

## Annotated Bibliography of Recent Research Related to Academic Advising

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Heggins, W. J., & Jackson, J. F. L. (2003). Understanding the Collegiate Experience for Asian International Students at a Midwestern Research University. *College Student Journal*, 37(1), 379–91.

In this study, the factors that influence the transition process for Asian international students at a midwestern research institution are identified and a model to help understand the collegiate experience for Asian international students is described.

Participants for this study included 48 Asian international students. The sample was comprised of 28 (58.3%) males and 20 (41.7%) females, and the ethnic background of the participants included Chinese, Japanese, Korean, and Vietnamese. The researchers conducted individual interviews with 28 students and two focus groups of 10 students each.

Results of the study support a conceptual framework of factors connected with Asian international students' transition and its relationship with student development within the collegiate experience. The sample of Asian students indicated that factors including participation, traditional values, and external pressures supported the adjustment process. In addition, choice, communication, learning, and participation were factors in establishing relationships, and as a result, supported transitions for this population of Asian students. Participants reported that when coping with problems and challenges they sought help from family and social sources of support.

The authors recommended that to facilitate the use of existing social-support networks, faculty and staff of resource centers and student services offices should offer mentoring opportunities for Asian international students. Collaborative programming (such as peer advisement and counseling) offered by student organizations, university counseling services, residence halls, or academic departments may also be a viable way to increase social support networks for Asian international students.

Meehan, D., & Negy, C. (2003). Undergraduate Students' Adaptation To College: Does Being Married Make A Difference? *Journal of College Student Development*, 44(5), 670–91.

Although the enrollment of married students is increasing in U.S. colleges and universities, limited data are available that address the ability of married students to manage the demands of college atten-

dance with their home lives. This study examined the impact of marriage on undergraduate student success.

Participants for this study were undergraduate students attending a large, public metropolitan university (total student body of over 38,000 students) in the southeastern United States. All of the participants were recruited through classroom announcements and advertisements in university media. The sample consisted of 79 married (63 female, 16 male) and 192 unmarried (132 female, 60 male) students. All participants were at least 18 years of age, and the majority of the sample (192) was self-identified as White American. Other racial groups represented in the sample were African American (21), Asian (10), and other (12). Students received extra credit in their respective course for participation.

All students completed a demographic questionnaire; the Student Adaptation to College Questionnaire (Baker & Siryk, 1989), which is used to assess how well a student perceives that he or she is adapting to the college experience and its demands; the Multidimensional Scale of Perceived Social Support (Dahlem, Zimet, & Walker, 1992); and the Social Readjustment Rating Scale (Holmes & Rahe, 1967). All married participants and unmarried participants involved in a committed relationship completed the Marital Satisfaction Inventory-Revised (Snyder, 1997), which is designed to measure relationship functioning.

Results of this study indicated that, relative to unmarried students, married students have moderate difficulties adjusting to the demands of higher education. Although social support from families and friends correlated with improved adjustment of college, support from the students' spouses was not associated with improved college adjustment even when the spouse was also a student. Married students reported significantly high levels of marital distress on multiple relationship dimensions.

The authors pointed to the need for university counselors to be prepared to assist couples in adapting to these new roles and find constructive ways to manage and decrease the array of stressors and challenges confronting married students.

Hickman, G. P., & Andrews, D. W. (2003). Humor and College Adjustment: The Predictive Nature of Humor, Academic Achievement, Author-

itative Parenting Styles on the Initial Adjustment of Male and Female First-Year College Students. *Journal of the First-Year Experience and Students in Transition*, 15(2), 61–81.

The authors examined the relationships among family factors, academic achievement, and the coping role of humor among male and female first-year college students as predictors of initial college adjustment.

A sample of 257 entering male and female first-year college students enrolled in an introductory survey course at a large midwestern university completed questionnaire data. The majority of the participants was female (52.5%) and Caucasian (65.4%). The remainder of the sample was comprised of Asian (20.6%), African American (6.6%), Hispanic (1.2%), and other (6.2%) students. The participants ranged in age from 17 to 23 years and were primarily from intact, two-parent families (73.5%). Divorced or blended families (12.4%), single-parent families (11.3%), adopted families (1.6%), and relatives/guardians (1.2%) comprised

the remainder of the sample.

Each participant provided self-report data that included general demographic information, as well as measures of a) academic achievement, b) birth order, c) family structure, d) gender, e) humor, f) perceptions of mother's and father's authoritative parenting styles, and g) student adaptation to college. Multivariate regression models were estimated using stepwise multiple regression because the nature of this study was predictive. Results indicated that humor, academic achievement, and authoritative parenting were positively related to students' overall college adjustment.

This study demonstrated that the ability to use humor to cope with stressful situations is an important factor in predicting initial college adjustment for both men and women. Future research in which researchers examine if all forms of humor facilitate initial adjustment among male and female first-year college students equally or whether some forms of humor are more effective than others in facilitating college adjustment is suggested.

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The bibliography is compiled by George Steele and Melinda McDonald.