

21670

THE EFFECTS OF GROUP COUNSELING ON THE ACADEMIC
ACHIEVEMENT AND PSYCHOLOGICAL HEALTH
OF MALE ARAB FRESHMEN STUDENTS

A Master Thesis

Presented by

Bashar Anbosi

to

The Graduate School of Social Sciences
of Middle East Technical University
in Partial Fulfillment for the Degree of

MASTER OF SCIENCE

in

EDUCATIONAL SCIENCES

Y. C.

**Yükseköğretim Kurulu
Dokümantasyon Merkezi**

MIDDLE EAST TECHNICAL UNIVERSITY,

ANKARA

JUNE, 1992

Approval of the Graduate School of Social Sciences

Sabri Koç

Prof. Dr. Sabri Koç

Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

Ibrahim Koyuncu

Prof. Dr. Ibrahim Koyuncu

Chairman of the Department

We certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science in Educational Sciences.

Fusun Akkok

Assoc. Prof. Dr. Fusun Akkok

Supervisor

Examining Committee in Charge:

Assoc. Prof. Dr. Fusun Akkok

Assoc. Prof. Dr. Petek Askar

Assoc. Prof. Dr. Shirley Epir

Fusun Akkok

Petek Askar

Shirley Epir

ABSTRACT

THE EFFECTS OF GROUP COUNSELING ON THE
ACADEMIC ACHIEVEMENT AND PSYCHOLOGICAL
HEALTH OF ARAB MALE FRESHMEN STUDENT

ANBOSI, Bashar M.Kamal

M.S. in Educational Sciences

Supervisor : Assoc. Prof. Dr. Fusun Akkok

June, 1992, 113 pages

This study examined the effectiveness of group counseling on the academic achievement and psychological health of Arab male freshmen students by using Experimental and Control groups. Academic achievement was measured by Grade Point Average (GPA), and the psychological health by the Malaise Inventory (MI). 12 Arab male freshmen university students enrolled in the different faculties of the Middle East Technical University, volunteered for the study and were assigned to the two groups (6 subjects for each group). T-test was used for data analysis. Pretest on the MI and the University Entrance Examination (U.E.E.) were approximately equal at the beginning of the study for the experimental group (EG) and the control group (CG). Posttest on the MI and the scores of GPAs of the two groups indicated that the group counseling had a

significant effect on the degree of academic achievement and the psychological health of the students. The experimental group subject had higher GPAs and lower physical symptoms on MI than the control group.

It was concluded that group counseling service may be an effective tool in helping foreign students adapt more effectively to the host country both to needs and the expectations as well as to academic demands of the university.

Keywords: Freshmen Arab male students, Academic achievement, Psychological health, Grade point average, University entrance examination.

Science Code: 222.05.00

ÖZET

GRUPLA PİSKOLOJİK DANIŞMANIN ÜNİVERSİTE BİRİNCİ SINIF ARAP ERKEK ÖĞRENCİLERİN AKADEMİK BAŞARI VE PİSKOLOJİK SAĞLIKLARI ÜZERİNE ETKİSİ

ANBOSI, Bashar M. Kamal
Eğitim Bilimlerinde Yüksek Lisans
Danışman: Doç. Dr. Füsün Akkök
Haziran 1992, 113 sayfa

Bu çalışma, grupla psikolojik danışma sürecinin, Orta Doğu Teknik Üniversitesi'ndeki 1 sınıf erkek Arap öğrencilerin akademik başarılarını ve psikolojik sağlıklarını nasıl etkilediğini araştırmayı amaçlamaktadır. Çalışma bir deneysel çalışma niteliğinde olup, deney ve kontrol gruplarının bir karşılaştırması yapılmıştır. Gruplar 6 şar kişiden oluşmuştur. Verilerin çözümlenmesi t-testi kullanılarak yapılmıştır. Bulgulara göre, grupla psikolojik danışma sürecini yaşayan deney grubu öğrencileri ile kontrol grubu arasında akademik başarı ve psikolojik sağlık yönünden anlamlı düzeyde farklılık vardır.

Grupla piskolojik danifmanın yabancı uyruklu Arap 6đrencilerin geliřimine katkısı olduđu dufnılmektedir.

Anahtar S6zckler: Birinci sınıf erkek Arap 6đrenci,
Akademik břari, Piskolojik sađlık, Ortalama puan,
Universite giriř sinavı.

Bilim Kodu: 222.05.00



ACKNOWLEDGEMENTS

I take this opportunity to express my sincere gratitude to the people who participated in the study, especially the subjects of the EG and CG. I want to thank them all for their courage and honesty in letting me walk with them for a while on their personal journeys of self-disclosure.


This dissertation would not have been possible without people with whom I have had the privilege of working, and from whom I have learned so much. I'm profoundly indebted to my advisor Assoc. Prof. Dr. Füsün Akkök for her supervision and guidance throughout this study. I am also grateful to Assoc. Prof. Dr. Shirley Epir and Assoc. prof. Dr. Petek Aşkar for their valuable comments and continual help.

In many ways I feel that this thesis has not been written just by me, but is rather the product of courses where I have learned about counseling, and especially from group counseling, which I owe many of my insights to Assist. Prof. Dr. Esin Tezer.

I also want to thank the academic staff members of our department for encouragement. I wish to

express my appreciations to Najla Al-Ali for her help and encouragement. I would also like to thank my friends Ahmed Khraim and Marwan Khater for their help in typing this thesis. I would like to acknowledge all those friends who have supported and encouraged me through work, in particular my hommates.

Finally, I am deeply indebted to my parents for their invaluable advise and endless support.



Bashar ANBOSI

June 1992

TABLE OF CONTENTS

	Page
ABSTRACT	iii
ÖZET	v
ACKNOWLEDGEMENTS	vii
LIST OF TABLES	ix
LIST OF SYMBOLS	x
CHAPTER I: INTRODUCTION	1
1.1 Introduction	1
1.2 Aim of the Study	16
1.3 Statement of the Problem	16
1.4 Hypotheses	16
1.5 Operational Definitions of Variables	17
1.6 General Overview of Procedures	17
1.7 Limitations of the Study	19
1.8 Significance of the Study	21
CHAPTER II: REVIEW OF LITERATURE	23
2.1 Life Changes as Caused by Stress, Anxiety and Development	23
2.2 Some Perspectives about the Major Problems of Foreign Students	28

2.3 Intervention of General Information about	
How to Help Freshmen Students	41
2.3.1 Orientation Programs	42
2.3.2 Peer Student Services	46
2.3.3 Group Counseling Services	51
2.4 General Considerations in Group	
Counseling	57
2.5 Kinds and Types of Group Counseling	58
2.6 Goals and Objectives of Group	
Counseling	60
2.7 Professional Issues in Group Practice	62
2.7.1 The Pregroup Interview	62
2.7.2 Ethical Issues in Group Practice	62
2.7.3 The Rights of Group Participants	63
CHAPTER III: METHODOLOGY	66
3.1 Sampling	67
3.2 Instruments and Scoring	68
3.2.1 Instruments	68
3.2.2 Scoring	69
3.3 Procedures	69
3.3.1 Reliability and Validity Studies	69
3.3.2 Procedure of the Control Group of	
this Study	70
3.3.3 Procedures of Experimental Group	
of this Study	71

3.3.3 General Information about the 8 Sessions of the Group Counseling	73
3.3.5 Data Collection	89
3.3.6 Data Analysis	89
CHAPTER IV: PRESENTATION OF FINDINGS	91
CHAPTER V: CONCLUSION	94
5.1 Conclusion	94
5.2 Discussions of Findings and Generalization	94
5.3 Recommendation for Further Studies	99
REFERENCES	102
APPENDIX A	113
APPENDIX A: MALAISE INVENTORY	115

LIST OF TABLES

	Page
Table 1. The Difference between the means of scores of pretest and posttest of Malaise Inventory of the EG and the CG	91
Table 2. The difference between the mean scores of GPAs of the EG and the CG.	92
Table 3. The difference between the mean scores of U.E.E. of the EG and the CG.	93

LIST OF SYMBOLS

EG	Experimental Group
CG	Control Group
MI	Malaise Inventory
GPA	Grade Point Average
U.E.E.	University Entrance Examination
M.E.T.U.	Middle East Technical University

CHAPTER I

INTRODUCTION

1.1 Introduction

Education at all levels aims at intellectual development, but also shows concern for emotional, social, moral, and spiritual development, which involves satisfaction of basic needs as well as other motivational tendencies. Intellectual development can not probably take place without good adjustment, and adequate adjustment does not take place without intellectual development and concerned with the abilities of the person. But we are not dealing with the pure intellect. We are dealing with people who are conscious beings, who have physical and psychological needs, who are happy or sad, angry or fearful, and who have many different attitudes and goals. Thinking and learning take place within the complex of psychological states (Schneides, 1967).

The function of educational leadership is to administer to the expressed needs, abilities and interests of the students in the attendance. If education is to fulfill its purposes, it must give way toward a better society by examining problems of today's society. The counselor is a member of this

educational leadership who takes the responsibilities of the programs. The student personnel service at any level is an adjunctive process and must be continuously concerned with the development of the pupils as total beings.

Learning focuses on a healthy growth in the capacity for personal and social adjustment. Counseling gives an opportunity for improvement of attitudes and skills in human relationships. It provides help in self-assessment of personal strengths and weaknesses, and in specific problem areas which the participants in the counseling process may not face or present in front of others. Prerequisite to the aim of the skill of personal and social adjustment, are the goals of self-understanding and acceptance, understanding and acceptance of others, and practice in communication and interpersonal skills (Driver, 1962).

Changes in social roles, technology, the availability of resources, and the social structure tear at the psychological fabric that provides a sense of security and well-being (Rathus, and Navid, 1986). The challenges of life touch us all at one time or another. Adjusting to challenges as we get on with the business of growing, are learning, building relationships, establishing careers, achieving one's goals and searching for meaning.

Furthermore, our striving for self-development and building a psychologically healthy life may be blocked by several problems like - anxiety, depression or obesity, absence of intimate relationships, transition, conflicts in workplace, and social life. Most of the challenges offer us an opportunity to grow. Most of the time we solve the problems we encounter by ourselves, but when personal solutions are not at hand, we can often turn to practitioners (psychologists or counselors).

According to O'Connell (1974) who said that continual anxiety and prolonged stress creates severe anxiety that can lead to physical and psychological breakdown. Physical breakdown, intense anxiety that is not resolved can eventually result in an ulcerated stomach or an over burden heat, depression and headaches. In psychological breakdown, personal anxiety, loneliness, depression, life changes and pressures, inability to cope with crisis can be some expression of a breakdown.

In addition, anxiety and stress may come from the interaction with others, parents, friends. Also to maintain good health, to have a good job, to be successful, to adjust, to conform, and to be creative may be some sources of anxiety and stress.

The adolescence period is one of the most critical challenges in the life of the individual, which affects him positively or negatively. Piaget describes adolescence as a period in which the outside social world "falls into place" and can be fully comprehended for its deviations of roles, its interrelated laws, and its permission with unity (Maier, 1965).

According to Erikson, development in adolescence proceeds according to the "epigenetic principle" which states that "anything that grows has a ground plan, and that out of this ground plan the parts arise, each part having its time of special ascendancy, until all parts have arisen to form a functional whole". Erikson considered this period as searching for one's self, his existence, and his identity (Muuss, 1975).

Erikson found that many patterns in college-age, breakdown in their postadolescent period as a result of an inability to establish an identity"; they all suffer from an acute identity division.. manifested at a time when the young individual himself exposed to a combination of experiences which demand his simultaneous commitment to physical intimacy (not by any means overtly sexual) to decisive occupational choice, to energetic competition, and psychological self definition (Siegel, 1968).

Maier (1965) had summarized Erikson's developmental crisis on a developmental continuum. The adolescent experiments with patterns of identity before he makes more complete decisions. He takes time out from a commitment to a continuous development. It may occur in any combination or simply in any of the following seven dimensions:

- Time perspective vs. time diffusion: The concept of time is essential. If his time perspective is a problem, the adolescent may demand immediate action or he may immobilize himself completely.
- Self-certainty vs. apathy: Self-certainty involves a struggle between identity consciousness and an escape into apathy.
- Role experimentation vs. negative identity: The adolescent finds experimentation is qualified with dangers and commitments. Eventually identity (positive or negative) depends upon successful experimentation with a wide range of roles.
- Anticipation of achievement vs. work paralysis: The adolescent needs to bring his sense of industry to bear in persistent pattern in performance to unrelated situational opportunities. A struggle to complete a task, or sometimes even to start one at all, becomes a crucial issue as the adolescent ponders his sense of adequacy of his own equipment.

- Sexual identity vs. bisexual diffusion: The adolescent needs to resolve his bisexual conflict and eventually to feel identification with his own sex role.
- Leadership polarization vs. authority diffusion: The adolescent's capacity to lead and to follow must coincide with authority of the index of his society.
- Ideological polarization vs. diffusion of ideas: The adolescent must select a basic philosophy, ideology, or religion, which will provide authority and trust in society.

The identity that the adolescent seeks and that he gradually finds during late adolescence being an adult with a role in the social structure. To the degree that he attains emotional maturity, the adult role will enable him to most fully express his potential and attain optimum gratification. During adolescence the individual gradually conceptualizes the kind of person he wants to be, a person that he himself will respect and who is compatible with the opportunities the world offers to him. In this stage he would be free of his childhood and taking a goal directed step toward adulthood. Young men who in high school and beginning college seem to be drifting, not only in terms of their academic achievement and their formulation of their future, but also in terms of

working through the more suitable problems of adolescence, have followed the imposed moratorium, returned to civilian life with a real conviction of goals and have resumed their academic work to achieve ultimately their full potential, an end results that was not anticipated prior to this period in the counseling service (Josselyn, 1971).

One of the major purposes of the higher education is to give the late adolescent or young adult college student as much equipment as possible to help him fashion his own orientation toward the world and to help him live happily and productively in the varied areas of his life. In recent times many colleges and universities have taken the responsibility of helping young people develop personally, intellectually, vocationally as well as academically. The college and university population, composed of people in actuality, and potentiality period is usually in the late adolescent. These students are often extremely verbal and articulate and are in process of rapid development and change. They seek identities in a variety of areas, and respond to the stress of the developmental process and to college life. This population in the process of becoming is often dogmatic, absolute in its thinking, concerned with the problems of striving for personal emancipation and independence, and in full of

conflicting emotions (Siegel, 1968).

The transition to the university is often a welcomed step toward independence and development can also constitute a period of new and intense academic interpersonal pressures (Crause, 1982; Upcraft, 1984). These heightened demands and life changes may be mostly stressful, but even events can increase stress and vulnerability to mental and physical health (Selye, 1975).

At most colleges, however, freshmen are so numerous that it is virtually impossible for each to receive individual attention from college personnel workers and faculty members. Needing information, advice, help, and reassurance during this period of adjustment, however freshmen naturally turn to their friends, but frequently are provided erroneous or biased information or received superficial or ill informed assistance.

There are also in some cases pressure of adapting to new places, new smells, and new feelings. These kinds of changes can produce considerable stress, anxiety and depression. In addition, Holmes and Rahe's (1965) research showed that there was a marked correlation between the crisis score and a abrupt and serious changes in a person's health, e.g. minor aches,

colds, stomachaches, headaches and other discomfort.

Since the first year of college encompasses many new experiences for freshmen, adjustment to the university environment has important implications for the remaining college years. Generally, considered a multifaceted process, within the confines of a study, adjustment has been defined as including four facets; academic adjustment, personal emotional adjustment, social adjustment and commitment (Martin and Ray, 1988).

The entering freshman is beginning a new life in a relatively strange milieu. A freshman student needs to be assessed developmentally. He needs information, needs to be accepted and to feel that someone cares. He is now in a different range of students, and some reorganization of relative self-image needs to take place. The range of intellectual abilities and other scholastic characteristics is usually now more homogeneous; on the other hand, the social and cultural horizons now are usually much broader. The college population frequently comes from a wider geographical area and represents many different cultures and subcultures (Siegel, 1968).

The earliest organized counseling psychology services in college, university, and school settings

have focused on clients who were experiencing difficulties related interpersonal relationships, conditions of disabilities, life crisis, and academic and career stress. Then, as now, counseling psychologists approached practice with a significant emphasis on positive aspects of growth and adjustment and with developmental orientation. The basic training and main strategies remained focused on helping people cope with personal-social problems, improving adaptability to changing life needs and developing a variety of problem solving and decision-making capabilities. Today, these services are used by individuals and groups in populations of all ages to cope with problems of education, career, sex, marriage, family, health, and disabling conditions of a social or physical nature. Counseling psychology is a speciality whose practitioners help people improve psychological well-being, resolve crises, and increase ability to solve problems and make decisions, make balance between the interactions between the interactions of personal and environmental forces and to prevent and remedy developmental, educational, emotional, social and or vocational problems (Fretz, 1982).

The counseling services available to students in colleges and universities today include some combination of the following; psychological or therapeutic, vocational or career, educational and

placement, extracurricular or student activities and advisement, including advisement to social groups and academic societies, advisement to students in publications endeavors, financial aid counseling and advisement through health services.. etc. The interview is used as a tool in the advisement and counseling processes in all of these areas in higher education, differing in each case, of course, in terms of specific goals, depth, and duration (Siegel, 1968).

With respects for the student's needs, among which is a need not to reveal himself too quickly to strangers, the counselor may be able to bring about in the student an awareness of things about himself, the college, and his interaction with the college that were not part of his awareness before. The counselor's function may be one of information giving as well as one of developing certain insights. Whatever a counselor does, he is doing in terms of providing a service for the student. It would seem, therefore, that student's need orderly grow from the counseling service, which are provided for students. These should range from helping students to recognize the existence of the college and it has to offer and providing information through an orientation program of what the institution requires to develop for a student in relation to a faculty member who can be there to disseminate information, listen to a problem, and

perhaps give advice and counseling.

The transition from school to college and the stress of the first year of separation from the family often reveal problems in the immature student, both in regard to social adjustment and in studying. Students have difficulty in making friends, dating, dealing with their roommates, organizing their time, and finding their way around the campus. They sometimes feel lost and lonely and encounter difficulties in standards and values.

Group counseling at several levels, from orientation to college program, groups focusing on socializing and studying problems, groups concerning with identifying problems and difficulties in selfmanagement, courses focusing on the issues facing the young adults in therapy groups for those who seek help with more serious problems can be some examples. Thus, guidance can be seen as primarily an intellectual intervention, a psychoanalysis, a combination of experience and understanding, a positive reinforcement approach or an activity group therapy, both emotional and experiential (MacLennan and Felsenfeld, 1969).

Student personnel workers and counselors are confronted with increasing demands to account for the outcomes of their work. The challenge is to provide

more effective modes of helping youth with their developmental concerns. The counselor must operate in all parts of the students environment as a consultant to all the significant others in the student's life-pace (Smith, 1977).

Psychotherapy has no standardized, uniformly held definition. For present purposes, psychotherapy is defined as an intervention, designed to decrease distress, psychological symptoms, and maladaptive behavior or to improve adaptive and prosocial functioning. These ends are sought primarily through interpersonal sources of influence such as learning, persuasion, counseling, and discussion integrated into a specific treatment plan. The focus is on some facets regarding how clients feel (affect), think (cognition), and act (behavior). The definition of psychotherapy encompasses individual, group, family, insight oriented, to mention major approaches. Within the last few years, researches indicated that psychotherapy for children and adolescents was effective and surpasses the changes that occur over time in the absence of treatment (Kazdin, 1991).

In order to deal with the developmental concerns of college students, a program responding to specific needs of incoming freshman was formulated and implemented the student counseling center at Illinois

State University. This program was designed by Clack (1975). Primarily, this program assisted new students in adapting and becoming comfortable within the university during their first six weeks on campus. Specific goals of the program were; assisting freshmen to develop a core of friends for mutual support, providing a forum for these new students to express and evaluate their concerns, and communicating to new students the availability of interested helpers among their peer group and within the university community. A trained undergraduate paraprofessional counselor served as a group leader. This program has been provided to be highly successful as a method for making contact with large numbers of new students. Both the program and paraprofessional leadership were evaluated positively by participants. Additional benefits occurring from the program included acquainting new students with the paraprofessional counselors informing them of the availability of other services and programs, and extending the visibility of the student counseling center.

Based on the review of literature, it is obvious that the adolescence period (late adolescence, in this study) is a critical one and has its unique characteristics, shapes, and needs. With the admission of new students (freshmen students) into a college,

both the college and the students assume major responsibilities, the student, in a sense, agrees to dedicate himself to the task of making the most of the task of helping the student to accomplish this. Thus, foreign students have the same aspirations, needs and expectations to accomplish, but, most of the time they fail to approach such goals and objectives. Since this study is on foreign students, especially freshmen male students, a group counseling process was designed as a service given to these students. This service applied principles, methods, and procedures for facilitating effective functioning during life-span development. This study or service included; assessment of educational achievement, academic skills, aptitudes, interest, attitudes, emotions, motivations and psychological well-being.

Many researchers suggested that counseling services for foreign students may affect and support their academic achievement, their adaptation and psychological well-being, and social demands of the university and the host society.

Consequently, it seems increasing and useful to conduct a study among freshmen male foreign students who have special needs and interests.

1.2 Aim of the Study:

The purpose of present study, then, is to explore the effectiveness of group counseling on the academic achievement and well-being (psychological health) of foreign freshmen Arab male students in the Middle East Technical University (M.E.T.U.), by comparing the EG counseling with the CG (non-treatment).

1.3 Statement of the Problem:

The problem statement of this study is as follows:

"Does group counseling for Arab male freshmen students have an effect on their academic achievement and psychological health?"

1.4 Hypotheses:

Based on the review of literature, the following operational hypotheses were tested in this study. The hypotheses are tested in null form and tested for significance at $\alpha=0.05$ level.

- 1) There will be no significant difference between the means of the differences between pretest and posttest scores of Malaise Inventory (MI) of the EG and the CG.

- 2) There will be no significant differences between the means of GPAs scores of the Experimental group (EG) and the Control group (CG).

1.5 Operational Definitions of Variables:

- 1) The degree of academic achievement: is defined as the "Grade Point Average" (GPA), which may range from 0.00 (equals failure in all courses) and 4.00 ("A"s in all courses.

- 2) Psychological health: is defined as the scores that the subject achieves on Malaise Inventory, which consists of 24 items. Higher score indicate more physical symptoms.

- 3) Group counseling: is defined as the group interaction or experience that the subjects have in formal group that focus on personal problems and difficulties.

1.6 General Overview of Procedure:

- 1) The University Entrance Examination Score: It will be used as pre-test before the experimental study for the purpose to obtain approximate equalivance in academic achievement for the experimental and control groups.

2) Grade Point Average: The fall semester's GPA scores will be taken as a post-test of academic achievement.

3) To measure psychological health, Malaise Inventory (MI) was used in this study:

a) Reliability and validity studies of the Malaise Inventory have been carried out on the sample at M.E.T.U.

For reliability work, test - retest reliability was carried out on 30 foreign freshmen students at M.E.T.U.. For validity (criterion validity was used) comparing 20 female and 30 male foreign freshmen students.

b) For the actual study, the Malaise inventory was given to two groups (experimental and control groups) before the treatment at the beginning of the semester, and after the treatment - when the sessions were over just before final examinations about to start.

The two groups consisted of 12 subjects who were Arab male freshmen students in M.E.T.U. Next, the data was collected and analyzed by making use of t-test to compare the EG and CG.

1.7 Limitations of the Study:

The limitations of the present study are as follows:

Only Arab male students were selected to, facilitate the sessions between the group members and the group leader (the instruction was in Arabic language), this could help them to explore their feelings, thoughts, and emotions more easily. In addition, talking in their native language could help them to focus on their feelings and thoughts, rather than focusing how to organize the words and sentences in the foreign language (English language). It facilitated the communication between them.

The researcher also found it difficult to convince the female Arab freshmen students to participate. In this study. They refused to do this, they claimed that they do not have anything to share with, and they have negative attitudes and misconceptions about the function of counseling. They added that, they can not be with others, especially, with male students to talk about their private things. Moreover, the size of the Arab female freshmen students was very small (approximately 3). So, female subjects were excluded from the present study.

The other foreign students were not included in this study. There were several reasons for this. First of all, the language or the communication factor which was mentioned before. Also, the decision was taken to make the group counseling subjects as homogeneous as much as possible, and by doing this the factors which might effect the outcomes might be controlled.

Only the freshmen students were included in this study. As it was mentioned before in this chapter and will be mentioned in the next chapter, the freshmen level is a critical one, in terms of psychological ,personal , social ,and academic development. In order to achieve these developmental goals, the freshmen students face many crisis and difficulties, so they need more careful attention, in other words, they need a professional assessment .

However, no one can ignore that the other levels (e.g., sophomores or juniors) do not have crises or problems, but in this study the emphasize is focused on the freshmen level. By establishing and founding a foreign student personnel service, all foreign students will get benefit from the counseling service.

1.8 Significance of the Study:

The importance of this research is few if any studies has been conducted in M.E.T.U., and in Turkey on the effectiveness of group counseling on academic achievement, and psychological health of Arab male freshmen university students.

From the theoretical point of view, the present study is of interest, because it explores the possible relations between group counseling, and the academic achievement and well-being or psychological health of the individuals. In other words, having a group counseling experience and academic achievement and psychological health of the individual are correlated with each other.

The findings of this present study will contribute with valuable and new information in the field of counseling psychology, more specific in the field of group counseling, and give ideas about the effectiveness of counseling with foreign students on their particular M.E.T.U..

Thus, the present study may provide stimulus to found foreign student personnel service and ideas on what these services may be.

Finally, findings of the present study add to cross-culture data similar researches which has been conducted in Western Europe, United States, and in Japan on in their students as well as on foreign students. This study can be combined with these studies.



CHAPTER II

Review of Literature

2.1. Life Changes as caused by stress, anxiety, and development:

Longitudinal and retrospective life histories obtained from the people who had physical health problems, usually suggested that a cluster of illness coincided with a period when the individual was experiencing many demands and frustration arising from his social environment or his interpersonal relations. On the other hand, the physical dislocation and the social, emotional, and psychological changes that they had experienced during their life had been accompanied by an improvement in their general health and well-being in most instances. Changes in significant social or interpersonal relationships are very often accompanied by changes in habits, changes in patterns of activity, changes in the intake of food and medication, and changes in exposure to potential sources of infection or trauma. They are also frequently associated with changes in mood and with physiological changes directly mediated by the central nervous system (Dohrenwend, 1974).

People respond to the challenges of life in many ways. Adjustment to the new life, permits us to

meet the demands of the environment. Sometimes they are more psychological; leaving home for the first time, a major examination or a job interview. We may adjust to demands such as these by making new friends. We shall see that the strongest, most effective forms of adjustment involve seeing pressures and problems for what they are. Then we can make decisions and plans that will allow us to change them, or in some to cope with the new situations when they can not be changed (Rathus and Navid, 1986).

There are also in some cases, the pressure of adapting to new places, new smells, and new feelings. These kind of changes can produce considerable stress, anxiety and depression. In addition, Holmes and Rahe's (1974) research showed that there was a marked correlation between the crises score and a abrupt and serious change in a person's health, e.g., minor aches, colds, stomach aches, headaches and other discomfort.

The transition to the university environment is often a welcomed step toward independence and development can also constitute a period of new and intense academic interpersonal pressures (Crause, 1982; Upcraft et al, 1984). These hightened demands and life changes may be mostly positive, but even events can increase stress and vulnerability to mental and physical health (Selye, 1974).

Maclean (1987) conducted a study on the Erikson's psychological development and stressors as factors in healthy life styles. The purpose of that study was to examine several variables thought to contribute to healthy life styles of adults.

Results showed that the presence of health problems had an effect on the subscale of substance use and small effect on the total of health behaviors. The results of this study supported the value of determining individual's psychological development level when assuming and implementing health counseling with adults.

Stress factors are the obvious problems which we encounter repeatedly in our present working and living situations. They involve all kinds of adjustment difficulties in new situations, such as moving to another city or country, taking a new job, or going to a college. They may also involve family problems, unhappy working relationships, high pressures in jobs, continual worry about one's family and relatives, and all of these can function as some kind of profound stress which makes for equally pronounced changes in the psychological well-being and in the psychological balance of the body (Holmes and Rahe, 1974).

Because of the first year of college encompasses many newer experiences for freshmen, adjustment to the university environment has important implications for the remaining college years. Generally

considered a multifaceted process, within the confines of that study, adjustment has been defined as including four facets: academic adjustment, social adjustment, personal emotional adjustment, and commitment (Martin and Ray, 1988).

The first year of college can be a very stressful period of many students as a result of the multiple and varied demands of a new social environment. Freshmen experience more adjustment problems than other academic classes, including more appetite disturbances, feelings of worthlessness, concentration problems, depression, and suicidal thoughts (Kashani and Priesmeyer, 1983). Freshmen also reports experiencing loneliness, lower self-esteem, and higher frequencies of life changes than seniors (Marrom and Kayson, 1984).

The transition from one environment to another and from one culture to another forces an individual to make various adjustment. Possible stress and psychosomatic problems can, in turn, be involved when the duration is prolonged.

The college years are viewed as a period during which students gain autonomy and achieve a measure of independence from the family of origin. Gains in autonomy are believed to occur as ties within family warm and as the family of origin exerts less influence

on the attitudes and behavior of the adolescent (Blos, 1967).

In a study conducted by (Carr, 1988) about adolescents stressful life events, results showed that; the variable of stress was significantly associated with levels of depression and anxiety, with each being a significant predictor of the other. Also, gender of participants was shown to be a different variable with regard to psychological dysfunction, with males tending to manifest anxiety and females tending to display depressive signs and symptoms. Reports of perceived social support may have modified the stresses with lead to the observed low levels of psychological dysfunction.

A study was conducted by Leblanc (1988) about the assessment of stress in adolescents. Factor analyses results yielded that the three factors, stress, anxiety, and depression retained moderate intercorrelations. Results indicated significant gender differences with females scoring higher than males on the scale of stress and depression. Results concluded that the only significant correlation to stress was somatic complaints.

Moreover, a study was done by Cho (1988) about the factors that predict stress among international college students. The subjects were from three cultural

groups; 81 from Korea, 663 from 15 Arab nations, and 33 from Nigeria. The stress was measured by assessing the anxiety level, the depression level, and the frequency of various kinds of psychological or bodily discomfort. Results showed that; in predicting stress related to anxiety, social interaction with American nationality and health conditions were the best variables. In predicting bodily discomfort, both health condition and duration of stay were the two best variables. In that study it was found that some students seemed to have thought of the counseling center primarily as having the function of giving advice about academic matters such as the use of the library.

2.2 Some perspectives about the major problems of foreign students:

Systems or institutions of higher education, of course, must respond in some way to the interests and needs of even a small number of foreign students. Such students are often different in backgrounds; academic perceptions, first language, life styles and legal standing from domestic students. The differences may require changes ranging from modifications in the contents and methods of instruction to the provision of specialized academic advisement as well as counseling to enhance social and cultural adjustments.

A number of researches have focused on adjustment to living in a foreign country. Brislin (1981) who considered that adjustment to another culture is dependent upon the person's traits and skills as well on some core elements of his/her satisfaction, the perceived acceptance by hosts, and the ability to engage in a daily activities without sever stress.

Moreover, Brein and David (1977) indicated that adjustment is dependent upon the development of an understanding between the sojourner (the foreign student) and his or her host, as well as a function of effective intercultural communication which occurred between the sojourner and the host.

Furthermore, Kobayashi (1981) pointed out the following four conditions as important for foreign student's adjustment abroad; to get accustomed with daily life in the particular culture_ physically and psychologically_ to make friends there, to get accustomed to the native school environment, and to catch up on class work. For their adjustment process to a new culture, counselors have been concerned about their physical and psychological well- being and functional aspects rather than their behavioral change itself in the new environment.

A great deal of evidence related to exposure

to an unfamiliar culture (Uehara and Hicks, 1987) for the individual exposed. Unfamiliar environments often produce anxiety, confusion, depression and isolation in the individuals involved rather than creating better mutual understanding. Cultural contradictions frequently lead to hostility or poor interpersonal relations among those involved. In extreme cases, physical symptoms or illness may be an outcome of experiencing an unfamiliar culture. The terms cultural shock, cultural fatigue, cultural strain, maladjustment and others are used to refer to the negative consequences of cultural contradictions. The thing that the negative outcomes of foreign student's cultural contradictions experience can be partially reconciled by effective guidance and orientation to the new environment at the appropriate times during the sojourn (staying in the host country). In addition to orientation programs, social support systems of foreign students should be emphasized, in which they can learn cultural characteristics of the country where they sojourn.

Moreover, Biggs (1986) has pointed out that most foreign students' cognitive dilemma was not primarily a function of the traditional concerns of language skills, academic preparation, or even common understanding of the socialization process. but as Biggs suggested that foreign students often encounter problems because of " information processing " difficulties

resulting from very different cognitive and memory histories they bring to their learning tasks. This problem is lessened to the extent students originate in an educational system that shares the assumption, paradigms, and techniques used in the receiving system. However. Biggs (1987) noted that foreign students have found that their constructs, propositions, and prototypes were not useful for organizing information, identifying relationships, and deriving substantive meanings about possible actions.

Ebuchi (1988) has added that foreign students come from diverse linguistic and cultural backgrounds and that it was impossible for host institutions to cope with all of the diverse needs of these students. Even moderate endeavors on the host's part would require considerable amounts of time and money. He added that, a very difficult and controversial issue concerning the treatment of foreign students arises on the following issues: Whether they should treat the foreign students the same way as domestic students or differently (treatment related to academic achievement and measurement).

The first problem for the majority of foreign students is to find suitable accommodation; if they arrive in a new country with inadequate information about housing, particularly its costs; if in addition ,

they are unfamiliar with the language and with cultural patterns in the host country; then the difficulty of finding suitable accommodation can be almost overwhelming (Uehara and Hicks, 1988).

Altbach (1987) stressed that, a lot of practical concerns about foreign students' adjustment have been related to the early period in the country- a time of considerable stress, when it is necessary to become oriented to a new academic system as well as a new country. Available research indicated that this period was probably one of the greatest difficulty. He added that, foreign students must fit into several different cultural contexts and this adds to the tensions that are placed on them. They are, of course, part of the student culture. Specifically, for the majority of foreign students who came from the Third World and stayed in an industrialized country, this cultural adjustment was often quite substantial. Variation in norms and values are part of the adjustment equation. In addition, cultural adjustment issues also included coping with new social norms and values, modes of social interaction, food, living conditions, and related matters. Thus, coping with a new and unfamiliar environment becomes even more difficult. Adaptation to a new cultural and social environment with new norms, language difficulties and very often loneliness caused by the absence of family members, may create significant

problems of adjustment.

Concerning social and cultural adjustment of foreign students in Western Europe, Schutze (1987) claimed that social and cultural adjustment may not be less important than academic arrangements for increasing the likelihood that foreign students learn and successfully complete their studies. In fact, evidence from a series of case studies, evaluations, and bureaucratic conditions under which foreign students live during the course of their study period in the host country were sometimes more severe handicaps for their success in studies than the actual academic conditions. Many of these factors were: social isolation, perception of discrimination, and availability of appropriate accommodation. Thus, he added, the extent of social integration depends not only on the willingness and ability of foreign students to adapt to the attitudes and behavioral patterns, to share or, at least, understand and accept, the principles values and to know and respect the traditions of the host society, but also dependent on the host societies openness, its tolerance and its sense of international dependency and equality among the world's nations and cultures. For instance, the greatest problems of foreign students in the United Kingdom are loneliness and homesickness as well as getting to know British fellow students or British people, and getting used to the British climate

or food.

In addition, Schutze mentioned about other problems and experiences of foreign students, such as:

Language barriers: Having a good command of the host country's language is very important for the social integration and academic success of foreign students. Several studies found- not unexpectedly- that poor language proficiency impedes understanding of course materials and class discussions. Difficulties with the written language leave an adverse effect on the exam performance of students.

Financial problems: The very large percent of students who come to host country (as in Turkey) on their own or family funds and this creates severe problems, when the money from home is delayed, or when there is an increasing in the fees or in the cost of life (e.g., renting a house). Financial problems by itself, are serious enough and have a negative effect, which increases the magnitude of other adjustment and academic problems.

Interpersonal communication and making friends: universities take little initiative in promoting better interpersonal communication between host country students and foreign students.

Psychosomatic and Psychological problems: It is quite

natural for foreign students to experience irritation, frustration and loneliness. Usually, foreign students manage to cope with this, either by themselves or through the help of co-nationals. When foreign students are unable to cope with these new - day - to - day frustrations, serious psychological problems may arise, and the problems become more exaggerated when there are no foreign student counselors.

Academic - interpersonal problems: Foreign students in Japan are facing difficulties communicating with instructors and professors and many indicated that they were uncomfortable around their professors and instructors. The students feel they can not have time for them, there is often shock and disappointment.

A study conducted by Chuech (1987) examined the major difficulties foreign students in Japan were facing. The top ten difficulties which were listed by the students were classified into the following categories:

Financial problems, interpersonal communication difficulties, psychological problems, academic and interpersonal difficulties, deficiency in knowledge of Japanese culture, and language problems. Furthermore, Chuech pointed out that the nature of problems which foreign students tend to encounter in various countries have some similarities. He stated:

"the problems reported by foreign students in a variety of host countries have remained approximately the same over the last 30 years. The most important problems appear to be language difficulties, financial problems, adjusting to a new educational system, homesickness, adjusting to social customs and norms, and for some students, racial discrimination". Church also added that the extent of problems which foreign students are inclined to experience show similarities in cross-national comparisons.

In the U.S.A., adjustment problems of the international students in three Community Colleges in the Washington D.C. metropolitan area, showed that: Younger students reported more problems than older students (e.g., freshmen reported more problems than older students), that no significant differences were found concerning the number of problems experienced by international students in the three selected Community colleges, and that most serious problems experienced by international students were in orientation, admission, academic, social, and financial needs (Razavi, 1988).

Another study conducted in the same area (Addou, 1989) on Arab male students, showed that these students experienced difficulties in three educational areas, namely; English language proficiency, academic performance and academic resources to determine the

difficulties reported for each of these areas and the following five personal characteristics; age, marital, status, length of stay in U.S.A., academic classification, and major area; and draw implications from the findings regarding the needs for this special population.

Results showed that; there was a significant relationship between difficulty in English language and the student's current age, length of stay in the U.S.A.

Ramirez and Mavia (1980) identified the academic and nonacademic problems of adjustment to the American culture and educational systems as perceived by Latin American students attending selected California University, as well as determined the nature and the helpfulness of orientation programs which are needed before the students come to the U.S.A., and after their arrival. The findings of their study indicated that; the major academic problems encountered by Latin American students were found to be in the basic communication areas of writing, reading, and oral skills. In addition, students did not receive adequate assistance in academic programs planning in courses that were compatible with the needs and goals of their native countries. Moreover, major nonacademic problems were related to the unavailability of sufficient financial aid, adjusting to social interaction, food, time orientation, and house hold chores.

Another study conducted by Cueng (1988) among Chinese and Korean students in U.S.A.. The majority of the subjects had positive self-images. They were concerned about how they related interpersonally and attempted to avoid having conflicts with people. The interview data suggested that the four primary factors affecting the adjustment of the Chinese and Korean students to U.S.A. were their personal characteristics, their English abilities, their academic performance, and the social support they felt from significant others. The subject gradually become less anxious about their academic performance and more anxious about their interpersonal relationships as they stayed in United States.

The findings indicated that a high percentage of students who participated had no orientation programs niether in American universities nor in Latin American universities.

Chinese and Korean students in American college have also been studied by Awakni (1988) to explore the relationship between ethnic identity and references for counselor race. When counselor-race choice was considred by racial self-designation. Significant five problems types were ; loneliness, rommate problems, depression, future plans and socil skills. Another interesting findings was a suggestion for the counselor centers to reevaluate their provision

of service with respect to the Asian population.

Furthermore, Khimulu (1981) investigated the experienced of East African students in their social and academic adjustment to the U.S.A. in California Universitu. Findings showed that the nonacademic major problems were; food and eating habits, communication expenses, and the African life style. However, the major academic problems were; taking multiple choice examinations instead of essay, and lack of African culture understanding by most professors and American atudents. In addition, the students experienced much more adjustment problems upon arrival in the U.S.A. than later. It was found that most of the students who experienced much difficulties, had not recieved good orientation programs before leaving their home-countries and on arriving in the U.S.A.

In Turkey a survey was conducted by (Anbosi, B., Al-Ali, N., and Satibi, U., 1987) at Middle East Technical University in Ankara among foreign students. It was found that most of the foreigner students have problems and difficulties which were listed bellow:
Academic difficulties; which included Turkish language difficulties (since the instruction of courses is in English language, sometimes the instructors use Turkish language), intensive studies and examinations, (overload with studying, organizing their time...etc.), test anxiety, teacher personal biases, facing difficulties in

communicating with instructors and professors, which often leads to experiencing shock dissatisfaction.

Psychological problems; which included emotional problems, loneliness, anxiety, irritation, homesickness, anxiety of getting separated from home and friends, depression and daydreams.

Residence problems; including finding a home and a roommate, renewing the residence permission, and difficulties to apply for staying in the students halls.

Social and cultural adjustment; including social isolation, language difficulties, negative attitudes of the host people toward foreigners, conflicts in values and traditions, and having difficulties related to interpersonal communication with host country students.

Financial problems; including delay in receiving money from family, and the increasing in the cost of living (the increasing life standard, academic fees, and the rents of the flats).

Health problems; including stomachaches, headaches, anxiety, and cold.

The results of these studies identified that the nature of problems which foreign students tend to encounter in various countries have some similarities, and it was suggested that there exists a common ground

on which practitioners and experts on student's crosscultural adjustment can exchange their ideas and approach to problems, and work together to help solve the problems of foreign students throught the world.

2.3. Intervention of general information about how to help freshmen students:

The transation from school to college and the stress of the first year of aspiration from family, friends, which often causes problems in the immature student, both in regard to social adjustment and in studying. Students have difficulties in making friends, dating, dealing with roommates, organizing their time, and finding their way around the campus. The sometimes feel lost, lonely, and confused about conflicts in standards and values.

Group counseling has several levels from orientation to college programs, to peer-student helpers. Groups focus on socialization and studying problems, and are concerned with identity problems and difficulties in self-management. Courses focus on issues facing the young adult. All these have been found useful, as well as therapy groups for those who seek help with more serious problems (Maclennan and Felsenfield, 1969).

Another important factor is the discrepancy between the standards of different high schools, which creates trouble for students entering college from different countries. It has created a demand for precollege remediation and counseling and for programs which provide comprehensive information and pictures about the new place (the university environment, and the society environments). Youth, specifically freshmen foreign students, should be offered a stimulating educational program, remediation, a variety of sport facilities, cultural activities, trips, counseling (discussing about life, study, college, and work), and the opportunity to get to know college students who may act as their counselors or who have the willingness to be peer-helpers for the new coming students.

2.3.1. Orientation programs:

In recognition of the need for first year students to acquire coping skills and a new social support systems, universities have taken an active role in providing an array of orientation programs. Many programs were very brief, often occurring a week before registration and were not based on the concept of an extended orientation (Gander, 1981).

Andreas (1983) indicated that the time these students spend on campus tend to be brief, and their knowledge of the university faculty and facilities may

be extremely limited.

Researcher indicated that persistence in college was viewed as a function of the degree of harmony between the student and the institution's environment. More specifically, if a student was fully integrated into the social and academic systems of a college or university, then presumably that student would have more extensively in social activities, and performe at a higher level of academic achievement than a less fully integrated student (Sagaria, M. A. D., Higginson, L. C., and White, E. R., 1980).

The orientation process (the initial interface between the student and the institution) has great importance for the students integration into the campus environment. A more recent trend has been to provide incoming students with a series of experiences that would able them to define their academic and social needs and then to identify the resources available on campus that could satisfy those needs (Mathews, 1975).

A research conducted by (Sagaria et el, 1980) to gather information about the percived needs of entering freshmen, has been directed to an orientation domain, which represented the activities and needs of the students during their first week on campus. The interaction between academic and personal issues in the orientation category required it to be a seperate

domain. Results of this study indicated that freshmen consider academic and personal topics to be important, but academic categories had primacy. Although orientation programs included academic and nonacademic matters but assigned higher priorities to the former. The relatively high ranking of the orientation category could be explained by orientation place as the first activity for students on campus.

Siegel (1968) proposed that orientation programs may include the following objectives and goals: To clarify for the student his academic standing and, if he is not matriculated for a degree, to explain how he can achieve matriculation. To acquaint the student with various aspects of the curriculum and to consider course choice for the first semester. To introduce the student to the program of student services through information and through actual contact with the student services staff (Dean of the students, faculty counselors, student counselor, and others). To orient the students with respect to registration procedures, program planning, and details of scheduling. To introduce the student to the program of co-curricular activities. To check the students' health records and health status. To begin the students' contact with the intellectual life of the college (e.g., through seminars, panel discussions, and lectures) and to consider the essential meaning of the kind of

education the college offers. And to discuss with the students principles and practices in such areas as effective study habits, test-taking, course and instructor expectations, and grading practices.

One of such orientation programs has been developed by the Division of Student Support and Special Programs (DSSSP) at the University of Florida (1980). This program was called the Coordinated Summer Orientation for new students. The goals of this program were to help students make an easier transition from high school to the university environment, to help students to learn the location of various offices that provides services for them, and to help students to meet various university personnel who were available to assist them. The Coordinated Summer Program was spread over five days and included scheduling courses, presentations, tours, and social activities. An evaluation of the program was conducted at the last day of the program. A questionnaire was administered to the students, and the results indicated that the DSSSP sessions were most beneficial to the students, followed by housing, financial aid, admissions, academic advisement and special activities sessions. In addition, a verbal feedback given by student about the program, showed that it was helpful and that they could establish contact with important offices and staff. This provided an opportunity for them to get acquainted -

through orientation - with the offices and people who would work with them during their college years.

Another orientation program was established at York College of the City University of New York, when the division for Student Development developed a work study orientation program for entering freshmen. The program was designed to acquaint entering freshmen with college life, alleviate some of their anxieties as they approached their first semester in college, and provided work experience and financial assistance to low income students. The classroom meetings were conducted by instructors of reading, English, and a college counselor. The classroom topics included a review of basic skills related to the courses of the fall semester, information about registration procedures, academic requirements, study skills, and learning process, effective use of library, college governance, and the various services of the college such as counseling and financial aid. The strength of this program was that, it had been effective in providing substantive and practical assistance academically, emotionally, and financially to students who needed this kind of help.

2.3.2. Peer student services:

Through the years students services professionals

have developed and implemented various programs to meet the ever - changing needs of their students. Recently, paraprofessional programs have evolved a focus on the use of specially trained and selected peers to serve as advisors and counselor to students. With peer training and supervision, student paraprofessionals have provided important and necessary services where there has been a shortage of professional staff and have augmented services provided by existing staff (Frisz and Lane, 1987).

A peer advisement program has been established by the counseling center at the University of Northern Iowa with the major goal of increasing the probability of success for freshmen. One facet of the program involved "at risk " freshmen meeting with peer advisors throughout the semester. Participants in these workshops were asked to evaluate the peer advisors, and result of this evaluation indicated that the participants viewed their peer advisors as important support persons and as positive forces in their educational growth (Grites, 1984).

In another study of peer advisors at Boston College, 146 freshmen were surveyed regarding a program designed to help them with adjustment to the freshmen experience. Of the 146 freshmen who completed the evaluation, 92% reported that their peer advisors had

helped them adjust to campus life, and 91% stated that the program reduced the need for other counseling services. They believed that the peer advisors were most helpful with social and adjustment concerns (Rabiecki and Brabeck, 1985).

A further study conducted by (Frisz and Lane, 1987) at Queens College of the City University of New York was concerned with the functioning of their peer advisement program. This program was to provide general college information, to discuss college adjustment, to help students with a program of study, and to explore choices. Peer advisors were specially selected undergraduates of at least upper sophomores. As reported by students users of the services, peer advisors were used not only for academic information, but as a resource for decision making about choices of career or major and for assistance with concerns regarding personal problems. The respondents evaluated the peer advisors' receptivity, competence, and capability. The responses indicated that 95% found the peer advisor very competent or competent, a 96% found the peer advisors very receptive or receptive. and 96% found the peer advisors very capable or capable. Of the respondents, 99% indicated that the peer advisors had the information needed to help them, understood their concerns, and believed their peer advisors were able to present alternate solutions in 98% of the cases.

Finally, 99% of the respondents indicated that they would use the service again and would recommend the service to their friends.

Moreover, Taylor and Hanson (1971) assigned 85 freshmen engineering students, who volunteered to participate to two small residence hall houses at the university of Minnesota. After examining the grade point averages of these students with the grade point average of other engineering freshmen for three corrective quarts, Taylor and Hanson concluded that the peers with common interests and common courses had a strong positive effect on achievement. It was clear from this study that the peer environment could be structured to facilitate the accomplishment of common interest and academic goals if students were homogeneously grouped as honor students or if students were grouped by academic interests.

In addition, a study conducted by (Russel and Thompson, 1987) to determine the effectiveness of the peer-helping program to the freshmen students, found that participants reported a greater sense of academic achievement and confidence, believed to a greater extent that the university faculty and staff were personal and caring, reported more satisfaction with the university and were more involved on campus.

Winston (1985) reported on the use of paraprofessionals throughout universities in the United States and indicated that more than 80% of the institutions surveyed used peer helpers in an orientation capacity.

The stimuli provided by a student's peer group was one of the primary determinants of students' academic success or failure in college (Astin, 1977; Newcomb, 1960). If the students' primary peer group supports and recognizes the pursuits of academic achievement, the students' academic performance should be enhanced. To the extent that a college can structure this peer environment as a common interest goal, it can assist students in better realizing their academic potential (Blimling and Hample, 1979).

Similarly, the study done by Erites (1984) had shown that, a peer adjustment program was established by the counseling center personnel at the University of Northern Iowa with the major goal of increasing the probability of success for freshmen. The results of this study indicated that the participants viewed the peer advisor as an important support person and as a positive force in their educational growth.

The result of all these studies supported the use of a peer advisement -training- model and continuing the

high standards of such programs. The peer advisement program emphasized the importance of interpersonal communication skills (i.e., understanding, receptivity, and concern) combined with necessary academic information (i.e., college and rules and regulations, registration procedures, graduation requirements); therefore, it was significant that on every one of these evaluative criteria, at least 95% of the students evaluated the peer advisors positively. Additionally, an important indication of the success of a service is the knowledge that consumers would use it again and recommend it to friends (Frisz and Lane, 1987).

2.3.3. Group Counseling services:

Counselors at college and university counseling centers in recent years have put increasing emphasis on interventions such as outreach programs, courses, and consultation efforts that aimed at the prevention of student problems (Gill and Freuhling, 1979). The primary purpose of college and university counseling centers has been traditionally viewed as providing remediations for students' problems (Garni, 1980).

In a study conducted at Temple University (Verghese, 1988) to determine the effects of brief structured group counseling and study skills training on foreign students, a total of 31 subjects representing

13 foreign nations have participated . It was concluded from the results that brief structured counseling and study skills training programs affected foreign students' study behaviors.

Another study has been conducted by Kennedy (1987) to determine whether or not a special counseling program designed for nontraditional freshmen college students would result in higher grade point averages and in higher levels of self-esteem, aspiration, academic interest and satisfaction, leadership and initiative, identification with college, and in lower level of anxiety and alienation. Results showed that subjects of experimental group had significantly higher grade point averages, higher perceptions of self-esteem, academic interest, and satisfaction than the subjects in the control group.

At the University of Oklahoma a program was developed by Ho (1974) to help the foreign students to reach out their problems. This program was based on using of indigenous foreign students leaders. Implementation of the approach necessitated that the foreign student counselor takes a "reaching out" (outreach) role in identifying, training, and supervising indigenous foreign students workers. This study was based on a survey conducted at Oklahoma University counseling and health services, financial

aids, and housing information.

Results of the program had shown that , both referrals and counseling by group members with their peers have been successful in solving academic, financial, social, and family problems. Group members reported that their experience was rewarded, they agreed that a new foundations of a solidarity has developed within their respective national groups and that their assistance has proved meaningful to a majority of their peers, especially the newer students.

Another study was conducted by (Romano and Quay, 1974) about the participants' experience in group counseling over a three - year period. At Montgomery County Community College. More specifically, the authors attempted to find out from the participants the degree to which prior group expectations of gains and harms associated with the experience, as well as the most positive, most negative, and most remembered aspects of the experience. Results should that; most of the participants indicated their experience was either partly or fully the group counseling experience counseling experience (94%). About 85% of the participants answered that some personal gain occurred through the group experience. Thus, follow - up data provided by 68 participants in 15 counseling groups over a three year period at Montgomery was worthwhile and caused no incidents of serious psychological harm.

Concerning behavioral recognizable group counseling a study was done by O'Sullivan (1980), which sought to determine whether there existed a significant difference between the group of subjects who were exposed to short-term behavioral group counseling and those who were not. This study found that boys who had behavioral group counseling, behaved better and worked harder than those who did not and earned more socially acceptable behavior in their environment. In addition, the findings of this study suggested that short-term behavioral group counseling was significantly better than any treatment in the following areas; reducing absence from school, and improving behavior within and outside of school . It also earned social and personal adjustment.

Price (1980) conducted a study to investigate the effects of activity - interview group counseling, on the self - esteem and classroom behavior of selected fifth through seventh grade students. It was conducted that activity - interview group counseling affected selected middle school students' self - esteem and classroom behavior in a positive manner related to short-term counseling intervention.

Salisbury (1980) conducted a study to determine if this intervention would affect the drop out rate at The University of Toledo. Results indicated

that, the counseling designed proved to be satisfactory and was seemingly used efficiently. The participants in this study perceived the help which they received as excellent. This finding was encouraging inspite of the small group (N=5). This study could help the students to overcome the fear which they had before participating in group counseling.

Furthermore, a theoretical framework for current college counseling center operations was described in an article by (Kirk et al., 1971). The article presented guidelines for university and college counseling services. It states that the counseling staff should make service known to students and other university staff, and that the center should be an autonomous unit. It should provide for major functions; services to student (developmental and remedial), service to faculty and the university community (committees, consultation, and therapy), training (graduate students and paraprofessionals) and research (therapy outcome and student characteristics).

At the School Craft Community College, a new course was opened to alleviate the worries about the unknown of college study. The counseling staff was using the Human Potential Seminar (Mc Holland, 1972); a structured group process with adults, as a group counseling technique to help overcome the student's

anxieties about returning to college. The human potential process began with what called a " personal enfoldment experience ". In this experience all persons were encouraged by the leader's example to share as completely as they could those experiences which they felt have contributed to their being the persons they were at that time . Results indicated that, the participants gained a better self - understanding . Self - confidence, capability of setting goals, and an ability to the persons they wanted to be, and development of their untapped human potential.

Counseling as has been proved in the previous studies becoming an increasingly intercultural enterprise as modern societies become more curiously aware of their pluralistic composition and dramatic increases in the numbers of foreign students on the host countries campuses, for instance, heighten the need for intercultural communication (Yuen and Tinsley, 1981).

Group counseling is an appropriate intervention because it can meet the needs of the individual to find an appropriate peer group and builds a support network with other individuals coping with the emotional demands of the developmental cycle (Mitchum, 1991).

2.4. General considerations in group counseling:

Small groups provide a miniature real life situation which can be utilized for the study and change of behavior. In groups, people expose their typical pattern of operation. New ways of dealing with situation can be learned in action. New skills in human relation can be developed, current problems resolved, standards and values reexamined and altered. Furthermore, when people get together in a group they lose the unique sense that they are the only ones who have problems. They feel less isolated. They can increase their acceptance by the group and their ability to help others.

Group members need help in thinking about what kinds of skills they must develop in order to obtain what they want out of life and to avoid trying to get what is not possible. In order to deal with life successfully, one has learn to face problems and to cope with a variety of different situations. The greater one's range and efficiency. the more satisfactory one's life is likely to be.

A necessary attribute in counseling and therapy groups is the concept that people should help each other. It promotes the idea that there is enough

for all - love, credit, gratification - and that satisfaction can come from helping each other obtain these. It promotes the feeling of intimacy trust and interdependence, and develops the capacity to take responsibility for oneself as well as to accept responsibility toward others (MacLennan, and Felsefeld, 1969).

2.5. Kinds and types of group counseling:

Generally, the counseling group had a specific focus, which might be, educational, social, or personal. The group involves an interpersonal process that stressers conscious thoughts, feelings, and behavior. Group counseling tends to be growth oriented in that its focuses on discovering internal resources of strength.

There are different types of groups, one of these is encounter groups. The encounter type of group offers an intensive group experience, which is designed to assist relatively healthy people in achieving better contact with themselves and others. The ground rules of encounter groups are that participants be open and honest in the group setting, that they avoid intellectualization, and instead talk about their feelings and perceptions. The emphasis is on eliciting emotion and on expressing these emotions

fully. Encounter groups on the " here and now " and on teaching people to live in present. Encounter groups help members to be more aware of their total experience, and overcome feelings of isolation. This type of group uses mainly verbal techniques, such groups now use a wide range of nonverbal modalities designed to foster interaction, touching, the use of fantasy, and encounter games messages.

Rogers (1970) describes the process of the " basic encounter " as something that evolves through the decisions of the members of that group. He provides very little structure or direction, rather than to create a climate of trust and acceptance. Rogers avoids using structured group exercises, because he thinks that the group member has the capacity to move forward in constructive directions without using group techniques.

Another type of the group is the structured group. This type of group has been offered by many colleges and university counseling centers. It focuses on gaining control of one's life-style, stress management workshops, depression management, training managing relationships, strategies for building self-confidence, learning to cope with test anxiety, developing assertive behavior, helping people develop assertive skills, understand themselves or go through difficult life transitions, and providing people with

increased awareness of some life problems and tools to better cope with them. So in this study our experimental group can be considered as an eclectic group in order to achieve and compute the planned and designed objectives and goals.

2.6. Goals and objectives of group counseling:

Ideally, group members decide for themselves the specific goals of the group experience. Some of the general goals are shared by most counseling groups in most settings with most populations, and the researcher found these goals as base lines for his work. These goals and objectives were:

To learn how to trust oneself and others; to increase self-acceptance, and self-confidence, and self-respect, in order to achieve a new of oneself; to find alternative ways of dealing with normal developmental problems and resolving certain conflicts; to become aware of one's choices and make choices wisely; to learn more effective social skills; to become more sensitive to the needs and feelings of others; to learn how to confront others with care, concern ,honesty, and directness; to make specific plans for studying and examinations; to clarify one's values and decide how to modify them to the new society, to new traditions and new values; to help group members develop the ability

to verbalize thoughts, feelings, and ideas in the presence of other group members during group meetings; to use group meetings as a place where group members listen to each other without interruption; to provide an opportunity for group members to discuss problems, fears, and anxieties with each other without being criticized or ridiculed; to develop an awareness of one's own strengths and weakness; to help group members learn to function in the society and achieve personal goals without being in conflict with the society; to develop specific plans that will help group members to effectively cope with the problems of daily living; to provide the group members with confrontation that deals with the conditions in the university (Register office, social activities, medical services, sport activities,..etc.) and how to contact with them; to provide special training or information to the group members about study skill (taking notes, preparing for the examinations, study habits, dealing with test anxiety, and organizing their times) and how to use their time effectively.

It would be unrealistic to assume that each of these goals can be accomplished in every meeting or in a single series of meetings. However, group counseling mostly could approach the majority of the goals and objectives, especially the ones that has been concern of the most of group members (self-development, self-

awareness, dealing with university and social environments, and gaining knowledge related to academic success). It would be necessary to mention that the success of the group leader depends upon how much the group members became involved with each other, which probably lead to deal with many of these goals and objectives.

2.7. Professional issues in group practice:

2.7.1. The pregroup interview:

Before any group practice, a pregroup interview is conducted individually by the group leader with every group member. The aim of the meeting is to get know each other (leader and participant), and to inform him about the purpose, objectives, and goals of the group counseling. In addition, to inform the participant about the process of group counseling, their rights and responsibilities, the duration and the frequencies of the sessions.

2.7.2. Ethical issues in group practice:

What is meant by ethical issues is how to deal with the ethics of group work, education, and training standards for group leaders. Some of these issues were confidentiality, psychological risks of groups, controversial issues in group work, the impact of group

leader's values, personal relationships with clients (participants), and specific ethical guidelines for group leaders (Corey, 1985).

Professional and ethical standards for group leaders have been established among others by the American Group Psychotherapy Association (1978), the American Association for Counseling and development (1981), and the American Psychological Association (1973, 1981).

2.7.3. The rights of group participants:

Those who enter groups are frequently unaware of their basic rights, as well as their responsibilities as participants. So, it is the function of the group leader to help prospective group members learn what their rights and responsibilities are.

The matter of member rights is discussed openly during the pregroup interview and at the initial sessions. These rights are divided into two issues; issues before joining a group and issues during the group.

Issues before joining a group; group participants have a right to expect the followings before they make a decisions to join the group:

A clear statement regarding the purpose of the group. A description of the group format, procedures, and ground rules. An opportunity to seek information about the group, the pose questions, and to explore concerns. A statement describing the education, training, and qualifications of the group leader. Knowledge of the limitations of the confidential character of the group - that is, of circumstances in which confidentiality must be broken because of legal, ethical, or professional reasons. Help from group leader in developing personal goals. A clear understanding of the division of responsibility between leader and participants. A discussion of the rights and responsibilities of group members.

Issues during the group; members have a right to expect the followings during the course of the group: Instructions concerning what is expected of the participants. Assistance from group leader in translating group learning into action in everyday life. Opportunity to discuss what one has learned in the group and to bring some closure to group experience, so that the participants are not left with unnecessary unfinished business. Respect for member privacy with regard to what the person will reveal as well as to the degree of disclosure. Freedom from undue group pressure concerning participation in group exercises, decisions making, disclosure of private matters, or acceptance of

suggestions from other group members. Observance of confidentiality on the part of the leader and other group members. Freedom from having values imposed by the leader or other members. The right to be treated as an individual.

It should be emphasized that participants in the group carry certain responsibilities as well as right. Some of these responsibilities include; attending regularly, being prompt, taking risks, willing to talk about oneself, giving others feedback, maintaining confidentiality, and asking for what one needs.

CHAPTER III:

METHODOLOGY

The findings of the previous studies can be summarized as follows: counseling services had a positive effect on the students at colleges and universities, and these students who had received such service gained self-understanding, self adaptation, and be aware of their strengthness and weakness in the academic field, and better orientation toward their future, professional, personally, and social.

The present study investigated the effect of group counseling on the academic achievement and psychological health of the foreign freshmen Arab male students at M.E.T.U., and this adding more data to the field of the counseling.

The present study is experimental since it compares two roughly equivalent groups, one of which was exposed to treatment (group counseling) and the other given no treatment (control group), but with both groups given the same measurements at the same times (pretest and posttest of MI).

The present study is of great important, mainly because it appears to be the first study which was conducted in M.E.T.U. and in Turkey related to the orientation and adaptation of foreign students. The open admission policy (since 1982) in Turkey, has recruited large numbers of foreign students who need considerable help in improving their academic skills, and their social environment. Unfortunately, programs that contribute to the adaptation of foreign students were not available in the Turkish universities, which accept foreign students in their academic programs.

3.1. Sampling:

The sample of the present study was composed of 12 male Arab university students enrolled at the fall semester of Middle East Technical University, who were at the mean age of 19 years. The subjects have been selected according to two criteria: Sex and nationality. The sample of the present study is considered to be representative, because it is heterogeneous in terms of background, regions, and faculties and departments they were enrolled in.

The sample (12 subjects) who volunteers in the first year (freshmen level). The researcher distributed an advertisement in the library and some

departments, to get some volunteers for the two groups (EG and CG).

The present sample was considered to be homogeneous in terms of sex, and grade level, and it was assumed to represent the large majority of Arab students at M.E.T.U. (these Arab nationalities were Jordan, Palestine, and Syria),and other minority like (Lebanon, U.A.E., S.Arabia, Yamen, Kuwait and Lybia).

Some of the university variables, which affect the academic achievement (GPA's scores) are major field of study, number and type of registered courses and high school academic background. These variables are randomly distributed among the two groups (EG and CG). The two groups did not differ on these variables. These factors were not considered in this study.

3.2. Instruments and scoring:

3.2.1 Instruments :

The Malaise Inventory was administered to the subjects: It measure their psychological health in general. However, specifically, it measures the physical symptoms related to stress such as;depression, anxiety, fears, minor illness (stomachaches, headaches). This questionnaire consists of 24 items, which the subjects

are asked to check - Yes or No - for each item.

In the instruction, it emphasizes that subjects should answer the items honestly, and the researcher also emphasized that the results of the questionnaire and names would be kept confidential. This questionnaire was developed by Rutter. Malaise Inventory has been shown to have reasonably good test-retest reliability (Bradshaw and Lawton, 1978; Quine and Pahl, 1985), and to correlate moderately well with other measures of stress.

3.2.2. Scoring:

The Malaise Inventory questionnaire was scored as follows:

Those items that the subjects has marked as " Yes " were counted (every "Yes" item has a score of 1 and every "No" item has a zero score). The high the score, the more physical symptom that the person have which means more stress.

3.3. Procedures:

3.3.1. Reliability and Validity studies:

To test the reliability of the Malaise Inventory questionnaire among foreign students (freshmen level), it was applied to 30 foreign students from

different departments in M.E.T.U., who were at the mean age of 19 years (The questionnaire was administered individually). After a period of time (20 days) the same questionnaire was readministered to the same subjects, and the test-retest reliability was computed by using Person Product Moment Correlation. The reliability coefficient was 0.86.

For the criterion validity (a gender was taken as a criterion, because research on this and similar instruments consistently show significant differences in scores of males and females), Malaise Inventory was administered to 30 male and 20 female foreign freshmen students in M.E.T.U., and their responses were compared by conducting t-test. There was a significant difference at .05 level between females and males in their psychological health. In other words, female students had higher score which is typically found on this Inventory in other cultures.

3.3.2 Procedures of control group of this study:

The participants of the control group were not exposed to any treatment or counseling experience. As it was mentioned before, the participants of the two groups were volunteer and randomly assigned to each group. The participants of the control group were given the

instruction of the MI individually. In other words, every participant was informed about the aim of this questionnaire (MI), no time limitation for replying to the questionnaire. They were tooled (individually) that there is a study concern with the foreign students at M.E.T.U.. Beside that they were tooled that the questionnaire might be given again to them by the end of the fall semester.

3.3.3. Procedures of Experimental group of this study:

This group can be considered as an eclectic by being partially an encounter group and partially a structured group to structure what to talk about, and plans and designed objectives and goals. It was necessary to have free discussions in the group meetings, however, it was also preferred to have a structured group to structure what to talk about and which exercises and techniques to be held in the group, as well. The leader of the group was the person who can direct and change the channels of communication in the group. In this study the group counseling had preventive and treatment aims. A pregroup interview was done by a personal contact between the researcher and each of the participants. A list of rights was given to the participant individually and verbally (this list was related to the issues before joining the group). During

the initial session, a list about the members rights and expectations were given and discussed during the group issues(these things were mentioned before, see page 63).

The present study was a group counseling project for freshmen Arab male students in M.E.T.U. who were interested in learning about their personality, human relations, getting along with people, actualizing their problems and difficulties, improving their academic achievement and learning to adapt to the new society and university environment. Two groups were randomly assigned as experimental and control groups. In addition, this group was assigned under the indirect supervision of the supervisor of the present study. There were 8 weekly sessions held during activity period; one opening session and 6 discussions, and closing sessions, which was used for evaluations, and closing session, which was used for evaluations of the group project. However, vacations and exam periods have interrupted the sequence of these sessions, and thus the project extended over three months. Sessions were held in late afternoons (5.30 P.M.), six sessions were held in M.E.T.U. library, and the other two in the group leader's home. The average time of the sessions was around 100 minutes for each session. A follow up sessions with both groups (experimental and control groups) was also organized, and it lasted two

hours. Great homogeneity in age (average 19 years), cultural background and personal needs were some of the characteristics of this group. All of the members were friends, but not so close, two of them were sharing the same house. The conversation language was in Arabic language, since all the participants and the leader of the group were Arab students.

3.3.4 General information about the 8 sessions of the group counseling :

The first session

Place of group meetings: It was held in the group leader's home.

Time of meeting: It lasted two hours.

Present: All members were present in the meetings (6 members).

Content: The room was prepared before the members have arrived and greeted, the group leader tried to help them to relax and begin to feel at ease with him and with each other. Group members were asked to introduce themselves (so that they may feel better acquainted).

Each one had a right to tell as much or as little about himself as he wanted the group

to know. The leader of the group introduced himself to the group, and he indirectly gave some kind of outline to the group members, who did not know how to describe themselves. These outlines were:

Status in college; major and educational aim, any changes regarding educational choice made in high school and college.

Family background; hometown, place they have arrived, father's occupation, number of brothers and sisters, any facts about family which have been influential in their aims and attitudes (home conditions, academic achievement, ...etc.), and anything else they think was important about themselves. Work and travel experience; any work, travel or other experience in their life.

Future job and plans; what they would like to be in the future, occupation and marital status wise.

Then, the group leader asked every one in the group to give a brief story about every member in the group.

After that, a questionnaire (Malaise inventory) was administered to be answered in the group meeting.

Some clarification was done by the leader about the difficult or unclear words in the inventory.

At the end of the meeting (10 minutes were left), the leader made a short summary about the content of the session, then the time and the place of the next meeting was arranged. The leader thanked and greeted the group members for their sharing their time and feelings in the group.

Comment: The purpose of the first meeting was to warm the group members. Four of them got into the discussion, but two of them sat back or kept silent. Self-introductions formed the major activity of the first meeting (opening session).

The second session

Place: It was held in the group leader's home.

Time: Time duration was two hours.

Present: All members have arrived.

Content: The group leader started to explain about the purpose of the group and study. He talked about the frequency of meetings, the time and

the length of meeting, (in fact the group members were informed about these things individually in pre-group interview).

The purpose and objectives of the group meetings were mentioned before (see page 61). Briefly, some of these goals and aims were; helping participants to be aware of difficulties, problems and obstacles that affect their academic achievement, daily living, psychological health and trying to find alternative solutions or coping mechanisms to overcome these problems and difficulties.

In addition, group members were told that they could discuss and share anything they want. A short summary was done by the leader about the content of the session. A time and place for the next session was agreed upon.

comment: The purpose of the second sessions was to give a clear picture about the objectives and goals of the group counseling and let the members think about these goals and objectives, and give them the opportunity to discuss these things with each other and with the leader.

The leader tried to direct the two members

who did not voluntarily share in the discussion of the first session, and he could help them share and take their opinions.

The Third Session

Place : it was held in the library of M.E.T.U.. A place was reserved for this session.

Time : The length of the time was 90 minutes.

Present : All members were present except one.

Content : A short period of time was given to permit every one to get relaxed and get familiar with the new place (10 minutes were given). Then the group members asked about the absent member. After that, the group leader gave a short summary about the previous session. The leader asked the group members about their feelings related to being members of the group.

Some of the group member started to talk about their difficulties and problems related to studying, and being away from their countries. The group leader reflected their feelings and added that, it was normal for foreign students to have such problems and feelings, and he stated that the degree of the effectiveness impact of such problems on (group members)

daily living, and on their life goals was significant.

The group leader started to talk about his own experience, the difficulties that he faced, and how he tried to solve, adapt, or cope with them. He asked them (group members) to think and find possible alternatives to deal with these difficulties.

After that, a short summary was made by the leader of the group, and the time and place of the next meeting was determined. Then the sessions was overed.

Comment: The purpose of this session was to permit the group members to think about their feelings, exploring themselves (go a little deeper in their selves). The group leader used a technique called Self-disclosure, or Self-expression. One of the group members kept silent most of the time, and he said that he preferred to listen than to talk.

The Fourth Session

Place: At M.E.T.U. library.

Time: 90 minutes.

Present: All members were in the group meeting.

Content: After they have arrived for a while, the leader to be more involved with the group members, exploring their feelings and concerns. The aim of the group leader was to assist member to actualize their unconscious process, and to promote unity and positive feelings in the group. He, the group leader asked that person who was absent in the previous session, and asked the members about their feelings and thoughts when there was a missing member in the group meeting.

The leader asked the group members to communicate whatever comes to their minds regardless of how illogical, or irrelevant it may seem, and they were given a period of time to think (around 5 minutes). Then, the leader said to the participants that they may talk about their difficulties, problems or conflicts. They started to talk about problems related to examinations, lectures, the relationship between instructors and students, the style of teaching, the atmosphere of class, getting bored in class, and feelings of depression and disappointment. The leader tried to encourage all members to talk, and observed that all members experienced similar feelings.

By the end of the session, the leader made a short summary about the content of the meeting, and as a homework requested from every member of the group to record a list of difficulties, problems, conflicts that he suffered, then the session was over.

Comment : The group leader used a technique called "free association". By making use of this technique, he tried to assist group members in uncover in their unconscious processes and to promote unity and positive feelings in the group. It was a way to create an interaction among members, to make them active, and more spontaneous, to achieve insights into their psychodynamics, and to be aware of their feelings, difficulties, and obstacles. The group leader worked to move group members from the intellectualization level into a more personal one.

The Fifth Session

Place : At M.E.T.U. library.

Time : 100 minutes.

Present : All members participated.

Content : The group leader made a short summary about

the previous session. Then he asked the group members about the assignments that they were requested to do. One of them did not write it, other one was not clear on what to write. The leader explained in general what to record and he gave 10-15 minutes to think and record these things. After that he asked every one to read aloud his own list, which allowed him (leader) to pick up the common points and feelings and wrote down these problems on his own notebook in order to be discussed later. The session was terminated before they could finish reading their lists. Then agreed to continue in the next session, and the group leader asked them to think moreover about these issues.

Comment : The group leader and members got more involved with each other. The group leader used some technique, such as self-disclosure, reflection of feelings, clarification, and tried to make members ask each other about their concerns and issues.

The Sixth Session

Place : It was held at M.E.T.U. library.

Time : 90 minutes.

Present : All members were present.

Content : A short summary was made by the group leader about the previous session. Then, he asked the members to continue reading the things they recorded in their lists. After that, the leader suggested to talk about possible alternatives and solutions for their listed problems, difficulties, and conflicts. Then he offered to list these issues according to their importance and necessity.

They agreed to start with academic difficulties and how to find possible and good alternatives to overcome such issues. Some of these problems were; daydreaming in lectures and while studying, language difficulties (speaking Turkish language in some courses by the instructors), preparing for the lectures and examinations, intensive exams and up to date reading, difficulties in organizing their times, and teacher personal-biases.

After that, the session was over, and the leader gave a summary about the session and asked members to think about more alternative solutions of their concerns.

Comment : The purpose of this session was going deep into their inner self, and making them use

their cognitive process, to think for themselves. At the same time the group leader applied some techniques and information related to study skills, study habits, and organizing time. He explained the cause of daydreaming and how much it was related to the psychological statuses of the individual (being away from home, family, and friends) and the suitable solution for such problems.

The Seventh Session

Place : At M.E.T.U. library.

Time : Two hours.

Present : All members were arrived.

Content : The group leader made a short summary about the previous session. Then, they agreed to talk about the psychological and emotional problems and difficulties. Some of these issues were; loneliness, homesickness, worrying about home and family, boredom, shyness, assertiveness, stress, depression, and disappointment.

The group leader explained and tried to convince the participants that most of these issues were interrelated with each other. He gave an example to loneliness and homesickness,

shyness and assertiveness and being worry about family. In addition, he tried to join these problems (psychological and emotional) with health problems (anxiety, headaches, evidence of eyestrain, and colds).

Before the termination of the session, the group leader gave the opportunity for asking questions or making comments, and clarifications. Then, he told them that their next session would be the last session.

Comment : This session was full of activity and interesting things. Members of the group were easily involved with each other, easily had contact and expressed their feelings and thoughts.

They were interested in talking about their issues and concerns. the group leader tried to make them feel more logical and think rationally. Assertive training was practiced in this group meeting.

The Eight Session

Place : At M.E.T.U. library.

Time : Tow hours.

Present : All members were present.

Content : The group leader made a summary about the previous session. One of the member of the group suggeste to talk about the social and finacial problems and difficulties. The leader gave them the opportunity to think and talk about possible alternatives to solve or to cope with such issues. Some of these issues were; language problems (not knowing Turkish language), making friends, lack of information about the social activities or adjusting to the new society's culture and norms, difficulties in renting a house, and finding a hommate.

The leader emphasized that most of these problems were interrelated with each other. For instance, the language problem would create difficulties in adapting to the host culture, making friends, and sharing in university activities. The leader suggested to learn Turkish language as a possible alternative.

After that, the group leader reminded again that this session is the last one and he would like from every member to explore whatever feelings, thoughts, experience that they want to share within the group, and encouraged them to substitute rational ideas for what appear

to be unfinished believe about separation from the group.

The leader emphasized that the group has been a place where they could learn how to form meaningful interpersonal relationships, how to explore feelings, emotions and thoughts. He also gave a summary about the things that they have been done in the sessions, and he gave feedback to every member (emphasizing the positive things). Then he asked every one to give feedback about the leader and the group members.

Before termination, the group leader and the members stand in a circle, and made a few appropriate general comments about trusting others in life and about trusting themselves and everyone wished good luck and brilliant life for each other.

Comment : The members were aware that their community was about to dissolve, and some of them were given a room (time) to explore whatever feeling were present. The leader started by himself disclosing his own feelings about terminating the group, and he reminded them that group has been special-close, caring, and supportive- it did not occur by accident; the members made

the choice and the commitment to work together to accomplish what they eventually accomplished. Therefore they can make similar choices and commitments, and by equally successful, in their relationships outside the group. The group leader decided to plan a follow-up session and he informed the participants before they left, and he told them that other individuals would be include in the session (participants of the control group).

The Follow-up Session

Place : It was held at group leader's home.

Time : It lasted two hours.

Present : The participants of the control and experimental groups (12 participants).

Content : Self-introduction was made by every participants. The group leader explained the aim of the study and th meeting, and the experience that they had gained in the group counseling, and asked the participants (EG) to share the joys and success they have experienced in life, and recalled some of the things that occured in the group, and expressed the feelings connected with the

group experience.

Comment : The purposes of this session were:

The major purpose was to get the two groups acquainted with each other, and encourage them to support and help each other. Also, to permit the control group subjects to get benefited from the experimental group subjects by sharing them their experience. Moreover, to change the attitudes of the control group participants about the counseling and the necessity of the counselor function in the daily life. Finding ways of reinforcing themselves (participants of the EG) , so that they could continue with what they have learned in the group. The leader offered the private consultation for any member feel the need help, and he assisted the members to develop contracts or plans that would help them in their living in the host country (academically and socially).

Note : The contents of the eight sessions were summarized, and the researcher recorded the important thing in the content.

About the follow-up session, the leader informed the control group members in advance about the meeting (individually contact with

the participants) and also took the permission from the experimental group subjects for inviting the control group participants in the follow-up session.

About the meeting of the group in the library, a special room was prepared for this meeting.

3.3.5 Data Collection:

The data were collected from 12 Arab male freshmen university students, who were enrolled in the fall semester in M.E.T.U. in the academic year 1991-1992.

The researcher administered the Malaise Inventory (MI) to the subjects of the two groups (EG and CG) before and after the treatment (approximately was administered at the same time). For the control group, the MI was administered to them individually. And the researcher clarified the vagueness of some words and items. There was no time limited for replying the MI, however, it took them to answer around 15-20 minutes

3.3.6 Data Analysis:

In the present study, the data were analyzed by utilization of the statistical technique which was called t-test, and was used to find out whether there

were any significant differences between the two groups, in terms of their academic achievement (grade point average (GPA) was used as measurement of academic achievement), and their psychological health (the scores in MI was used as a measurement).

To test the hypotheses, the level of significance selected was 0.05. The statistical analysis of the data were carried out by making use of the PC SPSS in M.E.T.U.'s computer center.



CHAPTER IV:

REPRESENTATION OF FINDINGS

In this chapter the findings of the present study are given and the results are obtained from the testing of the hypotheses which were stated previously. The hypotheses were tested at $\alpha = 0.05$ level.

Hypothesis 1. In order to test hypothesis 1, which has been stated that there will be no significant difference between the means of differences between the difference scores of pre- and post-tests of Malaise Inventory (MI) of the EG and the CG subjects at 0.05 level. T-test was used and the results are shown in table 1.

Table 1. The difference between the means of scores of pretest and posttest of Malais Inventory of the EG and the CG

Subject	N	Pretest		Posttest		Differ. scores		T for differ. scores	Deciission
		\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.		
E	6	6.11	0.75	2.00	0.00	4.0	0.83	3.41 *	Reject
C	6	6.56	1.64	6.00	1.41	0.50	0.70		Ho 1
* P < 0.05									

Analysis shows that there is a significant difference at $\alpha = 0.05$ level between the means of the difference scores of (pretest minus posttest) for the two groups.

Hypothesis 2. In order to test hypothesis 2 which has been stated that there is no significant difference between the means of GPAs scores of the EG and the CG at $\alpha = 0.05$ level. T-test was used and the results are shown in table 2.

Table 2. The difference between the mean scores of GPAs of the EG and the CG.

Variables	Group	N	\bar{X}	S.D.	t	Decision
Grade Point Average (GPA)	E	6	2.1317	0.419	2.71*	Reject Ho 3
	C	6	1.3667	0.552		
*P<0.05						

Analysis shows that the GPAs mean scores of the subjects in the EG are significantly ($\alpha = 0.05$) higher than the subjects in the CG.

As it was mentioned before about the University Entrance Examination (U.E.E.) that it was used as a pretest for the purpose to obtained

approximate equalivence in academic achivement for the EG and the CG. The results were shown in table 3.

Table 3. The difference between the mean scores of U.E.E. of the EG and the CG.

Variables	Group	N	\bar{X}	S.D.	t
University Entrance Examination (U.E.E.)	E	6	66.99	4.003	0.88*
	C	6	64.23	6.537	
*P>0.05					

Analysis shows that the U.E.E. mean scores of subjects in the EG and the CG is not significant at 0.05 level. However, it can be easily seen from the table that the mean scores of subjects in the EG is a bit higher than the mean scores of subjects in the CG.

CHAPTER V:

CONCLUSION

5.1 Conclusion:

From the findings of this study which was obtained by statistical testing of each hypothesis, the following conclusions suggested.

1. The means of the differences scores pretest and posttest of MI in both groups (EG and CG) were significant. $t=3.14$; $p<0.05$.
2. The Grade Point Average mean scores of subjects who were participated in group counseling was significantly higher than the subjects who did not participate in the group counseling. $t=2.71$.; $p<0.05$.

5.2 Discussions of Findings and Generalization:

As indicated before, the main aim of this study was to investigate and examine the effects of group counseling on students' (Arab male freshmen) academic achievement and psychological health.

As mentioned previously, subjects were administered the Malaise Inventory questionnaire at the beginning of the treatment. It was found that there were

no differences between the EG and the CG (pretest of X EG = 6.17, pretest of X CG = 6.50). At the end of the treatment the Malaise Inventory was administered as a posttest, and a high significance was found.

Experimental group subjects got lower mean scores than the CG subjects (posttest X EG = 2.00, posttest X CG = 6.00). The improvement of the mean scores from pre to post was significant in the EG. As a result, we can assume that, group counseling made an improvement on the participants' self development, coping and dealing with psychological adaptation problems, making balance between their needs, social needs, and academic requirements, thinking rationally, and in changing their attitudes toward host society, and toward university environment. Recording from participants of EG appreciated the usefulness and necessities of group counseling.

In addition, the group counseling has an effect on the academic achievement of the students. There was a significant difference between the mean scores of the EG and the CG (GPAs X EG=2.13, GPAs X CG=1.37). The results indicated that the improvement and the significant difference between the mean scores of both groups may be due to group counseling. As an improvement of the results, if the University Entrance Examination (U.E.E.) were taken as a pretest (before the treatment), it could

be noted that, there was no significant differences between the mean scores of the EG and the CG (U.E.E. X EG=66.99, U.E.E. X CG=64.23). So, it could be said that the academic background of the subjects was not significant, and the higher significant difference was related to the treatment or to the group counseling.

As a result, as it was expected, it is indicated that the group counseling affect the students' academic achievement positively, and reduced their psychological problems and difficulties.

The result of the present study were in agreement with those of Koayashi (1981), Biggs (1986), Ebuchi (1989), Addou (1989), Cheng (1989), in which the foreign students have similar problems and difficulties. And the role of the counselor should be dealing with the physical as well as with the psychological or well-being of foreign students.

Also, Kennedy (1987), and salisbury (1980), emphasized that the group counseling programs which designed for nontraditional freshmen college students would result in higher grade point average, and higher level of self-esteem, aspiration, academic interest and satisfaction.

Group counseling apparently affected student attitudes and grade point averages in a study done by (Benson and Blocher, 1967) as well.

It should be noted that the findings of the present study was carried on a very selected group of subjects, that is Arab male freshmen students. The subjects were exposed to a new environment (socially and academically). They are in a process of adapting, coping, and accommodating in order to achieve their ultimate goals easily.

By analysing the psychological health questionnaire of EG subjects, it was found that they mostly have problems related to feel tires most of the time, feel miserable or depressed, and easily upset or irritated. When discussing these difficulties with them, they replied that, because of feelings loneliness, spending too much time on studies, and difficulties in sleeping, they felt that way.

An evaluation was also made individually between the researcher and each member of the EG participants to get their perceptions about the group counseling. Their perceptions can be summarized in general as follows:

They said that the group experience increased

their understanding of themselves, and it helped them gain a better understanding of others. In addition, they indicated that the experience helped them change their behavior in relation to outside group (e.g., accepting other ideas, and how to be assertive with self and others). They were given the opportunity to express their ideas by writing what they liked best and least about the group, and what they had learned. Another interesting thing was, the participants in the EG recommended a similar group counseling to other students.

It can be said that in general that the participants liked the opportunity to share their ideas and feelings. They liked learning about themselves and others through the group. The group enabled them to disclose feelings about themselves, others, and university. It encouraged them to think about their problems and difficulties in rational way, and made their own discussions to solve, to resolve, to cope with the issues. It encouraged them to change their attitudes toward counseling as well as toward the host society.

It is clear that, the peer advisors, orientation programs, and group counseling are an integral parts of student personnel service in the college and university settings. Colleges and universities should not overlook

this important source of assistance when dealing with student population. In conclusion, the results of the present study offer support of the counseling program, and may have practical significance by supporting the merit of student personnel service or counseling center as a suitable substitute resource or even as a supplementary resource for foreign students at Middle East Technical University. The findings reflected movements toward establishing a service for these students (international students).

5.3 Recommendation for Further studies:

This study emphasizes the importance of counseling services in universities in relation to foreign students. It has been revealed that counseling may contribute to the academic and psychological development of the foreign freshmen students. Many researchers have conducted studies upon foreign freshmen students in Western Europe, United States, and in Japan. Since this study shows that group counseling can be effective in Turkey as it has been in these cultures.

The researchers on large scales to determine the effects of counseling programs, orientation programs, and peer helpers on foreign students should be examined in future studies.

By means of this study as well as previous international student studies, the effects of the role of the counselor and counseling can be more clarified and the kind of problems and difficulties that they faced can be better understood.

Moreover, it is recommended to replicate this study to include female foreign students and other nationalities, in order to understand and get a more clear picture about the international students needs and assessment, and to change their attitudes and perceptions about the counseling profession.

In addition, it is a great of importance to conduct further studies with subjects not only on freshmen level, but also on different academic levels, or longitudinal (four academic years) to see the development changes that may occur as well as the effect of counseling on their academic achievement and psychological health adaptation.

In working with international students, counselors needs, first of all, to examine their own values, openness to and respect for differing value systems, tolerance for ambiguity, willingness to learn with and from clients, and genuine cocern for people with differing values (Cadiex and Wehrly, 1988).

This study demonstrated that counselors can help, the participants reported that the group counseling was effective and they liked the experience, and they aware of positive change in themselves.

In sum, the present study is explored to create a baseline for further research, that can be conducted not only in M.E.T.U., but also in other Turkish universities that have foreign students in their admission programs. By this way, the present study is contributing with valuable information to the literature in the are of Guidance and Psychological Counseling.

REFERENCES:

- Addou, I. H. 1990. The relationship between selected status factors and certain educational difficulties of a sample of male Arab students in five universities. Dissertation Abstract International, 50 (9)
- Anbosi, B., Al-Ali, N., and Satibi, U. 1987. Study and thinking skills: Problems and difficulties of foreign students in M.E.T.U.. Unpublished research.
- Andreas, R. E. 1983. Institutional self-study: Serving commuter students. In S. Stewart (Ed.), commuter students: Enhancing their educational experiences (New directions for student services), 24 San Francisco: Jossey-Bass.
- Altbach, P. G. 1987. Foreign Students and Internationalization of Higher Education. Foreign students adjustment: Issues and perspectives. Research Institute for Higher Education. Hiroshima University: Japan.
- Astin, A. W. 1977. Four Critical Years. San Francisco: Jossey-Bass.
- Berein, M., and David, K. 1971. Intellectual communication and the adjustment of the sojourner. Psychological Bulletin, 76.
- Biggs, D. A. 1987. The relevance of international education: A cognitive development perspective. Paper prepared for the Annual Conference of the National Association for Foreign Students Affairs. Long Beach: California.

- Blimling, G. S., and Hample, D. 1979. Structuring the peer environment in residence halls to increase academic performance in average ability students. Journal of College Student Personnel, July.
- Blos, P. 1967. The second individuation process of adolescence. Psychoanalytic Study of the Child , 72.
- Brenda, R. K. 1987. The effects of structured group counseling program on grade point averages and non-cognitive factors among non-traditional freshmen college students. Dissertation Abstract International, 47 (15).
- Brislin, R. W. 1981. Cross-culture Encounters . N.Y.: Pergamon Press.
- Burnside, R. W. 1974. Group counseling technique for adults returning to college. Journal of College Student personnel, 15.
- Cadioux, R. A. J., and Wehrily, B. 1986. Advising and counseling the international student. Inc. K.R. Pule (Ed.). Guiding the Development of Foreign Students. San Fransisco: Jersey_Bass.
- Carr, B. D. 1989. Variables in Adolescent's Coping Abilities in Response to Stressful Life Events. 50 (6).
- Cheng, H. P. 1989. The initial adjustment. Psychological Bulletin, 91.
- Cherian, V. 1988. Effects of brief structured group counseling and study skills training on attitudes of foreign university students. Dissertation Abstract International, 49 (9).

- Cho, S. 1989. Across cultural study of factors that predict stress among international college students Dissertation Abstract International, 49 (1).
- Church, A. T. 1982. Sojourn adjustment. Psychological Bulletin, 91
- Clack, J. 1975. Give A-damn: A small group program for new students. Journal of College Student Personnel, 16 (2).
- Corey, G. 1985. Theory and Practice of Group Counseling. Monterey: Brooks/ Cole Publishing company. Monterey: Monona Publication.
- Crause, R. H. 1982. Peer network therapy: An intervention with the social climate of students in residence hall. Journal of College Student Personnel. 23.
- Dadfur, S., and Friedlander, L. M. 1982. Differential attitudes of international students toward seeking professional psychological help. Journal of Counseling Psychology, 29 (3).
- Dillard, J. M., and Chisolm, G. B. 1983. Counseling the international students in a multicultural context. Journal of College Student Personnel, 24 (2).
- Dohrewend, B. S. 1974. Life events as stressors: A methodological inquiry. Journal of College Student Personnel, 14 (a).
- Driver, H I. 1962. Counseling and Learning Through Small-Group Discussion. Madison: Monona Publication.
- Ebuchi, K. 1989. Foreign students and Internationalization of Higher Education. A view from Japanese perspective. Research Institute of Higher Education. Hiroshima University: Japan.

Erikson, E. 1968. Identity Youth and Crises .New York: W.W. Northon and Company Inc.

Foulds, M. L. 1972. The experimental Gestalt growth group Experience. Journal of College Student Personnel, 13.

Fretz, B. R. 1982. Perspective and definations of counseling psychology. Journal of Counseling Psychologist, 10 (2).

Frisz, R. H.,and Lane, J. R. 1987. Students user educations of peer advisor services. Journal of College Student Personnel, May.

Gill S. J., and Fruehling, J. A. 1979. Needs assesment and the design of service delivery systems. Journal of College Student Oersonnel, 20.

Grander, J. N. 1981. A User's Guide for College Orientation Course Instructors. Unpublished report. University of South California: Columbia.

Grites, T. J. 1984. Noteworthy academic advising programs. In R. B. Winston, Jr. T.K. Miller, S. Developmental Academic Advising. San Fransisco: Jossey-Bass.

Ho, M. K. 1974. Outreach approach to counseling with foreign students. Journal of College Student Personnel, 15.

Holmes, T., and Rahe, R. 1974. The social readjustment rating scale. Journal of Psychomatic Research, 11.

Huston, B. K. 1971. Sources, effects, and individual vulnerability of psychological problems of college students. Journal of Counseling Psychology, 18 (2).

Josselyn, I. 1971. Adolescence: A Report Published Under the Auspices of the Joint Commission on Mental Health of Children. Harper and Row, N.Y.

Kashani, J. H., and Priesmeyer, M. 1983. Differences in depressive symptoms and depression among college students. American Journal of Psychiatry, 140.

Kazdin, A. E. 1991. Effectiveness of psychotherapy with children and adolescents. Journal of Consulting and Clinical Psychology, 59 (6).

Kennedy, R. R. J. 1990. The effects of a structured group counseling program on grade-point averages and non-cognitive factors among non-traditional freshmen college students. Dissertation Abstract International, 50 (8).

Khimulu, M. M. 1981. The adjustment of east African students pursuing academic progress in California. Dissertation Abstract International, 41 (9).

Kirk, B., et al. 1971. Guidelines for University and college counseling services. American Psychologist, 26 (6).

kobayashi, T. 1981. Overseas Children Education. Returning Children's Education. Tokyo: Yuhikaku.

Leblanc, R. M. 1988. The assesment of stress in adolescent. Development of stress inventory. Dissertation Abstract International, 48 (10).

Maclean, T. T. 1987. Erikson's psychological development and stressors as factors in healthy life styles. Dissertation Abstract International, 47 (8).

- MacLennan, B. W., and Felsenfeld, N. 1969. Group Counseling and Psychotherapy With Adolescents. New York: Columbia University Press.
- Marron, J. A., and Kayson, W. A. 1984. Effects of life status, gender, and year on college student's self-esteem and life change experiences. Psychological Reports, 55.
- Martin, N. K. 1988. The effects of freshmen orientation and locus of control on adjustment to college. Dissertation Abstract International, 48 (10).
- Maier, H. W. 1965. Three Theories of Child Development. New York: Harper and Row Publishers.
- Massey, R. L. 1988. The assessment of stress in adolescent; development of stress inventory. Dissertation Abstract International, 49 (4).
- Newcomb, T. M. 1960. Exploiting Student Resources. In H. T. Sprague (Ed.), Research on College Students. Boulder, Col.: The Western Interstate Commission for Higher Education.
- O'Connel, V. 1974. Choice and Change : An introduction to Psychology of Growth. N.Jersey: Prentice Hall.
- O'Sullivan, T. 1980. The effects of short-term behavioral group counseling on academic achievement and behavior with adolescent both in a residential treatment program. Dissertation Abstract International, 41 (1).
- Price, N. I. 1980. The effects of activity interview group counseling on the self-esteem and class room behavior of selected middle school students. Dissertation Abstract International, 41 (1).

Rabiecki, D., and Brebeck, M. M. 1985. A peer designed for peer advisement program. Journal of College Student Personnel, 26

Ramirez, B., and Mavia, V. 1980. The adjustment problems of Latin American students attending selected California University. Dissertation Abstract International, 41 (3).

Rathus, S. A., and Navid, J. S. 1986. Adjustment and Growth: The Challenges of Life. Holt, Rinehart and Winston, New York.

Ray, M. E., and Donald, W. D. 1977. The Group Leader's Handbook, Resources, Techniques, and survival skills. Illinois: Research Press Company.

Razavi, R. A. 1988. A study of the adjustment problems of international students in Northern Virginia Community College, Prince George's Community College. Dissertation Abstract International, 48 (5).

Rogers, C. R. 1970. Encounter Groups. London: penguin.

Rolf, M. E. 1975. Theories of Adolescence. New York: Random House.

Romano, G. L., and Quay, A. L. 1974. Follow-up of Community College C-group participants. Journal of College Student Personnel, 15.

Russel, H. J., and Thoompson, D. 1987. Evaluation of a program of peer helping for first year students. Journal of College Student Personnel, 330-336.

Sagaria, M. A. D., Higginsson, L. C., and White, E. R. 1980. Percieved needs of entering freshmen: The

- primacy of academic issues. Journal of Student College Personnel, May.
- Salisbury, A. S. 1980. An evaluation of a model which was designed to increase college retention through the provision of counseling services. Dissertation Abstract International, 41 (6).
- Schniedes, A. A. 1967. Counseling the Adolescent. San Francisco: Chandler Publication Company.
- Schutz, H. G. 1987. Foreign Students and Internationalization of Higher Education: Social and cultural adjustment of foreign students: Experience from Western Europe. Research Institute for Higher Education. Hiroshima University: Japan.
- Seleye, H. 1976. Stress in Health and Disease. Boston: Butterworths.
- Siegel, M. 1968. The Counseling of College Students. Function, Practice, and technique. Free Press: New York.
- Smith, D. 1977. Preferences of university students for counselors and counseling settings. Journal of College Student Personnel, 15.
- Sunghee, C. 1988. Across cultural study of factors that predict stress among international college students. Dissertation Abstract International, 50 (1).
- Taylor, R. G., and Honston, G. R. 1971. Environmental impact and study habits. Journal of College Student Personnel, 12.
- Theresa, M. T. 1987. Erikson's Psychological Development and assessors as factors in healthy life styles.

Dissertation Abstract Internatinal, 48 (5).

Uhara, A., and Hicks, J. 1989. Foreign Students and Internationalization of Higher Education: Institutional responses to social-cultural adjustment: Problems of foreign students in Japan. Research Institute for Higher Education. Hiroshima University: Japan.

Upcraft, M. L., Finney, J. E., and Garland, P. 1984. Orientation: A context. In. M. L. upcraft (Ed.), orientation students to college (New directions for student services), 25, San Fransisco: Jossey-Bass.

Vergheese, C. 1989. Effects of structured group counseling and study skills training on the academic performance, study behaviors, and attitudes of foreign university students. Dissertation Abstract International, 49 (9).

Wehrly, B. 1988. Cultural diversity from an international perspective; part 2. Journal of Multicultural Counseling and Development, 16 (1).

William, F. B. 1972. Student to Student Counseling: An Approach to Motivatin Academic Achivement. Austin and London: University of Texas Press.

Yuen, R. w., and Tiseley, H. E. A. 1981. International and American student's expectancies about counseling. Journal of Counseling Psychology, 28 (1).



APPENDICES

APPENDIX A

MALAISE INVENTORY

Submitted by: Bashar Anbosi

Faculty : Educational Scinces

Name :

Faculty:

Below is a list of general questions about your health. Please read each item carefully, then circle either "Yes" or "No" for each one. Do not forget to write your name and your faculty, because this test will be administered to you again. Be sure that your name will be kept in confidentiality.

- | | | |
|---|-----|----|
| 1. Do you often have back-ache ? | Yes | No |
| 2. Do you feel tired most of the time ? | Yes | No |
| 3. Do you often feel misereable or depressed ? | Yes | No |
| 4. Do you often have bad headaches ? | Yes | No |
| 5. Do you often get worried about things ? | Yes | No |
| 6. Do you usually have great difficulty in feeling a sleep or staying a sleep ? | Yes | No |
| 7. Do you usually wake unnecessarily early in the moorning ? | Yes | No |
| 8. Do you yourself out worrying about your health ? | Yes | No |

- | | | |
|--|-----|----|
| 9. Do you often get into a violent rage ? | Yes | No |
| 10. Do people often annoy and irritate you ? | Yes | No |
| 11. Have you at times had a twitching of the face, head or shoulders ? | Yes | No |
| 12. Do you often suddenly become scared for no good reason ? | Yes | No |
| 13. Are you scared to be alone when there are no friends near you ? | Yes | No |
| 14. Are you easily upset or irritated ? | Yes | No |
| 15. Are you frightened of going out alone or of meeting people ? | Yes | No |
| 16. Are you constantly keyed up and jittery ? | Yes | No |
| 17. Do you suffer from indigestion ? | Yes | No |
| 18. Do you often suffer from an upset stomach | Yes | No |
| 19. Is your appetite poor ? | Yes | No |
| 20. Does every little thing get on your nerves and wear you out ? | Yes | No |
| 21. Does your heart often race like mad ? | Yes | No |
| 22. Do you often have had pains in your eyes ? | Yes | No |
| 23. Are you troubled with rheumatism or fibrositis ? | Yes | No |
| 24. Have you ever had a nervous breakdown ? | Yes | No |

THANK YOU FOR YOUR COOPERATION

APPENDIX B

Table B1. The Raw Scores of Experimental and Control Groups.

Type of the Group									
Experimental Group					Control Group				
No.	GPA	U.E.E.	Pre-test of MI	Post-test of MI	No.	GPA	U.E.E.	Pre-test of MI	Post-test of MI
1	2.50	65.95	6	2	1	1.87	75.30	7	6
2	1.93	65.00	7	2	2	2.00	65.60	8	6
3	2.20	64.00	7	2	3	0.80	60.50	8	8
4	1.50	72.00	6	2	4	1.03	59.50	4	4
5	2.00	72.00	6	2	5	0.80	57.50	7	7
6	2.66	63.00	5	2	6	1.70	67.00	5	5

T. C.
Yükseköğretim Kurulu
Dokümantasyon Merkezi