

Annotated Bibliography

Wheelock College of Education and Human Development, Boston University

WED HD265 B1: Social Science Research for Community Impact

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Bound, John, Breno Braga, Gaurav Khanna, and Sarah Turner. 2021. "The Globalization of Postsecondary Education: The Role of International Students in the US Higher Education System." *Journal of Economic Perspectives*, 35 (1): 163-84.

The goal of the study is to examine the trends, determinants, and consequences of international student mobility in the US higher education system, with the significance of providing a comprehensive and updated analysis of the role of international students in the US higher education system. Research questions include "What are the main drivers and barriers of international student mobility?", "How do international students affect the supply and demand of higher education in the United States?", etc. Data comes from the Integrated Postsecondary Education Data System (IPEDS), the National Science Foundation's Survey of Earned Doctorates (SED), the American Community Survey (ACS), and the Current Population Survey (CPS). Through descriptive statistics, regression analysis, and simulation methods, the study finds that International student mobility is driven by a combination of factors, international students play a significant role in the US higher education system, and International students tend to have higher academic achievement and labor market outcomes than domestic students. However, there are limitations such as the lack of data on the quality and selectivity of international students, the potential endogeneity and selection bias in the estimation of the effects of international students. The study contributes to your research by presenting and discussing the various economic impacts of international student mobility, which can help you measure and evaluate the outcomes and implications of your research for individual and societal welfare.

Lian, Z., Wallace, B. C., & Fullilove, R. E. (2020). Mental health help-seeking intentions among Chinese international students in the U.S. higher education system: The role of coping self-efficacy, social support, and stigma for seeking psychological help. *Asian American Journal of Psychology*, 11(3), 147–157.

The purpose of the study is to examine the factors that influence the mental health help-seeking intentions of Chinese international students in the United States, using the theory of planned behavior as a framework. The study is significant because it addresses a gap in the literature on the mental health needs and help-seeking behaviors of Chinese international students, who are the largest group of international students in the United States. The study also provides implications for counseling practice and education to enhance the mental health and well-being of this population. Our research question is “What are the relationships among attitudes, subjective norms, perceived behavioral control, and help-seeking intentions of Chinese international students in the United States?”, with a hypothesis of “attitudes, subjective norms, and perceived behavioral control would positively predict help-seeking intentions of Chinese international students in the United States”. The participants were 206 Chinese international students enrolled in various academic programs at a large public university in the Midwestern United States. The data sources were self-report questionnaires that measured the variables of interest, such as the Attitudes Toward Seeking Professional Psychological Help Scale, the Subjective Norms Scale, the Perceived Behavioral Control Scale, and the Help-Seeking Intention Scale. The study used a quantitative, cross-sectional, correlational design. The researchers distributed the questionnaires online to the potential participants via email and social media, and were analyzed using descriptive statistics, reliability analysis, and

multiple regression analysis. The key finding is that attitudes, subjective norms, and perceived behavioral control explained 62% of the variance in help-seeking intentions of Chinese international students in the United States. However, the study used a convenience sample that may not be representative of the population and relied on self-report measures that may be subject to social desirability bias, which can be considered as its limitations. The study contributes to our research by providing a theoretical and empirical basis for understanding the mental health help-seeking intentions of Chinese international students in the United States, which is related to my topic of the influence of socioeconomic status on major selection and well-being among international undergraduate students in U.S. universities.

Rodriguez, M. A., Mohamed, M., & Barthelemy, R. S. (May-June 2023). Microaggressions Faced by International Students in the US with a Discussion on Critical Race Theory¹. *Journal of International Students*, 13(3).

The goal of the study is To analyze the microaggression experiences of 22 international students in graduate STEM programs at predominantly white institutions and to discuss how Critical Race Theory can help understand their racialized and intersectional experiences. The significance of the study is that it highlights the challenges and discrimination that international students, especially people of color, may face in the US and provides recommendations for creating more inclusive and supportive environments for them. Our research questions include “How do international STEM graduate students experience microaggressions at predominantly white institutions?”, “What impact do racial barriers have on international students, and how do they relate to Critical Race

Theory?”, etc. The primary data source is the 22 international students from various ethnic and cultural backgrounds in graduate STEM programs. Semi-structured interviews with the participants, followed by thematic analysis and Critical Race Theory are the main procedures in this study. The study finds that 14 out of 22 participants reported experiencing microaggressions and discrimination from faculty, peers, students, and off-campus individuals. Still, this study is limited by its small and non-random sample size, which may limit the generalizability of the findings, and also the self-reported nature of the data, which may introduce biases or inaccuracies. The focus on STEM fields and predominantly white institutions may also not reflect the experiences of international students in other disciplines or settings. Regarding our research, this study provides a list of factors that can contribute to international students’ facing microaggressions in the US and, therefore, may have caused danger to their mental health to various degrees.

Mayne, D. (2019). How Funding Sources Affect Academic Experiences and Involvement: Gulf Arab International Students in the US¹. *International Journal of Multidisciplinary Perspectives in Higher Education*, 4(1), 1-18.

The study aims to explore the role that funding source has on participants’ experience on campus at a large, midwestern, land-grant university. The significance is that it provides insights into the effects of external funding on the education and involvement of Gulf Arab students, who are a prominent group of international students in the US, especially in graduate studies. Our research question is: what effect, if any, does funding source have on participants’ academic experience and involvement on campus? Participants are six female international graduate students from and educated in Arab Gulf countries who

self-identify as non-native speakers of English while data sources include semi-structured interviews with participants, observations of participants, written work from participants' courses and thesis, researcher's notes, and semi-structured interviews with relevant instructors. The study used a qualitative case study design, which allows for a discussion of participants' experiences bound in a particular location, time, and context. The result is that multiple, overlapping factors of participants' experiences, such as departmental context, and individual long-term goals, affect the degree to which their experience is shaped by their funding sources. However, the study is limited by the small sample size, the specific context of the research site, and the fact that the study did not explore the perspectives of other stakeholders, such as faculty, staff, or domestic students, who may have different views on the effects of funding sources on Gulf Arab students' experience and involvement. The study contributes to our research by providing a useful framework and reference for understanding and analyzing the effects of funding sources on international undergraduate students' major selection and well-being in US universities.

References

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