) negative correlation between self-concept and participation in activities held by American students. No correlation was noted between self-concept and frequency of participation
in activities held by international students and no correlation was noted between self-concept and intention of utilizing the counselling center as a source of assistance.

Unfortunately, the rank ordering of help-giving preferences, both for self and friends are not statistically analyzed other than as a frequency tabulation using the mean ranking of the scores. While the problem type is held constant, the hypothetical difficulty is unspecified. Individual responses may be confounded given the speculation that a student might seek different sources of help for different personal problems, i.e., interpersonal and/or intrapersonal conflicts. Unfortunately, the ranking of help-giving preferences is not analyzed according to ethnic background or geographic origin.

Fuller Torrey, Van Rheenan and Katchadourian (1970) report a survey of 30 international students in which they were asked to rank nine sources of assistance for personal problems characterized by anxiety or depression. No information is given regarding research methodology. The authors report that 85 percent of the student ranked medical or psychiatric services as sixth or lower. The International Center was chosen as one of the first three sources of assistance for mental health problems by 25 percent of the students. The authors, basing statements on preliminary studies, state that the most important source of assistance for mental health problems are conationals and, secondly, written contact with family members. Other sources of assistance include American friends, faculty members and advisors.
Contrary to these findings, Yeh (1972), in describing the clinical impressions of 40 Chinese students who had psychotic breakdowns while studying overseas, suggests that students rarely write home in times of psychological stress and, given the sense of shame accompanying psychological difficulties, may even exaggerate their personal happiness and achievements.

Pederson (1975a), building on a previous study completed through the Bureau of International Education at the University of Minnesota, investigated differences between foreign students who sought a countryman as a source of assistance for a personal problem from those who did not. The responses of 781 foreign students to a questionnaire item investigating personal problem solving resources were cross-tabulated with other demographic data. Of these subjects the majority were from Asia (56 percent) followed by Europe (13 percent); Latin America (10 percent); Africa (6 percent) and unknown (15 percent). Subjects were predominantly male, single and between the ages of 25 and 29.

The students checked seven help-givers as a potential source of assistance for a personal problem as follows: International Student Advisors Office (I.S.A.O.), (15 percent); Faculty Advisor (17 percent); boyfriend/girlfriend (12 percent); fellow countryman (31 percent); host family (4 percent); American brother/sister (1 percent) or other (20 percent).

Cross-tabulations indicated no differences in help-giver preferences between English and non-English speaking countries. Several factors, however, resulted in a significantly greater preference for help-givers
outside the conational group, the faculty advisor and I.S.A.O. in particular. These included involvement in orientation programs prior to enrollment and involvement in foreign student seminars, perceptions of a high level of internationalism and cross-cultural understanding in the universities' activities and faculty relationships, the presence of a large number of friends outside the conational group and a longer period of residence within the host country (4-5 years).

Students were reported to have a greater preference for a countryman if they had attended the orientation program after coming to the university, were involved in foreign student activities, perceived faculty as lacking in cross-cultural understanding and had been in residence within the host country for two years.

The absence of friends outside the conational group was also associated with a greater preference for "other" (unspecified).

While cross-tabulations resulted in significant differences in help-giver preferences, the countryman was invariably the first preference with advisor characteristically second and I.S.A.O. third.

The author notes that, unfortunately, the Student Counseling Bureau and Mental Health Clinic were not given as alternatives. The identity of the preferred "other" is also unspecified. In addition, the problem type is not held constant nor are students asked to rank help-givers.
Utilization of Professional Services by International Students and Chinese Americans, in Particular

As an indicator of help-giving preferences, research and clinical impressions relevant to the utilization of professional services by international students and Chinese Americans, in particular, will be addressed.

International students, when seeking assistance outside of themselves, tend to rely on family members and conationals for personal difficulties and faculty advisors for educational difficulties (Pedersen, 1975a, 1975b; Lee, 1973). With respect to the utilization of professional services, international students tend to overutilize health services and underutilize psychological, counselling or psychiatric services (Alexander et al., 1981; Maha, 1964; Rice, 1964). There are no studies investigating the utilization of services by Chinese, a major subgroup within the international student population. In a study of Asian American students, however, Sue and Kirk (1975) have noted that psychiatric services are underutilized and counselling services are overutilized, particularly by Chinese American females. The authors suggest that counselling services are regarded as less threatening in terms of social stigma and are regarded as dealing with a broader range of difficulties than psychiatric services. Asian Americans are also noted to frequently present educational-vocational issues as a more acceptable entrance to discussing personal-emotional difficulties.

Investigators have noted that those Asian Americans who do utilize psychiatric services, both in the community and on the university campus,
tend to exhibit a greater degree of somatic complaints and appear to be
more severely disturbed (Sue & McKinney, 1975; Sue & Sue, 1974).

Reasons underlying the overutilization of medical services and
the underutilization of psychologically oriented services are presented
in point form as follows:

(1) Somatization of psychological stress (Alexander et al., 1981;
    Ichikawa, 1966; Fuller Torrey et al., 1970).

(2) Lack of information and familiarity with the purposes of
counselling and psychiatric services (Alexander et al., 1981;

(3) Fear of loss of face before self and others (Alexander et al.,

(4) Fear of records and breaches in confidentiality which could
damage student status and national image (Alexander et al.,
    1981; Fuller Torrey et al., 1970).

(5) Inappropriate usage of western counselling approaches creat­
ing sources of conflict and misunderstanding (Alexander et al.,
    1981; Sue, 1977; Sue & Sue, 1972; Toupin, 1980).

(6) Failure of mental health services to respond to the unique values
    and needs of the Asian (Sue & McKinney, 1975).

(7) Failure of university services to solicit and accommodate to the
    unique difficulties confronting the international student
    (Pedersen, 1975b).
Summary

A review of the research demonstrates the limited information available on the preferred help-giving sources of both Asian-Americans and international students. Studies exploring the help-giving preferences of Asians characteristically fails to differentiate between Asian subgroups. Likewise, studies investigating the help-giving preferences of international students characteristically fails to differentiate not only between males and females but also between major ethnic subgroups. As such generalizations are of limited research value, the present study investigated the help-giving preferences of a major international student subgroup, the Chinese, with consideration being given to sex as a variable.
CHAPTER THREE

Methodology

Population and Sampling Procedures

The subject population consisted of graduate and undergraduate Chinese international students holding a student visa at the University of British Columbia (U.B.C.) and living within the Greater Vancouver Lower Mainland. Places of origin were restricted to the Republic of China, Taiwan, Hong Kong, Malaysia and Singapore. For inclusion within the study, students must have been in residence within Canada for at least six months.

A subject sample of 80 Chinese international students were chosen randomly from a list of international students obtained through International House at U.B.C. They were then mailed a self-report questionnaire to determine preferences for a variety of help-givers given a hypothetical emotional and a hypothetical educational-vocational problem. Non-respondents were mailed another questionnaire two weeks following the requested date of return.

Of the 80 subjects chosen, there were 47 respondents, 33 male, 13 female and 1 unknown. One subject was excluded from the study as he had removed the code identifying sex and had failed to complete both sections of the questionnaire. Table 1 presents descriptive data regarding sex and place of origin for initial and follow-up respondents.
Table 1
Sex and Country of Origin for Initial and Follow-up Respondents

<table>
<thead>
<tr>
<th>Sex*</th>
<th>Country of Origin</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
<td>Hong Kong</td>
<td>Singapore</td>
<td>Malaysia</td>
</tr>
<tr>
<td>Initial Respondents</td>
<td>26</td>
<td>10</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Follow-up Respondents</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<tr>
<td></td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>13</td>
<td>19</td>
<td>14</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

* The mailed sample included 55 males and 25 females which indicates that the sex of the respondents was proportionate to the random sample.
Description of the Measuring Instrument

A self-report questionnaire, based on a modified version of that used by Christensen and Magoon (1974) was used to assess students' preferences for help-giving sources. As described by the authors, a series of distinct individuals are presented and the respondent is asked to rank 12 help-givers from first (Rank 1) to last (Rank 12) preference for two categories of problems, a hypothetical emotional and a hypothetical educational-vocational problem. The three page questionnaire used was dissimilar to that of Christensen and Magoon (1974) in that reference was made to considering resources available within Canada and the list of help-givers included resources sought by international students and Chinese Canadians on the basis of research and clinical impressions (Fuller Torrey et al., 1970; Lee, 1973; Lin & Lin, 1978; Pedersen, 1975b). An example of the questionnaire is provided in Appendix A.

Page one of the questionnaire consisted of a face sheet which addressed the method of selection, the purpose of the study, directions for completion and the issue of anonymous and voluntary consent. Subjects were also asked to indicate if they were not of Chinese ethnic background. Participants were identified by a code number on the back of the face sheet.

Page two, Section I, presented a hypothetical emotional problem characterized by nervousness which the subject had been unsuccessful in resolving him/herself. The subject was then asked to rank 14 help-givers they would go to in Canada, Rank 1 indicating first choice and Rank 14 indicating last choice. The category "other" was included at the end of
the list of help-givers to encourage an open response. Subjects were then asked to indicate whether parents or relatives considered resided within or outside of Canada and to indicate the nature of the contact, i.e., by letter, telephone, in person.

The third page, Section II, posed a hypothetical problem concerning a future job and/or major educational concern which the subject had been unsuccessful in reaching a solution by him/herself. The same instructions as in Section I were employed.

In the follow-up questionnaire, an additional letter was enclosed describing the reason underlying the mailing of a second questionnaire. The importance and purpose of the study was stressed and subjects were given a telephone contact if they desired further information.

As five subjects were noted to have ranked the "other" category in the previous mailing, additional instructions to not rank the "other" category were included in Sections I and II.

An example of the follow-up letter is provided in Appendix B.

To control for order effects, two forms of the questionnaire were used. Form A presented Section I on the second page and Section II on the third page and Form B reversed the order.

Statistical Analysis

For purposes of analysis, the data was treated as a 2 x 14 (sex subgroupings x help-giving source) fixed effects fully crossed design using analysis of variance for the two factors with repeated measures on the second factor (Ferguson, 1981, pp. 326-328). The analysis was completed using the BMD:P2V computer program available through the
Computing Centre at the University of British Columbia.

To create independence within the trial factor, the difference between the emotional and vocational mean rankings was utilized in the analysis. This is presented symbolically as $D_j = (E_j - V_j)$ where $D =$ difference in the mean ranking; $E =$ emotional problem type; $V =$ vocational problem type; $j =$ help-giver inclusive of 1 to 14.

In addition to determining type effects (research question 1) and sex effects (research question 2) using sex (subgrouping) and help-giving source (trial factor), both questionnaire form and respondent order were used as subgroupings to investigate possible form or follow-up effects.

**Treatment of Defective Data**

One follow-up respondent had removed the code identifying sex and country of origin and had failed to rank the help-givers of one problem type. The questionnaire data was, therefore, excluded from the analysis.

Five subjects had left one or more help-givers unranked. Each unranked help-giver was given a ranking of 15 as the assumption was made that the help-giver was less preferred than rank 14.

Five subjects (including one subject who had left one help-giver unranked) had also ranked the "other" category. The help-givers were re-ranked using the least to most preferred rankings provided by the subject with the exclusion of the ranking given to "other."

While not considered to be defective for statistical purposes, six subjects gave incorrect tied rankings for help-givers. The help-givers were simply re-ranked correctly.
CHAPTER FOUR

Results

The results of the statistical analysis of the data including findings related to the research questions, i.e., Type, Sex and Interaction effects as well as Form and Follow-up effects will be presented in this chapter. Information of descriptive interest to this study, including ranked preferences for help-givers, other preferred sources of assistances, place of residence of parents and relatives and the method of contact will also be described.

The research findings will be discussed in the following chapter.

Form Effects

Cross-tabulations with questionnaire form subgrouping and help-giving source were non-significant (df = 1; MS = 175400.950; F = 0.45; p = 0.505) where df = degrees of freedom; MS = mean square; F = F ratio; p = one-tail probability. It was concluded that there were no questionnaire form differences.

Research Questions

The results of the statistical analysis of the data with respect to the research questions are presented as follows:

Research Question 1 (Type Effects)

Are there significant differences in the hierarchies of potential help-givers considered by Chinese international students between the two problem types?
Cross-tabulations between sex and help-giving source resulted in a significant Type effect at the 0.01 level. (df = 13; MS = 175.837; F = 13.20; p = 0.0 using Greenhouse Geisser Probability (G.G.P.)). Additional cross-tabulations using this design but excluding defective data (described in Chapter Three) confirmed the significant Type effect (df = 13; MS = 160.198; F = 13.4; p = 0.0 G.G.P.). It was concluded that there was a significant difference in the hiérarchies of potential help-givers considered by Chinese international students given the emotional and educational-vocational problem.

Table 2 presents the mean ranked differences between the emotional and educational-vocational problem type for the 14 help-givers for both sexes with Figure 1 displaying the data graphically. As investigation of the data revealed a lack of homogenity in the variance, the Greenhouse Geisser Probability was used as a more conservative estimate in determining significance.

As the difference between the means is an indication of the degree of congruence between the means, a positive score indicates that the help-giver may be viewed as less appropriate for the emotional than for the educational-vocational problem with a reverse interpretation applying to a negative score. A neutral score, or 0, indicates that a help-giver is perceived as being equally appropriate for either the emotional or educational-vocational problem. It would appear, therefore, that females perceive help-givers 1 (Faculty Advisor), 5 (Faculty Member), 12 (Parents) and 4 (International House Staff Member) as more appropriate for the educational-vocational problem than for the emotional
Table 2

Difference Between Emotional and Educational-Vocational Mean Rankings for 14 Help-Givers by Sex

<table>
<thead>
<tr>
<th>Help-Giver*</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male (n=33)</td>
<td>Female (n=13)</td>
<td>Male (n=33)</td>
<td>Female (n=13)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>3.697 0.333 0.576 0.727 3.030 -3.424 0.636 -3.939 0.152 0.061 0.364 -0.758 0.788</td>
<td>4.000 0.538 -1.077 1.615 3.462 -3.615 -1.769 -4.077 0.231 0.538 -0.154 2.846 -2.538 0.154</td>
<td>3.697 0.333 0.576 0.727 3.030 -3.424 0.636 -3.939 0.152 0.061 0.364 -0.758 0.788</td>
<td>4.000 0.538 -1.077 1.615 3.462 -3.615 -1.769 -4.077 0.231 0.538 -0.154 2.846 -2.538 0.154</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference</td>
<td>Dj=(Ej-Vj)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 1 - Faculty Advisor 8 - Physician
   2 - Relative 9 - Male Counsellor
   3 - Female Counsellor 10 - Canadian Student
   4 - International House Staff Member 11 - International Student (Other Than Chinese)
   5 - Faculty Member 12 - Parents
   6 - Psychiatrist 13 - Chinese International Student
   7 - Non-student Friend 14 - Chinese Community Leader
Figure 1. Mean difference between the emotional and educational-vocational rankings of 14 help-givers by sex.
problem. Help-givers 8 (Physician), 6 (Psychiatrist), 13 (Chinese International Student), 7 (Non-student Friend) and 3 (Female Counsellor) appear to be perceived as more appropriate for the emotional than the educational-vocational problem.

For males, the pattern is less sharply defined with help-givers 1 (Faculty Advisor) and 5 (Faculty Member) being perceived as more appropriate for the educational-vocational problem than for the emotional and help-givers 8 (Physician) and 6 (Psychiatrist) as being more appropriate for the emotional problem. Other help-givers appear to be perceived as equally appropriate for either problem type.

Research Question 2 (Sex Effects)

Are there significant differences in the hierarchies of potential help-givers between male and female Chinese international students given two problem types?

Sex effects determined by cross-tabulation between sex and help-giving source were non-significant (df = 1; MS = 4.837; F = 0.36; p = 0.5523). Additional analysis using this design but excluding defective data confirmed the non-significant Sex effect (df = 1; MS = 0.00050; F = 0.01; p = 0.9263). It was concluded that there are no significant differences in the ranked hierarchies of potential help-givers considered by Chinese international students on the basis of sex alone.

Interaction Effects

Cross-tabulations with sex and help-giving source resulted in a non-significant interaction effect both inclusive of defective data
(df = 13; MS = 14.141; F = 1.06; p = 0.3889 G.G.P.) and exclusive
(df = 13; MS = 12.625; F = 1.06; p = 0.3898 G.G.P.).

It was concluded that there was no interaction effect between sex
and problem type.

Follow-up Effects

Cross-tabulations with respondent order subgrouping and help-giving
source were significant at the 0.05 level (df = 1; MS = 52.899; F =
4.27; p = 0.0448. An additional analysis between respondent order and
help-giving source was done with the exclusion of defective data (de-
scribed in Chapter Three). These findings confirmed the significant
Follow-up effect (df = 1; MS = 0.240; F = 4.71; p = 0.0368). Further
analysis cross-tabulating sex and follow-up with help-giving source re-
sulted in a non-significant Follow-up effect (df = 1; MS = 0.210;
F = 3.89; p = 0.0569). The Type effect remained significant (df = 13;
MS = 113.462; F = 9.88; p = 0.0 G.G.P.). Interaction between sex, follow-
up and type were not significant. It was concluded that while there was
a significant Follow-up effect when sex was excluded as a factor, it
did not interfere or interact with the main Type effect. Given the
small sample size, the lack of demographic variables and significance
below the 0.01 level, no further analysis was performed to explore this
phenomena.

Preferred Order of Potential Help-givers

Table 3 presents the mean rankings of help-givers for male and
female subjects given the two problem types. With Figures 2 and 3 dis-
playing the information graphically.

Given that rank 1 is most preferred and rank 14 least preferred help-giver, the most preferred sources of assistance for males given the emotional problem are Chinese International Student followed by Non-Student Friend or Parents.

For the females, Chinese International Students are also most preferred for the emotional problem, followed by Relative or Non-student Friend or Canadian Student.

Given the educational-vocational problem, the most preferred sources of assistance for the males are Faculty Advisor followed by, with equal preference, Faculty Member, Non-student Friend, Parents and Chinese International Students.

For females, the most preferred source of assistance for the educational-vocational problem was also Faculty Advisor followed by Relative or Faculty Member. Canadian Student, Parents and Chinese International Student followed closely behind, being equivalent to Faculty Member when the standard error is taken into consideration.

Least preferred sources of assistance for both sexes for the emotional problem were Chinese Community Leader, International House Staff and Psychiatrist.

For the educational-vocational problem, Psychiatrist, Physician and Chinese Community Leader were least preferred sources of assistance for both sexes.
Table 3
Mean Rankings for 14 Help-givers by Sex and Problem Type

<table>
<thead>
<tr>
<th>Help-Giver</th>
<th>Emotional Problem</th>
<th></th>
<th>Educational-Vocational Problem</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1. Faculty Advisor</td>
<td>6.533</td>
<td>7.615</td>
<td>3.250</td>
<td>3.615</td>
</tr>
<tr>
<td></td>
<td>0.646</td>
<td>1.071</td>
<td>0.460</td>
<td>0.594</td>
</tr>
<tr>
<td>2. Relative</td>
<td>6.483</td>
<td>5.231</td>
<td>6.677</td>
<td>4.692</td>
</tr>
<tr>
<td></td>
<td>17.116</td>
<td>10.526</td>
<td>14.759</td>
<td>6.231</td>
</tr>
<tr>
<td></td>
<td>0.768</td>
<td>0.900</td>
<td>0.690</td>
<td>0.692</td>
</tr>
<tr>
<td>3. Female Counsellor</td>
<td>7.828</td>
<td>7.000</td>
<td>7.433</td>
<td>8.077</td>
</tr>
<tr>
<td></td>
<td>15.291</td>
<td>6.667</td>
<td>13.220</td>
<td>5.077</td>
</tr>
<tr>
<td></td>
<td>0.726</td>
<td>0.716</td>
<td>0.664</td>
<td>0.625</td>
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</table>

Continued ...
<table>
<thead>
<tr>
<th>Help-Giver</th>
<th>Emotional Problem</th>
<th>Educational-Vocational Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>4. International House Staff Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Rank</td>
<td>9.60</td>
<td>10.769</td>
</tr>
<tr>
<td>Variance</td>
<td>11.490</td>
<td>4.526</td>
</tr>
<tr>
<td>Standard Error</td>
<td>0.619</td>
<td>0.590</td>
</tr>
<tr>
<td>5. Faculty Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Rank</td>
<td>7.759</td>
<td>7.769</td>
</tr>
<tr>
<td>Variance</td>
<td>7.690</td>
<td>16.026</td>
</tr>
<tr>
<td>Standard Error</td>
<td>0.515</td>
<td>1.110</td>
</tr>
<tr>
<td>6. Psychiatrist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Rank</td>
<td>8.793</td>
<td>9.769</td>
</tr>
<tr>
<td>Variance</td>
<td>21.741</td>
<td>16.026</td>
</tr>
<tr>
<td>Standard Error</td>
<td>0.866</td>
<td>1.110</td>
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Continued...
<table>
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<tr>
<th>Help-Giver</th>
<th>Emotional Problem</th>
<th>Educational-Vocational Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>7. Non-student Friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Rank</td>
<td>5.548</td>
<td>5.308</td>
</tr>
<tr>
<td>Variance</td>
<td>17.456</td>
<td>15.564</td>
</tr>
<tr>
<td>Standard Error</td>
<td>0.750</td>
<td>1.094</td>
</tr>
<tr>
<td>8. Physician</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Rank</td>
<td>7.367</td>
<td>8.308</td>
</tr>
<tr>
<td>Variance</td>
<td>16.309</td>
<td>12.731</td>
</tr>
<tr>
<td>Standard Error</td>
<td>0.737</td>
<td>0.990</td>
</tr>
<tr>
<td>9. Male Counsellor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Rank</td>
<td>6.793</td>
<td>8.692</td>
</tr>
<tr>
<td>Variance</td>
<td>12.099</td>
<td>10.231</td>
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<tr>
<td>Standard Error</td>
<td>0.646</td>
<td>0.887</td>
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Continued...
<table>
<thead>
<tr>
<th>Help-Giver</th>
<th>Emotional Problem</th>
<th>Educational-Vocational Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>10. Canadian Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Rank</td>
<td>6.867</td>
<td>5.846</td>
</tr>
<tr>
<td>Variance</td>
<td>11.913</td>
<td>10.974</td>
</tr>
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<td>Standard Error</td>
<td>0.630</td>
<td>0.919</td>
</tr>
<tr>
<td>11. International Student (other than Chinese)</td>
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<td></td>
</tr>
<tr>
<td>Mean Rank</td>
<td>7.968</td>
<td>6.692</td>
</tr>
<tr>
<td>Standard Error</td>
<td>0.635</td>
<td>1.227</td>
</tr>
<tr>
<td>12. Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Rank</td>
<td>5.690</td>
<td>7.846</td>
</tr>
<tr>
<td>Variance</td>
<td>15.865</td>
<td>20.308</td>
</tr>
<tr>
<td>Standard Error</td>
<td>0.740</td>
<td>1.250</td>
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Continued ...
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<thead>
<tr>
<th>Help-Giver</th>
<th>Emotional Problem</th>
<th>Educational-Vocational Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>13. Chinese International Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Rank</td>
<td>4.697</td>
<td>2.615</td>
</tr>
<tr>
<td>Variance</td>
<td>15.343</td>
<td>3.923</td>
</tr>
<tr>
<td>Standard Error</td>
<td>0.682</td>
<td>0.549</td>
</tr>
<tr>
<td>14. Chinese Community Leader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Rank</td>
<td>11.069</td>
<td>11.462</td>
</tr>
<tr>
<td>Variance</td>
<td>10.638</td>
<td>6.603</td>
</tr>
<tr>
<td>Standard Error</td>
<td>0.606</td>
<td>0.713</td>
</tr>
</tbody>
</table>
Figure 2. Mean rankings of help-givers for the emotional problem.
Figure 3. Mean rankings of help-givers for the educational-vocational problem.
Other Sources of Assistance

Information regarding other help-givers perceived as appropriate for the emotional and vocational problem are summarized as follows:

**Emotional Problem**
- Priest (mentioned three times)
- God
- Church Member
- Wife
- Roommate
- Chinese Canadian Student
- Chinese Friends in Hong Kong
- "Good" or "Close" Friend (mentioned twice)

**Vocational Problem**
- God (mentioned twice)
- Local Church Group
- Lawyer
- Manpower
- Wife
- Chinese Canadian Student
- Fellow Departmental Student Irrespective of Race
- Good Friend

Of interest is the predominance of help-givers with a religious affiliation. It is not known why many of the help-givers, i.e., wife, roommate, good or close friend, fellow departmental student, are perceived as not belonging within the list of help-givers provided.
Place of Residence of Parent and Relative and Nature of Contact

Table 4 summarizes information reported by subjects regarding whether or not the parent and relative considered as a potential help-giver resided within or outside of Canada and the presumed nature of contact. The information reported is not equal to the number of subjects involved as not every subject provided the information nor did every subject report the requested information for both problem types.

According to the information obtained in Table 4 the majority of parents considered reside outside Canada with the majority of relatives residing within Canada. It is, therefore, not surprising that the nature of contact with relatives is more direct, i.e., in person or combination in person/telephone, than is contact with parents.
Table 4

Place of Residence of Parent and Relative and Nature of Contact by Problem Type

<table>
<thead>
<tr>
<th>Problem Type</th>
<th>Place of Residence</th>
<th>Nature of Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inside Canada</td>
<td>Outside Canada</td>
</tr>
<tr>
<td>Emotional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Relative</td>
<td>23</td>
<td>19</td>
</tr>
<tr>
<td>Educational-Vocational</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>2</td>
<td>41</td>
</tr>
<tr>
<td>Relative</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>
CHAPTER FIVE

Discussion and Conclusions

This chapter will discuss the research findings reported in Chapter Four. In addition, implications for counselling practice and suggestions for future research stemming from the present study will be explored.

Discussion of Research Findings

This section will explore differences between present and previous research with respect to findings of the significant Type effects and findings relating to the perceived appropriateness of help-givers according to problem type. Primary, secondary and least preferred sources of assistance indicated in the ranking of help-givers will also be explored.

Findings Related to Type Effects

The present study concluded that hierarchies of 14 potential help-givers considered by Chinese international students varied significantly according to problem type with no differences existing between sexes. While the non-significant Sex effect is consistent with previous studies investigating help-giving preference, the significant Type effect is contradictory. (Christensen & Magoon, 1974; Webster & Fretz, 1978). This inconsistent research finding may be related to differences in the samples used or may be due to differences in statistical procedures. The Asian American sample used by Webster and Fretz (1978) was fairly small.
consisting of only 8 males and 10 females. Christensen and Magoon (1974) and Webster and Fretz (1978) both used the Kruskal-Wallis one-way analysis of variance for independent samples to investigate sex differences and the Friedman two-way analysis of variance for related samples to investigate differences in problem type. The use of the median rather than the mean (Webster & Fretz, 1978) and non-parametric rather than parametric statistics would appear to be less powerful methods of statistically investigating rankings attributed help-givers. One must, however, be willing to accept "rankings" as "weights."

Appropriateness of Help-Giver According to Problem Type

Additional information obtained through the use of parametric statistics included a measure of the perceived appropriateness of a given help-giver according to problem type. As demonstrated in Figure 1, both male and female subjects appear to perceive Faculty Advisor and Faculty Member as more appropriate for the educational-vocational problem and Physician and Psychiatrist as more appropriate for the emotional problem. Findings relating to the perceived appropriateness of counsellors according to problem type are dissimilar to previous studies suggesting that counsellors are viewed as a more appropriate source of assistance for educational-vocational concerns than for emotional concerns (Resnick & Gelso, 1971; Strong, Hender & Bratton, 1970; Warman, 1960; Webster & Fretz, 1978). Such findings could be due to differences in methodology. According to current research findings, Male Counsellor is viewed as equally appropriate for both problems by the male subjects with female subjects regarding Female Counsellor as more appropriate for the emotional problem. A measure of perceived appro-
priateness is not, however, necessarily predictive of the order of preferences for help-givers.

Primary Preferences for Help-Givers

Investigation of the mean rankings of help-givers for the two problem types indicated that male and female subjects prefer Chinese International Student for the emotional problem and Faculty Advisor for the educational-vocational problem. These findings are similar to the reported help-giving preferences of international students in general (Fuller Torrey et al., 1970; Lee, 1973; Pedersen, 1975a, 1975b).

Differences between the rankings given family members in the present study and that of Webster & Fretz (1978) suggests that the conational group becomes the primary reference group when family members are less accessible. These findings are consistent with the documented replacement of the Asian extended family by the conational group (Higginbotham, 1979; Klein et al., 1971; Klein et al., 1974; Klineberg & Hull, 1979; Lee, 1973; Miller et al., 1971).

Secondary Preferences for Help-Givers

Of interest, in the present study, are the differences in the rankings given to family members, i.e., Parents and Relative, across problem types and sex. For the emotional problem, males ranked Parents and Non-student Friend as secondary preferences with Relative, Faculty Advisor, Male Counsellor and Canadian Student following with equal preference. Parents were also a secondary preference for the vocational problem, as was Chinese International Student and Faculty Member.
Females, however, ranked Relative and Non-student Friend as secondary preferences for the emotional problem, followed by Canadian Student and Parents. For the educational-vocational problem, Relatives and Faculty Members were reported as secondary preferences with Canadian Student, Parents and Chinese International Student following with equal preference.

These findings suggest that male subjects are more likely to seek assistance from parents and less likely to seek assistance from relatives than are females for either problem type. Examination of the raw data indicated that while 9 of 13 female subjects reported that the relative considered resided within Canada, only 15 of 33 male subjects reported likewise. Female subjects may, therefore, be more likely to seek assistance from a relative as they are more accessible. Of the two subjects indicating that parents resided within Canada, both were males. It may also be that females are more reluctant to inform parents of personal difficulties as they study overseas. Such reluctance could reflect the greater degree of protectiveness and concern extended by Chinese parents towards daughters studying overseas than to sons in the same situation.

Whether parents, relatives or non-student friends have the necessary knowledge and resources to assist students is questionable. Parents, the majority of whom live outside of Canada, may be unfamiliar with a western educational system and society and may also be unsympathetic to personal and academic difficulties which could result in a loss of face for the individual and dishonour to the family name. The Asian reserve in disclosing personal difficulties and the fact that
communication, traditionally one-way, must be done through letter and telephone would seem to increase the potential for misunderstanding to occur. Given the tremendous social and financial obligations felt by the student, the pressure to pursue parental guidance, whether misdirected or not, may also be great.

**Low Preferences for Help-Givers**

While low preference is given to help-givers offering psychological services, Faculty Advisor and Male Counsellor are the preferred professional help-givers considered by male subjects for the emotional problem with female subjects preferring Female Counsellor. The present findings differ with the help-giving preferences of Asian Americans (Webster & Fretz, 1978) given that the Male Counsellor is preferred to the Relative by male subjects for both problem types and female subjects prefer a Female Counsellor to Parents for the emotional problem. The present study also differs from that of Webster and Fretz (1978) in that counsellors in the latter study are more highly preferred across problem types with the exception of the vocational problem for males.

There are also a number of help-givers given a ranking equal to that of counsellor in the present study. Such differences might reflect both the greater availability of family members and the greater degree of acculturation present within an Asian American sample as compared to a Chinese international sample.

These research findings suggest that counselling services are more readily utilized by Asian American students than by Chinese students studying overseas. The higher preference given counsellors may
also indicate a greater awareness of the purpose and availability of counselling services by Asian Americans. Factors related to acculturation may also contribute to greater acceptance of counselling services.

The low ranking given Psychiatrist across problem types, emotional in particular, is congruent with data reflecting the help-giving preferences of Asian Americans (Webster & Fretz, 1978) and American college students in general (Christensen & Magoon, 1974; Snyder, Hill & Derksen, 1972). This finding is also consistent with the reported underutilization of psychological, counselling and psychiatric services by non-Western international students (Alexander et al., 1981) and psychiatric services by Asian American students (Sue & Kirk, 1975). As suggested by Sue and Kirk (1975), the greater preference given counsellors may reflect a perception of the counselling services as being less threatening in terms of social stigma and as dealing with a broader range of difficulties than psychiatric services.

The low preference to utilize Physician appears to be inconsistent with the reported overutilization of health services by international students (Alexander et al., 1981; Maha, 1964; Rice, 1964). These findings also differ with those of Webster and Fretz (1978) who report that Asian American students prefer Physician as a professional contact (Rank 4) for the emotional problem followed by the Counseling Center.

Given the tendency of Asians to somaticize psychological stress (Alexander et al., 1981; Ichikawa, 1966; Fuller Torrey et al., 1970), it is possible that an Asian student would look for a physiological basis to a problem given the absence of an external evaluation of the problem as "emotional." As a result, Physician might be a more preferred source
of assistance given an actual, rather than hypothetical problem.

The low preference to utilize International House Staff Member is, perhaps, not surprising given the absence of a foreign student advisor who might be identified as a source of assistance for the two problem types.

The low preference to seek assistance from International Student (Other Than Chinese) and higher preference to utilize Canadian Student suggests that the Chinese conational group is psychologically isolated from other conational groups so that assistance is sought from members of the host country rather than from individuals who share in the experience of studying overseas. Seeking assistance from a Canadian student for the educational-vocational problem might also be the more logical approach, particularly if the student is familiar with the university system and is within the same degree program. It is also not known if the Canadian preferred is of Chinese ethnic background.

The low ranking given Chinese Community Leader across problem types suggests that the term is ambiguous. Given the high percentage of individuals with a religious affiliation indicated as "other" sources of assistance, the category of minister/priest would have been more appropriate. Given this omission, the results must be interpreted with caution as they may be skewed.

Responses within the "other" category also suggest possible confusion regarding the rankings of help-givers. For example, it is not certain how a response indicating "good" or "close" friend would differ from the categories of student/friend provided.
Implications for Counselling Practice

Given that the conational group is the preferred source of assistance for the emotional problem, international students, Chinese in particular, need to be informed of their role as help-givers. Several authors have advocated the development of peer counselling programs both for minority students (Sue, 1973) and international students (Higginbotham, 1979; Pedersen, 1975a). Such an approach would not only improve the effectiveness of the emotional support given to the international student but would also link the students primary reference group to professional counsellors who could serve as consultants.

According to Lee (1973), the primary reason given for the lack of utilization of counselling services by international students is a lack of familiarity with the purpose of counselling. During the orientation program offered to students, the purposes and availability of counselling resources on campus and within the community should be stressed. Given that Asian Americans are more responsive to mental health services specifically designed for Asians (Sue & McKinney, 1975) and appear to regard Asian counsellors as more credible and approachable than Caucasian counsellors (Atkinson, Maruyama, Matsui, 1978), information should also be made available to the students as to the location of therapists who are, ideally, bilingual, and also sensitive to Asian culture and the unique needs of international students.

Ideally, the orientation program should be open to individuals included within the students supportive network, including non-student friends and family members. The non-professional assistance given these
students would be further safeguarded in that education could be pro-
vided regarding resources available and the need for referral when
appropriate. Such an approach might also serve to decrease the reluc-
tance to seek professional help when needed if it is done with the
approval and encouragement of significant others.

The preference to utilize faculty advisors and faculty members given
the educational-vocational problem indicates a need for interagency
alliances between the counselling offices and the different faculty
departments on campus (Christensen & Magoon, 1974). Faculty advisors
and faculty members must also be made aware of their help-giving role
and the educational-vocational services available. Students, in turn,
must be made aware that faculty members may not be equipped to assist
them in problems which are educational-vocational in nature (Webster &
Fretz, 1978).

Given that the advisor is perceived by male Chinese international
students as a source of assistance for both the emotional and educational-
vocational problem, the placement of a foreign student advisor with a
professional counselling background would seem to be a logical approach.
Such an individual would presumably be perceived as more sensitive to
the unique needs of international students and, therefore, more actively
sought for assistance with personal problems (Pedersen, 1975a). Inte-
grated services for the international student would also result
(Pedersen, 1975b). Baring the placement of a foreign student advisor,
Pedersen (1975a) suggests that advisors be given cross-cultural training
to increase their effectiveness.
Given the lack of knowledge reported by international students concerning the purpose of counselling (Lee, 1973), counsellors may need to provide education regarding the counselling process when working with this student group. As there is a tendency for Chinese international students to prefer same sex counsellors, determination of counsellor preferences should be made on referral.

Finally, counsellors must be made aware that Chinese international students may seek professional assistance after personal resources have been exhausted. In cases where the student has become alienated from the conational group, the counsellor may play a role in restrengthening community ties.

Suggestions for Future Research

Further investigation of the help-giving preferences of international students should include the category of Minister/Priest with the exclusion of the more ambiguous category of an ethnic community leader. It would also be of interest to explore preferences towards counsellors of the same ethnic background. The inclusion of various demographic variables, such as age, marital status, degree program, years in Canada, previous counselling experience, etc., would also assist in exploring apparent differences between initial and follow-up respondents.

It would also be of interest to compare the help-giving preferences of Chinese international students to those of other Asian and non-Asian international subgroups. Given the limited research and small sample sizes used in exploring the help-giving preferences of Canadian
and American ethnic groups, there must also be continued research in this area in order to validate reported findings.

Difficulties relating to obtaining an adequate sample size could be overcome by the inclusion of immigrant and visa students with consideration being given to the influence of acculturation. Baring financial obstacles, a larger sample could also be obtained by comparing the help-giving preferences of international students on various university campuses.

Rather than identifying individual help-givers, it would also be of use to determine the potential usage of specific community or and campus agencies, i.e., Speak Easy, Women's Counselling Office, Community Mental Health, etc.

Finally, research relating to the preferences of specific help-givers and/or agencies must be confirmed through identification of the resources utilized by clients with actual, rather than potential problems.
References


Kuo, W. Theories of migration and mental health: an empirical testing on Chinese-Americans. Social Science and Medicine, 1976, 10, 297-306.


Sue, S. Training of "Third World" students to function as counselors. *Journal of Counseling Psychology*, 1973, 20, 73-78.


Questionnaire for Preferences of Help-Giving Sources

Your name was randomly selected from the university listings of Chinese international students from five different countries; the Republic of China, Taiwan, Hong Kong, Malaysia and Singapore. The following questions will be used to help us assess international students' preferences for help-giving sources. Such information will permit the student services of the university to better meet the needs of students.

You are asked to complete the two sections of this anonymous questionnaire by simply ranking the help-giving sources indicated in the following pages.

Please note, you are free to withdraw at any time or refuse to answer any question without prejudice. This should take approximately ten minutes of your time.

It will be appreciated if you will complete the questionnaire prior to April 20th and return it in the stamped, addressed envelope enclosed. If you are not of Chinese ethnic background, please return the completed questionnaire with a note indicating your ethnic background. We will be pleased to send you a summary of the questionnaire results if you desire. Thank you for your cooperation.

Yours sincerely,

Dr. M. Westwood

If the questionnaire is completed it will be assumed that consent has been given.

PLEASE DO NOT PUT YOUR NAME ON THE QUESTIONNAIRE.
Section I

Assume you have an emotional problem characterized by nervousness. You have tried unsuccessfully to reach a solution by yourself.

Please rank the following help-giving sources you would go to first in Canada. Rank 1 for the one you would go to first through to Rank 14 for the one you would go to last.

1. Faculty Advisor
2. Relative
3. Female Counsellor
4. International House Staff Member
5. Faculty Member
6. Psychiatrist
7. Non-student Friend
8. Physician
9. Male Counsellor
10. Canadian Student
11. International Student (Other Than Chinese)
12. Parents
13. Chinese International Student
14. Chinese Community Leader

Other (please specify) __________________________

Please indicate if your parents and relative considered live within or outside of Canada and the nature of contact, i.e., in person, by letter, telephone, etc.

Parents: 
Place of residence __________________________
Nature of contact __________________________

Relative: 
Place of residence __________________________
Nature of contact __________________________
Section II

Assume you are faced with a problem concerning a future job and/or a major educational concern and you have tried unsuccessfully to reach a solution by yourself.

Please rank the following help-giving sources you would go to first in Canada. Rank 1 for the one you would go to first through to Rank 14 for the one you would go to last.

___ 1. Faculty Advisor
___ 2. Relative
___ 3. Female Counsellor
___ 4. International House Staff Member
___ 5. Faculty Member
___ 6. Psychiatrist
___ 7. Non-student Friend
___ 8. Physician
___ 9. Male Counsellor
___ 10. Canadian Student
___ 11. International Student (Other Than Chinese)
___ 12. Parents
___ 13. Chinese International Student
___ 14. Chinese Community Leader

Other (please specify) ________________________________

Please indicate if your parents and relative considered live within or outside of Canada and the nature of contact, i.e., in person, by letter, telephone, etc.

Parents: Place of residence ________________________________
        Nature of contact ________________________________

Relative: Place of residence ________________________________
        Nature of contact ________________________________
Cover Letter for Follow-up Respondents

Dear Sir/Madame:

We are writing to you concerning the questionnaire we had mailed previously requesting a ranking of your preferences for help-givers given an emotional and educational-vocational problem. As we assume that you have not returned the questionnaire because of an error on our part or some oversight, we have sent another copy of the questionnaire with a stamped addressed envelope for your convenience in returning the completed questionnaire.

As an international student, your response will be of particular use in helping us to develop student services at the university which are relevant for meeting the needs of both Canadian and international students.

We would appreciate your completing the questionnaire as soon as possible as other aspects of the study cannot be carried out until your response has been received. If you wish further information, please call the Department of Counselling Psychology at 228-5259 and leave a message with a phone number through which we can reach you. Thank you for your cooperation.

Yours sincerely,

Dr. M. Westwood