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INDOCHINESE STUDENTS' BEHAVIOR
IN USING ACADEMIC LIBRARIES: A CASE STUDY

A Thesis

Presented to

The Faculty of the Graduate School of
Library and Information Science

San Jose State University

In Partial Fulfillment

of the Requirements for the Degree of
Master of Library and Information Science

By

Cathy Anne Lu

May 2000

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ABSTRACT

INDOCHINESE STUDENTS' BEHAVIOR IN USING ACADEMIC LIBRARIES: A CASE STUDY

By

Cathy Anne Lu

The purpose of this study is to determine whether Indochinese students experience difficulties in using academic libraries effectively, whether the current library services are useful to them, and whether different programs are needed to meet the students' needs. Questionnaire surveys and interviews were conducted on both SJSU and UC Berkeley campuses to collect empirical data. The findings indicate that: (1) many Indochinese students did not use the library resources/services frequently enough to encounter any difficulties; (2) these students were not aware of many helpful library resources/services and did not take advantage of them; (3) the core of the library programs should be promoted/developed to suit those disadvantageous students due to their language and cultural differences; and (4) these students were willing to submit their inquiries to library staff if they ran into library-related difficulties. They hope to see more user-friendly library staff who are capable of meeting their needs.

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TABLE OF CONTENTS

CHAPTER I. INTRODUCTION	1
CHAPTER II. REVIEW OF LITERATURE	17
CHAPTER III. RESEARCH METHODOLOGY	31
CHAPTER IV. DATA ANALYSIS	41
CHAPTER V. SUMMARY FINDINGS AND CONCLUSIONS	52
CHAPTER VI. RECOMMENDATIONS	60
BIBLIOGRAPHY	67
APPENDIX A: Letter to San Jose State University Asian Students	71
APPENDIX B: Letter to UC Berkeley Asian Students	73
APPENDIX C: Survey Questions for San Jose State University Asian Students ..	75
APPENDIX D: Survey Questions for UC Berkeley Asian Students	78

CHAPTER I: INTRODUCTION

The rapid growth of Asian population in the United States, along with other ethnic minority groups, has driven this country into a multi-ethnic and multicultural society. A large number of Indochinese refugees from Vietnam, Cambodia, and Laos have been admitted into the United States since the fall of South Vietnam in 1975. The Asian population has become the largest group of annual legal immigrants since 1975. Despite the growing number of Asian students in the United States, very little literature is focused on Asian students (Su, 1994).

According to several field experts' interviews (see p.30), Asian students are generally considered conservative in their behavior: they often do not question or complain if they are not happy with existing services. Instead, they accept the policies silently. Many study hard and strive to excel, because they believe in the value of education. They have been known as model minorities who make frequent use of the library. However, little attention has been given to the problems and service needs of these students, especially Indochinese students, who comprise a very small percentage of the student body. The purpose of this study is to fill this gap, and the scope of this study is limited to Indochinese students' behavior in using academic libraries. This study is to determine (1) whether students have any difficulty in using the libraries effectively at San Jose State University and University of California at Berkeley, (2) whether the current library services are useful to them, and (3) whether different programs/services are needed to meet these students' needs. This study focuses on Indochinese students'

experience and problems in using the university libraries, their strategies in learning library skills and solving problems, and their suggestions for improving library services.

1. TERMINOLOGY

In this paper the word “Asian” is used to describe any individual originally from East and Southeast Asia. East Asia includes China, Hong Kong, Japan, Mongolia, North Korea, South Korea, and Taiwan. Southeast Asia includes Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. The major ethnic groups of Asians in the United States include Chinese, Japanese, Koreans, Filipinos, Cambodians, Laotians, Vietnamese, and others from Southeast Asia. Asians represent a group of people with diverse linguistic, cultural, political, economic, and educational backgrounds.

The term Indochina is a generic one which embraces Cambodia, Laos, and Vietnam, who were all under French colonial rule in the late 19th century. Each has variety in terms of ancestry, languages, cultures, and economic status. The majority group in each country is ethnically homogeneous. However, 85 percent of the population in Cambodia are Khmers, 50 percent of the population in Laos are Laotians -- a people related to the Thai, and 80 percent of the population in Vietnam are Vietnamese. Some of the minority groups include Chinese and Vietnamese in Cambodia; the Mon-Khmer, Yao, and Hmong in Laos; and Chinese, Thai, Muong, Nung, Hmong, and Montagnards in Vietnam (Thernstrom, 1980).

A portion of the immigrants identified as ethnic Chinese did not actually come from China. They are Indochinese refugees of Chinese descent, who had resided in

Cambodia, Laos, or Vietnam for many generations, and still consider themselves ethnic Chinese. It is difficult to determine the population of Indochinese immigrant because census reports do not include data on Southeast Asians of Chinese descent (Ong & Hee, 1993).

2. GEOGRAPHY AND HISTORY

Asia is the world's largest and most diverse continent, covering three-fifths of the land area on the earth. It is approximately 17,225,709-sq. mi (44,614,399 sq. km) with a population of 1,600,000,000 (more than half the world's total). The continent is bounded on the north by the Arctic Ocean, on the east by the Pacific Ocean, and on the south by the Indian Ocean. The western boundary, with Europe, runs roughly north-south along the eastern Ural Mountains, the Emba River, the Caspian Sea, the Kuma and Manych Rivers, the Black Sea, the Aegean Sea, the Mediterranean Sea, and the Red Sea (Encyclopaedia Britannica, 1985).

Southeast Asia can be viewed as two geographical regions: mainland Southeast Asia and insular Southeast Asia. Mainland Southeast Asia includes Burma, Thailand, Laos, Cambodia, and Vietnam, while Insular Southeast Asia comprises Malaysia, Singapore, Brunei, Indonesia, and the Philippines (SarDesai, 1989).

Indochina, a region in southeastern Asia, includes Burma, Cambodia, Laos, Malaysia, Thailand, and Vietnam. The term of "Indochina" in this paper is used in a more restricted sense. It refers to the colonial empire that was created by France in the eastern part of the peninsula after 1862. It covered three Southeast Asian countries,

Cambodia, Laos, and Vietnam (See Map 1), which were associated with the peninsula within the French Union (Encyclopaedia Britannica, 1985).

Map 1: Indochina covers three Southeast Asia countries: Cambodia, Laos, and Vietnam
 Map source: <http://atevotravel.com/guides/worldatlas/Single/0,1273,384,00.html>

Cambodia comprises a relatively small and compact territory on the Indochinese peninsula and covers an area of 181,035 sq. km (69,898 sq. miles). The country shares its border with Thailand to the west, with Laos to the north, and with Vietnam to the east. Laos is a land-locked state in Southeast Asia. It neighbors the People's Republic of China to the north, Vietnam to the east, Cambodia to the south, Thailand to the west, and Burma to the northwest. The country covers an area of 236,800 sq. km (91,400 sq. miles). Vietnam covers a total area of 331,114 sq. km (127,844 sq. miles) and lies along the western shore of the South China Sea. It borders the People's Republic of China to the north, Laos to the west and Cambodia to the southwest (The Far East and Australasia, 1999).

The penetration of western culture into the Indochina area began in the 16th century and eventually led to the 19th century colonization of the Indochinese peninsula by the French. In 1867, Vietnam became a French colony. France soon established protectorates over Cambodia and Vietnam. A union of these states was formed in 1887 under the leadership of a French governor general. Laos joined this alliance in 1893. The French rule continued until Japan occupied Indochina during World War II (Thernstrom, 1980).

In April 1975 first Phnom-Penh, Cambodia, then Saigon, South Vietnam, fell to Cambodian and Vietnamese communist forces. On December 2, 1975 a National Congress of People's Representatives accepted the abdication of King Savang Vatthana and proclaimed the Lao People's Democratic Republic (LPDR). Laos has been ruled by a single-party, socialist states since December 1975 (The Far East and Australasia, 1999).

Cambodia is among the most underdeveloped nations of the world because of the wartime atrocities carried out, especially since 1975. This small nation is the single key to peace in Southeast Asia today. Invaded by Vietnam in 1978, the country has been a Vietnamese colony since 1979. Laos is also one of the most underdeveloped nations in Southeast Asia. Its foreign policy is closely related to Vietnam and the Soviet Union. Many ethnic Laotians have fled the country for Thailand since 1975. Thailand today has a larger Lao-speaking population than Laos does itself. The economy of Vietnam was seriously disrupted as a result of the war. Reconstruction has been going on since 1975. Vietnam is gradually opening up to the West, trying to gain foreign aid and to develop tourism. The country's development plans and foreign relations have been seriously disrupted by its 1978 invasion and occupation of Cambodia. Heavy budgetary spending on military equipment and the army has greatly hampered its economic progress (Ulack & Pauer, 1989).

3. REFUGEES FROM INDOCHINA

Many Indochinese chose not to live under the Communist regime and left the countries after the withdrawal of American forces in 1975. The war and its aftermath caused thousands of Indochinese to flee the nations and join the huge refugee movement. The Vietnamese, Cambodians, and Laotians are among the most recent groups to immigrate to the United States. The collapse of the South Vietnamese government in April 1975 and similar political upheavals in Cambodia and Laos led to the admission of more than 170,000 refugees to the United States. About 90 percent are Vietnamese and

Chinese-Vietnamese, and the remaining 10 percent are split almost equally between Laotians and Cambodians (Thernstrom, 1980).

It has been said that lamp-posts would try to leave the countries if they could move. Since 1975, almost 2,000,000 refugees have received temporary-first asylum, with Thailand alone providing sanctuary to nearly 1,000,000 displaced people from Indochina. Over thirty countries have permanently resettled more than 1,600,000 refugees. The United States, Canada, Australia, France, and the People's Republic of China are taking sizable numbers (Sutter, 1990).

Most refugees fled their native lands to avoid forced relocation, religious persecution, or family separation. Refugees from Cambodia reported mass killings and other atrocities. Many escaped by boat from Vietnam in small unseaworthy vessels. It is estimated that only half of those who set out to sea make it safely back to shore. Many refugees have been forced to wander from port to port before being granted asylum. Some refugees came overland from Cambodia and Laos (Thernstrom, 1980).

The most recent refugees are not as well educated as those who arrived under the arrangement of the American embassy between April 21 to April 29, 1975 at the resettlement camp in Guam and the Philippines. Refugees from Vietnam, Cambodia, and Laos have created a major refugee crisis since 1975. From 1975 to 1979 four-fifths of the refugees came from South Vietnam as a direct consequence of the fall of the South Vietnamese regime. However, almost three-quarters of Vietnamese refugees have escaped from the North since 1988. More than 9,000 Vietnamese arrived in Hong Kong in May 1989 alone (Brown, 1989).

Indochinese refugees face a number of hardships: they have to cope with language barriers, cultural differences, and isolation. Radical change in social status creates crises in self-esteem and makes adjustment even more difficult. Many refugees suffer from depression due to unemployment, which has resulted in a steady rise in welfare recipients. Commenting on the American response to the Indochinese refugees, Roger Winter, director of the U.S. Committee for Refugees, remarked that "I do not know of another situation in history where a nation has taken in such a large number of people from a distant culture for whom it felt a dramatic responsibility" (Sutter, 1990, p. 187). The United States has resettled more than 884,000 refugees from Cambodia, Laos, and Vietnam and has given them an estimated \$1 billion in federal assistance annually (Sutter, 1990).

4. CULTURE AND DIVERSITY

No one can tell exactly what culture is. It is the way we live our lives, do things, handle our problems, and show who we are. It can include and/or be linked to be our environment, shelter, food, language, literature, and traditions. Every individual has a culture and not all cultures have been documented thoroughly in books. The degree of importance placed on culture varies from individual to individual. Some attempt to deny, ignore, or hide their heritage, while others prefer that their cultural heritage be known and respected.

Culture is learned, shared, and transmitted by socialization from one generation to the next. Vietnam, Cambodia, and Laos were once known as the French Indochinese Union. Before the French rule, each country came under a variety of cultural influences:

Cambodia by India, Siam (Thailand), and Annam (Vietnam); Laos by the Thai (Thailand) and Siam; and Vietnam by China (Thernstrom, 1980).

It is important to understand that Indochinese cultures may differ even within the same country. Vietnamese people from the South do not have the same culture, as do those in North and Central Vietnam. The culture of the Southern Laotian and Cambodian is different from that of the Northern Laotian and Cambodian. The Chinese culture from Cambodia, Laos, and Vietnam is not the same as Chinese culture in China, Hong Kong, Taiwan, etc.

Diversity is the result of differing cultures residing together interacting. Diversity means different races of people providing different kinds of ideas. It means we can be ourselves instead of following a single norm. Diversity offers cultural richness, but the differences also contribute to many complex challenges for educational systems, public health services, and organizations concerned with consumer practices. Ethnic diversity is a major trend in the United States with a rapidly growing percentage of the Asian American population. The experience of Asians who have just arrived in the United States will be different from those who were born and raised in this country and have limited contact with the roots of their cultural heritage.

5. SAN JOSE STATE UNIVERSITY

San Jose State University (SJSU), founded in 1857, is the first public comprehensive institution of higher education on the West Coast. Since its beginning as a normal school to train teachers for the developing frontier, SJSU has matured into a university offering more than 130 bachelor and master's degrees. Programs are offered

through the Colleges of Applied Arts and Sciences, Business, Education, Engineering, Humanities and Arts, Science, Social Science, and Social Work. The statistics from the SJSU website shows that in the academic year of 1998-99, 5,019 bachelor's degrees and 1,735 master's degrees were awarded. The campus is located on 154 acres in the center of San Jose, which is 50 miles south of San Francisco.

According to the SJSU web page (<http://www.sjsu.edu/>), the university had 26,628 students enrolled in Fall 1999, of which 14,336 were female, 12,292 were male, 20,681 were undergraduates, and 4,198 were graduates. The ethnic profile of enrollment below shows that almost 40 percent are Asian students (Asian, Filipino, and Pacific Islander).

African American	4.3%
American Indian/Alaskan	0.7%
Asian	30.2%
Filipino	6.6%
Mexican American	10.3%
Other Hispanic	3.7%
Pacific Islander	0.5%
White	31.3%
Unknown	12.4%

The San Jose State University Library provides a wide variety of materials and services designed to help students with their class work and research assignments. The library contains more than 900,000 books and maintains subscriptions to approximately 3,500 periodicals. The Robert D. Clark Library houses all reference and library instruction services, Circulation and Reserves, Media, Government Publications, and Interlibrary Loan. Its collection includes all current books and some older books, periodical issues from 1981 to the present, all reference books, periodical indexes, and

microforms. The Senter Storage Location has bound periodicals older than 1981, and older books that are not heavily used. The John T. Wahlquist Library includes the Reserve Book Room, Special Collections, the Chicano Library Resource Center, bound periodicals older than 1981, and older books that are not heavily used. The online catalog to SJSU's library collection is accessible inside both library buildings, anywhere on campus, and from remote sites. The catalog can be used to determine if a particular book is kept in Clark Library or in Wahlquist Library. The Wahlquist Library was moved to a temporary site in Spring 2000 due to the Joint Library Project (<http://library.sjsu.edu/help/libgui.htm>).

The Joint Library project is a cooperative effort between San Jose State University and the City of San Jose to create a library facility and organization more complete than either could have done alone. The concept of a joint city/university library was first presented in January 1997 by SJSU President Robert L. Caret and City of San Jose Mayor Susan Hammer. In May 1998, the San Jose State Academic Senate passed a Sense of the Senate resolution endorsing a Memorandum of Understanding (MOU) to continue to explore the feasibility of the project. The San Jose City Council reviewed and approved the MOU.

The Joint Library will be designed to provide all library users with high quality collections and services that meet their specific needs regardless of whether they are members of the SJSU community or of the general public, and whether the staff member providing help is an employee of the University or the City. One library automation system will be used to manage the holdings of the University library and the public

library, including its branches. The City and University libraries would share their reference collections, which have a 25 percent overlap, as well as current and bound periodicals and other non-circulating materials. The University's circulating collection will be kept separate from that of the city library. More information can be found at this website: <http://library.sjsu.edu/jointlibrary/>.

The library also provides many services to help students find what they need promptly and efficiently. The library's Multicultural Services Coordinator has developed programs to assist students and faculty members of color in their areas of research. The Coordinator helps with research and instruction in the areas of gender, race and ethnic studies, supports departmental and administrative diversity initiatives, monitors and coordinates library acquisitions of multicultural and culturally diverse materials.

6. UNIVERSITY OF CALIFORNIA AT BERKELEY

According to the University of California at Berkeley (UC Berkeley) 1999-2001 catalog, the Berkeley campus is a public university which is surrounded by rolling green hills and by the City of Berkeley. Students study, work, and relax among neoclassical buildings, wooded glens, and parklands that spread across 1,232 scenic acres overlooking the San Francisco Bay.

UC Berkeley is internationally noted for its academic excellence. The programs are offered through the colleges of Letters and Science, Natural Resources, Chemistry, Engineering, and Environmental Design and the Schools of Business Administration, Journalism, and Optometry. Programs such as African American, Asian American, Chicano, and Native American studies reflect the attention given to diversity. Students

have the opportunity to design their own majors if their interests do not match any of the 100 majors offered. The Student Learning Center, a community through academics and leadership, offers many academic support programs for students who are not native English speakers. Information about academic support services for students may be found at this web site: <http://slc.berkeley.edu>.

According to the official web site of UC Berkeley, <http://www.berkeley.edu/>, the Berkeley campus has about 31,000 students, a distinguished faculty, nearly 300 degree programs, and alumni in positions of national and international leadership. UC Berkeley is a large and complex institution, offering students a vast range of scholarly endeavors and a wide arena for personal growth. The student body can be best characterized by its diversity. More than half of the students are minorities, which helps to produce a wide range of opinions and perspectives essential to a great university.

The ethnic profile below shows that in Fall 1999, 32.9 percent of enrollments at UC Berkeley were Asian students (including Asian, Filipino, and Pacific Islander).

African-American/Black.....	4.2%
American Indian/Alaskan Native	0.7%
Asian/Asian-American/Pacific Islander Chinese/Chinese-American	16.3%
East Indian/Pakistani	3.3%
Filipino/Filipino-American	2.2%
Japanese/Japanese-American	1.7%
Korean/Korean-American	5.0%
Pacific Islander	0.3%
Other Asian	4.1%
Asian Subtotal	32.9%

The total enrollment of undergraduates at UC Berkeley in 1999 is 22,386, of which 11,113 are male and 11,273 are female. The percentages of ethnic groups are given below.

Asian/Asian-American.....	40.9%
Caucasian.....	31.3%
Hispanic.....	11.7%
African-American.....	5.4%
American-Indian.....	1.0%
Other/Unknown.....	9.7%

UC Berkeley's library system contains one of the best research collections in the country. Its holdings include more than 8 million book volumes, 90,000 current serial publications, 5 million microfilm items, 400,000 maps, 60,000 sound recordings, 6,000 videos, and hundreds of thousands of government documents. The system consists of the Doe/Moffitt Library complex, the Bancroft Library which houses rare books and western Americana, many branch libraries serving particular academic disciplines, and affiliated libraries.

The Doe/Moffitt Library complex includes the following libraries and services: Art History/Classics Library, Government & Social Science Information Service, Humanities/Area Studies Service, Information Center, Graduate Services, Interlibrary Services, Media Resources Center, Morrison Library, Periodicals/Newspapers/Microforms, and South/Southeast Asia Library.

The Branch Libraries include: Anthropology, Astronomy/Mathematics/Statistics, Bioscience & Natural Resources, Business/Economics, Center for Chinese Studies, Chemistry, Earth Sciences/Maps, East Asian, East Asian Annex, Education/Psychology,

Engineering, Environmental Design, Health Science Information Service, Music, Optometry, Physics, Public Health, and Social Welfare.

The university's Affiliated Libraries includes: Asian American Studies, Chicano Studies, Earthquake Engineering Research Center, Ethnic Studies, Forest Products, Institute of Governmental Studies, Institute of Industrial Relations, Law, Native American Studies, Philosophy, Transportation, and Water Resources Center Archives.

A list of University of California libraries and the collections at Berkeley can also be found at this website: <http://library.berkeley.edu/> (or <http://www.lib.berkeley.edu/>).

7. STATEMENT OF RESEARCH PROBLEM

The number of Asian students attending American colleges and using American university libraries is growing rapidly at SJSU and UC Berkeley. These students come from different cultural backgrounds, and their past library experience differs considerably from that of non-Asian students. Adapting to American university libraries is not easy for many of them, a fact that has not been noticed by many people. In order to accommodate their needs and to plan for better library services, the current services must be examined. Library staff must understand their cultures and perceptions, and what library programs and services would be helpful to those students.

Research Focus

This research will study the behavior of Indochinese students in using libraries at San Jose State University and University of California at Berkeley. The purpose of the research is to determine if the following issues are accurate descriptions of Indochinese

students. For example, the Indochinese students may find it difficult to learn how to use American library computer systems because these students came from countries where computers are not as widely used as in this country. They may get confused by many different databases and may not know which one(s) to choose. In addition, the classification systems in their countries are different from those in the United States, and locating needed items on shelves may be a problem. Language and culture differences may also contribute to their problems in learning library skills and using library resources and services.

Secondary Research Issues

This research will also examine current library services and determine which library programs and services are needed in order to meet those Indochinese students' needs. The purpose of this study is also to determine if the following statements are helpful. For example, it is important that library staff is able to speak with the Indochinese students to learn about their essential needs. Knowledge of students' home culture, appreciation of their differences, and close relationships would help library staff to find the best way to communicate effectively with them. A better understanding of students' perception will help library staff to provide better services. Institutions with a substantial number of foreign-born Asian American students should designate staff members and programs for serving this sector of user population.

CHAPTER II: LITERATURE REVIEW

This chapter is divided into five sections: (1) rapid growth of Asian population in the United States, (2) Asian students' behavior in using library services, (3) problems in using libraries due to different backgrounds and experiences, (4) library programs/ services offered in different libraries, and (5) recommendations to assist librarians in their services. The chapter ends with a conclusion.

1. RAPID GROWTH OF ASIAN POPULATION

Academic libraries on many college and university campuses are facing the challenge of how to respond to the needs of increasingly diverse student populations.

The composition of student populations has changed recently as noted by Jones:

The history of immigrants, libraries, and the American experience is divided into two distinct periods. The pre-1924 years represented a period of free immigration, predominantly from Europe. The post-1924 years, after the passage of the National Origins Act, represented a period of restricted immigration from outside of the Western Hemisphere and relatively free immigration within its confines (Jones, 1999, p. 196).

An increasing number of immigrants from both Latin America and Asia are changing the characteristics of all public institutions in California. The majority of the school-aged population in California's public schools come from minority backgrounds. Immigration data from the Immigration and Naturalization Service in 1988 showed that many immigrants settled in California. The six major countries of origin of immigrants in California are Mexico, the Philippines, China, Vietnam, Korea, and India, as shown in Figures 1 and 2 (Padilla, 1991).

[Figure 1] Top 10 Intended Areas of Relocation Selected by Immigrants (1988)
(Padilla, 1991, p. 16)

[Figure 2] Major Countries of Origin of Immigrants to California
(Padilla, 1991, p. 17)

Five of the six major countries are in Asia. The Asian population in America grew from 1.4 million in 1970 to 3.5 million in 1980, with a 141 percent increase, and it expanded to 7.3 million in 1990, reflecting another 107.8 percent increase. The Census Bureau projects that Asian Americans could approach 12 million, or 4.5 percent of the United States population by the year 2000, and the number would increase to 41 million or 11 percent of the total population by 2025. The rapid growth of the Asian population has helped usher our country into a multi-ethnic and multicultural society (Su, 1994).

The Vietnamese immigrant community itself grew by 62% from 1971 to 1990. Table 1 below shows that the number of Vietnamese who arrived in 1995 was even higher than the average for the 1980s (Garcia, 1999).

Table 1 U. S. IMMIGRANTS' COUNTRY OF ORIGIN 19 95	
Mexico	86,960
Philippines	50,962
Vietnam	41,752
Dominican Republic	38,392
China	35,459
India	34,715
Cuba	17,932
Ukraine	17,432
Jamaica	16,335
Korea	16,034
Russia	14,560
Haiti	13,892
Poland	13,804
Canada	12,913
United Kingdom	12,311
El Salvador	11,563
Colombia	10,780
Pakistan	9,743
Taiwan	9,374
Iran	9,178

Source: U.S. Immigration and Naturalization Services, 1995, Statistical Yearbook of the Immigration and Naturalization Services, Washington, DC: U.S. Government Printing Office (Garcia, 1991, p. 13).

Table 2 shows that the population of Vietnamese in the U. S. from 1980 to 1990 grew at a rate of 135% (Ong & Hee, 1993).

Table 2: ASIAN PACIFIC AMERICANS POPULATION BY ETHNICITY: 1980 AND 1990			
Chinese	806,040	1,645,472	104%
Filipino	774,652	1,406,770	82%
Japanese	700,974	847,562	21%
Asian Indian	361,531	815,447	125%
Korean	354,593	798,849	125%
Vietnamese	261,729	614,547	135%
Hawaiian	166,814	211,014	26%
Samoan	41,948	62,964	50%
Guamanian	32,158	49,345	53%

Students from the four largest minority groups made up more than a quarter (about 26.1 percent) of the enrollment at colleges and universities in 1996. The total number of minority students increased by 3.2 percent, to about 3,609,300, in 1996 (Gose, 1998). Thirty-two percent of new freshmen at the City University of New York (CUNY) were foreign-born in 1990; forty-one percent were foreign-born in 1992; and by projection, half of the new CUNY students will be foreign-born by the year 2000 (Li, 1998).

The number of Asian American college students grew from 286,000 (2.38% of the total enrollment) in 1980 to 554,000 (4%) in 1990, reflecting a 93% increase in a decade. In addition to the influx of Asian American students on campuses, the increase of international Asian students also contributes to the changing racial and cultural composition of the student body. The number of students from South and East Asia showed a steady increase in the last decade, from 94,640 or 30 percent of the total foreign student enrollment in 1980 to 229,830 or 56.4 percent in 1990 (Su, 1994). Asian students

constituted more than 50 percent of the total foreign students enrolled in the United States (Liu, 1993).

Due to the U.S. Army's withdrawal from Vietnam in 1975, many Indochinese refugees left their motherland with the expectation of giving their children an opportunity to establish a new life in the U.S. through a formidable education. This dynamic issue led to a rapid increase of Asian American enrollments in several major college and university campuses during the early 1980s. Asian American freshman enrollments began escalating at a rate that threatens to outnumber the dominant white student population at UC Berkeley and San Jose State University (Wang, 1993).

2. ASIAN STUDENT BEHAVIOR IN USING LIBRARY SERVICES

Since Asian Americans are the fastest growing population group in the nation as well as in colleges and universities, academic libraries can expect an increasing number of Asian student users. In California, where immigration is prominent, the library is at the forefront in serving Asian American students.

The use of academic libraries in the United States is considered an integral component of academic success. In many Asian countries, library use is not mandatory because textbooks and professors' notes are regarded as sufficient means for academic success (Tallman & Ojiambo, 1990).

Asian students in general have some cultural and behavioral things in common. However, it is equally important to realize that different Asian populations have developed their own culture (such living style, language, etc), thus can not be treated as absolutely homogenous group. Nor can they be easily categorized by their ethnicity. For

example, Asian students themselves can be divided into three groups: native-born Asian American students, foreign-born Asian American students, and international Asian students. They come from different countries, have different perspectives, and hold different expectations of library service. Even if two Asian students come from the same country and the same cultural background, they may develop different expectations and behaviors due to different life experiences. Take Vietnamese students for example, it is reasonable to expect behavioral differences between one who was born in Vietnam but grew up and educated in USA, and one who was born and educated in Vietnam but only recently immigrated here. Their information needs are different due to different backgrounds and library experiences. For example, some Asian American students think that a library is the place where they go to study their own books, rather than a place to borrow books. Other students see the library as a gathering place for cultural events. For some international Asian students, the library is a place to go for academic endeavors, and library materials are for completing academic assignments (Padilla, 1991).

The evacuation of refugees from Vietnam in 1975 and the "Boat People" crisis in 1978 brought over one million refugees from Indochina. According to the U.S. Census Bureau, 34.3 percent of Asian Americans were college graduates in 1980. However, only 7.7 percent among Cambodians, 8.5 percent among Laotians, and 12.9 percent among Vietnamese were college graduates. Many Indochinese students did not attend college due to the lack of financial means and English proficiency. The needs of recent Indochinese students entering U.S. universities are often ignored by the library services. Language proficiency and differences in communication style can often create barriers

for these students. It is often assumed that these students do not need help in effective use of library resources, due to stereotypical expectation of the model-minority (Wang, 1993).

Lack of English proficiency makes it difficult for Indochinese students to be confident in expressing themselves and making themselves understood. Consequently, they are often reluctant to ask for assistance and to request clarification when necessary. In addition to language barriers, many students are not familiar with self-service systems, library tools, reference services, and interlibrary services, etc (Liu, 1995).

For the above reasons, these students are usually too shy to approach reference desks for help. They are afraid to communicate with library staff who speak too fast and do not understand their foreign accent (Li, 1998). The following is an example:

A foreign student approaches the reference desk. In a quiet and retiring manner, the student asks for assistance. The librarian on the other side of the desk tenses while straining to understand the question through the heavily accented, soft-spoken voice of the student. The librarian becomes agitated, thinking why doesn't this student speak up? Why can't he speak English? The foreign student senses the librarian's distress, apologizes, and leaves without getting the needed information (Liu, 1993, p. 30).

3. PROBLEMS IN USING THE LIBRARY

One barrier for international students is the lack of opportunity to interact socially with American students. Some research indicates that Asian students are struggling more than other students to adjust to the U.S. educational system and campus life. There is a need for more focus on the adjustment of Asian students because they are the largest international group studying in the United States. It is important for them to be able to

share and exchange their learning skills with their peers (Abe, Talbot, & Geelhoed, 1998).

In addition, not all international students arrive in the United States with appropriate information retrieval skills to take advantage of automated bibliographic access systems. Information retrieval in the United States can be mysterious to them. Special efforts to extend instructional services to these students are suggested (Allen, 1993).

Asian students come from a different educational background in which very little independent research is required, and learning is heavily dependent on memorization of lectures and textbooks. Effective bibliographic instruction will familiarize students with basic research tools and skills and prepare them for effective library use (Su, 1994).

Studies show that library skills are an important factor in the “nontraditional” student’s development within American academic culture. Due to a variety of cultural and environmental stimuli, these students may face barriers in achieving effective library skills. These barriers include cultural concepts of independent thinking, learning styles and rates, differences in the role of libraries in the education process, language proficiencies, educational disadvantages, physical barriers, and lack of appropriate equipment for using the library (Mandernack, Lin, & Hovde, 1994).

More than half of the Asian American undergraduate students (approximately 13 percent of the total undergraduate population) are foreign-born at UC Berkeley. These students experience social, language, and cultural transition problems in their efforts to adjust to campus life. The students suffer from being identified as a model minority

group who is thought to have no need for special academic assistance. Their difficulties are ignored and many existing programs and services are not sensitive to their needs, including the library services (Koyama-Lee Report, 1989).

Although foreign students are usually required to take the Test of English as a Foreign Language (TOEFL) before being enrolled in American colleges and universities, they still lack an adequate English vocabulary, including library terminology. Limited communication skills and lack of confidence also make them hesitate to ask for help in libraries. Written and oral explanations are the least effective ways to train these students about library use. Hands-on experience helps break down barriers. It also gives the library staff a better sense of what students are and are not understanding (Macdonald & Sarkodie-Mensah, 1988; Liu, 1993).

4. LIBRARY PROGRAMS/SERVICES OFFERED IN DIFFERENT LIBRARIES

Use of the library is an important predictor of student retention at the University of Maryland. Library staff feels that it is extremely important for freshmen to have individual aid in using the library. The staff also feels that having the counselors at the reference desk makes it more approachable for students. They conclude that having the counselors at the desk did attract minority students (MacAdam & Nichols, 1989).

Chadley's study suggests that research libraries must be prepared to examine their practices and make adjustments if they wish to provide quality service to all clientele. Results of the survey indicate that research libraries are making increased efforts to create a more culturally diverse environment. Recruitment of members of underrepresented minority groups has been of major concern. Internship programs that focus on recruiting

minority library school graduates have been created. Multicultural services and instruction programs are used to attract minority students at University of California at Santa Cruz (Chadley, 1992).

A course of "Library and Information Services to Diverse User Populations" has been introduced at the School of Information and Library Science, University of North Carolina at Chapel Hill. Schools of library and information science should ensure that graduates are prepared to function in work environments that are designed to serve person of diverse backgrounds. It is important to employ some way of providing library school students with a better understanding of the library and information service needs of a multicultural society (Gollop, 1999).

University of California at Santa Cruz's outreach to multicultural students has been described by its director, Allan Dyson. The university library hired a multicultural service librarian who has provided outreach into the community beyond the campus since 1988. Prior to that appointment, the library had not hired any minority staff since the 1970s, but started the practice of hiring two minority librarians each year. The library took this step as if making a statement that it desired to understand and better serve the nearly one-third of its multicultural student population (Welch & Errollan, 1991).

5. RECOMMENDATIONS TO ASSIST LIBRARIANS IN THEIR SERVICES

In libraries and information centers around the country, the roles and responsibilities of librarians are changing. It is important to realize that the emergence of new technologies and commercial ventures is making it possible for people to bypass the library in many activities. Patrons in various types of libraries have information needs

that extend beyond the service programs. If librarians are to have a role in the future, they must offer products people want -- products that are packaged in a way users find attractive and useful (Berger & Hines, 1994).

Library services needed for multicultural students are different from those for students of the dominant culture. To better serve multicultural students, library staff should be aware of the following perspectives (Martin, 1994, pp. 32-33):

- (1) Understanding students' needs provides librarians with necessary background to offer instruction and services in the manner best suited to each student;
- (2) Awareness of cultural and linguistic values of diverse populations is viewed as an essential tool for librarians to provide more effective communication;
- (3) Understanding cultural aspects of information processing and information sources is also important in understanding students' orientation to the library.

Following are some ideas to help academic librarians better understand foreign students at the reference desk and in other services areas (Sarkodie-Mensah, 1992, pp. 214-216):

- (1) Knowing pronunciation differences. Librarians should be aware that foreign students often pronounce English words in nonstandard ways;
- (2) Listening to words rather than intonation. Librarians should be aware of speech patterns of international students;
- (3) Expressing interest in foreign countries. Librarians should ask questions about the countries of foreign students. They will be delighted to discover that others are knowledgeable about and interested in their countries;

- (4) Avoiding taboo subjects. Librarians should be careful about what information to share or questions to ask;
- (5) Being sensitive to political and religious differences. Librarians should express religious and political views with extreme caution;
- (6) Self-education. Librarians should learn about foreign languages and cultures by taking courses or reading books.

The function of the reference librarian should be clearly explained to Asian students because they are not accustomed to the services available to them. Library services and programs need to be widely publicized through a variety of channels. Promotional flyers printed in multiple languages generally attract the students (Su, 1994).

The following program ideas are brought up to increase sensitivity on diversity issues (Welch & Errollam, 1991, p. 215):

- 1. Institute sensitivity training for staff.
- 2. Hold receptions and orientations for multicultural students.
- 3. Involve minority students actively on committees, in planning programs, etc.
- 4. Recruit minorities for library staff, particularly in the highly visible positions, to act as role models.
- 5. Implement mentoring programs for minority-staff development.
- 6. Institute a minority internship program.
- 7. Design displays highlighting the culture and achievements of minority groups on campus.
- 8. Develop a collection in areas of diversity, specifically for minorities represented on campus.

The book *Libraries and the Search for Academic Excellence*, published in 1988, includes one chapter on the importance of libraries in facilitating minority students' learning. In this chapter, it is stated that the academic library must become a teaching

agency giving aid to the disadvantaged with action-oriented programs such as bibliographic instruction (Breivik & Wedgeworth, 1988).

Few articles discuss the importance of the library, library instruction, and the role of librarians in the education of minority students, although the library is the primary place for basic library instruction. Because the library is an essential place for students to learn library skills, it is recommended that every undergraduate student should be taught and encouraged to use the library. Teaching faculty should consider librarians to be a part of higher education and include library instruction into the academic curriculum (Still, 1998).

CONCLUSION

Very little library literature is focused on Indochinese students despite a large number of Indochinese refugees having been admitted into the United States since 1975, and despite the fact that a large and rapidly growing number of Indochinese students attend American universities and use academic libraries. A few works mentioned Asian American students, and Indochinese students could be included in this group. Many Indochinese in the United States are foreign-born students. They suffer from a lack of English proficiency and from having a different educational background; adapting to American university libraries is challenging for them. However, little attention has been given to the problems and service needs of these students who also suffer from being identified as a model minority group. It is often assumed that this model group does not need help in using academic library resources/services. It has been suggested that academic libraries should prepare to examine their practices and make adjustments to

provide quality service to all diverse clientele. Academic librarians must become teaching instructors who can aid these disadvantaged students.

CHAPTER III: RESEARCH METHODOLOGY

OVERVIEW

The purpose of this chapter is to provide an overview of the survey methodology that is covered by the following five steps: Initial Interviews, Questionnaire Design, Research Population, Surveying Methods, and Research Implementation. A summary of each method of the surveys and the return rates is also included.

I. INITIAL INTERVIEWS

In order to collect information for questionnaire design, several field experts were interviewed to identify key factors that potentially influence Asian students' behavior in using academic libraries. According to these sources, the problems and difficulties that Asian students (especially Indochinese students) have in using university libraries are often due to different educational and cultural backgrounds -- these students do not feel comfortable with asking questions. They are not used to speaking up or admitting what they do not know. One-on-one consultation is an ideal situation for Asian students. Understanding their behavior is challenging, but it will help to better serve this often marginalized and ignored group.

The interviews indicated that many students do not thoroughly understand library terminology, nor do they know how to ask questions effectively. Librarians must strive to understand the differences between the information seeking-behaviors of American and foreign students. Factors that contribute to these differences include students' background, cultural differences, and learning patterns. It is common that students do not know how to ask questions. If a student's question is not clear, it is the librarian's responsibility to probe and clarify with the student. In order to fully understand students'

reference inquiries, the librarian may ask them to show their assignment list and to explain what they have already done. Overall orientation and specific workshops that teach specific library skills should be widely offered to students before they come with specific questions. Good communication and interview skills are crucial for effective reference transactions. Librarians are expected to lead students to learn how to do their own research instead of doing research for them.

The field experts also noted that more than half of SJSU students are minorities. These students feel comfortable being surrounded by other students and librarians who are of the same cultural background. The class of "Library Services for Racially and Ethnically Diverse Communities" should be highly recommended to SJSU students of the School of Library and Information Science in order to prepare them for having a diverse clientele. The librarians can better serve their patrons by understanding their culture.

Two Asian students were also interviewed to gather initial information for questionnaire design. One is a junior undergraduate student from UC Berkeley majoring in psychology, and the other is a senior undergraduate student from SJSU majoring in electrical engineering.

The student from UC Berkeley is Chinese from Singapore. Commenting on the University of California's online catalogue systems (GLADIS for UC Berkeley campus and MELVYL for all campuses), she noted that since she was interested in locating books about a specific subject, the system's returning just a call number, location(s) of the library, and author(s)/title of the retrieved item does not make any sense to her. Because materials are arranged by the Library of Congress call number on shelves, she wishes that there were signs in the stacks providing her some subject information. She is not familiar with the Library of Congress Classification System and the open stacks at UC Berkeley. In addition, the stacks of Doe/Moffitt Library complex are too large for

her and she sometimes had difficulty locating needed materials. Student assistants at the Doe/Moffitt Circulation Desk are often too busy to lead her to the right shelf. She often wondered if these student assistants knew the stacks well enough to help since they pointed in the wrong direction several times when she asked for assistance. She liked small branch libraries better because she did not have those kinds of difficulties. After learning how to use the GLADIS and MELVYL systems, the student no longer uses the reference service at the Information Gateway in Moffitt Library as often as she used to. The student admitted that she did not attend the orientation on library services when she first arrived at UC Berkeley, and that she might have had less difficulty using the libraries had she done so. The Library's training staff may want to follow up with such students and offer make-up sessions of orientation for them. There should be instructions to tell students how to direct their concerns and questions. This would give the library staff an opportunity to understand and clear up students' questions.

The senior undergraduate from SJSU is a foreign-born Vietnamese-American. During the interview, he wondered about the idea of the Joint Library between the City of San Jose and SJSU. He wondered if this idea would decrease the future library services. He thought that the Joint Library will be too big and too crowded for SJSU students, stating it will take longer to retrieve materials. More mistakes or problems may occur if it is not properly managed. He was concerned that it would affect the library privileges of SJSU students and the quiet academic environment. Operating this Joint Library will be challenging and should be carefully planned. He was also wondered about the university picking up 3/4 of the cost while the City is only covering 1/4 of the cost, even though the university will occupy 67% of the space while the city will occupy 33% of the space. The total budget of this Joint Library is \$171 million which includes \$101 million from SJSU contributions and \$70 million from the RDA (Redevelopment Agency),

which has lots of tax-based money from downtown businesses and hotels that can be used for downtown development (<http://library.sjsu.edu/jointlibrary/>).

This student could find useful information and might change his perceptions if he would visit the Joint Library News web site: <http://library.sjsu.edu/jointlibrary/> because it explains the planning process very clearly. He should be advised to e-mail his comments to the Joint Library Users Advisory Group: jointlib@email.sjsu.edu. The student might like the idea of the Joint Library after his inquiries were addressed. If this great project works well, it will benefit both SJSU and the city of San Jose for sharing their spaces and reference collections.

2. QUESTIONNAIRE DESIGN

The survey questions are designed to focus on Indochinese students' behavior in using/learning the current library services at SJSU and UC Berkeley, for example: questions number 8 "On average, how many times per week have you used the following services?" and number 5 "How did you learn to use the library? " Ethnic background, English proficiency, and the length of residency in the United States were asked to determine the research population and the degree of any difficulties of those students. Several students and experts suggested that the questions should be brief and the survey should be limited to no more than one page in length. A survey may get ignored if it includes too many questions and takes too much time to respond. Many students are intimidated by the large facility that leaves no time for other activities outside of school programs.

Three experts and three students carefully reviewed the questions, and changes were made according to their suggestions, such as writing questions in simple sentences and avoiding library terminology to make the questions easy to read. A mix of open and

closed questions was designed for students to fill-in/choose their answers in order to save time. The questionnaire has also been shown to different groups of students after making the changes for additional opinions. Those students believe that the survey will be supported if students are pleased with the content, the format, and the structure of the sentences in the survey.

3. RESEARCH POPULATION

The research population of this study includes Indochinese undergraduate and graduate students at SJSU and UC Berkeley. The Asian student population of these two universities comprises almost 40 percent of the general student population. This is a large number of students for a researcher to contact and obtain survey samples.

At the beginning of the semester, most student associations set up tables on campuses to recruit new members. Students could be contacted, and related information, including the association web sites and member electronic-mail accounts, could be sought by visiting their booths. Attending student activity meetings was one way to reach student leaders and large numbers of students. The questionnaire was distributed to them before the meetings and collected as soon as they had been completed. Through the Office of Student Activity Services, the researcher checked to be sure that certain student associations existed on the campus and found out how to get in touch with them. The Student Directory was another good source for finding individual information. As possible, the researcher met with the groups and chatted with students while the students were on break and relaxing around the campuses. They were often more willing to talk and share information when they were not busy. This was an opportunity to interview them. Interrupting students when they were studying in the library or eating their meals was avoided. Talking in the library was also disruptive to other users. It was not a good

time to share information with them when they were concentrating on studying, finishing their assignments, or enjoying their meals. According to Asian traditions, people do not normally talk business when they eat. Looking at their food is considered not polite, except when they are members of the family. These traditional cultural expectations should be respected.

4. SURVEYING METHODS

Due to the appearance of new technologies, electronic-mail is another way to reach people. Due to lack of funding-support for this research project, the electronic-mail survey is an economical method for gathering data. Electronic-mail surveys are used to provide students enough time and opportunity to think about the questions, ask about them, discuss them with friends, and respond at their convenience. Their answers may be more accurate even though the response rate might be low.

In order to receive a good response, both electronic-mail and in-person survey methods were used for this study. The same survey questions were used in both cases. The survey was sent out via electronic-mail to Asian student leaders who were asked to forward the survey to their members in the beginning of September 1999. Electronic-mail responses were collected until September 26, 1999. Students who preferred not to respond by electronic-mail were asked to send in their responses via regular mail by the same deadline. Participation was voluntary, and no follow-up electronic-mails were sent.

In-person interviews were conducted on both campuses during the month of September 1999. Wherever Asian students were found to be available, they were approached and interviewed on the spot. The in-person interviews were aimed to reach those students who were not members of student associations and thus would not have received the survey via electronic-mail. This approach seems appropriate for foreign-

born students with limited English proficiency. With this approach, the researcher (interviewer) explains and clarifies survey questions whenever necessary.

Although, ideally, research subjects should be chosen randomly, this was not practical in this case. First, neither a complete list of SJSU students' electronic-mail addresses nor a comprehensive enrollment roster of Asian students is readily available. Second, even if such lists were available, the ethnic background of Cambodian-American and Laotian-American students would not be identified in any terms more specific than a general category of "Asian". Because the specific ethnic background of Indochinese students cannot be known without further investigation, all available Asian students were contacted for the survey research, even though theoretically the research population should include only Indochinese students.

5. RESEARCH IMPLEMENTATION

After being told that SJSU's computing policy prohibits anyone from sending unofficial messages via email to the whole student population even if it is for a thesis project, the researcher contacted the coordinator of SJSU Student Life Center for assistance and was given permission to post the survey questionnaire to the center's student listserv.

The listserv ("[Student Leader List@listproc.sjsu.edu](mailto:Student_Leader_List@listproc.sjsu.edu)") is a service provided by the SJSU Student Life Center that allows student organizations, faculty, staff, and administrators to share information and announce their upcoming activities. The names on this listserv are confidential and the listserv is controlled by the list owner who is a staff member of the SJSU Student Life Center. Once an electronic mail is sent to the listserv address, a copy of this message is immediately forwarded to all of the listserv subscribers. It was hoped that there would be enough Asian students on this listserv to

respond to this survey. Since information about subscribers to the listserv is strictly confidential, the researcher had no idea about how many Asian students were subscribed to the listserv; therefore it is impossible to calculate a response rate for this email survey.

To ensure that a message would reach SJSU Asian students, the researcher first posted a brief message asking coordinators from the following student organizations to meet with her in person: the SJSU student leaders of the Asian-American Student Association, the Cambodian-American Student Association, the Laotian-American Student Association, and the Vietnamese-American Student Association if possible. Unfortunately, no response was received. On September 1, 1999, the cover letter and survey questions were sent to this listserv anyway. One week later, no response had been received.

This lack of responses was brought to the attention of the listserv owner who recommended that the researcher try a different strategy. The researcher was given a printed copy of the Student Organization Directory, which includes student leaders' electronic-mail addresses for many organizations. Then, the questionnaire was sent via email again on September 10, 1999 to the identified SJSU student leaders (110) directly. By September 26, ten electronic-mail responses were received, yielding a 9% response rate.

UC Berkeley student leaders' electronic-mail addresses were found from the websites of their corresponding organizations. The researcher sent electronic mail to these student leaders and received no response except one from a former president of the Laotian-American Student Association -- a very small organization with only about 30 members. This student leader stopped by to see the survey questions and promised to pass the survey questions to the members of his association when the time arose.

Asian students were also identified by last names from the UC Berkeley Student Directory and then selected systematically by taking one name per page: one from the top of the page, next from the middle, then from the bottom, and so on. The resulting sample includes 126 Asian students from UC Berkeley. The electronic-mail addresses of selected students were then located by searching through the campus directory on the web. The survey questions were sent on September 1, 1999, to the selected students as soon as an approval was obtained from Professor Judith Warren Little, the chair of the Human Subjects Committee at UC Berkeley. By September 8, 1999, 18 responses were received from UC Berkeley students, yielding a 14% response rate.

Due to the low response rates of electronic-mail survey, the researcher suspected that the responses from the electronic-mail surveys might not be sufficient for the research. Additional measures were taken to gather more data. On September 8, 1999, several professors, reference librarians, and student leaders at UC Berkeley were asked to distribute the survey questions to students in their classes, at reference desks, and in club meetings. Many of these professors, library staff, and student leaders (including a former president of the Laotian-American Student Association) responded to the request for help. Consequently, three hundred and sixty copies of the survey questionnaire were handed out from September 8 to September 16, 1999. By September 26, a total of 50 responses were collected, yielding a 14% response rate.

A total of 248 students (171 SJSU students and 77 UC Berkeley students) were interviewed by the researcher in person from September 2 to September 26, 1999. While most of the interviews were conducted verbally and in such cases the researcher

recorded their responses, some of the students chose to complete the questionnaire themselves. Almost all of the approached students agreed to be interviewed. In total, 256 students were approached, and 97% of them were actually interviewed.

A summary of questionnaire distribution and response rate for each survey method is given in Table 4.

Table 4: A Summary of the Return Rates

Type of Survey	Contacted	Responded	Response Rate
1. E-mail Survey			
A. SJSU	110	10	9%
B. UC Berkeley	126	18	14%
2. Handout Survey			
A. SJSU	N/A	N/A	N/A
B. UC Berkeley	360	50	14%
3. In Person Interview			
A. SJSU	177	171	97%
B. UC Berkeley	79	77	97%
Total	852	326	38%

The final data set includes 181 responses from Asian students at SJSU and 145 responses from Asian students at UC Berkeley. Even though several strategies were used to reach students, each individual was specifically asked not to participate in the research more than once and the data set includes no duplicate responses as far as the researcher knows.

CHAPTER IV: DATA ANALYSIS

INTRODUCTION

The research data initially collected at SJSU and UC Berkeley are about Asian students in general and are not limited to Indochinese alone. Of the 181 SJSU students who responded to the survey, 107 are Indochinese, 38 are ethnic Chinese and 36 are of other Asian origins. Among the 145 respondents from UC Berkeley, 54 are Indochinese, 57 are ethnic Chinese, and 34 are of other Asian origins.

Since the purpose of this research is limited to Indochinese students' behavior in using the academic libraries and services, data from non-Indochinese subjects were excluded from further analysis. This chapter first gives a brief summary of the data in terms of frequencies and percentages, then presents further statistical analyses, and concludes with a review of significant results.

I. SUMMARY OF THE DATA

A. STUDENT BACKGROUND

After excluding non-Indochinese students and combining data from both SJSU and UC Berkeley campuses, the resulting data set includes 161 Indochinese students in total. One hundred and forty-two of them (88.2%) are foreign-born, and only 19 students (11.8%) are native-born. In terms of countries of origin, 127 are Vietnamese (78.9%), 12 are Cambodian (7.5%), and 22 are Laotian (13.7%). Among the 144 undergraduate students (89.4%) and 16 graduate students (9.9%), 116 students (72%) major in science-related fields such as electrical engineering, computer information systems, management

information systems, etc. One hundred and forty-nine students (92.5%) have access to a computer at home. Of the 80 students who speak English at home (49.7%), 19 are native-born students, and their English proficiency is excellent. Out of the 161 students, 70 students (43.5%) have average English proficiency according to their own judgment.

B. LIBRARY USE

Most respondents are undergraduates (89.4%) majoring in science-related fields (72%). Of the 125 students who visited the library, 77.6% stated that their sole purpose of going to the library is to study. Other stated purposes include: to read the reference materials (31.7%) and to borrow/return library materials (35.4%). With 92.5% of the respondents owning a computer at home, not many students (24.8%) came to the library to use the computers there.

The students reported that they learned library skills by themselves (16.1%), by asking others (24.8%), especially library staff, and by following handouts (36.6%). Only a few students (11.8%) said that they learned library skills by attending library workshops. Many students (64.6%) believe that they had no trouble using the library. Only a few students admitted that they had difficulty finding needed information (20.5%) and using different database systems (19.9%). Very few students (6.8%) agreed that language and cultural differences would prevent them from learning library skills. This finding is consistent with the observation by some experts (see comments in Chapter I) that Asian students normally do not admit their difficulties because of their different cultural background. Most of the students may not need or make effective use of the

library resources and services because 77.6% of the surveyed students indicated that they went to the library just to study using their own books.

About half of the Indochinese students (51%) used current library services. Specifically, only 18% of those who used the library services made requests for interlibrary loan services and 37% used reference services. A few students used both interlibrary loan and reference services. Some stated that they could do without these services, and others admitted that they were not familiar with the services.

One hundred and forty-one students (87.6%) stated that they asked for help when they ran into difficulty in completing library-related tasks. Out of the 161 students, 72.7% reported that they would ask the library staff for help. In addition, 32.3% of them said that they would share their problems with their peers, but very few (3.1%) would approach their professors with library-related problems. A few students reported that they consulted more than one person.

Among those who responded to the survey, 61.5% did not see skin color as an issue and preferred knowledgeable library staff regardless of race or ethnicity. These students preferred library staff who are friendly and willing to understand and assist them in using the library effectively.

Some students (23.6%) were not familiar with electronic reserves and could not answer that question (see survey question 9). One third of the students (31.1%) preferred only the electronic reserve because it is convenient and available any time from anywhere.

2. RESULTS OF STATISTICAL ANALYSES

A. STUDENT BACKGROUND

- The ratio of native-born Indochinese students in the UC Berkeley sample (20.4%) is almost three times of that in the SJSU sample (7.5%), and the difference was found to be statistically significant ($\chi^2 = 5.732$, $p < 0.02$).
- Similarly, the data indicate that SJSU has more Indochinese students majoring in science-related fields (83.2%) than UC Berkeley (50%) while UC Berkeley has more Indochinese students majoring social sciences and the humanities (37.1%) than SJSU (14.9%), and the difference was found to be statistically significant ($\chi^2 = 23.704$, $p < 0.01$).
- As expected, native-born Indochinese students tend to have higher self-rated English proficiency (22.2% average, 22.2% good, 55.6% excellent) than foreign-born ones (46.5% average, 37.3% good, 16.2% excellent), and the difference was found to be statistically significant ($\chi^2 = 15.169$, $p < 0.01$).
- And a similar pattern of difference in self-rated English proficiency was found between graduate (18.8% average, 75% good, 6.3% excellent) and undergraduate Indochinese students (46.9% average, 30.8% good, 22.4% excellent), and the difference was found to be statistically significant ($\chi^2 = 12.378$, $p < 0.01$).
- A t-test showed statistically significant difference ($t = -4.254$, $p < 0.001$) in the number of years staying in the United States between foreign-born (Mean=11.047) and native-born (Mean=16.526) Indochinese students as well as

between those who speak English at home (Mean=14.314 $t=6.476$, $p<0.001$) and those who do not (Mean=9.169). However, no significant difference was found between graduate and undergraduate Indochinese students.

B. LIBRARY USE

- The results show that undergraduate Indochinese students were more likely to study in the library (92.7%) than the graduate ones (7.3%) (Chi square = 4.897, $p=0.027$). However, no significant difference was found between foreign-born and the native-born Indochinese students in this aspect.
- The results show that native-born Indochinese students were more likely to read reference materials in the library collections (57.9%) than the foreign-born ones (28.4%) (Chi square = 6.722, $p<0.001$); Indochinese students who speak English at home were more likely to read reference materials in the library collections (41.8%) than those who do not (22.8%) (Chi square = 6.515, $p=0.011$); Indochinese students who have higher self-rated English proficiency were more likely to read reference materials in the library collections than those who have lower English proficiency (45.5% excellent, 37.5% good, 21.4% average) (Chi square = 7.110, $p=0.029$). The differences above were found to be statistically significant.
- The study shows that Indochinese students majoring in science-related fields were least likely to borrow/return library materials (26.7% science-related fields, 44.4% undeclared, 55.2% social sciences, 100% humanities) (Chi square = 19.986,

$p < 0.001$); Indochinese students who speak English at home were more likely to borrow/return library materials (45.6%) than those who do not (26.6%) (Chi square = 6.175, $p = 0.013$); Indochinese students who have higher self-rated English proficiency were more likely to borrow/return library materials than those who have lower English proficiency (54.5% excellent, 41.1% good, 22.9% average) (Chi square = 10.818, $p = 0.004$). The differences above were also found to be statistically significant.

- A series of t-tests show that there is no statistically significant difference in the number of times the library is used per week between foreign-born and native-born Indochinese students, between graduate and undergraduate Indochinese students, between the students who have access to computer at home and those who do not, and between those who speak English at home and those who do not.
- On the other hand, significant differences were found in the number of times the library is used per week between categories of academic majors ($F = 3.614$, $p = 0.01$), between levels of self-rated English proficiency ($F = 3.921$, $p = 0.02$), and between various stands on the issue of preferring library staff from the same cultural background ($F = 3.638$, $p = 0.02$).
- Significant differences were also found in the number of times the interlibrary loan services are used per week between levels of self-rated English proficiency ($F = 3.0$, $p = 0.05$), but not between categories of academic majors nor between

various stands on the issue of preferring library staff from the same cultural background.

- However, no statistically significant difference was found in the number of times the reference services are used per week between categories of academic majors, and neither between levels of self-rated English proficiency nor between various stands on the issue of preferring library staff from the same cultural background.
- A significant but weak negative correlation was found between the number of years staying in the United States and the number of times the library is used per week ($r = -0.271$, $p = 0.01$), but not the number of times using reference or interlibrary loan services per week.

C. THE STUDENTS' BEHAVIOR IN LEARNING LIBRARY SKILLS

- The results show that foreign-born Indochinese students were more likely to learn library skills by following a handout (41.5%) than the native-born ones (15.8%) (Chi square = 4.652, $p=0.031$); Indochinese students who do not speak English at home were more likely to learn library skills by following a handout (49.3%) than those who do (29.1%) (Chi square = 6.519, $p=0.011$); Indochinese students who have highest self-rated English proficiency were least likely to learn library skills by following a handout (19.4% excellent, 34.5% good, 50.7% average) (Chi square = 9.400, $p=0.009$). The differences above were found to be statistically significant.

- The results also show that Indochinese students majoring in science-related fields were least likely to learn library skills by attending a library workshop (7.3% science-related fields, 20.0% social sciences, 33.3% humanities, 33.3% undeclared) (Chi square = 10.260, $p=0.016$). However, no significant difference was found in this aspect between foreign-born (21.1%) and native-born (21.1%) Indochinese students (Chi square=1.522, $p=0.217$).
- The study shows that Indochinese students majoring in science-related fields were least likely to learn library skills by themselves (11.0% science-related fields, 11.1% undeclared, 33.3% social sciences, 50.0% humanities) (Chi square = 13.368, $p=0.004$); Indochinese students who speak English at home were more likely to learn library skills by themselves (27.8%) than those who do not (5.5%) (Chi square = 13.388, $p<0.0001$); Indochinese students who have highest self-rated English proficiency were most likely to learn library skills by themselves (35.5% excellent, 21.8% good, 4.5% average) (Chi square = 15.862, $p=0.000$). The differences above were found to be statistically significant.

D. THE STUDENTS' BEHAVIOR IN FACING DIFFICULTIES

- The results show that Indochinese students majoring in science-related fields were least likely to have problems in using database systems (18.9% science-related fields, 22.2% social sciences, 22.2% undeclared, 66.7% humanities), and the difference was found to be statistically significant (Chi square = 7.666, $p=0.053$).

- The results show that Indochinese students who speak English at home were more likely to ask library staff for help (84.6%) than those who do not (66.2%), and the difference was found to be statistically significant (Chi square = 7.075, $p=0.008$).
- A difference was found in asking library staff for help between Indochinese students who have different levels of self-rated English proficiency (78.1% excellent, 83.9% good, 64.7% average), and the difference was found to be statistically significant (Chi square = 6.251, $p=0.044$).
- The study shows that undergraduate Indochinese students were less likely to ask for help (2.1%) than the graduate students (12.5%), and the difference was found to be statistically significant (Chi square = 4.965, $p=0.026$).

E. THE STUDENTS' BEHAVIOR IN USING LIBRARY SERVICES

- Only 3.7% of the respondents do not have access to computer at home. No significant differences were found between those who have access to computer at home and those who do not in the number of times the reference service is used per week nor in the number of times the interlibrary loan is used per week.

3. CONCLUSION

A. STUDENT BACKGROUND

The number of the native-born Indochinese students at the UC Berkeley is three times higher than the number at SJSU. The number of the Vietnamese students is the highest among the Indochinese students. Almost 90% of the Indochinese students are undergraduate students. Many students have chosen science-related fields for their

majors, especially the SJSU students. Less than half of the Indochinese students speak English at home; the UC Berkeley students are more likely to speak English at home than the SJSU students. Almost half of the students believe their English proficiency is average. The self-rated English proficiency of native-born students is higher than that of foreign-born students and the English proficiency of undergraduate students is higher than graduate students.

B. STUDENT BEHAVIOR IN LIBRARY-RELATED TASKS

The Indochinese students often came to the library to study using their own books. They rarely borrowed library materials, requested interlibrary/reference services, or used library computers. For these reasons, they were not heavy users of library services, especially in reference and interlibrary services, even though they were heavy library visitors. The undergraduate students are more likely to study in the library, but less likely to ask for help than the graduate students are. Native-born students are more likely to read library reference materials than foreign-born ones. Students who speak English at home use library reference materials more frequently than those who do not speak English at home. Students whose English proficiency is excellent were the heaviest users of library reference materials and library circulating materials.

Indochinese students learned library skills in many different ways. Handout instructions were often preferred to library workshops. Foreign-born students are more likely to learn library skills by following handout instructions than native-born students. Students who speak English at home and who are more proficient in English are less

likely to follow the handout instructions or to learn library skills by themselves, but they are more willing to ask library staff for help.

Indochinese students majoring in science-related fields are less likely to borrow library materials. They seem to be less likely to have difficulties in using database systems or other library systems. They are least likely to learn library skills on their own, but they are also more reluctant to attend library workshops. Many students stated that they had little difficulty in using library, and they would ask library staff for help if they ever ran into library-related difficulties.

Many undergraduate Indochinese students were not familiar with the electronic reserve and had not had an opportunity to use it because it was seldom included in their school assignments. Many students may not understand a role of cultural staff, and do not see benefit of having cultural staff in the library. That may impact the students' preferring library staff from the same cultural background.

CHAPTER V: SUMMARY FINDINGS AND CONCLUSIONS

This chapter summarizes major findings of this research. Some conclusions will be drawn and observations will be made based on the evidence found. The discussion focuses on Indochinese students' behaviors in using academic libraries and learning library skills and how their behaviors are influenced by their cultural and social backgrounds.

1. STUDENT BODY

The results of this study show that the population of Indochinese students is larger at San Jose State University (SJSU), while the population of ethnic Chinese students is larger at University of California at Berkeley (UC Berkeley). The suggested uneven distribution of the Indochinese student population across campuses may have something to do with the following speculations.

Most Indochinese students are either first-generation children of refugees or refugees themselves. They had to work hard to support their families at a very young age. They often started by assisting their parents with a family business and did not have much time for studying. On the other hand, it often takes more time for them to finish schoolwork due to the language barrier. Involvement in extra curricular programs is almost impossible due to their lack of time and heavy responsibilities at home and work. This reduces their opportunities to gain off-school experiences. Because of these disadvantages, several SJSU students expressed that they could not apply to UC Berkeley. It is important to be enrolled in an institution which has a program that is

flexible. These students realize that being able to finish school is most desirable. They would prefer to complete their coursework quickly so that they can be available to work and support the family. Lastly, most Indochinese students would have financial problems to consider, and these students may need to choose the less expensive institution.

This study shows that a large portion of the Indochinese student population is Vietnamese. This is probably because Vietnamese were the dominant majority in the overall population of Indochinese refugees in this country.

The study also shows that almost half of the Indochinese students who responded (49.7%) do not speak English at home. To these students, home is a good place to practice their own language and to maintain their own culture. Many Asian parents would encourage such practice. However, this practice tends to become weaker as their stay in this country extends. On average, students who have been in the U.S. longer than 14 years (mean=14.314) often speak English at home. As noted earlier, Indochinese students at UC Berkeley are more likely to speak English at home than those at SJSU, while Indochinese students at SJSU feel more comfortable associating with their own ethnic groups and speaking their own languages due to less proficient in English.

2. STUDENT MAJOR

The study also shows that 90% of the Indochinese students are undergraduates and 72% of Indochinese students are majoring in science-related fields, especially those attending SJSU. These majors may lead to better-paid jobs and may be less demanding on oral and written communication skills, which makes such majors more attractive to Indochinese students. These students understand their families' expectations of them and

are eager to seek their approval. Their choices of major are influenced by the job market and by their desire for a better life.

3. USING LIBRARY AND LIBRARY SERVICES

The study found that many of the Indochinese students (77.6%) came to the library not to use the library's collection or services, but mainly to study their own text books or course materials. A few students preferred to study at home because it is too crowded and noisy in the SJSU Clark Library, not to mention its poor lighting. Other libraries are dark and stuffy. It is hard to read and stay in these airless libraries, as stated by several UC Berkeley engineering students.

The students in science-related majors are less likely to borrow library materials. Physics and Engineering students stated that they did not use the library often because they were not required to use library materials for their assignments. For this reason, they are not familiar with many library services, including reference and interlibrary borrowing services.

Many Indochinese students do not utilize library services (reference and interlibrary services) often due to their unawareness of library service programs. They are also influenced by their families and their cultural background. Several field experts stated that many parents of foreign-born Indochinese students typically do not frequent the library. This is probably because of the language barrier and lack of luxury time. These new Indochinese refugees often had to take low-pay jobs because of their lack of English proficiency and relevant work experience. In order to earn enough income to support the family, these parents have to work multiple jobs and they rarely have time to

get involved in their children's school activities. Neither do they have the language skills to understand and participate in their children's school activities. They are not familiar with the American educational system, and they are not used to borrowing books from the library to read to their children at bedtime. Without any guidance and support from their parents, new immigrants' children are less likely to develop a habit of reading and using the library.

Indochinese students' use of libraries increases as their English proficiency improves. The results of this study show that students who speak English at home borrowed library materials and used library reference materials more often than those who do not speak English at home. The students whose English proficiency is excellent were the heaviest users of library reference materials and library circulating items.

Another influential factor that contributes to students' staying out of the library is technology. According to the results of the survey, almost all of the Indochinese students have access to computers at home and would do their own research there rather than spending time waiting for a reference librarian who is too busy to help. Finding relevant information at the library takes time, and it is often difficult to locate needed items. On the other hand, the expansion of the Internet and its vast amount of readily available information may appear much more helpful and convenient to students. It is not surprising if the students turn to the Internet and electronic databases to find materials they need for their homework.

Increasing the number of reference librarians may help by attracting more students to use the library. The students made the recommendation on survey Question

#11 that the library staff should be increased, and they would use the services if they do not have to wait a long time to get help from library staff.

Electronic reserve service is still new to many students (23.6%); they could not answer Question #9 in the survey because they had never utilized this service. One-third (31.1%) of the students who had used the service liked it. They stated that electronic reserve is convenient since it can be accessed any time from home. It is predicted that students will appreciate this service once they learn about it.

4. LEARNING LIBRARY SKILLS AND FACING DIFFICULTIES

The purpose of providing library workshops is to assist students in using the library effectively. According to this study, only 11.8% of Indochinese students attended workshops to learn library skills. Compared to others, students of science-related majors are less likely to attend library workshops and least likely to learn library skills on their own. New projects and programs should be developed to help these students take advantage of the resources available to them.

Some students (83.9%) stated that the online catalog systems and online searching skills were not difficult for them to figure out on their own. These students believed that they did not have to attend library workshops to acquire such skills. They did not seem to realize that library workshops might provide more information and teach them more advanced skills. On the other hand, certain skills covered in library workshops might be too complicated for some students to digest and master within too short a period of time. According to the Indochinese students' observation, often, some instructors of library workshops had to please the majority of their students. They rushed through their

presentations to cover as much as they could within their limited amount of time, and these Indochinese students were pushed through the process in order to catch up with the others. Given their limited English proficiency and lack of familiarity with the American education/library system, the pace of teaching in library workshops must be adjusted to suit these students if actual learning is to be achieved. Learning will not take place if students find themselves frustrated and lost. To make it even worse, past negative experience would certainly discourage these students from attending library workshops again. Instead, they would simply walk into the library and try to figure out things on their own as they move along. Many students reported that getting a part-time job in the library and working there as a student assistant was how they learned about circulation operations and online catalog systems.

More than half of the Indochinese students (64.6%) claimed that they did not have any problems in using the library. It seems that students of science-related majors are less likely to have difficulties in using library and computer systems. One possible explanation is that these Indochinese students did not use the library often enough to run into difficulty. An alternative explanation may be that these students chose not to report any difficulty not because they really had none, but rather because they think it was too embarrassing to admit. Maybe they did not want others to find out that they did not know how to utilize certain library tools. They might consider it a sign of weakness if one admits his or her ignorance. Nevertheless, these students need to be made to realize that denial of problems does not make problems disappear automatically and that they will have to confront their problems if they really want to solve them and to learn. Finding

information is difficult, but getting these students to share their problems is even more difficult. This is a real challenge for the academic librarian whose job is to help students from diverse cultural backgrounds. In addition to good communication and interview skills, understanding different languages and cultures would be very helpful to get such students to open up and to cooperate.

5. CULTURAL BACKGROUND PREFERENCE

Whether an Indochinese student prefers library staff from the same cultural background seems to be related to the length of their stay in the United States. The results of this study revealed that Indochinese students who have been in the United States longer generally do not consider librarians' cultural backgrounds as an issue. They had no problem working with library staff of different cultural background because they were able to communicate in English and were comfortable with the American culture. On the other hand, those who were more recent immigrants preferred library staff of similar cultural backgrounds and felt more comfortable to deal with them.

One thing to note here is that many negative responses were received in reference to Question #10 of the survey, which asks about subjects' view on the issue of library staff's cultural background. It could be due to the ambiguity of this question or to the possibility that subjects might have difficulty differentiating an interpreter from a multicultural librarian – library staff who assumes the main responsibility of serving minority students with limited English proficiency. Understanding the role of multicultural librarians in academic libraries would help. Minority students (Indochinese students in particular) need to understand that the multicultural librarian's job is not to

translate, but to assist them in using the library's resources. In addition to his or her multilingual skills, the multicultural librarian understands different cultures and has an MLIS degree. This academic librarian has the capability and cultural background to assist diverse students on how to use the library effectively. It is expected that students of minority cultural background are likely to work better when assisted by someone of their own cultural background. The librarian's cultural sensitivity and adjustment in his or her styles of communication and interaction make these students feel more comfortable to learn and acquire library skills.

CHAPTER VI: RECOMMENDATIONS

In this research, a questionnaire survey was conducted on SJSU and UC Berkeley campuses to gather some initial evidence about Indochinese students' behavior in using library resources and services.

The findings of this research showed that: (1) many Indochinese students did not use the library resources and services frequently enough to encounter any difficulties; (2) there are plenty of resources and many helpful library services are available in the libraries, but many Indochinese students were not aware of all these services and did not take advantage of them; (3) the core of the library programs should be promoted and developed to suit those students who are at disadvantages due to their language and cultural differences; and finally, (4) many students were happy to turn their inquiries to the library staff if they ran into library-related difficulties. They hope to see more user-friendly library staff who are capable of meeting their needs.

Based on the findings in this research, the following recommendations are offered to improve library services for minority students in general and for Indochinese students in particular:

I. RECOMMENDATIONS

A. Offering library outreach programs to reach as many Indochinese students as possible, especially the freshmen. Many first-year students are so intimidated by the large facility that they never enter the library until they need to find information for their

assignments. It is important that they know how to use the library effectively because it could benefit them in their education. Ways to reach them include:

- Visiting their dorms.
- Reaching out to resident assistants.
- Being a guest speaker at student association and residence hall meetings.
- Advertising in the student newspapers and webpages.
- Setting up a table on campus at the beginning of each semester.
- Contacting professors, local bookstores and high schools.
- Co-sponsoring workshops with the job fairs, technology fairs, counseling groups, and admission/scholarship/financial aid offices, etc.

B. Offering special library workshops in various formats to students who need special attention, so that the students can choose what works best for them. Programs should include:

- Offering a class that is limited to a small number of students who have language difficulties or are intimidated by large crowds of native-born students.
- Developing a training workshop in less intensive form. Libraries should avoid packaging too much content into one workshop.
- Making one-on-one consultation available to the disadvantaged students. Some students who do not feel they need to learn all about the curriculum in the workshops may still need individual help at the workstations.

- Encouraging the students to get involved in developing their own training plans. The students should be given instructions on whom they should contact and/or send their requests/comments for any special issues.

C. Providing clear printout/online instructions. It is important that the instructions are written clearly and easy to follow for the foreign-born students.

D. Promoting Reference and Interlibrary Services, and providing prompt service for users. Many students are not familiar with the services and never know how these services would be a benefit to their studies. Others refuse to use the services because they can not wait for the services.

E. Increasing availability of library staff, especially multicultural librarians, to improve the services and fulfill students' needs, including the following demands:

- Service desks should not be staffed independently by student assistants, especially at the beginning of a semester and during the weekends and late evenings. These students may provide incomplete/ incorrect information to library users if they are new on the job or have not received adequate training.
- Library staff must be available at the public service desks. Students will avoid using the services if they have to wait long; they will never ask for the service again if they cannot be helped.
- Library staff must be capable of understanding students in order to assist them in solving library-related tasks, including how to use the more advanced and specialized features of many search engines.

F. Promoting electronic resources. Due to the growth of technology, electronic resources are becoming more and more important for studying and researching. Libraries should provide enough computers with the latest features available to the students. It is important that printing is provided at a reasonable charge.

G. Making more areas available where students can discuss their projects and study in groups. Many students do not come to the library because they are not allowed to talk in the library. They need a place that they can talk and exchange their ideas without bothering other users.

H. Improving the quality of collections, services, and physical environment. Great collections and excellent services would attract users. Comfortable physical environment and furniture would keep users visiting the library frequently.

I. Listening to the students's needs and including their ideas about improving library service programs as part of library planning decision-making process.

It is noticed from the research that many Indochinese students did not use the library effectively even though many helpful library programs are available at the libraries. The students seldom took advantage of the library's resources, services, and programs because (1) they saw no need of such resources in completing their assignments; (2) they did not have much free time for the services, and (3) they were unaware of the services and resources available to them. While the findings of this study are in agreement with that of earlier research, this study has one major difference from

others. In this study, a clear distinction is made between use of library in general and use of library resources/services in particular. While Indochinese students are heavy library users in the sense that they come to the library frequently to study, they are not heavy users of library resources or services such as reference, circulation, and interlibrary loan. The distinction between library use and use of library resources/services was not clearly maintained in earlier research.

It is hoped that the findings of this thesis research and the recommendations will catch the attention of library administrators, librarians, and minority students. On the library side, it is hoped librarians and administrators find these results helpful for planning and improving library services to minority students. On the user side, it is hoped this study will prove useful in helping them adjust their library use behaviors and learn to utilize library resources more effectively.

FUTURE RESEARCH DIRECTION

This case study shows that culture has an influence. The behavior of Indochinese students and their cultural background have influenced their effective library use and made it hard for them to report their problems while using the academic libraries. Further research will help with understanding this issue better and thus these students can be further assisted in proper ways. More publicity must be given to the students' difficulties in order to bring awareness and concern about these problems of the Indochinese students.

Future research needs to go beyond comparison with other Asian students' behavior while using academic libraries and learning library services. In this research a

comparison can be made to learn the differences between the behavior of Indochinese students and other Asian students. The more study the librarians will do, the better techniques they will achieve and then they can coach these diverse students better. New skills will aid them to comprehend the needs of different groups and then they can plan programs that are more suitable for each individual group.

The population of minority students is growing. Multicultural librarians are needed because they can be the experts and serve diverse minority students. They are the culturally knowledgeable librarians who are familiar and comfortable with different cultural background of minority users. Future research may be able to prove whether the role of a multicultural librarian is important in an academic library and what changes an academic library should make in order to meet the needs of the future diverse students.

The use of electronic resources is also growing rapidly. Remote users are increasing as well. These users are busy with looking for library services that are convenient for them. It is very inconvenient if they have to come from a distance to use the library and to conduct research there. For example, the UC Berkeley campus includes more than twenty libraries. Users are sometimes confused about the locations of the libraries, not to mention the Doe/Moffitt libraries' huge open stacks. They are frustrated if they have to run to many different libraries to get help and find the needed material. Due to the growth of technology, many publications have changed from printed format to electronic format. Online full-text services are on high demand because they can be retrieved anytime anywhere from the web. It is time to study whether the current library service programs are appropriate for these remote users and any additional library

services should be considered. The study will help to identify services that will meet the users' interests in different library programs, such as telephone/electronic-mail reference services, retrieval/circulation services, document delivery services, and distance learning workshops, etc. It is important to realize that the growth of electronic resources will not put libraries out of business, and libraries can only stay in business if they can satisfy users' demands. It is a challenge for an academic library to adjust its service programs to meet its remote users' demands.

It is hoped that the above future research direction will bring attention to library administrators, librarians, and researchers, so the suggestions will be further studied for the welfare of both users and the university library.

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APPENDIX A:

Letter to San Jose State University Asian Students

September 1, 1999

Dear All,

I am a graduate student of the School of Library and Information Science at San Jose State University (SJSU). I am writing to request your help with a questionnaire survey that I am conducting for my thesis research.

The purpose of this study is to learn whether (1) you have any difficulty in using the SJSU libraries effectively, (2) the current library services are useful to you, and (3) different programs/services are needed to meet your needs.

Your participation is voluntary and that choosing not to participate in this study will not affect your relations with San Jose State University.

Your contribution to this research is important. It will benefit both SJSU students and the university library. Your response to this questionnaire will be strictly confidential and used only for this study. Please reply via electronic-mail to these questions by September 26, 1999. If you prefer not to respond by electronic-mail, your questionnaire can be dropped/mailed to: Cathy Anne Lu, c/o Professor Jeff Paul, Clark Library, Room # 211, San Jose State University, One Washington Square, San Jose, CA 95192-0028. If you have any questions regarding this survey research, please feel free to contact either my advisor (Dr. Geoffrey Liu, 408-924-2467, gliu@wahoo.sjsu.edu) or myself (Cathy Lu, 510-642-2419, clu@library.berkeley.edu).

If you have questions or complaints about research subjects' right, or in the event of a research related injury, please contact Dr. Serena Stanford, Associate Vice President for Graduate Studies and Research at 408-924-2480.

Thank you very much for your time and prompt response.

Sincerely,

Cathy Anne Lu

APPENDIX B:

Letter to UC Berkeley Asian Students

September 1, 1999

Dear All,

I am a graduate student of the School of Library and Information Science at San Jose State University (SJSU). I am writing to request your help with a questionnaire survey that I am conducting for my thesis research.

The purpose of this study is to learn whether (1) you have any difficulty in using UC Berkeley libraries effectively, (2) the current library services are useful to you, and (3) different programs/services are needed to meet your needs.

Your participation is voluntary and that choosing not to participate in this study will not affect your relations with UC Berkeley.

Your contribution to this research is important. It will benefit both UC Berkeley students and the university library. Your response to this questionnaire will be strictly confidential and used only for this study. Please reply via electronic-mail to these questions by September 26, 1999. If you prefer not to respond by electronic-mail, your questionnaire can be dropped/mailed to: Cathy Lu, The George & Mary Foster Anthropology Library, 230 Kroeber Hall, University of California, Berkeley, CA 94720-3710. If you have any questions regarding this survey research, please feel free to contact either my advisor (Dr. Geoffrey Liu, 408-924-2467, gliu@wahoo.sjsu.edu) or myself (Cathy Lu, 510-642-2419, clu@library.berkeley.edu).

Thank you very much for your time and prompt response.

Sincerely,

Cathy Anne Lu

APPENDIX C:

Survey Questions for San Jose State University Asian Students

SURVEY QUESTIONS (Please UNDERLINE or FILL-IN answers)

1. Are you an undergraduate or graduate? _____
What is your major? _____
Do you have access to a computer at home? _____
2. What is your ethnic background: Cambodian, Laotian, Vietnamese or _____
Are you a resident or international student? _____
If resident, are you foreign-born or native-born? _____
How long have you lived in the United States? _____ years.
3. Do you often speak English at home? _____
How would you rank your English proficiency? a) average, b) good, or c) excellent.
4. On average, how many times do you come to the library per week? _____
If you don't come to the library at all or not often, why? _____
For what reasons do you come to the library? (UNDERLINE your answers)
a) Studying b) Using computer c) Reading reference materials
d) Borrowing/returning materials e) Any other reason _____
5. How did you learn to use the library? _____
a) By following handout instructions b) By browsing on-line instructional tutorials
c) By attending library workshops d) Others _____
6. Have you had any difficulty in using the library? _____
If yes, a) Is finding needed information a problem? -Yes, -No
b) Is learning to use different databases a problem? -Yes, -No
c) Are language & culture differences preventing your usage? -Yes, - No
d) Any other problems: _____
If yes to a, b, c, or/and d, explain the problem(s) _____
7. Do you ask for help when you run into difficulty in completing library-related tasks? _
If yes, whom do you ask? a) Library staff, b) Professor, c) Friend or d) _____
8. On average, how many times per week have you used the following services?
a) ___ Reference desk at the Clark Library b) ___ Interlibrary borrowing services
c) ___ Government Publications desk d) ___ Other services at ___ Library
If you don't use these services at all or not often, why? _____
9. For class reserve item, would you prefer electronic reserve or print material? _____
Why? _____
10. Would you prefer library staff either familiar with or from the same cultural background as yours? Why? _____

11. What kind of assistance do you need to use the library more effectively?
Please explain/comment:

APPENDIX D:

Survey Questions for UC Berkeley Asian Students

SURVEY QUESTIONS (Please UNDERLINE or FILL-IN answers)

1. Are you an undergraduate or graduate? _____
What is your major? _____
Do you have access to a computer at home? _____
2. What is your ethnic background: Cambodian, Laotian, Vietnamese or _____
Are you a resident or international student? _____
If resident, are you foreign-born or native-born? _____
How long have you lived in the United States? _____ years.
3. Do you often speak English at home? _____
How would you rank your English proficiency? a) average, b) good, or c) excellent.
4. On average, how many times do you come to the library per week? _____
If you don't come to the library at all or not often, why? _____
For what reasons do you come to the library? (UNDERLINE your answers)
a) Studying b) Using computer c) Reading reference materials
d) Borrowing/returning materials e) Any other reason _____
5. How did you learn to use the library? _____
a) By following handout instructions b) By browsing on-line instructional tutorials
c) By attending library workshops d) Others _____
6. Have you had any difficulty in using the library? _____
If yes, a) Is finding needed information a problem? -Yes, -No
b) Is learning to use different databases a problem? -Yes, -No
c) Are language & culture differences preventing your usage? -Yes, - No
d) Any other problems: _____
If yes to a, b, c, or/and d, explain the problem(s) _____
7. Do you ask for help when you run into difficulty in completing library-related tasks? _
If yes, whom do you ask? a) Library staff, b) Professor, c) Friend or d) _____
8. On average, how many times per week have you used the following services?
a) ___ Doe Library Information Center b) ___ Moffitt Library Reference Desk
c) ___ Interlibrary Borrowing Services d) ___ Reference Desk at the ___ Library
If you don't use these services at all or not often, why? _____
9. For class reserve item, would you prefer electronic reserve or print material? _____
Why? _____
10. Would you prefer library staff either familiar with or from the same cultural background as yours? Why? _____

11. What kind of assistance do you need to use the library more effectively?
Please explain/comment: