

THE RELATIONSHIP OF REVERSE CULTURE
SHOCK AND PEER INTERACTION IN THE
SOCIAL DEVELOPMENT OF SCHOOL
AGE MISSIONARY CHILDREN

By

TARA SUE WELLS

Bachelor of Science

Abilene Christian University

Abilene, Texas

1994

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
July, 1997

OKLAHOMA STATE UNIVERSITY

THE RELATIONSHIP OF REVERSE CULTURE
SHOCK AND PEER INTERACTION IN THE
SOCIAL DEVELOPMENT OF SCHOOL
AGE MISSIONARY CHILDREN

Thesis Approved:

Anne McDonald Calp
Thesis Advisor

Linda C. Robinson

Laura Hull - Jait

Thomas C. Collins
Dean of the Graduate College

ACKNOWLEDGMENTS

There are several people who have been instrumental in developing, nurturing, and shaping my graduate school experience and this study. I would like to show my appreciation for the Missions Department faculty and staff during my years as a student at Abilene Christian University. You gave me the vision of experiencing life and developing relationships in cultures other than my own. I would like to thank Dr. Clyde and Mrs. Sheila Austin and Shelly Evans for your unwavering support, enthusiasm, and encouragement to pursue my dreams of working with the expatriate community. I would also like to thank John and Sue Taylor for creating the John and Sue Taylor Graduate Research Grants in the Department of Family Relations and Child Development at Oklahoma State University. Your generosity provided significant and invaluable support for this study.

My thanks also goes to Dr. Anne McDonald Culp for guiding and mentoring me through the research process as my advisor and thesis chairperson, supporting my ideas, and being willing to learn about the unique issues expatriate families face throughout their sojourns. To Drs. Linda Robinson and Laura Hubbs-Tait for fine tuning the study, giving insightful feedback at critical points, serving as committee members, and supporting my professional growth and understanding in theory and statistics. To Dr. Scott Plunkett for your personal friendship, willingness to edit, share, teach, and brainstorm throughout my graduate program and especially for all your work on the

statistical set up and execution of my data set. To Dr. Carolyn Henry for your professional mentoring, personal friendship, and thought provoking ideas that have supported and guided my dreams.

I would also like to extend a huge “Thanks!” to my family; Mom and Dad for your support of my decisions throughout my life that have brought me thus far, Craig, Lynda, Dayna, and Andrew for your support that only siblings and family can give. And Mason - you are a joy to behold as you grow and learn everyday! The study breaks you provided for your aunt are much appreciated and are treasured memories.

Perhaps most importantly, my thanks goes to the families who participated in this study and the God they serve and the mission to which they are dedicated. The world would be a much darker place without each one of you. Your willingness to participate, give feedback and ask questions about the study, and your desire to raise healthy children have all been inspirational to me as I’ve worked and spoken with you. Thank you, each and everyone.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.....	1
Background, Constructs, and Definitions.....	1
Purpose and Problem Statements.....	3
Hypotheses.....	5
Child Social Competence.....	6
Children's Close Social Relationship Development.....	6
II. REVIEW OF LITERATURE.....	7
Reentry Literature.....	7
Peer Relationship Literature.....	11
Theoretical Framework: Double ABCX Model of Family Stress.....	14
Integration of the Double ABCX Model of Family Stress with Family Repatriation Issues.....	17
Theoretical Framework: Erikson's Theory of Life Span Development.....	21
III. DESIGN AND METHODOLOGY.....	24
Introduction.....	24
Sample.....	24
Instruments.....	26
Reverse Culture Shock.....	26
Occupational Stress.....	27
Peer Involvement.....	28
IV. DATA ANALYSIS.....	30
Overview.....	30
Bivariate Correlations.....	30
Regressions.....	31

V. DISCUSSION AND SUMMARY	34
Implications	35
Limitations	37
Summary	38
REFERENCES	40
APPENDICES	48
APPENDIX A –DOUBLE ABCX MODEL	49
APPENDIX B –INSTITUTIONAL REVIEW BOARD APPROVAL	51
APPENDIX C –LETTER OF INTRODUCTION AND CONSENT FORM	53
APPENDIX D –INSTRUMENTS	55

LIST OF TABLES

Table	Page
I. CORRELATIONAL TABLE	79
11. REGRESSION MODELS	80

CHAPTER ONE

INTRODUCTION

Background, Constructs, and Definitions

Both the construct of repatriation and the research concerning repatriation are relatively new in the fields of family science and psychology. Printed information on repatriation started appearing in 1925, yet the vast majority of articles from 1925 to date are written informally in trade journals, church papers, and newspapers and are in narrative, autobiographical, biographical, or general information form (Austin, 1983). The topics of repatriation and the stress surrounding repatriation have personal significance for persons who have had the opportunity to experience this unique transition during their life cycle. In the past 30 years, the advent of relatively efficient and affordable international travel, advances in communication technology, expansion in the concepts of foreign aid and development, and expansion in international government and business interests have created a large expatriate community residing abroad (Stelling, 1991). The 1990 United States Census Data reported 922,819 American citizens as residing outside the United States and all its territories (US G. P. O., 1995). While the issues surrounding repatriation have come to the attention of multinational corporations, federal programs employing civilian and military personnel, study abroad and traveling

scholar programs, and missionary societies, little definitive research on any aspect of reentry has been conducted.

Repatriation can be defined as the transition period of returning to one's country and culture of origin after having resided outside the home culture for an extended period of time (Austin, 1983; Moore, 1982; Stelling, 1991). Synonyms for repatriation used in research and lay articles include reentry, reacculturation, remigration, and readaptation. Repatriation issues which concern international employers and employees center around the concept of reverse culture shock and its possible effects on individual workers and their family as a unit in terms of social, emotional, and work contexts (Kendall, 1981; Murray, 1973; Tucker & Wight, 1981; Smith, 1975). Stelling (1991) defines reverse culture shock as "...the stressful experience of encountering or reencountering one's country and culture of origin after becoming accustomed to a foreign culture" (p. 1). Reverse culture shock is a concept used to help professionals, lay personnel, families, and individuals define and understand feelings and emotions experienced by repatriating citizens. The possible outcomes of reverse culture shock include, but are not limited to: (a) hostility toward the American culture and a romantic idealization of the travel experience; (b) feelings of alienation or estrangement from Americans; (c) preoccupation with one's travel experience; (d) the feeling of having no role or position of importance at home and; (e) anger, depression or anxiety regarding changes in home life which occurred during travel (Austin, 1983 & 1986; Austin & Jones, 1987; Locke & Feinsod, 1982; Moore, Jones, & Austin, 1987; Shultz, 1986; Stelling, 1991).

Three basic theoretical frameworks and models have been developed to show the processes involved in repatriation, though no known published studies on reentry have

used the reentry theories or models as part of their theoretical framework. These rudimentary theories include: the W-curve hypothesis, a stage theory (Gullahorn & Gullahorn, 1963; Martin, 1984); a coping styles theory (Adler, 1980); and a culture learning theory (Martin, 1984). While few research studies on repatriation have been published (Austin, 1983), these publications can be divided into two main categories: (1) adult repatriation and (2) child repatriation.

Purpose and Problem Statements

The foci of critical literature pertaining to child repatriation has two principal categories: (1) repatriating workers' children (including international business, government, military, and international development employees' children) and (2) repatriating missionary families' children. Published and graduate level research on the repatriated missionary child consists of 35 studies from 1947 to 1991 (Austin & Jones, 1987; Shultz, 1986; Stelling, 1991). The various formats include master's theses, doctoral dissertations, journal articles, and both published and unpublished manuscripts. The majority of literature concerning missionary child repatriation has investigated various types of development in the domains of early, middle, and late adolescence. To date, no known published research has investigated social, emotional, or cognitive development in the school age repatriating missionary child.

The first few years of a child's school life are crucial in his/her development of extrafamilial friendship bonds (Perry & Bussey, 1984; Shaffer, 1994). This particular time period is the first primary opportunity for children to associate with others of similar age for significant periods of time. A number of studies have shown the importance of peer groups in the social and emotional development of humans (Asher & Coie, 1990;

Asher, Renshaw & Hymel, 1982; Brittain, 1963; Ellis, Rogoff & Cromer, 1981; Hartup, 1989 & 1983; Morison & Masten, 1991; Parker & Asher, 1987; Parker & Gottman, 1989; Smollar & Youniss, 1982). Peer groups may be defined as "... other children who interact with the child at a similar level of complexity and who usually, but not necessarily, are similar in age to the child" (Perry & Bussey, 1984, p. 295). The peer group is believed to provide an influential role of teaching children the various social roles they will assume throughout their lives. The peer group provides children with a myriad of opportunities to learn and practice reciprocity, friendship development, socially acceptable expressions of behaviors and actions, and the consequences of each (Perry & Bussey, 1984).

The purpose of this study is to investigate effects of reverse culture shock on the social competence and peer group development of recently repatriated school age missionary children. Many American missionary children live in either rural areas or enclosed housing compounds while residing in foreign cultures. Many missionary societies, both historically and present day, send individual family units or groups of two to three families to target mission areas where they make up a part of the few expatriates in a vast geographical area. Schooling may be done in the home, through a temporary teacher sent to help the family, through local national schools, or by sending the child to a boarding school (Hill, 1988; Wickstrom & Fleck, 1988). This study intends to establish whether the stress of moving from one culture to another during this time period in the child's life affects the quality of the child's peer group development and interaction with peers and what indicators suggest which repatriated children might be more at risk than others. The parents' levels of reverse culture shock and felt occupational stress, as well as

the parental reports of child behavior, will be used as predictors of the child's adaptation and social competence in the US culture.

When families return to the United States after living abroad for an extended period of time, the children of these repatriated families often experience reverse culture shock (Austin, 1983; Sharp, 1985; Shultz, 1986; Stelling, 1991). These children have come to be known as "third culture kids" or TCKs (Useem, 1973). As children of expatriate families, they have grown up in a host culture that is dissimilar from their home culture, yet the two cultures are blended in their life experiences and socialization process. The home culture is identified as the culture or country of one's citizenship. The host culture is defined as the culture or country in which one resides as an expatriate (Stelling, 1991). This blending creates a unique "third culture." According to Stelling (1991), these third culture kids "feel at 'home' to some degree in both their parents' culture and the host culture and yet not completely at home in either. They belong to a unique 'third culture' " (p. 11). Research in this area has shown several different factors can contribute to or mitigate the intensity level of reverse culture shock experienced by repatriating adults and children (Austin, 1986; Briody & Baba, 1991; Moore, 1982; Shultz, 1986; Sharp, 1985; Stelling, 1991). Definitive research concerning the relationship of reverse culture shock to social adjustment among school age children would enhance the current literature in general and provide insight for working with repatriating children for professionals, lay persons, families, school and community personnel.

Hypotheses

This study assesses: (1) Maternal reverse culture shock, (2) maternal occupational stress, and (3) maternal perceptions of their children's behaviors after returning to the United States. The specific hypotheses are:

H₁ Social competence among repatriated seven to nine year old missionary children is predicted by a combination of maternal reverse culture shock and maternal occupational stress.

H₂ Development of close social relationships among repatriated seven to nine year old missionary children is predicted by a combination of maternal reverse culture shock and maternal occupational stress.

CHAPTER TWO

LITERATURE REVIEW

Reentry Literature

Identified components influencing the intensity of reverse culture shock among children include, but are not limited to: time frame of the overseas experience; educational experiences; separation experiences; relationships with peers, nationals, and other children of American coworkers; the sense of “home”; experiences of personal and/or family tragedy; aspects of the child’s sense of identity, and aspects of the child’s parents’ identities (Austin, et al., 1987; Moore, 1982; Shultz, 1986; Stelling, 1991). Other possible components of reverse culture shock include level of difficulty in parental readaptation to life in the United States, parental career demands upon reentry, and educational expectations of the school environment for the child upon his or her reentry. As yet, these components have not been studied specifically with American children who experience reverse culture shock. One longitudinal study on the effects of remigration on school performance of Greek children, ages seven to 12 years, has supported the hypothesis that remigration during the child’s early primary school years is more beneficial for the child’s academic performance and positive perception by teachers and peers than remigration in later primary and secondary school years (Hatzichristou & Hopf, 1995).

The research concerning missionary children has focused primarily upon the adolescent age group. Many researchers in this area have incorporated Erik Erikson's psychosocial stages into their theory base with the concept of identity development during adolescence as the focal point of the majority of the research. The hypotheses proposed by these studies are numerous, especially in the research dating after 1980. The hypothesis most studied and supported is that missionary children will have more of a struggle than their stateside cohorts in forming a permanent identity (Sharp, 1985; Shultz, 1986; Stelling, 1991). A second hypothesis supported in reentry research on missionary children is that Third Culture Kids will exhibit higher empathy for minority groups than their monocultural peers (Austin, 1983; Shultz, 1986; Stelling, 1991). A third hypothesis that has yielded conflicting results is that the length of time spent living in the host culture will affect the severity and length of reentry adjustment (Martin, 1984; Moore, 1982; Olson, 1968; Sharp, 1985; Shultz, 1986; Stelling, 1991). Other hypotheses proposed by researchers include ordinal ranking of the child in relation to readjustment difficulties (Shultz, 1986) and qualitative differences between monocultural children and third culture kids in cognitive and social development with each finding partial support in their respective studies (Austin & Jones, 1983; Shultz, 1986; Stelling, 1991).

Before the 1980's, little statistical data were included other than basic descriptives of demographic information (age, length of time on mission field, gender, etc.). The methodologies employed by these researchers included self-report questionnaires (Olson, 1968; Shultz, 1986; Stelling, 1991); interviews, including personal, telephone, and/or open-ended interviews (Shultz, 1986; Stelling, 1991); standardized cognitive measurement tests (Acuna, 1981; Jamieson & Stewin, 1987), and various scales to

measure reverse culture shock (Moore, 1982; Stelling, 1991), usually created by the researchers for their specific study and, therefore, not standardized. The extensive use of non-standardized measures inhibits generalizability of many of the findings. Another significant caveat is the majority of these studies were retrospective in nature, asking adult subjects to remember back to the age under investigation in the study.

The results of the studies reviewed in Austin et al. (1987) were largely inconclusive. Only four of the studies listed in this review reported effects and only three of those four studies had effects that achieved statistical significance. Olson (1968) reported a significant negative correlation between number of years spent overseas and level of interest in religion, while Fleming (1947) found the amount of time spent in boarding school had no statistically significant correlation to religious adjustment after returning to the United States. Shultz (1986) found statistically significant positive correlations between the ordinal position of the child in the family and level of readjustment difficulty to stateside living. Factors influencing readjustment difficulty included length of time spent in host culture and number of indigenous helpers employed by the family.

Stelling (1991) found several statistically significant factors in predicting higher levels of reverse culture shock. These include length of time spent overseas, having a father who served in an evangelistic capacity on the mission field, being separated from parents while overseas, and encountering traumatic experiences during the first year after returning to the United States. Children who considered the United States “home” reported lower mean scores on the Reverse Culture Shock (RCS) scale (Stelling, 1991). Stelling (1991) also ran regression and ANOVA analyses and found statistically significant differences for age as a predictor of reverse culture shock. The returnees who

were in early adolescence at the time of reentry had significantly higher scores on the RCS scale and the age groups least affected by reentry were children ages 4-7 and older adolescents ages 19-20. Since this was a retrospective study, it is important to note the longer the time since relocation back to the United States, the lower the level of perceived reverse culture shock (Stelling, 1991).

There are several weaknesses in the research on reentry of missionary children, the largest of which is the lack of a significant amount of definitive research. So little has been seriously investigated and less has been reported. A serious drawback to the research oriented studies is they have been in the form of scholarly papers (theses, dissertations, class papers) and most have not been published, in part or whole, in peer review form. A second weakness is the limited scope of subjects. The investigated ages have been restricted to adolescence (ages 13-17) and young adult (ages 18-22). A primary source in obtaining subjects for the studies is private, church affiliated college campuses (Austin et al., 1987; Fleming, 1947; Olson, 1968; Shultz, 1986; Stelling, 1991). Using these as dominant sample gathering points excludes returned missionary children who do not go to or stay in college upon returning to the United States. Education level becomes a delineating factor in these studies. By default, the subjects all must have at least some college education. This type of sampling also excludes school age children who are experiencing earlier stages of peer development and significant opportunities for social interaction outside the family unit.

Another weakness in the research literature, and one that contributes to statistical weaknesses such as low reliability, validity, and generalizability of the studies, is the limited use of standardized instruments in data collection. Scales have been developed

specifically for the researchers' studies and have not been tested for reliability and validity. Most are not used in later studies or modified for later research. Because of this, the results are limited in their generalizability and statistical significance. In addition, other caveats include lack of control groups for comparison with the missionary children on different demographic variables, a need for more specified critical variables pertaining to the home culture, host culture, and reentry, and a need for more advanced statistical measures that are capable of drawing inferences (Austin et al., 1987; Stelling, 1991).

A final primary weakness of the current research on missionary children is the retrospective nature of the majority of studies. Relying on human memory is not an accurate way of collecting data as the influences of maturation and life experiences influence the memories and emotions of the past. Studies conducted while the transition back into the home culture is occurring would give a clearer picture of the levels of reverse culture shock and the significant contributing factors.

Peer Relationship Literature

This study researches the relationship between the social development of school age children who have resided in a foreign culture during the first seven to nine years of life as children of missionaries and their parents' experiences of reverse culture shock. Social development in children has become a large focus of research on children in the last century (Shaffer, 1994). Classic psychologists such as Freud, Piaget, Erikson, and others devoted years of their lives in an effort to understand the development of children in the areas of cognition, emotions, socialization and moral development (Miller, 1993). These preliminary efforts have expanded into the development of several different metatheories and microtheories that approach varying aspects of human development from birth to

death (Miller, 1993; Perry & Bussey, 1984; Shaffer, 1994). Many researchers have investigated the processes by which children obtain behaviors, beliefs, and values considered appropriate within their society. These processes are called socialization (Shaffer, 1994).

The importance of socialization through peer group development was discerned through several classic studies with rhesus monkeys by Harlow, Dodsworth, & Harlow (1965) and Harlow & Zimmerman (1978) and in studies by A. Freud & Dann (1951) concerning children living in concentration camps. Harlow et al.'s (1965, 1978) studies with rhesus monkeys revealed the detrimental effects of isolation on the monkeys' social development and caregiving actions. The monkeys displayed odd postures when alone and with other monkeys, fear and distance when with other monkeys, and neglect when put into a caregiving situation with infant monkeys (1965, 1978). Freud and Dann (1951) found marked parallels between the behavior of the rhesus monkeys and children who were orphaned in concentration camps during World War II.

Subsequent studies since the 1950s have indicated that contact with peer groups is not sufficient for normal developmental outcomes in socialization; the child also must learn to get along with peers in varying situations and adapt to different contexts, (Shaffer, 1994; Perry & Bussey, 1984). Sociability is the defining construct of these later studies. Sociability is defined as "... a child's willingness to engage others in social interaction and to seek their attention or approval" (Shaffer, 1994, p. 539). Shaffer (1994) and Perry and Bussey (1984) both state that peer interactions between children become increasingly complex and sophisticated during the grade school years.

The development of the peer group as a resource and source of identity is considered a normative process in childhood during this time period. Peer group development is thought to be a precursor to developing the abilities to form positive social behaviors, roles, and close intimate relationships later in life (Berndt, 1986; Rotenberg & Mann, 1986). During this period, children (ages eight to 12 years) develop cognitive abilities that allow them to: (1) infer people's needs, desires, and motives; (2) develop perspective taking abilities (empathy); and (3) learn the expectations of trust issues between friends (Shaffer, 1994).

Peer groups fulfill many roles in social development (Shaffer, 1994; Perry & Bussey, 1984). The peer group can promote social competence, provide social support and security outside the family unit, provide reasons (through attachments to friends) for practicing conflict resolution and compromise, and prepare the child for relationships into and throughout adulthood. Peer groups also provide the child with peer reinforcement and social comparison opportunities (Shaffer, 1994). Shaffer (1994) considers that establishing good peer relations is important because children acquire several adaptive and competent patterns through peer interactions. Children who do not develop strong peer relations are at risk for failing to master other social development tasks that come later in life (Pelligrini, 1985; Pettit et al., 1988; Smollar & Youniss, 1982).

The importance of strong peer relations can not be discounted in the social development of children. The development processes of acquiring peer groups outside the family unit occur during the first few years of school, and research indicates that poor (in quality and/or opportunity) peer relations and presence of peer groups have lasting impacts upon the later social development and interaction patterns of children (Shaffer,

1994). Research on the social development of children who have had restricted interaction opportunities with culturally similar peer groups due to international residence and the effects of repatriation can assist (a) professionals in the areas of psychology, counseling, and teaching; (b) families who repatriate; and (c) organizations in establishing and providing preventative help, reentry guidelines and assistance, and intervention resources for the repatriating child and family.

Theoretical Framework: Double ABCX Model of Family Stress

The theoretical foundation for this study is based upon two developmental theories. The first theory is the Double ABCX Model of Family Stress (McCubbin & Patterson, 1983). Several critical and lay articles conceptualize reentry as a major life stressor and transition for families and individuals repatriating to the United States after an extended time living abroad (Adler, 1981; Austin, 1983; Fleming, 1947; Gullahorn & Gullahorn, 1963; Hatzichristou & Hopf, 1995; Hertz, 1984; Kendall, 1981; Martin, 1984; Moore, 1982; Shultz, 1986; Stelling, 1991; Tucker & Wight, 1981). McCubbin and Patterson (1983) define a stressor as "... a life event... impacting upon the family unit which produces, or has the potential of producing, change in the family social system" (p.7). According to family stress theory, individual and family adaptation is predicted, in part from the combination of stressors that occur, the perception of the resulting situation, and the resources utilized (McCubbin & Patterson, 1983). While reentry is often viewed in research as a stressful time period of reacclimation, no known research literature has incorporated family stress theory into the theoretical base for investigation of reentry and reverse culture shock and their possible effects on the family unit and individual members in terms of social and work contexts.

This study conceptualizes the reentry process of American expatriate families as a normative transition in the family life cycle. Non-normative (also called catastrophic) repatriation processes are not discussed in this paper. Reentry of the expatriate family can be considered a normative transition in family life when defined according to McCubbin et al. (1983) as an expectable, scheduled change “...involving entrances into and exits from social roles as a consequence of movement through the life cycle” (p. 9). The concept of normal transitions within the family takes on new dimensions when put into the context of families who have recently returned to the United States after living and working abroad for a significant length of time. These newly repatriated families often experience, on an individual and family level, the effects of reverse culture shock (Austin, 1983; Austin & Jones, 1987; Clague & Krupp, 1980; Fontaine, 1983; Kendall, 1981; Moore, 1982; Murray, 1973; Shultz, 1986; Smith, 1975; Stelling, 1991; Tucker & Wight, 1981).

The Double ABCX Model of Family Stress is an expansion of the ABCX Model proposed by Reuben Hill (1958). The Double ABCX Model of Family Stress adds a post crisis component to the original model (McCubbin & Patterson, 1981, 1983). Whereas the pre-crisis component primarily focuses upon variables that can “...account for differences in family adaptability to cope with the impact of a stressor event and transition and that determine whether and to what degree the outcome is a crisis for a family” (McCubbin & Patterson, 1983, p. 11), the expanded model examines both the pre-crisis and post-crisis family dynamic variables that occur in relation to the stressor (see figure 1). The post-crisis variables examine the family’s efforts over time to recover from a crisis period. The post-crisis component examines the pile up of stressors (the aA

factor), existing and new resources (the bB factor), family definition and meaning of the situation (the cC factor) and adaptation due to change (the xX factor). Consequently, families experiencing crisis will enter the Double ABCX Model in the pre-crisis stage and exit the model at post-crisis adaptation.

Insert Figure 1 about here

The pile up of demands and needs of the family unit and individuals within the family unit is the (aA) factor in the Double ABCX Model. This pile up can include prior strains, changes in jobs/careers, role changes and expectations of family members, and family and individual member coping efforts.

The (bB) factor includes the family and individual's existing and new adaptive resources. These resources represent the family's capabilities in successfully meeting the demands of the transition. Three types of resources have been identified by McCubbin et al. (1983) as affecting the family's adaptation to a transition. These include social support, such as emotional and network support; the family system's internal resources, such as family patterns of behavior in organization and communication; and family members' personal resources, including financial, psychological, health and education resources.

The family's perception of the transition (x), pile up (aA), and resources (bB) creates the (cC) factor. The family's definition and meaning of the crisis "...form a critical component of family coping" (McCubbin, et al, 1983). If the transition is viewed positively (for instance, as a challenge or growth opportunity), this perception appears to

facilitate family adaptation to the transition situation. Conversely, if the transition is viewed negatively (i.e. as an insurmountable problem) or through denial or minimization of the situation, successful family coping and adaptation generally appear to be hindered (McCubbin, et al, 1983).

The last factor in the post-crisis section of the Double ABCX Model is the family adaptation factor, (xX). This factor runs along a continuum from bonadaptation to maladaptation of the family unit to the transition, which is, in this example, reentry. It is the net result of the family's response to the perceived crisis in light of the factors of pile up (aA), resources (bB), and family definition and meaning of the crisis (cC). As stated earlier, the family's perception of the transition plays an important part in their successful or unsuccessful adaptation process.

Integration of the Double ABCX Model of Family Stress with Family Repatriation Issues

Specific examples of the pile-up of demands in the repatriating family can include the most basic of tasks, such as: shopping, driving or using public transportation, paying bills, enrolling children in schools, and using the local terminology or dialect to communicate effectively with others in the community. Other sources of pile-up involve new or changed status and feelings of competence in the workplace and in social positions; unrealistic expectations of the family, its members or local people; and possible loss of income and/or devaluation of the dollar (loss of overseas or hardship post stipends, bonuses, or how much the dollar can buy in the host country versus how much it will buy in the United States). Many of these demands occur early in the transition and need to be addressed within specific time frames. For example, housing and setting up a workable living situation for the family is an immediate demand of the family. Many

families have a need for a “home base” while meeting other demands that repatriation has created. Pressure from new job demands may influence how involved the primary worker in the family is in other areas of reacculturation, such as children’s school enrollment decisions, day-to-day living tasks and decisions, family role expectations, and social demands of the workplace and community (Black, 1991; Haselberger, 1991; Martin, 1984; Shilling, 1993; Solomon, 1995)

Other stressors contributing to pile-up involve the normal growth and development of children and loss of a sense of community and shared understanding with peers. The transition of a child to school age (first time in a school system) or into adolescence creates the need for change within a family unit independent of the initial stressor or reentry. Parental roles, child roles and parent-child interaction all change as family members grow and develop in the areas of cognition, identity, and socialization. Repatriates often experience feelings of distance or alienation with others in their new community (Austin, 1982; Stelling, 1991).

Resources (bB factor) in the repatriating family’s system include the elements of social support, family members’ personal resources, and the family system’s internal resources and all three elements are important for family and individual bonadaptation to life in the United States. Social support can come through previous ties with stateside family members and friends, work, school, and church ties, and other community networks (such as military ties, community organization ties, and neighbors). Social support resources can also appear in more formal settings, such as family support services for newly returned expatriates that are provided by the company, organization, or government with which the family is associated. The US military regularly makes family

preparation and counseling available for service people and families being deployed to foreign posts and for those returning from foreign posts (Austin, 1983; Black, 1991; Haselberger, 1991; Martin, 1984; Shilling, 1993; Solomon, 1995).

As mentioned earlier, personal resources are also important factors in successful reacclimation of the family. The four components of personal resources are health, education, financial well-being, and psychological characteristics (McCubbin, et al., 1983). The family's state of financial well-being is extremely important during reentry. The cost of moving a family and household to another country is quite costly. Shipping household items (furniture, appliances, books, clothing, linens, etc.) or selling those items in a yard sale or used goods paper and then trying to refurbish an entire household once the family has returned to the United States can easily run into several thousands of dollars. The cost of airfare for civilians traveling one-way from an overseas port averages \$1300 per person over the age of two years. Many families incorporate overseas and hardship post stipends and bonuses into their budget. When these families repatriate, the loss of extra money is felt in the monthly budget, not as the loss of a nice extra. Housing is another financial cost. Unless the family lives in government or base housing, locating reasonable rent and suitable living conditions can seem prohibitive to the returning family who has not experienced changes in the cost of living in the community.

Health, both physical and psychological, is important on both the individual member and family unit levels. One member's health problems can drain the family of other needed resources through medical expenses, time and energy taken in caring for the ailing family member, limited social contact and support, and limited abilities to attend to the needs and demands created by the transition. Health problems can also drain the

individual of their personal resources that might otherwise be directed toward working through the transition.

The last personal resource component is that of education. This addresses the individual's cognitive abilities to problem solve, understand the transition, and set realistic expectations for oneself and others (McCubbin, et al., 1983). Persons with higher levels of formal education generally have stronger problem solving skills and a stronger comprehension of the transition and the various demands associated with the transition.

Family system resources refer to the family characteristics that lend themselves to helping the family meet the demands created by the transition. A transition, in this instance the transition of repatriation, has at least the potential for introducing change in the family system, according to the definition given by McCubbin, et al. (1983). Two specific family characteristics, cohesion and adaptability, have been identified by researchers (Olson & McCubbin, 1982; Olson, Russell, & Sprenkle, 1979) as strong predictors of a given family's level of success in achieving bonadaptation (McCubbin, et al., 1983). Through research, it appears that balance in level of cohesion and in level of adaptability is desirable for successful adaptation.

Perhaps one of the most influential factors in the repatriating family's successful readaptation is the family's perception of the transition (cC factor). This factor also includes the family's perception of the pile-up and their resources. The meaning the family gives to the crisis of reentry influences decisions members make, attitudes toward the transition of reentry, feelings of competence in working through the various demands created by the transition, and the level of support given to family members by other members. If viewed negatively, the transition of reentry can promote feelings of

helplessness, hopelessness, despair, and a sense of having no direction. A negative outlook can also affect the level of reacculturation the family experiences. In turn, a positive framing of the reentry transition can build a sense of camaraderie between family members (i.e. we are in this together), confidence in the purpose of certain actions and decisions, and competence in problem solving and task completion (McCubbin, et al., 1983).

The family adaptation factor (xX) indicates the family's level of achievement in working through the transition of reentry. The repatriating family can attain adaptation at any point along a continuum ranging from maladaptation to bonadaptation. The factors of pile-up (aA) + resources (bB) + perception (cC) all work together to influence the family's eventual level of adaptation to the transition.

By integrating the Double ABCX Model of Family Stress with Erikson's theory of life span development, this study can investigate more clearly the possible relationship between reverse culture shock and social competence and peer interactions among school age children of repatriated missionaries.

Theoretical Framework: Erikson's Theory of Life Span Development

The second theory, proposed by Erik Erikson (1963, 1968), is focused on an individual's development throughout the life cycle. Erikson theorized that biological changes (growth and maturation) in development throughout the lifespan correlated with changes in social and environmental demands throughout an individual's life. Erikson termed this belief the Epigenetic Principle (Erikson, 1968; Thomas, 1985) and this principle shaped the modifications he made to Freud's five stages of psychosexual development. Erikson (1968) also incorporated the importance of cultural and

environmental demands upon an individual with his/her own biological changes in development and maturation into the epigenetic principle. Erikson believed a developmental crisis was “a turning point, a crucial period of increased vulnerability and heightened potential... [and] the degree to which an individual resolves a given crisis can either enhance or weaken his or her ability to resolve or master subsequent ones” (McCubbin & Figley, 1983, p. xxii). During middle and late childhood (ages six-12), the child works through the crisis or stage of industry vs. inferiority. In this stage, the child works to master specific skills and develop relationships with peers.

Erikson (1968) described the developmental task of middle and late childhood (ages 6-11) as the need to reconcile feelings of industry vs. inferiority. Erikson considered to be filled with “...psychosocial developments of considerable importance... necessary for independent functioning in adult society” (Schiamberg, 1988, p.48). This period in a child’s life is comprised, to a great extent, of the introduction to formal learning (entrance into the education system) and the primary introduction to the social culture of peers (Miller, 1993). During this period, children begin to evaluate their accomplishments in gaining physical and intellectual skills through self-comparison with other children with whom they interact.

The acquisition of skills and work habits prepares the child to become a productive and contributing member of the society in which he lives (Thomas, 1985). Throughout this acquisition, the child learns task competency and begins to attribute feelings of self-worth through tangible accomplishments and feedback from family, teachers, peers, and others in his/her environment (1985). The self-perceptions created through this process, whether positive or negative, may have significant impact on later approaches to learning;

development of relationships throughout the individual's life span, including positive peer relations; self-perceptions of competency, self worth, and self-esteem; and styles and frequency of social interaction (Miller, 1993; Santrock, 1988; Schiamberg, 1988).

Taking into consideration literature concerning possible family and individual factors in children's readaptation processes, theoretical and research literature focusing on developmental tasks of the school age child in the domains of peer group and close relationship development, and theoretical models of family stress, hypotheses were developed to investigate specific aspects of the repatriation process of returning school age missionary children. While the two hypotheses chosen for this study do not address all issues raised in previous reentry literature, they do examine distinct variable relationships in repatriating children's social development. The hypotheses in this study are:

H₁ Social competence among repatriated seven to nine year old missionary children is predicted by a combination of maternal reverse culture shock and maternal occupational stress.

H₂ Development of close social relationships among repatriated seven to nine year old missionary children is predicted by a combination of maternal reverse culture shock and maternal occupational stress.

CHAPTER THREE

DESIGN AND METHODOLOGY

Introduction

This research project utilizes a survey design. The study was conducted by contacting the families through Email, mail correspondence, and telephone conversations. The missionary board of the Independent Christian church and Missions Departments within universities associated with the Churches of Christ agreed to disclose their lists of missionary families who were returning to the United States during the years of 1996 and 1997. All proposed measures are self-report and/or parental report and can be completed by reading simple instructions. Each family reported on one child in the defined age range and both parents completed information about themselves and their levels of reverse culture shock.

Sample

The researcher contacted 64 recently returned missionary families within the Independent Christian Church and Churches of Christ. Of those contacted, 51 families indicated a desire to participate in the study and 48 families returned completed packets. The sample consisted of 48 Christian church and Church of Christ missionary families who had returned to the United States to live after having lived abroad for an extended time. The families are intact in structure (no divorce or legal separation). This is a type of

probability sample. The participants were selected randomly from a master list of the specified population by using a random number table (Shavelson, 1988). The participants met the following requirements: a) the participants were repatriated missionary families with the independent Christian church or Church of Christ; b) they had returned to the United States within one year from the time of data collection; and c) each family had at least one child between the ages of seven and nine years of age at the time of data collection. The participants included were both parents and their child between seven and nine years of age. If the families had more than one child between the ages of seven and nine, one child was chosen for this study.

This particular missionary population was chosen because none of the families receive official reentry education or help other than monetary, and the monetary help for relocation is given during the first few months of repatriation only (usually three to seven months). Any preparation materials created to facilitate the family's closure with the host culture and national friends, in packing their household for the move, and in finding jobs upon their return to the states must be found by the family themselves; the mission society provides nothing in these areas. Thus, all families are treated alike by the missionary society or churches' sending organization upon reentry in to the United States.

The mothers ranged in age from 28 to 42 years, with a mean of 33 years. All had returned to the United States between January 1996 and March 1997 and all also had completed some college courses. Their total number of months on the mission field ranged from 46 to 156 months, with a mean of 93 months. While in the host country, 22 families were totally supported financially by others, 9 families had a combination of

other and vocational support, and 17 had vocational support only (teaching or professional work).

Instruments

The testing instruments for this study measured the areas of parental occupational stress, parental reverse culture shock, and child social behaviors. All three instruments are completed by the parents. Two of the instruments chosen were for the parents (adults), the Revised Reverse Culture Shock Scale and the Occupational Stress Inventory, and the third instrument was a parental report of child behaviors, the Child Behavior Checklist/ 4-18. Data was gathered from both mothers and fathers for the overall project. For this study, only mother reported data of all three measures was used in the data analysis. In addition, reliabilities were run on every scale and subscale of each instrument.

Reverse culture shock. Reverse culture shock was measured by a revised version of the Moore-Austin Reverse Culture Shock Scale (Moore & Austin, 1982). Originally an unpublished 12 page questionnaire measuring difficulties missionaries within the Churches of Christ experienced upon repatriation to the United States, the revised version has been modified by the researcher for this study. The modifications were made to adapt the scale to include the independent Christian church missionary population. It has 50 items on a Likert-type scale rating (a) difficulties in adjusting to host and home cultures, (b) perceptions and level of importance of coping resources, and (c) physical health concerns as well as a section of demographic questions. It is all self-report. The time needed to complete this scale is approximately 35 minutes.

Face validity of the original instrument is reported by Moore et al. (1987) and was based on a pilot study conducted in 1977 with 13 returned missionaries in the Abilene,

TX, area. This scale was also reviewed and revised by the missions faculty at Abilene Christian University. The reliability coefficient of the RCS scale was reported at .49 by Moore et al. (1987). The RCS scale produced only a Cronbach's alpha of .37 in the current study. Because the alpha level was so low, the total score of the RCS scale was not used and the individual subscales were investigated. The subscales used in later statistical analyses in place of the reverse culture shock sum score were maternal depression and method of financial support. The internal consistencies for maternal depression and source of financial support were .70 and .71, respectively.

Occupational stress. The Occupational Stress Inventory (OSI) (Osipow & Spokane, 1987) for adults measures three dimensions of occupational adjustment (occupational stress, psychological strain, and coping resources). The OSI is a research instrument for measuring job related stress. It has three questionnaires and 14 subscales. Each questionnaire has a specific domain: (a) occupational roles, (b) personal strain, and (c) personal resources. Each of the 14 subscales have 10 questions and all questions are answered on a five point Likert type scale. It is designed to give the researcher information about stressors and coping behaviors in occupational adjustment. It has only local norms and the authors suggest obtaining local norms for reference in any studies utilizing this inventory. The alpha coefficients for total questionnaire scores range from .89 to .99 and the subscale alpha coefficients ranged from .71 to .94. Construct validity is considered adequate for research purposes (Decker & Borgen, 1993; Powell, 1991; and Osipow & Spokane, 1987), although it should be used with caution in clinical application. In this study, internal consistencies for the Occupational Stress Inventory total scale and its three subscales were .87 for the total score scale, .79 for the

occupational roles subscale, .91 for the personal strains subscale, and .90 for the personal resources subscale.

Peer involvement. The third instrument is the Child Behavior Checklist/4-18, Parent Report Form. This checklist was created by Achenbach and last revised in 1991. This instrument is used for assessing competencies and problems of children and adolescents as reported by one or both parents. It has 113 items that are answered with yes/no, three and four point Likert-type scales, or open ended opportunities. The items are selected for their relationship with referrals for social-emotional problems. The CBCL/4-18 was normed on 1300 nonreferred children and 2300 referred children. The sample was heterogeneous with respect to race and socioeconomic status and was proportionate in comparison to the general US population. The test-retest reliability for mother's ratings was .89 after three months. The interater reliabilities and correlation coefficients were both greater than .90. This instrument is considered to be very well standardized, reliable, and valid in the professional community. Within this study, only the total social competence scale and the social subscale were utilized. The questions in the social subscale section concerned activities, organizations, and household chores in which each child participated, their level of participation and activity ability in each, as well as questions concerning the child's ability to get along with siblings, parents, and other children and their ability to play and work by themselves. The original reliabilities of the social subscale were low ($\alpha = .54$) indicating lower internal consistency. After examining the question set of the social subscale, it was determined to omit the question concerning how the child plays and works alone due to (a) conceptual differences between this

question and the others within the set and (b) the scoring method suggested by Achenbach (1991) which weights this one question against three questions concerning the child's interactions with others. The reliabilities were then rerun for both the total competence scale and the social subscale. The total social competence scale incorporated sum scores of three subscales: activities, social, and school. The Cronbach's alphas indicated internal consistency reliabilities of .63 for the social subscale of the CBCL and .61 for the total social competence scale.

CHAPTER FOUR

DATA ANALYSIS

Overview

Descriptive statistics were conducted to provide information about the demographic characteristics of the sample and also to determine if assumptions were met for parametric analysis. Bivariate correlations and regression equations were conducted to examine the relationships between the variables.

The two outcome variables in the regression equations of this study were child total social competence and children's close relationship development. The three original predictor variables chosen for the regression equations in this study included length of stay overseas, mother's reverse culture shock, and mother's occupational stress.

Bivariate Correlations

Pearson product moment correlations were conducted to test for significant relationships between the variables. Nonsignificant correlations were found between length of stay overseas and both overall child social competence ($r=-.11$) and children's close relationship development ($r=.07$).

Insert Table 1 about here

Significant correlations were found between two variables of maternal reverse culture shock and total social competence. More specifically, source of financial support and total social competence achieved a positive correlation ($r = .36, p < .05$). Maternal depression and total social competence achieved a negative correlation ($r = -.30, p < .05$). No significant correlations were found between variables of maternal reverse culture shock and children's close relationship development. Maternal occupational stress was not significantly related with either total social competence (.16) or with close relationship development (.14).

Multiple Regression Equations

The researcher originally chose hierarchical multiple regression to investigate the significance of specified predictor variables in both the children's social competence and children's close relationship development while controlling for variance due to length of stay. With no significant correlation detected between the variable length of stay overseas with either of the outcome variables, there was no need to utilize this variable as a control. Therefore, the researcher used standard multiple regression analysis as the type of regression test instead of hierarchical multiple regression.

The purpose in choosing multiple regression was to determine the proportion of variance (R^2) in the outcome variables (children's total social competence and close relationship development) accounted for by the set of predictor variables (maternal

occupational stress, type of financial support, and maternal depression). Whereas maternal occupational stress did not achieve significance in the bivariate correlations, it was retained in the regression equations for conceptual reasons. Maternal occupational stress was theorized from the beginning of the study, as well as in previous literature, to have possible significance in missionary children's readaptation processes. Close relationship development was retained as an outcome variable in the second regression equation for similar reasons. It was conceptualized from the beginning of the study that close relationship development among school age children is an integral part of school age children's social development. The researcher also specifically wanted to investigate children's close relationship development within this sample since they have recently experienced significant changes in location and culture.

Two regression equations were conducted, one for each outcome (or criterion) variable (see Table 2). In the first regression, total social competence was entered as the outcome variable, with maternal depression, source of financial support, and maternal occupational stress as the predictor variables. Consistent with the correlations, significant beta coefficients were found for two of the three predictor variables. More specifically, maternal depression demonstrated a significant negative beta coefficient ($\beta = -.33, p < .05$) while method of financial support demonstrated a significant positive beta coefficient ($\beta = .33, p < .05$). Maternal occupational stress failed to achieve significance in this model. The overall model accounted for 23% of the variance in the outcome variable of total social competence ($F = 4.39, p < .01$).

Insert Table 2 about here

The second regression equation utilized the same predictor variables (maternal depression, method of financial support, and maternal occupational stress) to test for their abilities to significantly predict variance in the second outcome variable, close relationship development. Consistent with the previously conducted bivariate correlations, none of the predictor variables were found to have significant beta coefficients as predictors of children's close relationship development. The model accounted for 9% of the variance in the outcome variable (close relationship development) ($F = 1.48$).

CHAPTER FIVE

DISCUSSION AND SUMMARY

Partial support was found for the first hypothesis in this study. Contrary to both hypotheses, maternal occupational stress did not prove to have a significant relationship with either children's social competence or close relationship development. However, dimensions of maternal reverse culture shock did prove significant in predicting children's social competence.

The first hypothesis, social competence among repatriated seven to nine year old missionary children is predicted by a combination of maternal reverse culture shock and maternal occupational stress, was supported in two dimensions of maternal reverse culture shock. Maternal depression had a significant, negative relationship with overall child social competence, indicating that higher maternal depression is linked to lower social competence in children while lower maternal depression is linked to higher child social competence. Source of financial support had a significant, positive relationship with overall child social competence, indicating that when more financial resources are generated by the mothers themselves, mothers report higher social competence in children. The research model indicated that 23% of the variance in overall child social

competence was accounted for by the linear combination of maternal depression, method of financial support, and maternal occupational stress.

In the second hypothesis, children's close relationship development among repatriated seven to nine year old missionary children is related to a combination of parental reverse culture shock and parental occupational stress none of the predictor variables of maternal depression, maternal occupational stress, or source of financial support while on the field related in a significant manner to children's close relationship development. The second research model indicated that only 9% of the variance in children's close relationship development could be accounted for by the combination of maternal depression, source of financial support, and maternal occupational stress.

Implications

This study has several implications, both for further research and for application. First, consistent with family stress theory, the data indicate that financial resources, in general, and specifically, the source of financial resources, are important for the well-being of families and children. As mentioned previously, financial well-being is extremely important for repatriating families. The cost of moving a family and household from one country to another is quite costly. For repatriating missionary families in this study, a job upon return to the United States is not guaranteed and resettlement pay is offered at the discretion of the individual churches who have sponsored their missionary work. Specifically, the data concerning source of financial support indicate that families who are vocational missionaries (relying on their job skills/talents as teachers, nurses, doctors, or other professionals while serving on the mission field) perceive their children

as more socially competent and better able to make friends than missionary families who rely totally others for financial stability.

In this study, families who rely on others, such as the church missions program, to provide for their financial needs upon return had children who were lower overall in social competence. Families who were better able to provide financially for their needs in this study, in general, may have had children involved in more sports, activities, and organizations, a dimension of social competence. If so, these children would have more opportunities to interact with other children in their age group than children in families who reported that their total income came from others, such as the church.

Maternal depression also contributed to the overall children's social competence. Consistent with previous research concerning adolescent mothers with preschool children (Hubbs-Tait, Osofsky, Hann, & Culp, 1994), higher levels of maternal depression indicated lower levels of child overall social competence. Mothers reporting lower depression or no depression reported their children as more socially competent in the areas of activities, social interactions, and school while mothers reporting higher levels of depression indicated that their children were not as socially competent.

Maternal occupational stress did not relate to either of the children's social competence variables or to any variables comprising reverse culture shock. Although this is contrary to the researcher's predictions, there may be some sound reasons for this outcome. The assumption was made that these mothers were employed outside the home. However, due to low scores on the Occupational Stress Inventory, it is possible that not all mothers were employed at the time they completed this measure. Responding to a questionnaire that had many non-applicable items due to employment status may have

confounded the statistical findings within the data set. Therefore, one cannot assume that occupational stress does not play a role in children's reacculturation processes. Though not supported in this study, this variable may be applicable in future studies if collected with specific information such as current employment.

Another possible explanation is that, as a group, the mothers scored quite high on having and utilizing personal coping resources. While expressing symptoms of depression, the mothers indicated they had and used coping resources which they considered adequate for their needs. Therefore, although they may be experiencing occupational stress, their coping strategies may be effective for handling their job related stress and not letting that play into their perceptions of their children's social competencies.

Also contrary to the researcher's expectations was the lack of correlation between length of stay in the host country with the children's overall social competence and close relationship development. The literature concerning adolescents' readjustment to living in the United States indicated this variable was significant in the individual's level of adaptation after reentry. It is possible that the nonsignificance in this study could be attributable to the age difference between children in this study and the adolescents and young adults in previous studies. Children in repatriating middle childhood may not be as socially vulnerable as repatriating adolescents and young adults. An alternative explanation for nonsignificance of this variable is that this study measured the parents length of stay. The child's actual length of stay may be shorter than that of the parents if the child was born while the family resided in the host culture. Future studies may benefit from measuring both the child's and the parents length of stay to test for significance.

Limitations

There are several limitations within this study. First, there is limited generalizability to the general population. The sample was very specific and any generalizing to groups outside missionary populations, and Church of Christ/ Independent Christian church missionaries in particular, should be regarded with caution. A second limitation is the small sample size ($N = 48$). A larger sample size would increase its representativeness for the missionary population.

A third limitation is only mother data was used in the study. Further studies utilizing father data and comparisons between fathers and mothers could yield more information about repatriating missionary families and the unique stressors they face as they reacculturate to the United States.

Further analysis is also warranted. This study only used the competence scales of the CBCL. Analysis using the problem scale scores of the CBCL might yield more specific information about the children in the study. Externalizing and internalizing behaviors could be detected, as well as other social, thought, and attention problems.

Also, there is evidence that, within the social subscale of the CBCL, there is reason to divide out the responses dealing with the child's behavior with friends/others and their participation in organizations, such as clubs, teams, and groups. Secondary analysis of this scale may be in order to determine if there is a difference between the number of organizations in which the child is involved versus how many friends the child has and how he/she gets along with others (Hubbs-Tait et al., 1994). It is possible that these families are aware of ways in which to facilitate their child's social development, including enrolling them in special programs and activities (i.e.: scouting troops, YMCA,

Little League, etc.). If this is true, then the organization part of the social subscale score could be different from their actual friendship section score.

Summary

Churches can benefit from this study in two specific ways. First, churches and the mission programs associated with these missionary families can better understand the importance of families' sources of financial support plays in the overall well being of the families and maternal perceptions of their children's social competence. Secondly, churches and lay personnel involved with repatriating missionary families can take into account how maternal depression can influence coping abilities of families and children during repatriation and maternal perceptions of children's social competence upon returning to the United States. Taking preventative measures by setting up guidelines, plans, and resources for repatriating families might allay fears and mitigate issues of difficulty during repatriation (i.e.: interest level of sponsoring congregation's members and staff, differences in worship style, finding adequate and affordable housing, and finding adequate and satisfying employment upon return) thus possibly lowering the incidence of maternal depression upon repatriation.

This study was conducted to investigate the relationships of maternal reverse culture shock and maternal occupational stress with children's social competence and close relationship development. Evidence was found for partial support of a relationship between maternal reverse culture shock with children's social development. This study also suggests that financial resources as well as maternal mental well-being are important components in the success of repatriating children's social development.

REFERENCES

- Achenbach, T.M. (1991). Manual for the Child Behavior Checklist/ 4-18 and 1991 Profile. Burlington, VT: University of Vermont Department of Psychiatry.
- Acuna, J. (1981). Influence of acculturation on cognitive development. Philippine Journal of Psychology, 14 (1,2), 23-37.
- Adler, N.J. (1981). Re-entry: Managing cross-cultural transitions. Group & Organization Studies, 6, (3), 341-356.
- Asher, S.R., & Coie, J.D. (1990). Peer Rejection in Childhood. New York: Cambridge University Press.
- Asher, S.R., Renshaw, P.D., & Hymel, S. (1982). Peer relations and the development of social skills. In S.G. Moore (Ed.). The Young Child: Reviews of Research. Vol. 3. Washington, DC: National Association for the Education of Young Children.
- Austin, C.N. (1983). Cross-Cultural Reentry: An Annotated Bibliography. Abilene, TX, ACU Press.
- Austin, C.N. (Ed.) (1986). Cross-Cultural Reentry: A Book of Readings. Abilene, TX. ACU Press.
- Austin, C.N. (1993). Post-addendum to "Cross-cultural reentry: An annotated bibliography". Unpublished manuscript, Abilene Christian University.
- Austin, C.N., & Jones, B.V. (1987). Reentry among missionary children: An overview of reentry research. Journal of Psychology and Theology, 15 (4), 315-325.

Austin, C.N. & McDonald, D.E. (1988). An addendum to "Cross-cultural reentry: An annotated bibliography". Journal of Psychology and Theology, 16 (4), 369-377

Bell, R.Q. (1979). Parents, child and reciprocal influences. American Psychologist, 34, 821-826.

Berndt, T.J. (1989). Friendships in childhood and adolescence. In W. Damon (Ed.) Child Development Today and Tomorrow. San Francisco: Jossey-Bass.

Berndt, T.J. & Hoyle, S.G. (1985). Stability and change in childhood and adolescent friendships. Developmental Psychology, 21, 1007-1015.

Black, J.S. (1991). Returning expatriates feel foreign in their native land. Personnel, (8), p. 17.

Boivin, M. & Biegin, G. (1989). Peer status and self-perception among elementary school children: The case of rejected children. Child Development, 60, 591-596.

Decker, P.J. & Borgen, F.H. (1993). Dimensions of work appraisal: Stress, strain, coping, job satisfaction, and negative affectivity. Journal of Counseling Psychology, 40 (4), 470-478.

Dunn, J. (1993). Young Children's Close Relationships: Beyond Attachment. Newbury Park, CA: Sage.

Epps, E.G. & Smith, S.F. (1984). School and children: The middle childhood years. In W.A. Collins (Ed.), Development During Middle Childhood: The Years from Six to Twelve. (pp. 283-334).

Figley, C. R. & McCubbin, H.I.(Eds.) (1983). Stress and the Family, Volume II: Coping with Catastrophe. New York: Brunner/Mazel.

- Fleming, R.L. (1947). Adjustment of India missionaries' children in America. Unpublished Doctoral Dissertation, University of Chicago.
- Freed, M.N., Ryan, J.M., & Hess, R.K. (1991). Handbook of Statistical Procedures and Their Computer Applications to Education and the Behavioral Sciences. New York: Macmillian Publishing Co.
- French, D.C. (1984). Children's knowledge of the social functions of younger, older, and same-age peers. Developmental Psychology, 55, 1429-1433.
- Freud, A. & Dann, S. (1951). An experiment in group up bringing. In R. Eislerk A. Freud, H. Hartmann, & E. Kris (Eds.), The Psychoanalytic Study of the Child, (6). New York: International Universities Press.
- Garnezy, N. & Rutter, M. (Eds.) (1983). Stress, Coping, and Development in Children. New York: McGraw-Hill Book Co.
- Green, K.D., Forehand, R., Beck, S.J., & Vosk, B. (1980). An assessment of the relationship among measures of children's social competence and the children's academic achievement. Child Development, 51, 1149-1156.
- Gullahorn, J.T. & Gullahorn, J.E. (1963). An extension of the U-curve hypothesis. Journal of Social Issues, 14, 33-47.
- Hartup, W.W. (1989). Social relationships and their developmental significance. American Psychologist, 44, 120-126.
- Hartup, W.W. (1984). The peer context in middle childhood. In W.A. Collins (Ed.), Development During Middle Childhood: The Years from Six to Twelve. (pp. 240-282).

Hatzichristou, C. & Hopf, D. (1995). School adaptation of Greek children after remigration. Journal of Cross-Cultural Psychology, 26, (5), 505-522.

Hazelberger, A. & Stoh, L. (1991). Returning managers need support from employers. Personnel, Oct. '91, p. 19.

Henry, C.S., Stephenson, A.L., Hanson, M.F., & Hargett, W. (1993). Adolescent suicide and families: An ecological approach. Adolescence, 28 (110), 291-308.

Hertz, D.G. (1984). Psychological and psychiatric aspects of remigration. The Israel Journal of Psychiatry and Related Sciences, 21 (1), 57-68.

Hetherington, E.M. (Ed.). (1983). Handbook of Child Psychology, Vol. 4: Socialization, Personality, and Social Development. New York: Wiley.

Jalongo, M.R. (1983). Promoting peer acceptance of the newly immigrated child. Childhood Education, 60, (2), 117-124.

Jamieson, M. & Stewin, L. (1987). Exploring immigrant students' adjustment to learning in their new cultural setting. International Journal for the Advancement of Counselling, 10, 19-33.

Kendall, D.W. (1981). Repatriation: An ending and a beginning. Business Horizons, November-December, 21-25.

Kramer J., & Conoley, J.C., eds. (1992). The Eleventh Mental Measurements Yearbook, vol. 11. University of Nebraska Press, Lincoln, Nebraska, 1707-1723.

Lehman, P.W. (1988). Study Guide for: Richard J. Shavelson's Statistical Reasoning for the Behavioral Sciences, 2nd Ed. Boston: Allyn & Bacon.

Martin, J.N. (1984). The intercultural reentry: Conceptualizations and directions for future research. International Journal of Intercultural Relations, 8, 115-134.

McCubbin, H.I. & Patterson, J.M. (1983). Family transitions: Adaptation to stress. In McCubbin & Figley (Eds.) Stress and the Family, volume I: coping with Normative Transitions (pp. 5-25). New York: Brunner/Mazel.

Miller, P.H. (1993). Theories of Developmental Psychology. New York, W.H Freeman & Co.

Minuchin, P.P. (1977). The Middle Years of Childhood. Monterey, CA: Brook/Cole Publishing, Co.

Mitchell, J.V., ed. (1985). The Ninth Mental Measurements Yearbook, vol. 9. University of Nebraska Press, Lincoln, Nebraska, 1015-1019.

Morison, R. & Richards, M.H. (1991). Peer reputation in middle childhood as a predictor of adaptation in adolescence: A seven year follow-up. Child Development, 62, 991-1007.

Moore, L.A. (1982). A study of reverse culture shock in North American Church of Christ missionaries. Masters Abstracts, 20.

Moore, L.A., Jones, B.V., & Austin, C.N. (1987). Predictors of reverse culture shock among North American Church of Christ missionaries. Journal of Psychology and Theology, 15, (4), 336-341.

Murray, J.A. (1973). International personnel repatriation: Culture shock in reverse. MSU Business Topics, Summer, 59-66.

Olson, B.E. (1968). A follow-up study of the children of American and Canadian Seventh Day Adventist missionaries serving in countries of the Far East and Latin America. Dissertation Abstracts International, 29, (491A). University Microfilms No, 68-11:586.

Parker, J.G., & Asher, S.R. (1987). Peer relations and later adjustment: Are low-accepted children "at risk"? Psychological Bulletin, 102, 357-389.

Pellegrini, D.S. (1985). Social cognition and competence in middle childhood. Child Development, 56, 253-264.

Perry, D.G. & Bussey, K. (1984). Social Development, Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Pettit, G.S., Dodge, K.A., & Brown, M.M. (1988). Early family experience, social problem solving patterns, and children's social competence. Child Development, 59, 107-120.

Powell, T.E. (1991). A review of the occupational stress inventory. Measurement and Evaluation in Counseling and Development, 24, October, 127-130.

Rizzo, T.A. (1989). Friendship Development among Children in School. Norwood, NJ: Ablex Publishing Co.

Shaffer, D.R. (1994). Social & Personality Development. Pacific Grove, CA: Brooks/Cole Publishing Co.

Sharp, L.W. (1985). Toward a greater understanding of the real MK: A review of recent research. Journal of Psychological Counseling, 4, (1), 73-78.

Shavelson, R.J. (1988). Statistical Reasoning for the Behavioral Sciences, 2nd. Ed. Boston: Allyn & Bacon.

Shilling, M. (1993). How to win at repatriation. Personnel, (9), pp. 40-46.

Shultz, D.M. (1986). A study of third culture experience in relation to the psychosocial adjustment of returned Church of Christ missionary families. Dissertation Abstracts International, 47 (3): 1298B. University Microfilms No. DA 8609811.

Smith, L. (1975). The hazards of coming home. Dun's Review, 10, 71-73.

Smollar, J. & Youniss, J. (1982). Social development through friendship. In K.H. Rubin & H.S. Ross (eds.) Peer Relations And Social Skills In Childhood. New York: Springer-Verlag.

Solomon, C.M. (1995a). Repatriation planning checklist. Personnel, 1, p. 32.

Solomon, C.M. (1995). Repatriation: Up, down or out? Personnel, 1, pp. 28-37.

Sorensen, E.S. (1993). Children's Stress and Coping: A Family Perspective. New York: The Guilford Press.

Stelling, J. L. (1991). Reverse culture shock and children of Lutheran missionaries. (Doctoral dissertation, United States International University, San Diego). Dissertation Abstracts International, 52, 6671B.

Strauss, C.C., Forehand, R., Smith, K., & Frame, C.L. (1986). The association between social withdrawal and internalizing problems of children. Journal of Abnormal Child Psychology, 14 (4), 525-535.

Tucker, M.F. & Wight, A. (1981). A "culture gap" in international personnel programs. The Bridge, Winter, 11-13.

Useem, R.H. (1973). Third culture factors in educational change. Cultural Challenges To Education. C.S. Brembeck & W.H. Hill, (eds.). Lexington, Massachusetts, D.C. Heath.

Whiting, B.B. & Edwards, C.P. (1988). Children of Different Worlds: The Formation of Social Behavior. Cambridge, MA: Harvard University Press.

Wickstrom, D.L. & Fleck, J.R. (1983). Missionary children: Correlates of self-esteem and dependency. In Kelly S. O'Donnell and Michele Lewis O'Donnell (eds.) Helping Missionaries Grow: Readings in Mental Health and Missions, (240-257).

APPENDICES

APPENDIX A

Double ABCX Model

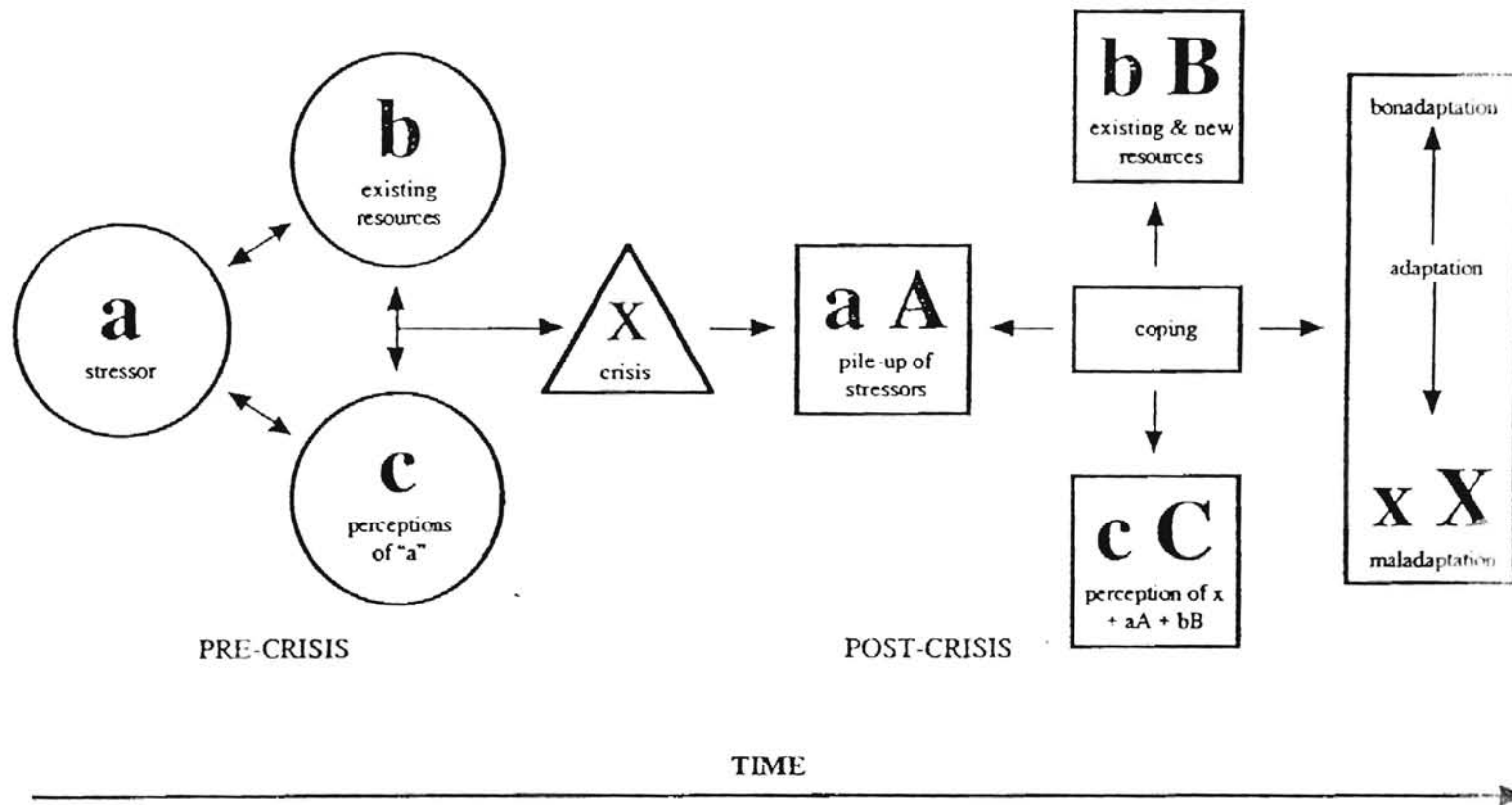


Figure 1. The Double ABCX Model of Family Stress (McCubbin & Patterson, 1981)

APPENDIX B

Institutional Review Board Approval

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 12-26-96

IRB#: HE-97-030

Proposal Title: THE RELATIONSHIP BETWEEN REVERSE CULTURE
SHOCK AND THE SOCIAL DEVELOPMENT OF SCHOOL AGE
MISSIONARY CHILDREN

Principal Investigator(s): Anne McDonald Culp, Tara Wells

Reviewed and Processed as: Expedited

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD
AT NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING
THE APPROVAL PERIOD.
APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR
PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE
SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR
APPROVAL.

Comments, Modifications/Conditions for Approval or Disapproval are as follows:

Signature:


Chair of Institutional Review Board

cc: Tara Wells

Date: February 11, 1997

APPENDIX C

Consent Form for Participation in Study

AGREEMENT TO PARTICIPATE IN REENTRY STUDY

"I, _____, hereby agree to participate in the following procedures conducted

(print name[s])

by Tara Wells, B.Sc. and Anne McDonald Culp, Ph.D.:

- (1) to complete a self-report questionnaire about reverse culture shock;
- (2) to complete a self-report questionnaire about occupational/career adjustment;
- (3) to complete a parental report behavior checklist about my child's current behavior patterns; and
- (4) to allow the questionnaires to be viewed and coded by members of the research team for research purposes only.

I understand that my participation in this project will take approximately 2 1/2 hours total. I authorize the use of the data collected in the project as a part of a study on reverse culture shock in school age missionary children and its possible effects on their development of friendships and that the data may be used in future research studies.

This study is designed to (1) identify the relationship between reverse culture shock and the development of peer relationships among school age children of recently repatriated missionary families and (2) examine the relationship between the parents' perceived level of reverse culture shock and their child's perceived level of reverse culture shock. The results will be used to expand the understanding of the repatriating missionary family's needs, resources, and coping abilities.

ASSURANCE OF CONFIDENTIALITY:

I understand my name and my child's name will not be identified with any data collected in the study and the questionnaires will be considered for confidential research use only. I understand this consent form will be kept in a locked file cabinet in a locked office, separate from the questionnaires responses. The collected data will be viewed only by members of the current or future research teams who are authorized by the project director and who have signed an agreement to assure the confidentiality of information about the participants. I understand that my participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time without penalty after notifying the project director.

I may contact Tara Wells, B.Sc. at (405) 744-3647 or her thesis supervisor, Anne McDonald Culp, Ph.D. at (405) 744-5057. I may also contact Gay Clarkson, University Research Services, 305 Whitehurst, Oklahoma State University, Stillwater, OK 74078; Telephone: (405)744-5700.

I have read and fully understand this form. I sign it freely and voluntarily. A copy has been given to me.

Date: _____

Signed: _____
Signature of Participant authorizing participation

APPENDIX D

Instruments for the Study

Preliminary Questionnaire

Please complete the following questions before proceeding to the remainder of the questionnaire.

1. Has your present stay in the US been or is it to be: (check one)

a. less than one year

b. one year or longer

2. How long has it been since you last returned to the US to live from a foreign mission field? (Check one)

a. less than 6 months

b. 6-12 months

c. 13-18 months

d. 19-24 months

e. Other, please list: _____

Background Questions:

Please answer the following questions as accurately and completely as possible. Be sure to complete the form independently of your spouse or any other individual.

1. Where is your place of birth? (check one)

a. U.S.

b. other, please name: _____

2. What is your maternal (first, most fluent) language?

a. English

b. other, please name: _____

3. What is your current age (in years)?

_____ years

4. What is your gender?

a. male

b. female

5. What is your current marital status? (Check one)

a. single

b. married

c. widowed

d. separated

e. divorced

6. Please list each post-secondary school (college, university, preaching school, technical, etc.) where you have studied and include the years of attendance for each:

7. Did your parents serve as missionaries in a foreign country at any time during your first 18 years?

a. yes, please list location(s) _____

b. no

8. Prior to your missionary experience, which category best describes the living setting with which you were most familiar? (Check one)

- a. farming/rural community
- b. small town (less than 50,000)
- c. small city (50,001-150,000)
- d. large city (150,001 +)
- e. suburb

9. Which category best describes your parent's socioeconomic background? (Check one)

- a. processing occupation (food, petroleum, etc.)
- b. trade occupation (mechanic, electrical, union, etc.)
- c. service occupation (police, fire, barber, etc.)
- d. clerical and/or sales
- e. technical and/or managerial
- f. professional (teacher, lawyer, doctor, etc.)
- g. other, please describe: _____

Preparation for Mission Work:

10. Did you attend a preacher training school or school of biblical studies prior to leaving for your last location of mission work?

- a. yes
- b. no

11. Please check the highest level of education you achieved prior to leaving for your last location of mission work:

- a. high school attendance
- b. high school graduation or equivalent
- c. some college
- d. undergraduate college degree
- e. graduate school attendance
- f. Master's degree
- g. Doctoral degree
- h. other vocational training

12. Check the areas of study in which you had specialized training prior to leaving for your last location of mission work: (check all that apply)

- a. mission methods
- b. church growth
- c. urban evangelism
- d. history of missions
- e. theology of missions
- f. theory of language learning (linguistics)
- g. counseling
- h. group dynamics
- i. psychology
- j. sociology
- k. animism
- m. missionary woman
- n. leadership training
- o. culture of host country
- p. religion(s) of host country
- q. other, please list: _____
- r. none of the above

13. From the above question, rank the three areas of training that were most helpful in your mission experience:

- 1) _____
 2) _____
 3) _____

14. What type of training did you receive in the language of the host country prior to leaving for your last location of mission work? (Check all that apply)

- a. none needed, English was spoken in my last field of service
 b. tutor
 c. self-study
 d. high school study, # of yrs. ____
 e. college study, # of yrs. ____
 f. language school in US, # of mos. ____
 g. language school in host country, # of mos. ____
 h. language school in foreign, but non-host country, # of mos. ____
 i. other, _____

15. Rate the following items according to the degree to which you believe your sponsoring church or group prepared you for mission work. Circle the number that best describes your feelings and/or experience. Circle one number for each item.

Training Area	inadequate preparation			adequate preparation	
	1	2	3	4	5
a. formal training in missions	1	2	3	4	5
b. training in Bible	1	2	3	4	5
c. language study	1	2	3	4	5
d. discussion with elders, supervisors	1	2	3	4	5
e. training in counseling	1	2	3	4	5
f. training in religion of host country	1	2	3	4	5
g. training in culture of host country	1	2	3	4	5

16. List other preparation needs you had: _____

17. Prior to leaving for my last mission field, my desire to serve in that field was: (circle one number below)
 No desire 1 2 3 4 5 Greatest possible desire

18. Please rate the following items according to the degree of difficulty you experienced prior to leaving for your last location of mission work. Circle one number for each item.

Item	No Difficulty					Severe Difficulty
	1	2	3	4	5	
a. nervousness	1	2	3	4	5	
b. trembling	1	2	3	4	5	
c. sleeplessness	1	2	3	4	5	
d. fearfulness	1	2	3	4	5	
e. dizziness	1	2	3	4	5	
f. worry/anxiety	1	2	3	4	5	
g. depression	1	2	3	4	5	
h. criticalness	1	2	3	4	5	
i. fatigue/exhaustion	1	2	3	4	5	
j. tenseness	1	2	3	4	5	
k. headache or backache	1	2	3	4	5	
l. easily discouraged	1	2	3	4	5	
m. excessive sleeping	1	2	3	4	5	

n. excessive emotionality	1	2	3	4	5
o. overly sensitive	1	2	3	4	5
p. ulcer, diarrhea, or stomach-ache	1	2	3	4	5
q. difficulty making simple decisions	1	2	3	4	5

Mission Field Experiences:

19. Check any of the following that apply to you:

- a. I was single prior to leaving for my last field of mission work.
- b. I was married prior to leaving for my last location of mission work.
- c. I married a fellow missionary while in my last location of mission work.
- d. I married a fellow American, but non-missionary, while in my last field of mission work.
- e. I married a National or individual whose native culture was not that of the US prior to, during, or after my last location of mission work.
- f. I married a missionary after returning from my last field of mission work.

21. What is the total number of months you have spent in mission work? _____

22. Was your last period of mission work in an apprentice program?

- a. yes
- b. no

23. While in your last location of mission work, were you financially: (check one)

- a. fully supported by others
- b. fully self-supported
- c. supported by self and others

24. What was your perception of the similarity of the culture of your last location of mission work and that of the US?

- a. very similar
- b. similar
- c. dissimilar
- d. very dissimilar

25. What was the nature of the setting of your last location of mission work? (Check one)

- a. primitive
- b. peasant
- c. urban
- d. mixed a & b
- e. mixed b & c
- f. mixed a, b, & c

20. For each location where you have completed mission work, list in the blank at the left the number of months spent in each location listed below. If you served in more than one location, rank the locations in order of service by placing a "1" beside the first location, a "2" by the second location and so on under the "rank" column.

<u>Months</u>	<u>Rank</u>	<u>Location</u>
_____	_____	Alaska
_____	_____	Hawaii
_____	_____	Canada
_____	_____	Mexico
_____	_____	Central America
_____	_____	Caribbean
_____	_____	South America
_____	_____	North Africa
_____	_____	East Africa
_____	_____	West Africa
_____	_____	Southern Africa
_____	_____	Republic of South Africa
_____	_____	England, Scotland, Ireland, Wales
_____	_____	Finland, Norway, Sweden, or Denmark
_____	_____	France
_____	_____	Germany
_____	_____	Portugal
_____	_____	Spain
_____	_____	Belgium and The Netherlands
_____	_____	Australia
_____	_____	New Zealand
_____	_____	India
_____	_____	New Guinea
_____	_____	Austria
_____	_____	Switzerland
_____	_____	Italy
_____	_____	Slavic countries
_____	_____	Greece
_____	_____	Israel
_____	_____	Turkey
_____	_____	Jordan, Syria, Iraq, Iran, Saudi Arabia
_____	_____	Korea
_____	_____	Viet Nam
_____	_____	Taiwan
_____	_____	Japan
_____	_____	Hong Kong
_____	_____	Philippines
_____	_____	Indonesia
_____	_____	Thailand
_____	_____	Islands of the South Pacific
_____	_____	Former countries of the Soviet Union
_____	_____	Other, _____

26. For each of the activities in which you were involved while in your last location, indicate the ranking of each activity from the activity that took up the largest percentage of time spent to the activity that took up the least amount of time by placing a "1" by the activity with the largest percentage of time and a "2" by the next to most time consuming activity and so on. (Please note that not every category may apply to your mission situation.)

<u>Rank</u>	<u>Activity</u>
_____	Preparation and preaching
_____	Leading singing
_____	Leading public prayers
_____	Preparation & teaching Bible classes
_____	Preparation & teaching home Bible classes
_____	Preparation & teaching language in school
_____	Preparation & teaching language privately
_____	Preparation & teaching missionary children
_____	Preparation & leading devotionals
_____	Distribution of tracts, other materials
_____	Evangelistic trips to other areas
_____	Fund raising
_____	Counseling
_____	Youthwork
_____	Working in medical facility
_____	working in a library
_____	Visitation
_____	Bible correspondence course work
_____	Preparation of teaching aids
_____	Preparation & radio ministry
_____	Administrative duties (school, hospital, etc.)
_____	Preparation & teaching of leadership courses
_____	Preparation & teaching of teachers
_____	Preparation & teaching of special workshops
_____	Other, _____

27. Rate the following items according to the degree of difficulty of your adjustment while on the field of your last location of mission work. (Circle one number of each item or N/A if an item does not apply to your experience, marital status, etc.)

<u>Item</u>	<u>N/A</u>	<u>No Difficulty</u>			<u>Severe Difficulty</u>	
a. Finding adequate & affordable housing	na	1	2	3	4	5
b. Obtaining adequate funds for living expenses for self and family	na	1	2	3	4	5
c. Obtaining adequate work funds	na	1	2	3	4	5
d. Sponsoring church or group's understanding of situation or needs	na	1	2	3	4	5
e. Standard of living of host culture	na	1	2	3	4	5
f. Etiquette of host culture	na	1	2	3	4	5
g. Shopping customs	na	1	2	3	4	5
h. Economy of host culture	na	1	2	3	4	5
i. Overall pace of life of host culture	na	1	2	3	4	5
j. Nonverbal communication of host culture	na	1	2	3	4	5
k. Time orientation of host culture	na	1	2	3	4	5

l. Transportation needs	na	1	2	3	4	5
m. Clothing styles	na	1	2	3	4	5
n. Language acquisition/slang	na	1	2	3	4	5
o. Lack of friends	na	1	2	3	4	5
p. Maintaining spiritual adjustment	na	1	2	3	4	5
q. Attitudes of national Christians	na	1	2	3	4	5
r. Doubts about whether I should be there or not	na	1	2	3	4	5
s. Home sickness/nostalgia for US	na	1	2	3	4	5
t. Physical illness (self)	na	1	2	3	4	5
u. Physical illness of spouse or children	na	1	2	3	4	5
v. Concern over spouse's adjustment	na	1	2	3	4	5
w. Concern over children's adjustment	na	1	2	3	4	5
x. Provisions for children's education in US	na	1	2	3	4	5
y. Provisions for children's education on field	na	1	2	3	4	5
z. Personal relationship with spouse	na	1	2	3	4	5
aa. Working with other missionaries on field	na	1	2	3	4	5
bb. Nervousness	na	1	2	3	4	5
cc. Trembling	na	1	2	3	4	5
dd. Sleeplessness	na	1	2	3	4	5
ee. Fearfulness	na	1	2	3	4	5
ff. Dizziness	na	1	2	3	4	5
gg. Tense or keyed up	na	1	2	3	4	5
hh. Headache or backache	na	1	2	3	4	5
ii. Worry/ anxiety	na	1	2	3	4	5
jj. Difficulty making simple decisions	na	1	2	3	4	5
kk. Fatigue/ exhaustion	na	1	2	3	4	5
ll. Easily discouraged	na	1	2	3	4	5
mm. Depression	na	1	2	3	4	5
nn. Excessive sleeping	na	1	2	3	4	5
oo. Excessive emotionality	na	1	2	3	4	5
pp. Overly sensitive	na	1	2	3	4	5
qq. Criticalness	na	1	2	3	4	5
rr. Ulcer, diarrhea, or stomach ache	na	1	2	3	4	5

28. From the above list, rank the 5 most difficult items you encountered while in your last location of mission work. Place the number of the most difficult item in the first blank, the second most difficult item in the second blank, and so on.

- a. ___
 b. ___
 c. ___
 d. ___
 e. ___

29. Use this space to list any other difficulties you encountered on the mission field.

30. While in your last location of mission work, what percentage of your work time was spent with: (Circle one number on each line so that the three percentages total 100%)

<u>People Groups</u>	<u>Percentages</u>											
Nationals	0	10	20	30	40	50	60	70	80	90	100%	
North Americans	0	10	20	30	40	50	60	70	80	90	100%	
People from other countries	0	10	20	30	40	50	60	70	80	90	100%	

31. While in your last location of mission work, what percentage of leisure time was spent with: (Circle one number on each line so that the three percentages total 100%)

<u>People Groups</u>	<u>Percentages</u>											
Nationals	0	10	20	30	40	50	60	70	80	90	100%	
North Americans	0	10	20	30	40	50	60	70	80	90	100%	
People from other countries	0	10	20	30	40	50	60	70	80	90	100%	

32. According to the scale below, circle the number for each item that represents the average frequency of contacts you maintained with the US while in your last location of mission work. Circle "none" if you never had such contacts during your last period of mission work.

<u>Longer than</u> <u>year without</u> <u>contact</u>	<u>Annually</u>	<u>Semi-annually</u>	<u>Monthly</u>	<u>Weekly</u>	<u>Daily</u>
1	2	3	4	5	6

Then in the section at the far right, rate each item according to how personally satisfying and informative such contacts were for you. (Circle one number for each.)

<u>Item</u>	<u>Frequency of contact</u>						<u>Level of Satisfaction</u>						
	none	1	2	3	4	5	6	Not sat.	1	2	3	4	5
a. Letters from sponsoring church or group leaders	none	1	2	3	4	5	6	1	2	3	4	5	5
b. Letters from US church members	none	1	2	3	4	5	6	1	2	3	4	5	5
c. Letters from friends	none	1	2	3	4	5	6	1	2	3	4	5	5
d. Letters from relatives	none	1	2	3	4	5	6	1	2	3	4	5	5
e. Short wave radio broadcasts (US)	none	1	2	3	4	5	6	1	2	3	4	5	5
f. US produced television programs	none	1	2	3	4	5	6	1	2	3	4	5	5
g. Phone calls to or from US	none	1	2	3	4	5	6	1	2	3	4	5	5
h. Ham radio contacts with US	none	1	2	3	4	5	6	1	2	3	4	5	5
i. US magazines	none	1	2	3	4	5	6	1	2	3	4	5	5
j. US newspapers	none	1	2	3	4	5	6	1	2	3	4	5	5
k. Classes, retreats, seminars held by visiting US teachers, preachers, or other expatriates	none	1	2	3	4	5	6	1	2	3	4	5	5
l. Supportive visits by counselors or others to aid in difficulties	none	1	2	3	4	5	6	1	2	3	4	5	5
m. Visits by US tourists	none	1	2	3	4	5	6	1	2	3	4	5	5
n. Visits from leaders of sponsoring church or group	none	1	2	3	4	5	6	1	2	3	4	5	5

- 33a. What year did you first leave the US for a foreign mission field? _____
 b. What year did you last return to the US from a foreign mission field? _____
 c. Between the two years listed above, what is the total number of months you spent in the United States?

34. Rank in order of significance the reason(s) for terminating your last period of mission work. Place a "1" beside the main reason, a 2 beside the second major reason, and so on for all that apply to you.

<u>Rank</u>	<u>Reason</u>
___	a. Commitment completed
___	b. Insufficient funds to remain
___	c. Difficulty with sponsor(s)
___	d. Physical Health (self or others)
___	e. Mental Health (self or others)
___	f. Spouse or children's needs
___	g. Retirement
___	h. To continue my education
___	i. Sponsoring church or group lost interest
___	j. Difficulty with people of host country
___	k. Difficulty with gov't. of host country
___	l. Difficulty with culture of host country
___	m. Marital difficulties
___	o. Other, _____

Returning to the United States:

35. One month before returning to the US from your last location of mission work, how would you describe your feelings toward returning? (Circle one number for each)

a. Eager to go	1	2	3	4	5	Reluctant to go
b. Optimistic	1	2	3	4	5	Pessimistic
c. Relaxed	1	2	3	4	5	Tense
d. Happy	1	2	3	4	5	Sad

36. When you last returned from the mission field to the US, did you return directly or take extra time for traveling on the way back? (Check one)

- a. ___ direct
 b. ___ 1-2 weeks
 c. ___ 3-4 weeks
 d. ___ 5-6 weeks
 e. ___ more than 6 weeks

37. What was your age when you returned from your last location of mission work to live in the US (in years)?

_____ years

38. What was your marital status when you last returned to the US from the mission field? (Check one)

- a. ___ single, never married
 b. ___ married
 c. ___ widowed
 d. ___ separated
 e. ___ divorced

39a. How many children do you currently have?(Check one)

- a. ___ 0
 b. ___ 1
 c. ___ 2
 d. ___ 3

e. 4f. 5 or more

39b. How many of your children currently are between the ages of seven (7) and nine (9) years old?(check one)

a. 0b. 1c. 2d. 3e. 4 or more

40. Did you expect to have difficulty in adjusting to the US when you last returned?

a. yesb. no

41. What was your overall mood during your first 6 months back in the US after your last return? Circle one number for each month, circle N/A if you have not been back for the listed length of time.

Number of Months Back	N/A	Very Low			Very High	
1st month back	na	1	2	3	4	5
2nd month back	na	1	2	3	4	5
3rd month back	na	1	2	3	4	5
4th month back	na	1	2	3	4	5
5th month back	na	1	2	3	4	5
6th month back	na	1	2	3	4	5
12th month back	na	1	2	3	4	5
14th month back	na	1	2	3	4	5
16th month back	na	1	2	3	4	5
18th month back	na	1	2	3	4	5
20th month back	na	1	2	3	4	5
22nd month back	na	1	2	3	4	5
24th month back	na	1	2	3	4	5

42. How long has it taken for you to feel well adjusted to US culture after returning from your last location of mission work? (Check one)

a. less than 1 monthb. 1-3 monthsc. 4-6 monthsd. 7 months to one yeare. longer than one yearf. I do not yet feel well adjusted

43. Rate the following items according to their degree of helpfulness in assisting you readjust to the US after your last return from the mission field. (Circle one number for each item or N/A for items that do not apply to your experience.)

Readjustment Resource	N/A	Not helpful			Very Helpful	
a. Relatives	na	1	2	3	4	5
b. Former Missionaries	na	1	2	3	4	5
c. Spouse	na	1	2	3	4	5
d. Friends	na	1	2	3	4	5
e. Personal Counseling (# of Mos., ___)	na	1	2	3	4	5

f. Family Counseling (# of Mos., ___)	na	1	2	3	4	5
g. Church Members	na	1	2	3	4	5
h. Reading Materials	na	1	2	3	4	5
i. Psychological testing/evaluation	na	1	2	3	4	5
j. School of preaching personnel	na	1	2	3	4	5
k. College missions dept. personnel	na	1	2	3	4	5
l. Debriefing with sponsors, elders, etc.	na	1	2	3	4	5
m. Church leaders	na	1	2	3	4	5
n. Organized reorientation program	na	1	2	3	4	5

44. List other activities, people, or resources that have helped you readjust since your return to the United States:

45. Please rate the following items according to the degree of difficulty of your readjustment upon last returning to the U.S. to live. Circle one number for each item or N/A if the item does not apply to your experience.

Item	N/A	No Difficulty			High Difficulty	
a. Deciding where to live (City & State)	na	1	2	3	4	5
b. Obtaining adequate & affordable housing	na	1	2	3	4	5
c. Obtaining adequate income for self/family	na	1	2	3	4	5
d. Feelings about circumstances of terminating service on the field	na	1	2	3	4	5
e. Lack of understanding or assistance from sponsoring church or group	na	1	2	3	4	5
f. Indifference of those in US about your experience	na	1	2	3	4	5
g. Affluence/materialism of US	na	1	2	3	4	5
h. Differing religious values and practices from US church & friends	na	1	2	3	4	5
i. Economy of US	na	1	2	3	4	5
j. Shopping habits	na	1	2	3	4	5
k. Prices	na	1	2	3	4	5
l. Etiquette	na	1	2	3	4	5
m. Clothing styles	na	1	2	3	4	5
n. Language/slang	na	1	2	3	4	5
o. Attitudes of US Christians	na	1	2	3	4	5
p. Overall pace of life	na	1	2	3	4	5
q. Readaptation to friends	na	1	2	3	4	5
r. Readaptation to relatives	na	1	2	3	4	5
s. Lack of friends	na	1	2	3	4	5
t. Transportation needs	na	1	2	3	4	5
u. Maintaining spiritual adjustment	na	1	2	3	4	5
v. Time orientation	na	1	2	3	4	5
w. worship services in US were different than accustomed to	na	1	2	3	4	5
x. Physical illness (self)	na	1	2	3	4	5
y. Nostalgia/ homesickness for the field	na	1	2	3	4	5

z. Involvement in US ministry	na	1	2	3	4	5
aa. Obtaining satisfying employment	na	1	2	3	4	5
bb. dating/courtship	na	1	2	3	4	5
cc. Concern over spouse's adjustment	na	1	2	3	4	5
dd. Personal relationship with spouse	na	1	2	3	4	5
ee. Provisions for children's education	na	1	2	3	4	5
ff. Concern over children's adjustment	na	1	2	3	4	5
gg. Physical illness of spouse or children	na	1	2	3	4	5
hh. Nervousness	na	1	2	3	4	5
ii. Trembling	na	1	2	3	4	5
jj. Sleeplessness	na	1	2	3	4	5
kk. Fearfulness	na	1	2	3	4	5
ll. Dizziness	na	1	2	3	4	5
mm. Tense or keyed up	na	1	2	3	4	5
nn. Headache or backache	na	1	2	3	4	5
oo. Worry/ anxiety	na	1	2	3	4	5
pp. Difficulty making simple decisions	na	1	2	3	4	5
qq. Fatigue/ exhaustion	na	1	2	3	4	5
rr. Easily discouraged	na	1	2	3	4	5
ss. Depression	na	1	2	3	4	5
tt. Excessive sleeping	na	1	2	3	4	5
uu. Excessive emotionality	na	1	2	3	4	5
vv. Overly sensitive	na	1	2	3	4	5
ww. Criticalness	na	1	2	3	4	5
xx. Ulcer, diarrhea, or stomach ache	na	1	2	3	4	5

46. From the list above, rank the 5 most difficult problems you encountered upon last returning to the US. Place the number of the most difficult problem in blank 1, the second most difficult in blank 2 and so on.

1. _____
2. _____
3. _____
4. _____
5. _____

47. List any other problems you encountered upon returning to the US in addition to those listed in question 45.

48. How could your sponsoring group or church have better assisted you in your return?

49. How could your sponsoring church or group leaders and members have better prepared themselves to facilitate your return and readjustment to the US?

Please feel free to use the back of this page to add any other comments you feel would benefit this project. Thank you VERY much for your time, participation, and interest in this project!

CHILD BEHAVIOR CHECKLIST FOR AGES 4-16

For child use only
ID # _____

Please Print

CHILD'S FULL NAME FIRST _____ MIDDLE _____ LAST _____			PARENTS' USUAL TYPE OF WORK, even if not working now. (Please be specific—for example, auto mechanic, high school teacher, homemaker, laborer, lathe operator, shoe salesman, army sergeant.)		
SEX <input type="checkbox"/> Boy <input type="checkbox"/> Girl	AGE _____	ETHNIC GROUP OR RACE _____	FATHER'S TYPE OF WORK _____		
TODAY'S DATE Mo _____ Date _____ Yr _____		CHILD'S BIRTHDATE Mo _____ Date _____ Yr _____	MOTHER'S TYPE OF WORK _____		
GRADE IN SCHOOL _____	Please fill out this form to reflect your view of the child's behavior even if other people might not agree. Feel free to print additional comments beside each item and in the spaces provided on page 2.		THIS FORM FILLED OUT BY: <input type="checkbox"/> Mother (full name) _____ <input type="checkbox"/> Father (full name) _____ <input type="checkbox"/> Other—name & relationship to child _____		
NOT ATTENDING SCHOOL <input type="checkbox"/>					

I. Please list the sports your child most likes to take part in. For example: swimming, baseball, skating, skate boarding, bike riding, fishing, etc. <input type="checkbox"/> None	Compared to others of the same age, about how much time does he/she spend in each?				Compared to others of the same age, how well does he/she do each one?				
		Don't Know	Less Than Average	Average	More Than Average	Don't Know	Below Average	Average	Above Average
	a. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
II. Please list your child's favorite hobbies, activities, and games, other than sports. For example: stamps, dolls, books, piano, crafts, cars, singing, etc. (Do not include listening to radio or TV.) <input type="checkbox"/> None	Compared to others of the same age, about how much time does he/she spend in each?				Compared to others of the same age, how well does he/she do each one?				
		Don't Know	Less Than Average	Average	More Than Average	Don't Know	Below Average	Average	Above Average
	a. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
III. Please list any organizations, clubs, teams, or groups your child belongs to. <input type="checkbox"/> None	Compared to others of the same age, how active is he/she in each?								
		Don't Know	Less Active	Average	More Active				
	a. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	b. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
c. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
IV. Please list any jobs or chores your child has. For example: paper route, babysitting, making bed, working in store, etc. (Include both paid and unpaid jobs and chores.) <input type="checkbox"/> None	Compared to others of the same age, how well does he/she carry them out?								
		Don't Know	Below Average	Average	Above Average				
	a. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	b. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
c. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

Please Print

- V. 1. About how many close friends does your child have? None 1 2 or 3 4 or more
(Do not include brothers & sisters)
2. About how many times a week does your child do things with any friends outside of regular school hours?
(Do not include brothers & sisters) Less than 1 1 or 2 3 or more

VI. Compared to others of his/her age, how well does your child:

- | | Worse | About Average | Better | |
|---|--------------------------|--------------------------|--------------------------|---|
| a. Get along with his/her brothers & sisters? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Has no brothers or sisters |
| b. Get along with other kids? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| c. Behave with his/her parents? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| d. Play and work alone? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

VII. 1. For ages 6 and older—performance in academic subjects. Does not attend school because _____

Check a box for each subject that child takes

- | | Falling | Below Average | Average | Above Average |
|---|-----------------------------|-----------------------------|-----------------------------|--------------------------|
| a. Reading, English, or Language Arts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. History or Social Studies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Arithmetic or Math | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Science | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other academic subjects—for example, computer courses, foreign language, business. Do not include gym, shop, driver's ed., etc. | e. <input type="checkbox"/> | f. <input type="checkbox"/> | g. <input type="checkbox"/> | <input type="checkbox"/> |

2. Does your child receive special remedial services or attend a special class or special school? No Yes—kind of services, class, or school: _____

3. Has your child repeated any grades? No Yes—grades and reasons: _____

4. Has your child had any academic or other problems in school? No Yes—please describe: _____

When did these problems start? _____

Have these problems ended? No Yes—when? _____

Does your child have any illness or disability (either physical or mental)? No Yes—please describe: _____

What concerns you most about your child? _____

Please describe the best things about your child: _____

Below is a list of items that describe children and youth. For each item that describes your child *now or within the past 6 months*, please circle the 0 if the item is **very true or often true** of your child. Circle the 1 if the item is **somewhat or sometimes true** of your child. If the item is **not true** of your child, circle the 2. Please answer all items as well as you can, even if some do not seem to apply to your child.

Please Print

0 = Not True (as far as you know) 1 = Somewhat or Sometimes True 2 = Very True or Often True

0	1	2	1.	Acts too young for his/her age	0	1	2	31.	Fears he/she might think or do something bad
0	1	2	2.	Allergy (describe): _____					
				_____	0	1	2	32.	Feels he/she has to be perfect
0	1	2	3.	Argues a lot	0	1	2	33.	Feels or complains that no one loves him/her
0	1	2	4.	Asthma	0	1	2	34.	Feels others are out to get him/her
0	1	2	5.	Behaves like opposite sex	0	1	2	35.	Feels worthless or inferior
0	1	2	6.	Bowel movements outside toilet	0	1	2	36.	Gets hurt a lot, accident-prone
0	1	2	7.	Bragging, boasting	0	1	2	37.	Gets in many fights
0	1	2	8.	Can't concentrate, can't pay attention for long	0	1	2	38.	Gets teased a lot
0	1	2	9.	Can't get his/her mind off certain thoughts, obsessions (describe): _____	0	1	2	39.	Hangs around with others who get in trouble
				_____	0	1	2	40.	Hears sounds or voices that aren't there (describe): _____
0	1	2	10.	Can't sit still, restless, or hyperactive					
0	1	2	11.	Clings to adults or too dependent	0	1	2	41.	Impulsive or acts without thinking
0	1	2	12.	Complains of loneliness	0	1	2	42.	Would rather be alone than with others
0	1	2	13.	Confused or seems to be in a fog	0	1	2	43.	Lying or cheating
0	1	2	14.	Cries a lot	0	1	2	44.	Bites fingernails
0	1	2	15.	Cruel to animals	0	1	2	45.	Nervous, highstrung, or tense
0	1	2	16.	Cruelly, bullying, or meanness to others	0	1	2	46.	Nervous movements or twitching (describe): _____
0	1	2	17.	Day-dreams or gets lost in his/her thoughts					
0	1	2	18.	Deliberately harms self or attempts suicide	0	1	2	47.	Nightmares
0	1	2	19.	Demands a lot of attention	0	1	2	48.	Not liked by other kids
0	1	2	20.	Destroys his/her own things	0	1	2	49.	Constipated, doesn't move bowels
0	1	2	21.	Destroys things belonging to his/her family or others	0	1	2	50.	Too fearful or anxious
0	1	2	22.	Disobedient at home	0	1	2	51.	Feels dizzy
0	1	2	23.	Disobedient at school	0	1	2	52.	Feels too guilty
0	1	2	24.	Doesn't eat well	0	1	2	53.	Overeating
0	1	2	25.	Doesn't get along with other kids	0	1	2	54.	Overtired
0	1	2	26.	Doesn't seem to feel guilty after misbehaving	0	1	2	55.	Overweight
0	1	2	27.	Easily jealous				56.	Physical problems <i>without known medical cause</i> :
0	1	2	28.	Eats or drinks things that are not food — don't include sweets (describe): _____	0	1	2	a.	Aches or pains (<i>not</i> stomach or headaches)
				_____	0	1	2	b.	Headaches
					0	1	2	c.	Nausea, feels sick
					0	1	2	d.	Problems with eyes (<i>not</i> if corrected by glasses) (describe) _____
0	1	2	29.	Fears certain animals, situations, or places, other than school (describe): _____	0	1	2	e.	Rashes or other skin problems
				_____	0	1	2	f.	Stomachaches or cramps
0	1	2	30.	Feels alone in school	0	1	2	g.	Vomiting, throwing up
					0	1	2	h.	Other (describe)

Please Print

0 = Not True (as far as you know) 1 = Somewhat or Sometimes True 2 = Very True or Often True

0	1	2	57.	Physically attacks people	0	1	2	84.	Strange behavior (describe): _____
0	1	2	58.	Picks nose, skin, or other parts of body (describe): _____					_____
0	1	2	59.	Plays with own sex parts in public	0	1	2	85.	Strange ideas (describe): _____
0	1	2	60.	Plays with own sex parts too much					_____
0	1	2	61.	Poor school work	0	1	2	86.	Stubborn, sullen, or irritable
0	1	2	62.	Poorly coordinated or clumsy	0	1	2	87.	Sudden changes in mood or feelings
0	1	2	63.	Prefers being with older kids	0	1	2	88.	Sulks a lot
0	1	2	64.	Prefers being with younger kids	0	1	2	89.	Suspicious
0	1	2	65.	Refuses to talk	0	1	2	90.	Swearing or obscene language
0	1	2	66.	Repeats certain acts over and over; compulsions (describe): _____	0	1	2	91.	Talks about killing self
				_____	0	1	2	92.	Talks or walks in sleep (describe): _____
				_____					_____
0	1	2	67.	Runs away from home	0	1	2	93.	Talks too much
0	1	2	68.	Screams a lot	0	1	2	94.	Teases a lot
0	1	2	69.	Secretive, keeps things to self	0	1	2	95.	Temper tantrums or hot temper
0	1	2	70.	Sees things that aren't there (describe): _____	0	1	2	96.	Thinks about sex too much
				_____	0	1	2	97.	Threatens people
				_____	0	1	2	98.	Thumb-sucking
0	1	2	71.	Self-conscious or easily embarrassed	0	1	2	99.	Too concerned with neatness or cleanliness
0	1	2	72.	Sets fires	0	1	2	100.	Trouble sleeping (describe): _____
0	1	2	73.	Sexual problems (describe): _____					_____
				_____	0	1	2	101.	Truancy, skips school
0	1	2	74.	Showing off or clowning	0	1	2	102.	Underactive, slow moving, or lacks energy
0	1	2	75.	Shy or timid	0	1	2	103.	Unhappy, sad, or depressed
0	1	2	76.	Sleeps less than most kids	0	1	2	104.	Unusually loud
0	1	2	77.	Sleeps more than most kids during day and/or night (describe): _____	0	1	2	105.	Uses alcohol or drugs for nonmedical purposes (describe): _____
				_____	0	1	2	106.	Vandalism
0	1	2	78.	Smears or plays with bowel movements	0	1	2	107.	Wets self during the day
0	1	2	79.	Speech problem (describe): _____	0	1	2	108.	Wets the bed
				_____	0	1	2	109.	Whining
0	1	2	80.	Stares blankly	0	1	2	110.	Wishes to be of opposite sex
0	1	2	81.	Steals at home	0	1	2	111.	Withdrawn, doesn't get involved with others
0	1	2	82.	Steals outside the home	0	1	2	112.	Worries
0	1	2	83.	Stores up things he/she doesn't need (describe): _____				113.	Please write in any problems your child has that were not listed above:
				_____	0	1	2		_____
				_____	0	1	2		_____

Section One (ORC)

Make your ratings in Section One of the Rating Sheet.

1. At work I am expected to do too many different tasks in too little time.
2. I feel that my job responsibilities are increasing.
3. I am expected to perform tasks on my job for which I have never been trained.
4. I have to take work home with me.
5. I have the resources I need to get my job done.
6. I feel competent in what I do.
7. I work under tight time deadlines.
8. I wish that I had more help to deal with the demands placed upon me at work.
9. My job requires me to work in several equally important areas at once.
10. I am expected to do more work than is reasonable.
11. I feel that my career is progressing about as I hoped it would.
12. I feel that my job fits my skills and interests.
13. I am bored with my job.
14. I feel I have enough responsibility on my job.
15. I feel my talents are being used on my job.
16. I feel my job has a good future.
17. I am able to satisfy my needs for success and recognition in my job.
18. I feel overqualified for my job.
19. I learn new skills in my work.
20. I have to perform tasks that are beneath my ability.
21. My supervisor provides me with useful feedback about my performance.
22. It is clear to me what I have to do to get ahead.
23. I am uncertain about what I am supposed to accomplish in my work.
24. When faced with several tasks I know which should be done first.
25. I know where to begin a new project when it is assigned to me.
26. My supervisor asks for one thing, but really wants another.
27. I understand what is acceptable personal behavior on my job (e.g., dress, interpersonal relations, etc.)
28. The priorities of my job are clear to me.
29. I have a clear understanding of how my boss wants me to spend my time.
30. I know the basis on which I am evaluated.
31. I feel conflict between what my employer expects me to do and what I think is right or proper.
32. I feel caught between factions at work.
33. I have more than one person telling me what to do.
34. I feel I have a stake in the success of my employer (or enterprise).
35. I feel good about the work I do.
36. My supervisors have conflicting ideas about what I should be doing.
37. I am proud of what I do for a living.
38. It is clear who really runs things where I work.
39. I have divided loyalties on my job.
40. The work I do has as much payoff for me as for my employer.

41. I feel I deal with more people during the day than I prefer.
42. I spend time concerned with the problems others at work bring to me.
43. I am responsible for the welfare of subordinates.
44. People on the job look to me for leadership.
45. I have on the job responsibility for the activities of others.
46. I worry about whether the people who work for/with me will get things done properly.
47. People who work for/with me are really hard to deal with.
48. If I make a mistake in my work, the consequences for others can be pretty bad.
49. My job demands that I handle an angry public.
50. I like the people I work with.
51. On my job I am exposed to high levels of noise.
52. On my job I am exposed to high levels of wetness.
53. On my job I am exposed to high levels of dust.
54. On my job I am exposed to high temperatures.
55. On my job I am exposed to bright light.
56. On my job I am exposed to low temperatures.
57. I have an erratic work schedule.
58. On my job I am exposed to personal isolation.
59. On my job I am exposed to unpleasant odors.
60. On my job I am exposed to poisonous substances.

Section Two (PSQ)

Make your ratings in Section Two of the Rating Sheet.

1. I don't seem to be able to get much done at work.
2. I dread going to work, lately.
3. I am bored with my work.
4. I find myself getting behind in my work, lately.
5. I have accidents on the job of late.
6. The quality of my work is good.
7. Recently, I have been absent from work.
8. I find my work interesting and/or exciting.
9. I can concentrate on the things I need to at work.
10. I make errors or mistakes in my work.
11. Lately, I am easily irritated.
12. Lately, I have been depressed.
13. Lately, I have been feeling anxious.
14. I have been happy, lately.
15. So many thoughts run through my head at night that I have trouble falling asleep.
16. Lately, I respond badly in situations that normally wouldn't bother me.
17. I find myself complaining about little things.
18. Lately, I have been worrying.
19. I have a good sense of humor.
20. Things are going about as they should.
21. I wish I had more time to spend with close friends.
22. I quarrel with my spouse.
23. I quarrel with friends.
24. My spouse and I are happy together.
25. Lately, I do things by myself instead of with other people.
26. I quarrel with members of the family.
27. Lately, my relationships with people are good.
28. I find that I need time to myself to work out my problems.
29. I wish I had more time to spend by myself.
30. I have been withdrawing from people lately.
31. I have unplanned weight gains.
32. My eating habits are erratic.
33. I find myself drinking a lot lately.
34. Lately, I have been tired.
35. I have been feeling tense.
36. I have trouble falling and staying asleep.
37. I have aches and pains I can not explain.
38. I eat the wrong foods.
39. I feel apathetic.
40. I feel lethargic.

Section Three (PRO)

Make your ratings in Section Three of the Rating Sheet.

1. When I need a vacation I take one.
2. I am able to do what I want to do in my free time.
3. On weekends I spend time doing the things I enjoy most.
4. Lately, my main recreational activity is watching television.
5. A lot of my free time is spent attending performances (e.g., sporting events, theater, movies, concerts, etc.).
6. I spend a lot of my free time in participant activities (e.g., sports, music, painting, woodworking, sewing, etc.).
7. I spend a lot of my time in community activities (e.g., scouts, religious, school, local, government, etc.).
8. I find engaging in recreational activities relaxing.
9. I spend enough time in recreational activities to satisfy my needs.
10. I spend a lot of my free time on hobbies (e.g., collections of various kinds, etc.).
11. I am careful about my diet (e.g., eating regularly, moderately, and with good nutrition in mind).
12. I get regular physical checkups.
13. I avoid excessive use of alcohol.
14. I exercise regularly (at least 20 minutes most days).
15. I practice "relaxation" techniques.
16. I get the sleep I need.
17. I avoid eating or drinking things I know are unhealthy (e.g., coffee, tea, cigarettes, etc.).
18. I engage in meditation.
19. I practice deep breathing exercises a few minutes several times each day.
20. I set aside time to do the things I really enjoy.
21. There is at least one person important to me who values me.
22. I have help with tasks around the house.
23. I have help with the important things that have to be done.
24. There is at least one sympathetic person with whom I can discuss my concerns.
25. There is at least one sympathetic person with whom I can discuss my work problems.
26. I feel I have at least one good friend I can count on.
27. I feel loved.
28. There is a person with whom I feel really close.
29. I have a circle of friends who value me.
30. I gain personal benefit from participation in formal social groups (e.g., religious, political, professional organizations, etc.).
31. I am able to put my job out of my mind when I go home.
32. I feel that there are other jobs I could do besides my current one.
33. I periodically re-examine or reorganize my work style and schedule.
34. I can establish priorities for the use of my time.
35. Once they are set, I am able to stick to my priorities.
36. I have techniques to help avoid being distracted.
37. I can identify important elements of problems I encounter.
38. When faced with a problem I use a systematic approach.
39. When faced with the need to make a decision I try to think through the consequences of choices I might make.
40. I try to keep aware of important ways I behave and things I do.

TABLES

Table 1.

Correlations, Means, and Standard Deviations (N = 48)

	1	2	3	4	5	6	7	8	9	10	11	12
1 Months Overseas	1.00	.58**	.03	-.08	.16	.02	-.36*	.39**	-.17	-.17	-.10	.10
2 Cultural Setting		1.00	.06	-.46**	.26	-.09	-.24	.17	-.20	-.01	-.01	.18
3 Depression			1.00	.52**	-.03	-.73**	.59**	.24	.05	.14	-.29*	-.14
4 Difficult Field Adjustment				1.00	.12	-.24	.50**	.07	.13	-.04	-.19	-.11
5 Contact Satisfaction					1.00	-.09	.06	-.19	.10	.08	.08	.18
6 Attitude After Returning						1.00	-.53**	.63**	-.12	-.31	.21	.10
7 Readjustment Resources							1.00	.05	.29*	.21	-.09	-.01
8 Issues Of Difficulty In US								1.00	-.24	-.12	-.18	-.06
9 Source Of Financial Support									1.00	.03	.32*	.26
10 Occupational Stress										1.00	.15	.03
11 Overall Social Competence											1.00	.80**
12 Close Relationship Development												1.00
Possible Range	N/A	1 - 6	1 - 5	1 - 5	1 - 5	1 - 5	1 - 5	1 - 5	1 - 5	1 - 5	0 - 22	0 - 10
Actual Range	46-156	1 - 6	1 - 4	1 - 5	1 - 5	1 - 4	1 - 5	1 - 5	1 - 5	1 - 5	13.5 - 21	3 - 7
Mean	92.79	3.48	1.80	2.08	1.91	2.03	2.18	2.26	1.90	2.32	14.30	3.14
Standard Deviation	35.06	1.73	.29	.51	.31	.65	.51	.48	.90	.26	3.22	2.09

* $p \leq .05$; ** $p \leq .01$

Table 2.
Summary of Multiple Regression Analyses of Maternal Occupational Stress, Source of Financial Support, and Maternal Depression as Predictors of Maternal Perceptions of Children's Social Competence and Close Relationship Development

<i>Predictor Variables</i>	<u>Child Total Social Competence</u>			<u>Child Close Relationship Development</u>		
	b	SE	β	b	SE	β
Maternal Occupational Stress	2.39	1.68	.19	.34	1.18	.04
Method of Financial Support	1.18	.47	.33*	.61	.33	.27
Maternal Depression	-3.69	1.48	-.33*	-1.13	1.05	-.16
<i>Multiple R</i>			.48			.30
<i>R²</i>			.23			.09
<i>Adjusted R²</i>			.18			.03
<i>F-Value</i>			4.39**			1.47

Notes: *b*=unstandardized betas; β = standardized betas; both the standardized and unstandardized betas were derived from the final regression equation. Each R^2 was derived from the corresponding regression equations.

* $p < .05$; ** $p < .01$.

VITA

Tara Sue Wells

Candidate for the Degree of

Master of Science

Thesis: THE RELATIONSHIP OF REVERSE CULTURE SHOCK AND PEER INTERACTION IN THE SOCIAL DEVELOPMENT OF SCHOOL AGE MISSIONARY CHILDREN

Major Field: Family Relations and Child Development

Biographical:

Education: Graduated from Stillwater High School, Stillwater, Oklahoma in May 1986 and received Bachelor of Science degree in Sociology from Abilene Christian University, Abilene, Texas in December 1991. Completed the requirements for the Master of Science degree with a major in Child Development at Oklahoma State University in July 1997.

Experience: Employed as a preschool teacher during undergraduate years; employed as an interpreter and research assistant in East Africa in summers of 1989 and 1991; employed as a school teacher for expatriate children in Meru, Kenya 1992 - 1994; employed as a graduate assistant by Oklahoma State University, Department of Family Relations and Child Development, fall of 1995 to present.

Professional Memberships: National Council on Family Relations, Oklahoma Council on Family Relations, Kappa Omicron Nu, Society for Research in Child Development.