2023 Annual Conference & Exposition
Baltimore Convention Center, MD | June 25 - 28, 2023
The Harbor of Engineering Education for 130 Years
ASEE
Paper ID #37550

Understanding How International Graduate Students in Engineering Fit into American Culture through the Lens of Gender Pronouns: A Pilot Study

Miss Xiaping Li, University of Michigan

Xiaping Li is currently pursuing her Ph.D. in Engineering Education Research at the University of Michigan. Before beginning her doctoral studies, she worked at the Center for the Enhancement of Teaching & Learning at the University of Hong Kong. Her research interests include faculty development and change, teaching and learning, international students in engineering, and cognitive sciences. Xiaping holds a B.S. in Hydrology and Water Resources Engineering and an M.S. in Geological Sciences.

Dr. Cynthia J. Finelli, University of Michigan

Dr. Cynthia Finelli is Professor of Electrical Engineering and Computer Science, Professor of Education, and Director and Graduate Chair for Engineering Education Research Programs at University of Michigan. She is Fellow of both the ASEE and the Institute for Electrical and Electronics Engineers (IEEE), associate editor for the European Journal of Engineering Education, and member of the Governing Board of the Research in Engineering Education Network. She was previously chair of EECHA, chair of the ERM Division of ASEE, co-chair of the ASEE Committee on Scholarly Publications, deputy editor for the Journal of Engineering Education, and associate editor for IEEE Transactions on Education.

Dr. Finelli studies the academic success of students with attention-deficit/hyperactivity disorder (ADHD), social justice attitudes in engineering, and faculty adoption of evidence-based teaching practices. She also led a project to develop a taxonomy for the field of engineering education research, and she was part of a team that studied ethical decision-making in engineering students.

WIP: Understanding How International Graduate Students in Engineering Fit into American Culture through the Lens of Gender Pronouns: A Pilot Study

Abstract

International graduate students in engineering face unique challenges - including language deficiency, cultural shock, and understanding efforts to promote equity and inclusion - as they navigate higher education in the U.S. To support their success in college, it is important to provide these students with tools to overcome such challenges. For instance, using people's preferred gender pronouns is a way to promote equity and inclusion, but many international graduate students might not understand how and why to use gender pronouns. This pilot study collected data from 185 international graduate students in engineering at a university in the Midwest to get baseline information about their use of gender pronouns. Results suggest that respondents' preference for using gender pronouns is related to their experience using them before living in the U.S., with longer exposure to the U.S. leading to increased use of gender pronouns. For international graduate students who have lived in the U.S. for less than one year, the preference for using gender pronouns is greatly different from their peers who have been in the U.S. longer, suggesting that new international graduate students could benefit from additional guidance about gender pronouns to assist them in adjusting to the college environment. Building from this pilot study, we plan to investigate how international engineering students' perceptions of gender identity and gender expression practices change over time and identify factors that influence these changes. Then we will propose appropriate supports, such as workshops and group activities, to help international students in engineering adjust to the gender-related culture in the U.S.

Introduction

International graduate students in engineering are a significant presence in the U.S., with many of them hailing from countries with distinct cultures from that of the U.S. The Institute of International Education reported that 385,097 international graduate students were enrolled in U.S. higher education during the 2021-2022 academic year [1]. In addition, 54% of international students pursued degrees in science, technology, engineering, and mathematics (STEM) fields, with a majority of them enrolled in engineering and computer science programs [1]. In terms of the countries of origin for U.S. international college students, Asian countries such as China, India, and South Korea have consistently been among the top contenders. For example, more than 60 percent of international students at U.S. higher education institutions are from Asian countries such as China (30.6 percent), India (21.0 percent), and South Korea (4.3 percent) in 2021/22 [1].

Previous research has suggested that international students experience significant transitions (e.g., different living and learning environments, instructional styles, and assessment methods) and commonly face challenges such as language deficits, acculturation, and course preparation when accessing higher education [2] - [4]. At the same time, international students have shown to be more susceptible to experiencing psychological stress and depression when compared to their domestic counterparts [2], [5]. These challenges may inhibit their academic adjustment and development of a sense of belonging [3], [4], [6]. Although many universities have provided supports for international students such as an International Center or an English Language

Center, international students may access and act on these resources differently due to their prior experiences, cultural backgrounds, gender, and personalities [3], [4], [7], [8]. Hence, it is important to understand the concerns of international students and provide appropriate supports they need to overcome these challenges.

Gender has been demonstrated as a significant factor influencing international students' cultural, physiological, and academic adjustment [4], [9], and people's perceptions of gender and its role can be influenced by the social practices in a given culture [10], [11]. Social practices in the Asian cultures are distinct from American culture, and this may lead to individuals from Asia having misunderstandings about gender roles in the U.S. For example, although Asian countries show a wide range of public attitudes to various gender identities and practice distinct legal regimes of gender identity, the tolerance of gender identities and gender expression in Asian countries generally differs from that in the U.S. [12]. Sharing gender pronouns on a nametag, through social media profiles, or in one's email signature is becoming increasingly common in the U.S. workplace, schools, or social media, but it is generally not common in Asian countries and is unfamiliar to many international students.

Studying international students' use of gender pronouns provides a useful lens to understand how those students adapt to American culture and ultimately how institutions of higher education can develop mechanisms to best support their needs. The purpose of this pilot study was to explore how international graduate students in engineering use gender pronouns. This paper will briefly review previous research and discuss the exploratory findings.

Literature Review

Gender identity

Unlike biologically differences determined by sex-linked genes, gender refers to a schema that socially categorizes individuals, recognizes biological differentiation, creates social and cultural differences in behaviours, mannerisms, trait characteristics, and so on [13], [14]. Members of gender groups form a set of social norms for evaluating the grouped individuals and standardizing a set of beliefs about them (i.e., gender stereotypes) [14]. Gender stereotypes not only reflect the general expectations about group members (e.g., boys, girls, men, and women), but also influence who they should be, how they perceive differences among each other, and how they should behave [15].

The concept of *gender identity* varies throughout the literature (e.g., [10], [14], [16], [17], [18]), with some researchers arguing that it is a stable concept and others asserting that gender identity can change over time. Kohlberg [16] considered gender identity to be a classification of oneself and others as a boy or girl and argued that children between the ages of 5 and 7 develop a stable identity that does not change over time or across contexts. This concept of gender identity illustrates the belief that gender is stable, unalterable, and labeled as a boy or girl, suggesting gender essentialism [19]. In contrast, Bussey [10] argued that gender identity importantly impacts people's self-conceptions and life course and that it can change over time -- its development is an ongoing process that changes across individuals and over time under the influences of individual and social factors.

Traditionally, gender groups have been represented as man and woman and have been mutually exclusive (e.g., a person labeled as a man is excluded from being a woman) [14]. However, nonbinary (i.e., not part of the traditional gender binary) youth can self-identify as boys, girls, or neither [13]. In addition, there are other types of gender groups, such as cisgender and transgender. Cisgender refers to individuals who have a match between the sex assigned at birth, their body, and their personal identity, whereas transgender refers to a diverse group of individuals whose gender identity differs significantly from the sex assigned at birth and who cross or transcend culturally defined gender categories [20], [21].

Research has shown that people demonstrate their knowledge of gender from a very young age, with infants as young as six months being able to discriminate between male and female faces and voices [10], [17], [22], [23]. By the age of three, children are able to group themselves according to gender and are aware of gender stereotypes [24]. Gender stereotypes can have a lasting impact on children's motivation in various fields, including STEM fields, later in life [24], [25], [26]. In addition to the influence of gender stereotypes, young children also have essentialist beliefs about gender, with children up to the age of nine having essentialist views of members of gender groups. However, by the ages of nine and ten, children begin to acknowledge the contribution of the environment in shaping gender role development [22], [27]. This suggests that as children grow older, they exhibit lower levels of gender essentialism and begin to consider the influence of the environment on gender.

Although young children have some understanding of gender from infancy and prefer same-gender stereotyped activities and objects (e.g., toys), the development of gender identity is a gradual process that takes time and involves biological and social factors (see Figure 1). There are many studies on the influence of social factors such as parental and siblings' beliefs and behaviors, peer relationships, and exposure to media and technology on gender identity development [28] - [34].

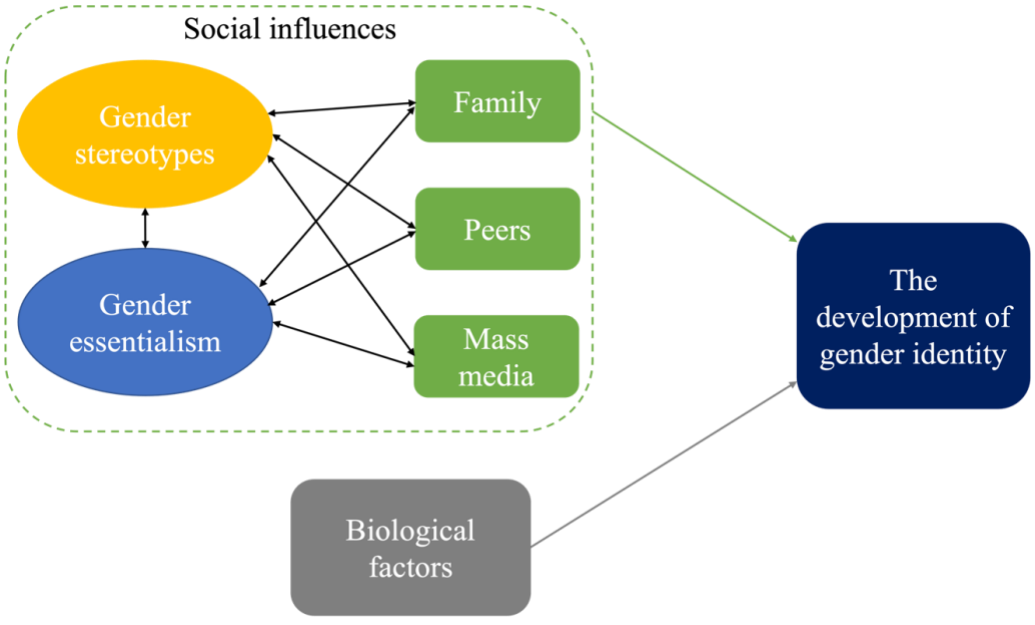

Figure 1. The Development of gender identity and its factors

Gender expression

Since the year 2000, gender expression has been added to human rights instruments in the U.S. [35], which formally protect people to express their self-perceived gender. The New York City Commission on Human Rights [36] defined gender expression as "the representation of gender as expressed through, for example, one's name, choice of pronouns, clothing, haircut, behavior, voice, or body characteristics. Gender expression may not be distinctively male or female and may not conform to traditional gender-based stereotypes assigned to specific gender identities" (p. 2).

Gender pronouns are a kind of gender-inclusive language, and they are being increasingly used for self-introducing or added to email signature and profiles on social networks such as Twitter and LinkedIn [37]. A growing number of Americans state that they know someone who is transgender, and over a quarter of people know someone whose preferred pronouns are gender-neutral, such as "they" in the U.S. [37].

When a person (especially a young transgender person) is allowed to express their gender through names, pronouns, hairstyles, and clothing (i.e., social transition), they are less likely to develop mental problems such as anxiety, depression, and even suicide [38]. Moving to college may challenge students' gender identities because of the changes in social influences such as peers and social networks [39]. Although transgender students may have more freedom to express their gender on a diverse and inclusive campus than they did previously, they are likely to be at greater risk of experiencing harassment and leaving college before they graduate than their cisgender peers [40].

International students' adjustment

Trifonovitch [41] stated that students from other cultures may experience four stages of cultural adjustment as they transition to a new collegiate environment: 1) the honeymoon stage: students are excited to start their new journey and will experience a short-term buffer zone in which they may receive extra attention and protection; 2) the hostility stage: newcomers' misunderstanding and misinterpretation of the new culture may result in hostility to the new environment, loss of interest and motivation in activities such as learning, and violent behavior; 3) the humor stage: students become relaxed, laugh at their own misunderstanding, enjoy social activities and academic events; 4) the home stage: students become settled in the new culture and interested in learning new norms and standards. The first two stages are more challenging for international students than for domestic students, and this generally results in them feeling like cultural misfits and withdrawing [41]. Eventually, some students can overcome cultural maladjustment and fit into the dominant culture, while others fail to adapt and feel acculturated stress, which negatively affects their academic performance and well-being [4], [6]. Ying [8] investigated the social networks of 155 Taiwanese students through 14 months after their arrival in the U.S. The results showed that participants had been interested in building cross-cultural friendships from the time they arrived through their stay in the U.S. for 14 months. The more the students learned about the U.S., the more relationships they had with Americans.

In addition, gender has been identified as a factor that influences international students' adjustment while studying abroad [2], [9], [42]. For example, women international students face

more challenges in adapting to the host culture than their men counterparts [43] (as cited in [9]). Women students also shared that they suffered more psychological stress and experienced more physical abuse and violence than their men counterparts [42].

This Study

As evidenced through our literature review, cross-cultural differences encountered by international students as they transition to U.S. higher education may impact international students' gender identity and expression. When international students, including cisgender and transgender individuals, relocate to the U.S. and experience a different degree of freedom in gender expression compared to their home countries, they may face numerous challenges related to American gender norms and culture. As such, it is important to understand how American cultural values and beliefs influence international students' perceptions of gender identity and expression, as well as how their own gender identity affects their adjustment to the host country.

In this pilot study, we aimed to answer the following questions:

1) How do international graduate students in engineering use gender pronouns?
2) How does prior experience before moving to the U.S. influence their use of gender pronouns?

Methods

Gender pronouns workshop

We conducted a pilot study to collect exploratory data from international engineering graduate students who attended a gender pronouns workshop at a large research university in the Midwest where preferred gender pronouns are freely and commonly used. This one-hour workshop included a basic introduction to gender identities, an overview of traditional pronouns (e.g., he, she, they) and neopronouns (e.g., ze/hir/hir(s)/hirself), discussions about the importance of using and sharing gender pronouns, and information about how participants could share their own gender identity. In addition, the workshop integrated individual and group activities to engage participants, such as through multiple choice questions using Menti.com, self-presentation (group activity), and reading fill-in-the-blank questions (group activity).

Data collection and analysis

All international engineering graduate students at a large research university in the Midwest were invited to attend the gender pronouns workshop and asked to complete a registration form prior to their participation through email. We included questions relevant to this project in the event registration form:

1. How long have you been in the U.S. (less than one year, 1-2 years, 2-4 years, more than 4 years)?
2. Before you came to the U.S., did you use Pronouns when introducing yourself (yes or no)?
3. Now, do you have preferred Pronouns that you use when introducing yourself (yes or no)? And if so, what are your preferred pronouns (free form response)?

We removed all identifiable data about participants, and we received approval from our university's IRB for our analyses. We combined the options of question 1 into two categories (less than 1 year and more than 1 year) because the number of responses varied considerably across options (see Table 1), and because previous findings suggest that international students may begin to adapt to American culture as soon as their first year in the United States (e.g., [8]). Then, we applied a binary logistic regression model to explore the relationship between question responses by using SATA 17. We set the **length of stay** in the U.S. and students' **prior pronoun use** before moving to the U.S. as the two independent variables (both are binary), and we set students' **current use of pronouns** to be the dependent variable (also a binary variable).

Results

In total, 185 international graduate students in engineering registered for the gender pronouns workshop, and all of them completed questions in our event registration form. Descriptive survey data are included in Table 1. The majority of respondents had been in the U.S. for less than one year: 45.4% had been in the U.S. for less than 1 year, 37.3% for 1-2 years, 6.5% for 2-4 years, and 10.8% for more than 4 years. Before they came to the U.S., fewer than 10% of respondents used pronouns when introducing themselves, and at the time of the workshop registration (before participating in the workshop) over one-third of the respondents did. Of the 62 participants who indicated that they had preferred pronouns when registering for the gender pronouns workshop, 34 identified male pronouns (e.g., *He/Him/His*), 24 had female pronouns (e.g., *She/Her/Hers*), and four provided other answers (one responded, *I*; one responded, *I, you, etc*.; and two others typed their names). The four "other" responses are not typical gender pronouns, suggesting that students did not have a clear understanding of gender pronouns though they reported they used them.

Table 1. *Descriptive statistics*

Survey question	Variable name	Options	Number (N=185)	Percent
1-How long have you been in the U.S.?	Length of stay	Less than 1 year	84	45.4
		1~2 years	69	37.3
		2~4 years	12	6.5
		More than 4 years	20	10.8
2-Before you came to the U.S., did you use Pronouns when introducing yourself?	Prior pronoun use	No	168	90.8
		Yes	17	9.2
3-Now, do you have preferred Pronouns that you use when introducing yourself?	Current pronoun use	No	123	66.5
		Yes	62	33.5
		He/him/his	34	
		She/her/hers	24	
		Other	4	

The results of our binary logistic regression (Table 2) show that there is a significant association between length of stay, prior pronoun use, and current pronoun use ($\chi^2(2) = 29.70$, $p < 0.001$). Students who had been in the U.S. for more than one year are twice as likely to use gender pronouns now than those who have been in the U.S. for less than one year (odds ratio = 2.194, p=0.025); and students who had used pronouns previously are 20 times more likely to use gender pronouns now than those who did not previously use pronouns (odds ratio = 20.412, p<0.001).

These results provide some evidence that the first year international graduate engineering students could benefit from better understanding and using gender pronouns.

Table 2. *Binary logistic regression analysis of international engineering graduate students' current use of gender pronouns*

Parameter estimates	Odds ratio	Standard error	Z (p-value)	95% confidence interval (lower limit, upper limit)
Length of stay	2.194	0.771	2.24 (0.025)	(1.102, 4.369)
Prior pronoun use	20.412	15.952	3.86 (<0.001)	(4.412, 94.430)
Constant	0.112	0.067	-3.66 (<0.001)	(0.036, 0.361)
$\chi^2(2)$	29.70 ($p < 0.001$)			
Log likelihood	-103.135			
R^2	0.126			
Number of observations	185			

Next steps

This pilot study was part of a research project on the integration of international engineering students into American culture from the perspective of gender identity and gender expression (see Figure 2). The larger project will be conducted through three studies: 1) Exploration, 2) Investigation, and 3) Intervention. In study 1 (i.e., this current pilot study), we aimed to explore the experiences of international engineering students using gender pronouns. Next steps for Study 1 include reviewing previous research to identify key concepts (e.g., gender identity and gender expression), related theories (e.g., Trifonovitch's cultural adjustment for international students [41]), and key findings of related research (e.g., factors influencing the development of gender identity).

In study 2, we will investigate changes in international engineering students' perceptions of gender identity and gender expression practices, identify influencing factors, and understand the challenges of their integration into gender-related American culture. In study 3, we will focus on facilitating international students in engineering to adjust to the gender-related culture in the U.S. We will design appropriate supports (e.g., workshops and activities) based on the findings of studies 1 & 2 and evaluate the effectiveness of these supports.

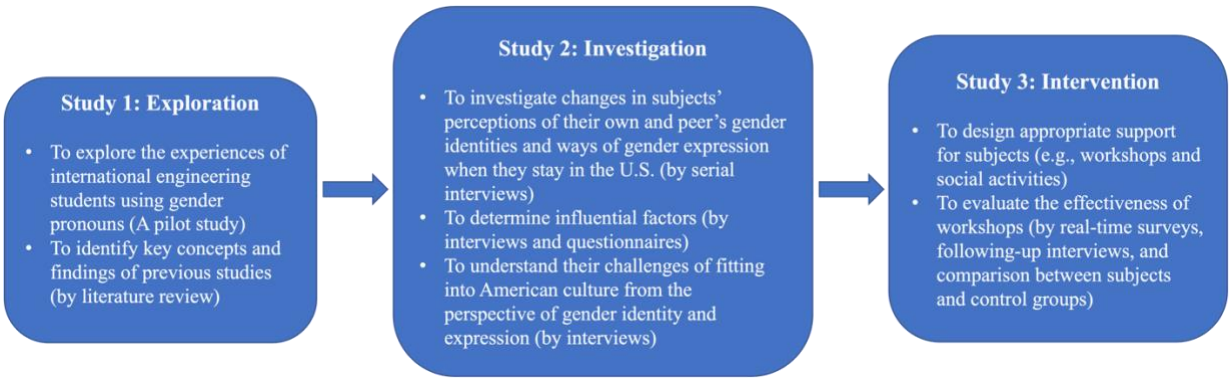

Figure 2. Study plans

Summary

Gender is one of the most important and salient personal and social categories, and it has been a significant predictor of international students' cultural, academic, and psychological adjustments. The development of gender identity is an ongoing process that changes across individuals and overtime under the influences of individual and social factors (e.g., gender stereotypes in a particular culture, interactions with others, and exposure to social media). In this pilot study, we aimed to explore how international engineering graduate students understand and express their gender identity. Our exploratory results suggest that international graduate students in engineering had limited experience in using gender pronouns before moving to the U.S., and their usage of gender pronouns changed after the first year of transition.

References

[1] Institute of International Education, “International students-the Open Doors® data portal for international students,” Available: https://opendoorsdata.org/data/international-students/ [Accessed Feb. 26, 2023]

[2] J. Li, Y. Wang, and F. Xiao, "East Asian international students and psychological well-being: A systematic review," *Journal of International Students,* vol. 4, no. 4, pp. 301-313, Oct.-Dec., 2014.

[3] J. Li, Y. Wang, X. Liu, Y. Xu, and T. Cui, "Academic adaptation among international students from East Asian countries: A consensual qualitative research," *Journal of International Students,* vol. 8, no. 1, pp. 194-214, 2017.

[4] J. K. Mesidor and K. F. Sly, "Factors that contribute to the adjustment of international students," *Journal of international students,* vol. 6, no. 1, pp. 262-282, 2016.

[5] E. Bang, A. Muriuki, and J. Q. Hodges, "International students at a Midwestern University: Gender, stress, and perceived social support," *International Journal of Diversity in Organizations, Communities, and Nations,* vol. 8, no. 4, pp. 109, 2008.

[6] J. T. Young, "Confucianism and accents: Understanding the plight of the Asian international student in the US," *Journal of International Students,* vol. 7, no. 3, pp. 433-448, 2017.

[7] D. R. Atkinson, S. Lowe, and L. Matthews, "Asian-American acculturation, gender, and willingness to seek counselling," *Journal of Multicultural Counseling and Development,* vol. 23, no. 3, pp.130-138, 1995.

[8] Y. Ying, "Formation of cross-cultural relationships of Taiwanese international students in the United States," *Journal of Community Psychology,* vol. 30, no. 1, pp. 45-55, 2002.

[9] S. A. Lee, H. S. Park, and W. Kim. "Gender differences in international students’ adjustment." *College Student Journal,* vol. 43, no. 4, p. 1217+, 2009.

[10] K. Bussey, "Gender identity development," in *Handbook of identity theory and research,* S. J. Schwartz, K. Luyckx, and V. L. Vignoles, Ed. Springer Science & Business Media, 2011, pp. 603-628.

[11] J. H. Hitchcock, S. Sarkar, B. K. Nastasi, G. Burkholder, K. Varjas, and A. Jayasena, "Validating culture and gender-specific constructs: A mixed-method approach to advance assessment procedures in cross-cultural settings," *Journal of Applied School Psychology,* vol. 22, no. 2, pp. 13-33, 2006.

[12] H. Pausacker, and A. Whiting, "Legal regimes of sexual orientation and gender identity in Asia," *Australian Journal of Asian Law,* vol. 20, no. 1, pp. 1-6, 2019.

[13] L. M. Diamond, "Gender fluidity and nonbinary gender identities among children and adolescents," *Child Development Perspectives,* vol. 14, no. 2, pp. 110-115, 2020.

[14] C. W. Sherif, "Needed concepts in the study of gender identity," *Psychology of women quarterly,* vol. 6, no. 4, pp. 375-398, 1982.

[15] N. Ellemers, "Gender stereotypes," *Annual review of psychology*, vol. 69 pp. 275-298, 2018.

[16] L. A., Kohlberg, "A cognitive-developmental analysis of children's sex role concepts and attitudes," in *The development of sex differences*, Maccoby, E. E. Ed. Stanford University Press, 1996, pp. 82-173.

[17] T. D. Steensma, B. PC Kreukels, A. LC de Vries, and P. T. Cohen-Kettenis, "Gender identity development in adolescence," *Hormones and behavior,* vol. 64, no. 2, pp. 288-297, 2013.

[18] R. J. Stoller, "Sex and gender," Science House, 1968.

[19] S. A. Gelman, "Psychological essentialism in children," *Trends in cognitive sciences*, vol. 8, no. 9, pp. 404-409, 2004.

[20] W. O. Bockting, Transgender identity development, In *APA handbook of sexuality and psychology, Vol. 1: Person-based approaches,* American Psychological Association, 2014, pp. 739-758.

[21] S. Gülgöz, M. DeMeules, S. A. Gelman, and K. R. Olson, "Gender essentialism in transgender and cisgender children," *PloS one,* vol. 14, no. 11, e0224321, November, 2019.

[22] S. A. Gelman, M. G. Taylor, and S. P. Nguyen, (2004). "Mother-child conversations about gender: Understanding the acquisition of essentialist beliefs: I. Introduction," *Monographs of the Society for Research in child Development,* 2014.

[23] R. Siegler, and M. Alibali, *Children's thinking (5th Ed.)*, Pearson, 2020.

[24] L. Bian, S. Leslie, and A. Cimpian, "Gender stereotypes about intellectual ability emerge early and influence children's interests." *Science,* vol. 355, no. 6323, pp. 389-391, 2017.

[25] E. K. Chestnut, R. F. Lei, S. J. Leslie, and A. Cimpian, The myth that only brilliant people are good at math and its implications for diversity. *Education sciences*, vol. *8, no.* 2, p. 65, 2018.

[26] A. Master, "Gender stereotypes influence children's STEM motivation," *Child Development Perspectives,* vol. 15, no. 3, pp. 203-210, 2021.

[27] M. G. Taylor, "The development of children's beliefs about social and biological aspects of gender differences," *Child development,* vol. 67, no. 4, pp. 1555-1571, 1996.

[28] A. Bandura, C. Barbaranelli, G. V. Caprara, and C. Pastorelli, "Self-efficacy beliefs as shapers of children's aspirations and career trajectories," *Child development,* vol. 72, no. 1, pp. 187-206, 2001.

[29] M. Hines, "Gender development and the human brain," *Annual review of neuroscience* vol. 34, pp. 69-88, 2011.

[30] M. Qian, Y. Wang, W. I. Wong, G. Fu, B. Zuo, and D. P. VanderLaan, "The effects of race, gender, and gender-typed behavior on children's friendship appraisals," *Archives of Sexual Behavior,* vol. 50, pp. 807-820, 2021.

[31] S. D. Witt, "The influence of peers on children's socialization to gender roles," *Early Child Development and Care,* vol. 162, no. 1, pp. 1-7, 2000.

[32] J. P. Sheldon, "Gender stereotypes in educational software for young children," *Sex Roles,* vol. 51, pp. 433-444, 2004.

[33] M. Eisend, "Gender roles," *Journal of Advertising,* vol. 48, no. 1, pp. 72-80, 2019.

[34] C. P. Butkowski, T. L. Dixon, K. R. Weeks, and M. A. Smith. "Quantifying the feminine self (ie): Gender display and social media feedback in young women's Instagram selfies," *New Media & Society,* vol. 22, no. 5, pp. 817-837, 2020.

[35] K. Kirkup, "The origins of gender identity and gender expression in Anglo-American legal discourse," *University of Toronto Law Journal,* vol. 68, no. 1, pp. 80-117, 2018.

[36] NYC Commission on Human Rights, "Legal Enforcement Guidance on Discrimination on the Basis of Gender Identity or Expression: Local Law No. 3 (2002); N.Y.C. Admin. Code § 8-102(23)," NYC Commission on Human Rights, June, 2016. [Online]. Available: https://www1.nyc.gov/assets/cchr/downloads/pdf/publications/GenderID_InterpretiveGuide_2015.pdf [Accessed February 26, 2023].

[37] T. Chen, "Why gender pronouns are becoming a big deal at work," *The Wall Street Journal,* July 13, 2022. [Online]. Available: https://www.wsj.com/articles/why-gender-pronouns-are-becoming-a-bigdeal-at-work-11631797200. [Accessed February 26, 2023].

[38] I. Sherer, "Social transition: Supporting our youngest transgender children," *Pediatrics,* vol. 137, no. 3, March, 2016.

[39] N. J. Evans, D. S. Forney, F. M. Guido, L. D. Patton, and K. A. Renn, "*Student development in college: Theory, research, and practice,*" John Wiley & Sons, 2009.

[40] A. E. Goldberg, K. A. Kuvalanka, and K. Black, "Trans students who leave college: An exploratory study of their experiences of gender minority stress," *Journal of College Student Development,* vol. 60, no. 4, pp. 381- 400, 2019.

[41] G. J. Trifonovitch, "Culture Learning/Culture Teaching," *Educational Perspectives,* vol. 16, no. 4, pp. 18-22, 1977.

[42] D. A. Rosenthal, J. Russell, and G. Thomson, "The health and wellbeing of international students at an Australian university," *Higher Education,* vol. 55, pp. 51-67, 2008.

[43] S. Fong, and H. Peskin, “Sex role strain and personality adjustment of Chinese-born students in America: A pilot study,” *Journal of Abnormal Psychology,* vol 64, no. 5, pp. 563-569, 1969.