

AN ASSESSMENT OF AFRICAN STUDENTS'
PROBLEMS IN ADJUSTING TO THE
ACADEMIC CULTURE AT
OKLAHOMA STATE
UNIVERSITY

By

GIRUM ALEMAYEHU

Bachelor of Arts

Addis Ababa University

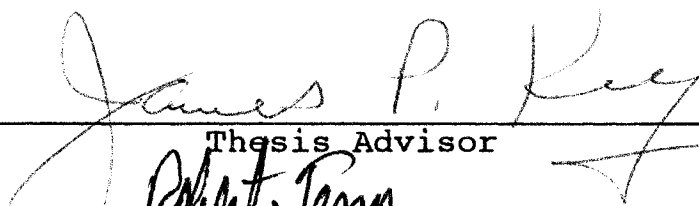
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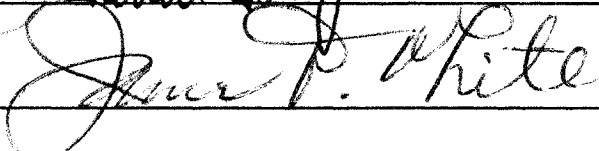
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Thesis Approved:



Thesis Advisor







Dean of the Graduate College

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CHAPTER I

INTRODUCTION

The history of foreign student enrollment in American colleges and universities goes back many years. The magnitude of students coming from different countries and backgrounds has grown greatly in the past century, particularly in the post world war period and pronouncedly in the past decade. Most projections would seem to anticipate a continuation and even an acceleration of this trend (Deutch, 1970). There is one factor, however, that may tend to curtail the increase in numbers of foreign students in the USA, the growing emphasis on the building of educational institutions in the developing nations, for the benefit of their uneducated populations.

Prior research revealed that African students seem to have many of the same motivations for pursuing higher education as do students from the United States; however, they face additional challenges in terms of adjusting to a different culture, language, and academic system.

Statement of the Problem

There have been studies in the past that were directed to the assessment of international students' adjustment

problems as a whole. Few studies have focused on the students from Africa as a group quite different from other international students. In each case the investigators noted the need for follow-up studies. Therefore, it seemed appropriate and essential to assess African students' adjustment problems because it seemed international students have both common problems and problems peculiar to their own group in adapting to the American academic culture.

Rationale

Educators are often curious about the cultural, educational, and personal backgrounds of international students who come from so many different countries. It appeared to be difficult to find specific communalities to needs and adjustment problems pertaining to these students because of the diverse cultures they represent. Thus it would be interesting and worthwhile to find students real problems, and concerns in their study at Oklahoma State University.

Purpose

The purpose of this study was to assess and clarify the problems that African students encountered in adjusting themselves to American academic culture.

Objectives

The objectives of the study were as follows:

1. To determine the problems encountered by African students in maximizing educational goals within their study at Oklahoma State University.
2. To compare problems on the basis of gender, classification, and prior experience in foreign countries.
3. To determine the types of help or assistance (pertaining to their learning experience) from the university that African students believed would be of most value to them.
4. To compare the types of help on the basis of classification, gender, and prior experience in foreign countries.
5. To determine students' satisfaction with university academic programs and services in helping them to cope with the problems they encountered.

Assumptions

For the purpose of this study the following assumptions were made:

1. It was assumed that all African students were sufficiently able to read and understand the statements in the problem inventory.

2. It was assumed that all African students responded honestly to each of the statements in the problem inventory.

3. It was assumed that the population of African students being surveyed have had some problems in their learning experience at Oklahoma State University.

4. It was also assumed that students who are currently attending Oklahoma State University are the most reliable source of information related to this study.

Scope and Limitations

This investigation was limited to the study of African students enrolled in Oklahoma State University during the 1994 Spring semester.

Definition of Terms

African student: A student who comes to this country from Africa for further education, but who is not an immigrant, a resident of the United States, or a citizen of the United States.

Problems: Any troubles, fears, concerns, worries, or frustrations which have been experienced by African students.

Academic activities: This term is used to refer to all exercises and actions that produce a change in perception as well as knowledge. It encompasses all exercises and action

in the classroom and outside the classroom, theoretical and practical, individual and group.

Academic performance: This term specifically refers to the achievement of students in their academic exercise and activity.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The pursuit of learning beyond the boundaries of one's own community, nation, or culture is as old as learning itself. It stems from the human capacity for curiosity and adventure. It reflects the ability of human beings to communicate with each other at varying levels and with varying sophistications across the barriers of social participation (Cora DuBois, 1956).

African students constitute a small segment of students within the confines of Oklahoma State University. Even though their number is small, there are special benefits for the African students, the American students and the community at large. Several research studies indicated that the primary reason given by international students for obtaining an American education is the specialized training in some field which cannot be obtained in the home country. To an American student, the presence of students from abroad means an opportunity to gain a cross cultural education that the student may never have the opportunity to experience otherwise. The community at large enriches its

international understanding by contacting international students.

These benefits as described above provide the basis for philosophical evaluation of the value of African students on the campus of Oklahoma State University. As the developing nation African student encounters the developed nation, "culture shock" is inevitable and a major concern. It has been found when people experience a new cultural environment, they are likely to experience conflict between their cultural predispositions and the values, beliefs and opinions of the host culture (Briggs & Harvard, 1983). African academic culture is not totally identical to the American academic culture. Thus, African students should not be left alone to deal with bitter "culture shock".

Most of the past studies have sampled international students as a whole. Few studies have focused on students from Africa as a group quite different from others. In a comparative study, Stafford, and Thomas (1978) found that most African students have problems in dealing with the unfriendliness of people from the community which hinder their adjustment to American culture. Importantly Perkins (1977), noted that it should be realized that international students have both common problems and problems peculiar to their own national groups. Then, what is peculiar to African students? How do African students adjust to American academic culture? What are their adaptation problems?

Objectives and Expectations of African students

The major expectation of most African students for obtaining American education is the specialized training in some field and the common view of obtaining a prestigious degree which cannot be obtained in the home country. Spaulding and Flack (1976), after reviewing an extensive amount of literature, concluded that the main reason international students came to the United States was to obtain an advanced education or training not available in their home country; to attain prestige through a degree from a United States institution; to escape unsettled political or economic conditions; and to learn about the United States.

Moreover, according to the U.S. Congress Report (1966), for the emerging nations of Africa, education above all, is an economic, political, and social necessity. Educational facilities in Africa sufficient to meet this need in the future is the ultimate goal. The present demand for education is so pressing, however, that even if sufficient manpower and funds were available, the attainment of this goal would seem still to take time. For this reason it appeared to be natural that until that goal is reached, thousands of students from all nations of Africa will turn to educational institutions abroad for further training.

With the perceived and expected growth in numbers of African students in universities or colleges during the past years and the next several years, there exists the definite possibility that these institutions will be confronted with many more problems than ever before. A review of the literature indicates that no in-depth studies have been conducted on the problems perceived by African students. The providing of African students with meaningful educational experiences can be accomplished only after the problems they are experiencing have been alleviated or placed in a position where the African students can cope with them.

Adaptation

Adaptation can be viewed as the satisfaction of those needs related to survival, or as a process whereby an individual accommodates to an environment (Feng, 1991). Adaptation as a process blends academic, social, financial, and language-related elements. Thus, it has an undeniable impact on the academic performance of international students. International students in general and African students in particular face a double standard problem in adapting to American academic culture. That is to say, the university has its own culture which is different from the culture outside of the university. Both the cultures are alien to any international students. In stressing this point McGraw (1971) pointed out,

The basic premise is that any college student brings with them broad and overlapping kinds of backgrounds that may be reinforced by the faculty and college traditions; on the other hand, their background may be quite alien to the formal purpose of education. The disparity between the values and purposes of the students and those of the institution may lead to stress as the forces of the college culture confront the resistance of the students subcultures (p. 5).

According to Surdam and Collins (1984), for international students, the adaptation variables include the following items: housing, communication with Americans, dating or marital status, discrimination, finance, food, immigration, studies, physical and psychological well-being, participation in university activities, and contact with American students, families, and Americans in general.

In the past decades, many studies have dealt with international student adjustment, assimilation, and adaptation. Researchers have investigated student's cultural and national backgrounds, environmental, and social interactions, english proficiency, personal characteristics, and international student programming (Surdam and Collins, 1984). Current research (Heikinheimo & Shute, 1986; Parr, Bradley, & Bing, 1992) has shown that foreign students find language skills, academic issues, and social interaction the most difficult adjustment problems. Cannon (1959) emphasized three major problems of international students: communication, finances, and scholastic requirements.

Moore (1965) in his research concluded that international students have the following problems: problems

related to proficiency in english, problems caused by differences in the educational systems, problems of adjustment to the American culture, problems related to the complexity of the situation, in terms of the number of adjustments required and time allowed for making them, problems of academic performance, problems of social adjustment, problems of legal restriction to study abroad.

Moore's conclusion is supported by several studies. For example, (Johnson, 1971) purported that english language proficiency was the most frequent problem of international students. Financial problems, separation from family, and homesickness came next. Brunder (1972) found that international students in Florida colleges cited problems with financial aid, English language, placement and admission. Penn (1977) in his study concluded that international students considered difficulty in understanding the language and their unfamiliarity with American customs to be the major barriers to interaction with Americans. According to Heikinheimo and Shute (1986) foreign students are more likely to have positive academic and non-academic experiences if they can adapt to and enjoy a satisfying contact with the host community, and their successful achievement of academic goals is more likely if the emotional and social atmosphere is pleasant and the environment congenial.

Stafford (1978) in his study comparing the adjustment level of international students based on their geographic origin, reached the conclusion that homesickness is the most difficult area and the next most problematic areas were obtaining housing, social relationships with members of the opposite sex (if not married), English language, and finances. Furthermore, he reported that students from the orient and from southeast Asia faced the greatest difficulty, while those from India-Pakistan and Africa reported the lowest difficulty. All literature reviewed and current studies pointed out the importance of understanding international students and accordingly helping them in adjusting to the host culture.

Background Variables

Some success has been obtained in predicting indices of international students adjustment from the background or demographic characteristics of the students. Numerous variables have been studied (e.g., DuBois, 1956; Hill, 1966; Shepard, 1970; Ibrahim, 1970; Suefeld, 1967; Morris, 1960) but with results sometimes contradictory and unrepliated. The most widely studied background variables are nationality, language proficiency, age, educational level, and previous cross-cultural experience.

With regard to the language variable, there is substantial support for a positive relationship between language proficiency and the level of adjustment (Blood &

Nicholson, 1962; Morris, 1960; Deutsch, 1970) and to a lesser degree with general indices of satisfaction.

When the relationship between age and academic level and various indices of international students adjustment is examined, the most consistent finding is that younger and undergraduate students have more social contact (Deutsch, 1970; Ibrahim, 1970). On the other hand, older and graduate students generally report greater academic and general satisfaction (Gullahorn & Gullahorn, 1966). Few studies have examined sex differences in adjustment. Some studies of international students showed significant sex differences (Fong & Peskin, 1969; Hill, 1966). They suggest that female international students may report a greater number of adjustment problems than do male students.

It became evident from early studies of international student adjustment that nationality was an important variable. Studies that examine differences in the adjustment of international students often make references to "cultural distance," with most writers assuming that adjustment will be more difficult for visitors coming from home cultures that are very different from the host cultures (Morris, 1960).

The other common assumption is that previous cross-cultural experience with other cultures, prior to exposure to the host culture, should facilitate adjustment (Niehof, 1964). On the other hand, previous cultural

exposure may serve to reinforce stereotypes and defenses, which inhibit adjustment (DuBois, 1956).

Summary

In summary, the literature review provided evidence of the diverse problems encountered by international students in adjusting to the academic culture of the United States. However, most of the past studies have sampled international students either as a whole or classified as African, Asian, or European in a few instances. Few studies and researchers have focused on students from Africa as a group quite different from others. In a comparative study, Stafford (1978) found that most African students had a high level of difficulty with unfriendliness in the community. Perkins (1977) found that most African students had big problems in dealing with racial discrimination and unfriendliness of people from the community which hampers their adjustment too the academic culture.

CHAPTER III

METHODOLOGY AND PROCEDURES

Introduction

The purpose of this chapter is to discuss the method used to design and conduct this study, which was directed towards African students' adjustment problems in their learning experience at Oklahoma State University.

The following steps had to be accomplished in order to conduct this study:

1. Determine the population for the study.
2. Develop the instrument for collecting data.
3. Develop the procedure for collecting data.
4. Select method of analysis of data.

Population

The population used in this study was made up of both graduate and undergraduate African students enrolled at Oklahoma State University during the spring semester of 1994. The list of African students was furnished by the African Student Organization and the Office of International Programs. Since there was a limited number of African

students at Oklahoma State University. all these students were included in this survey.

Data Gathering Procedure

Once the purpose and objectives of the study were established, the next logical step was to determine the most effective means of gathering the necessary data. Consideration was given to various methods of obtaining data; however, it was determined that the most advantageous method would be the utilization of a survey instrument which could be administered in person to the African students at their meeting and in their homes. The rationale for this method was that a higher percentage of response would be more likely as compared to a mailed questionnaire. The investigator visited fellow African homes, offices, and attended African research meeting and monthly meetings of Ethiopian student association and distributed the questionnaire and collected them after the meeting.

Instrument Development

Once the method of acquiring data was determined, the next step was to develop questions in order to accomplish the objectives of this study. After reviewing a number of questionnaires on international students and consulting with the president of the African Student Association on campus, the investigator came up with a comprehensive list of

questions pertinent to his survey objectives. Upon review of the list of questions for clarity, continuity, and appropriateness, revisions were made accordingly. The revisions resulted in a more formalized questionnaire. The questionnaire was further cross-checked with another survey questionnaire which was targeted for concerns of international students by another investigator from the department of Sociology. The questionnaire was then reviewed by the researcher's major advisor. Based upon the input from the aforementioned, further revisions were made. The revised instrument was further validated and approved by the Institutional Review Board.

The completed questionnaire was designed to follow the wording sequence of some other related surveys. The questionnaire as designed reflected the following characteristics:

1. The questions were important enough to rouse a respondent to produce an answer.
2. The questions were as short as possible, but good enough to obtain the required data.
3. Questions were sequenced as to not complicate answers.
4. Questions were neatly and clearly arranged.

The first section of the questionnaire inquired about the respondent's gender, native country, major field of

study, classification at school, duration at Oklahoma State University, and prior experience of any foreign country. The second section included questions related to adjustment problems. An open-ended type question was used at the end of the questionnaire to draw out student's suggestions and comments on the alleviation of these problems in the future.

Analysis of Data

The survey involved perceptions, practices, and subjective judgements which resulted in qualitative data. The survey was also designed to quantify the response given, which allowed the use of statistical procedures (mean, standard deviation, percentage, and t-test) to aid in the interpretation of the data.

To determine students' perceptions of their adjustment problem, for example, they were asked to indicate the extent and the level at which they faced the problems. Pertaining to these quantitative questions, numbers were assigned and real limits of the numerical responses were established. In other words, students could check "no" which was assigned a numerical value of zero, "slight" which had a numerical value of one, "moderate" which had a numerical value of two, "great" which had a numerical value of three, or "extreme" which had a numerical value of four. Similar questions with similar responses which dealt with the effect of adjustment problems on academic performance were analyzed in the same

manner. To permit interpretation of calculated numerical mean responses, ranges of values were established for each response category. TABLE I provides details of this process.

TABLE I
SCALES OF VALUES APPLIED TO
RESPONSE CATEGORIES

Numerical Values of Response Category	Range of Real Limits	Category of Responses
0	0.00-0.49	no problem no help
1	0.50-1.49	slight problem slight help
2	1.50-2.49	moderate problem moderate help
3	2.50-3.49	great problem great help
4	3.50-4.00	extreme problem extreme help

Information collected from the survey instrument was tabulated and analyzed. A record was kept of the quantitative information collected. The quantitative information was tallied and the frequency distribution, the weighted mean, standard deviation, numbers and percentages were reported accordingly. Computer and statistical program

assistance was provided by a friend from the Department of Agricultural Economics. The computer program employed was the Statistical Analysis System (SAS). Means, frequencies and standard deviations were tabulated to describe the responses. Percentages, mean responses and standard deviations in each category were used as the basis for making conclusions. To allow comparisons to be made, it was necessary to conduct t-test analysis.

Administration of the Questionnaire

A list of African students at Oklahoma State University was provided by the African Student Organization and by the Office of International Program. To facilitate location of names and addresses of respondents, the Office of International Programs and fellow African students were consulted. A questionnaire was hand-carried directly to each respondent at the meetings of African Student Organization and Ethiopian Student Association on campus and in their homes. Although all questionnaires used in the survey were hand-delivered, some questionnaires were returned by mail while a majority of them were collected on the spot as respondents completed them. A total of 64 questionnaires were given out. Of these, there were 60 valid responses. Two questionnaires were not valid and 2 were not returned. Valid responses accounted for 93.75%

of the total questionnaire. The pattern of responses is illustrated in Table II.

TABLE II
SUMMARY OF RESPONSE RATE

	N=	Percentage
Questionnaires given out	64	100.00%
Response Rate	60	93.75%

Note: 2 questionnaires not returned
2 questionnaires not valid

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter is to report the results from the questionnaire used to conduct this study. The purpose of this study was to conduct an analysis of students adjustment problems at Oklahoma State University. African students enrolled at Oklahoma State University were the category of respondents whose opinions and judgement were sought. The respondents were requested to give their judgement regarding selected problems that international student could possibly encounter in adjusting to the academic culture which is alien to him. An open-ended question was used to draw respondents' suggestions and comments regarding the greatest problem, the most helpful services and programs, and their overall appraisal of the university services and programs.

Findings of the Study

Although all questionnaires used in the survey were hand-delivered, some questionnaires were returned by mail. Table III was developed to illustrate the distribution of

respondents by educational level and classification. Of the total 60 respondents reported in Table III, 46 were graduate students while 14 were undergraduates.

TABLE III
DISTRIBUTION OF RESPONDENTS
BY CLASSIFICATION

Classification	N=	Percentage
Graduate	46	76.67%
Undergraduate	14	23.33%
Total	60	100.00%

Table IV was designed to depict respondents on the basis of their gender. As shown, 52 respondents were male while 8 respondents were female.

TABLE IV
DISTRIBUTION OF RESPONDENTS
BY GENDER

Classification	N=	Percentage
Male	52	86.67%
Female	8	13.33%
Total	60	100.00%

From the data reported in Table V, 42 students had no experience in foreign countries while 18 respondents had experience in foreign countries.

TABLE V
DISTRIBUTION OF RESPONDENTS BY PRIOR
EXPERIENCE IN FOREIGN COUNTRIES

Classification	N=	Percentage
No experience	42	70%
With experience	18	30%
Total	60	100%

As summarized in Table VI (refer next page), valid responses were received from students representing 30 departments. Department names and number of students representing each department were Animal Science 7, Agricultural Economics 6, Geology 5, Economics 4, Agricultural Education 3, Biochemistry 3, Sociology 3, Statistics 3, Civil Engineering 3, Architecture 2, Human Nutrition 2, Veterinary Medicine 2, Geophysics 2, Forestry 2, Computer Science 2, OAED 1, Trade and Industrial Education 1, Pre-Law 1, Physics 1, Plant Science 1, Horticulture 1, Agronomy 1, Geography 1, Mass Communication

1, and Journalism 1. Five respondents did not indicate their department.

TABLE VI
DISTRIBUTION OF RESPONDENTS
BY DEPARTMENTS

Classification	N=	Percentage
Animal Science	7	11.33%
Agricultural Economics	6	10.00%
Geology	5	8.33%
Economics	4	6.67%
Biochemistry	3	5.00%
Engineering	3	5.00%
Sociology	3	5.00%
Statistics	3	5.00%
Agricultural Education	2	3.33%
Architecture	2	3.33%
Computer Science	2	3.33%
Forestry	2	3.33%
Geophysics	2	3.33%
Human Nutrition	2	3.33%
Veterinary Science	2	3.33%
Agronomy	1	1.67%
Geography	1	1.67%
Horticulture	1	1.67%
Industrial Education	1	1.67%
Mass Communication	1	1.67%
OAED	1	1.67%
Pre-Law	1	1.67%
Physics	1	1.67%
Plant Science	1	1.67%
Not specified	5	8.33%
Total	60	100.00%

As indicated in Table VII, fifty-eight of the respondents came from 19 countries, while two respondents did not indicate their country of origin. Ethiopia with 22 responses had the largest number of responses, followed by Cameroon with 9 responses, Nigeria with 5, Kenya with 5, Cape Verde with 2, Cote Divoire with 2, Botswana with 2, Mauritania with 2, South Africa had 2, and the rest of the countries represented in the survey had 1 response each. Table VII depicts an alphabetical listings of the countries represented in the survey and also indicates the distribution of respondents by country.

TABLE VII
DISTRIBUTION OF RESPONDENTS
BY COUNTRY OF CITIZENSHIP

Country of Citizenship	N=	Percentage
Botawana	2	3.33%
Burundi	1	1.67%
Cameroon	10	16.67%
Cape Verde	2	3.33%
Cote Divoire	2	3.33%
Egypt	1	1.67%
Ethiopia	22	36.67%
Gahana	1	1.67%
Kenya	6	8.33%
Malawi	1	1.67%
Mauritania	2	3.33%
Moroco	1	1.67%
Niger	1	1.67%
Nigeria	6	8.33%
South Africa	2	3.33%
Tanzania	2	3.33%

TABLE VII (Contd.)

Country of Citizenship	N=	Percentage
Togo	1	1.67%
Uganda	1	1.67%
Zambia	1	1.67%
Not specified	2	3.33%
Total	60	100.00%

Table VIII (refer next page) is a representation of respondents' perceptions as to the extent to which certain areas presented problems in their adjusting to the academic culture of Oklahoma State University. Based upon mean ratings assigned by respondents, absence of newspaper from their home country was determined to be the area of the most difficulty, but only to a "moderate" extent. The next most problematic areas in order of mean ratings were homesickness and adjusting to the weather and climate, both with moderate classifications. Maintaining cultural customs and practices and racial discrimination each drew "slight" ratings on the average. The mean rating may not clearly indicate the intensity of the problem; thus, as to show which area is

TABLE VIII

PERCEPTIONS OF RESPONDENTS AS TO EXTENT
TO WHICH AREA PRESENTED PROBLEMS
FOR ACADEMIC ACTIVITIES

Problem Area	Percentage Rating										Mean		
	No Problem		Slight Problem		Moderate Problem		Great Problem		Extreme Problem		Extent of Problem	Rating	SD
	No.	%	No.	%	No.	%	No.	%	No.	%			
Absence of newspaper from my country	9	15.0	5	8.3	11	18.3	34	56.7	1	1.7	2.22	moderate	1.14
Homesickness	5	8.3	10	16.7	19	31.7	21	35.0	5	8.3	2.10	moderate	1.08
Adjusting to weather and climate	10	16.7	14	23.3	9	15.0	20	33.3	6	11.7	2.00	moderate	1.31
Maintaining cultural customs/traditions	14	23.3	22	36.7	12	20.0	8	13.3	4	6.7	1.43	slight	1.18
Racial discrimination	22	36.7	7	11.7	14	23.3	17	28.3	0	0	1.43	slight	1.25
Becoming familiar w/ American tools	12	20.0	22	36.7	18	30.0	8	13.3	0	0	1.36	slight	0.95
Medical services	21	35.0	14	23.3	8	13.3	17	28.3	0	0	1.35	slight	1.23
Adapting to U.S. norms without losing or compromising my own	9	18.3	21	35.0	26	43.3	1	1.7	1	1.7	1.33	slight	0.85
Availability of student advisor	25	43.3	10	16.7	12	20.0	8	13.3	4	6.7	1.23	slight	1.31
Finances	23	41.7	8	13.3	21	30.0	6	10.0	3	5.0	1.23	slight	1.34
Problem caused by differences in the educational systems	22	36.7	12	20.0	17	28.3	9	15.0	0	0	1.21	slight	1.11

TABLE VIII (Contd.)

Problem Area	No	Slight	Moderate	Great	Extreme	Extent	SD
	Problem No. %	Problem No. %	Problem No. %	Problem No. %	Problem No. %	of Problem	
Developing friendship	22	14	13	11	0	1.21	1.13
Finding good afford- able transportation	27	8	13	11	1	1.18	1.24
Obtaining suitable housing	22	16	8	13	0	1.16	1.18
Unfriendliness of people in the community	23	14	10	10	1	1.13	1.18
English language	18	27	11	11	0	1.01	0.87
Food	26	20	11	4	0	0.85	0.89
Academic course work	30	26	5	5	0	0.75	0.93
Adjusting to American car and traffic	35	12	12	1	0	0.65	0.86
Time for my studies	40	13	3	1	3	0.56	1.03
Legal concerns	38	16	5	1	0	0.48	0.72

perceived as a great problem, the percentage rating of each problem is shown in the same Table VIII. Based on the combined tables, generally speaking, most African students have some difficulty with almost all of the problem areas, but the level of difficulty is not extremely high.

Problem areas scores shown on Table VIII and Table IX are weighted mean scores based on the following weightings: 0=no problem, 1=slight problem, 2=moderate problem, 3=great problem, and 4=extreme problem. The higher the score, the more difficult the adjustment in that area.

TABLE IX
COMPARISON OF ACADEMIC ACTIVITY PROBLEMS
AREAS BY CLASSIFICATION, GENDER,
AND PRIOR EXPERIENCE IN
FOREIGN COUNTRIES

Problem Areas	Mean Rating of Respondents					
	Classification		Gender		Experience	
	Ungr	Grad	M	F	No	Yes
Absence of newspaper from my country	1.79	2.36	2.25	2.00	2.17	2.30
Homesickness	2.14	2.20	2.12	2.63	2.26	2.00
Adjusting to weather and climate	2.21	1.93	1.92	2.60	1.93	2.16
Maintaining cultural customs/traditions	1.71	1.36	1.37	1.88	1.45	1.39
Racial discrimination	1.71	1.35	1.33	2.13	1.40	1.50
Becoming familiar w/ American tools	1.64	1.28	1.21	2.38	1.33	1.44
Medical services	1.50	1.30	1.21	2.25	1.43	1.17
Adapting to U.S. norms without losing or compromising my own	1.50	1.20	1.25	1.88	1.31	1.39

TABLE IX (Contd.)

Problem Areas	Mean Rating of Respondents					
	Classification		Gender		Experience	
	Ungr	Grad	M	F	No	Yes
Availability of student advisor	1.71*	1.08	1.16	1.75	1.40	0.83
Finances	1.42	1.17	1.25	1.12	1.23	1.22
Problem caused by differences in the educational systems	1.14	1.24	1.19	1.38	1.29	1.05
Developing friendship	1.07	1.26	1.13	1.75	1.21	1.22
Finding good affordable transportation	1.36	1.13	1.06	2.00	1.07	1.24
Obtaining suitable housing	1.00	1.22	1.15	1.25	1.14	1.00
Unfriendliness of people in the community	1.00	1.17	1.17	0.88	1.17	1.05
English language	1.14	0.97	1.06	0.75	1.00	1.05
Food	1.14	0.76	0.81	1.13	0.90	0.72
Academic course work	1.00	0.67	0.75	0.75	0.75	0.72
Adjusting to American car and traffic	0.79	0.67	0.56	1.25	0.57	0.83
Time for my studies	0.86	0.48	0.48	1.12	0.62	0.44
Legal concerns	0.79	0.40	0.44	0.75	0.40	0.91

* Significant at 0.05 level

Comparison of adjustment to each area on the basis of student classification, gender, and prior experience of foreign countries is shown in Table IX. Mean adjustment problem scores as described in the previous section presented. Undergraduates reported greater levels of

difficulty than did graduate students in the following areas: adjusting to the weather and climate, maintaining cultural customs and practices, racial discrimination, using American tools like computers, academic course work, availability of student advisor, finances, and finding good and affordable transportation. In all cases, except unavailability of student advisor, using t-test analysis indicates no significant differences between the two groups.

Comparison of problem area scores on academic activities using t-test analysis, on the basis of gender resulted in no significant difference between two groups. The weighted mean reflected females had rated all the problems higher than males.

Another comparison from Table IX revealed that, students with prior foreign experience faced less problem related to homesickness, in obtaining suitable housing, problem caused by difference in the educational system, unfriendliness of people in the community, English language, availability of student advisor, medical services, and maintaining cultural customs and traditions. In all cases, differences between mean scores are not very great and would not appear to be significant. The t-test analysis indicated no significant differences at the 0.05 level.

Data reported in Table X (refer next page) refer to respondents' perceptions as to the effects of the aforementioned problem areas in their academic performance.

TABLE X

PERCEPTIONS OF RESPONDENTS AS TO EXTENT
TO WHICH AREA PRESENTED PROBLEMS
ON ACADEMIC PERFORMANCE

Problem Area	Percentage Rating										Mean		
	No		Slight		Moderate		Great		Extreme			Extent of Problem	
	No.	%	No.	%	No.	%	No.	%	No.	%			
Unfriendliness of people in the community	19	31.7	19	31.7	13	31.7	7	11.9	2	3.3	1.23	slight	1.13
Finances	25	41.7	12	20.0	16	26.7	2	3.3	5	8.3	1.16	slight	1.26
Adjusting to weather and climate	18	30.3	12	45.0	9	15.0	1	1.7	5	8.3	1.13	slight	1.13
Absence of newspaper from my country	23	38.3	20	33.3	9	15.0	8	13.3	0	0	1.03	slight	1.04
Problem caused by differences in the educational systems	26	43.3	14	23.3	13	21.7	7	11.7	0	0	1.01	slight	1.06
Developing friendship	28	46.7	13	21.7	10	16.7	9	15.0	0	0	1.00	slight	1.11
Adapting to U.S. norms without loosing or compromising my own becoming familiar w/ American tools	20	33.3	23	38.3	16	26.7	1	1.7	0	0	0.96	slight	0.82
Homesickness	25	41.7	16	26.7	16	26.7	3	5.0	0	0	0.95	slight	0.94
English language	30	50.0	17	28.3	8	13.3	2	3.3	3	5.0	0.85	slight	1.12
	23	38.3	25	41.7	11	18.3	1	1.7	0	0	0.83	slight	0.78

TABLE X (Contd.)

Problem Area	No	Slight		Moderate		Great		Extreme		Extent of Problem	Rating	SD	
	Problem No.	No.	%	Problem No.	%	Problem No.	%	Problem No.	%				
Availability of student advisor	30	50.0	18	30.0	10	16.7	2	3.3	0	0	0.73	slight	0.86
Medical services	33	55.0	15	25.0	8	13.3	4	6.7	0	0	0.71	slight	0.94
Academic course work	33	55.0	15	25.0	8	15.0	3	5.0	0	0	0.70	slight	0.90
Food	31	51.7	17	28.3	12	20.0	0	0	0	0	0.68	slight	0.79
Maintaining cultural customs/traditions	40	66.7	9	15.0	2	3.3	8	13.3	1	1.7	0.68	slight	1.14
Finding good affordable transportation	34	56.7	17	28.3	5	8.3	4	6.7	0	0	0.65	slight	0.90
Obtaining suitable housing	33	55.0	18	30.0	8	13.3	1	1.7	0	0	0.61	slight	0.78
Adjusting to American car and traffic	37	61.7	18	30.0	5	8.3	0	0	0	0	0.47	none	0.65
Racial discrimination	44	73.3	7	11.7	7	11.7	2	3.3	0	0	0.46	none	0.83
Legal concerns	48	80.0	4	6.7	8	13.3	0	0	0	0	0.33	none	0.70

Based upon the mean extent of the problems on academic performance expressed by respondents, it appears that unfriendliness of people, finances, adjusting to the weather and the climate, absence of newspaper from home country, and differences in educational systems are the top five problems.

Grouping the effect of the adjustment problems on academic performance responses for graduate and undergraduate separately (refer Table XI on next page); the data indicates that there is no great difference on most of the problems. Some differences were exhibited on the problems related with finances, homesickness, and adjusting to the weather and climate. Undergraduates reported more difficulty in these areas. The t-test analysis revealed that there is a significant difference at the 0.05 level on the problem of finance only. This appeared to be owing the fact that most of the graduate students are sponsored either by their countries or by world wide organizations like FAO, UNDP, World Bank, etc..

Comparing female African students with male African students seemed to support the hypotheses. In most of their responses on the effect of the problems on academic performance, female respondents reported a higher level of rating compared to male respondents (see Table XI on next page). The mean scores indicate a difference between male and female in most of the problem areas. The t-test

TABLE XI
 EFFECTS OF THE SELECTED PROBLEMS ON
 ACADEMIC PERFORMANCE BY GENDER
 CLASSIFICATION, AND PRIOR
 EXPERIENCE IN FOREIGN
 COUNTRIES

Problem Areas	Mean Ratings of Respondents					
	Classification		Gender		Experience	
	Ungr	Grad	M	F	No	Yes
Unfriendliness of people in the community	1.07	1.29	1.10	2.13*	1.26	1.17
Finances	1.53*	1.04	1.08	1.76	1.26	0.94
Adjusting to weather and climate	1.60	0.98	0.98	2.13*	1.21	0.94
Absence of newspaper from my country	1.07	1.02	0.96	1.50	1.12	0.83
Problem caused by differences in the educational systems	1.00	1.02	0.96	1.38	1.07	0.89
Developing friendship	0.40	1.20	1.02	0.88	1.10	0.78
Adapting to U.S. norms without loosing or compromising my own	1.00	0.96	0.92	1.25	1.02	0.83
Becoming familiar w/ American tools	0.93	0.96	0.90	1.25	0.88	1.11
Homesickness	1.27	0.71	0.71	1.75*	0.93	0.67
English language	1.00	0.78	0.85	0.75	0.79	0.94
Availability of student advisor	0.73	0.73	0.83	0.13	0.79	0.61
Medical services	0.80	0.69	0.65	1.13	0.79	0.56
Academic course work	0.73	0.69	0.75	0.38	0.74	0.61
Food	0.40	0.78	0.65	0.88	0.76	0.50
Maintaining cultural customs/traditions	1.07	0.56	0.54	1.63*	0.74	0.56
Finding good afford- able transportation	0.53	0.68	0.60	1.00	0.60	0.78
Obtaining suitable housing	0.47	0.67	0.63	0.50	0.60	0.67
Adjusting to American car and traffic	1.13	0.58	0.52	0.13	0.40	0.61
Racial discrimination	0.93	0.23	0.37	1.00	0.40	0.56
Legal concerns	0.73	0.20	0.27	0.75	0.31	0.39

* Significant at 0.05 level

t-test analysis resulted in revealing a significant difference in the following areas: unfriendliness of people in the community, adjusting to the weather and climate, homesickness, and maintaining cultural customs and traditions. The data indicates that female respondents felt these problems more than male respondents. There is no significant difference between respondents with prior experience of foreign countries and non experienced.

Table XII (refer next page) indicates respondents' percentage and mean rating of the help they get from university services and programs in adjusting themselves to the academic environment of Oklahoma State University. The data revealed that the International Program Office, the library and academic advisors are the most helpful services that assisted African students in adjusting to their new environment.

TABLE XII

PERCEPTION OF RESPONDENTS AS TO THE
HELP THEY GET FROM UNIVERSITY
SERVICES AND PROGRAMS

Problem Area	No Problem		Slight Problem		Moderate Problem		Great Problem		Extreme Problem		Mean	Rating	SD
	No.	%	No.	%	No.	%	No.	%	No.	%			
International Program office	6	10.0	6	10.0	9	15.0	31	51.7	8	13.3	2.60	moderate	1.15
Library	6	10.0	9	15.0	22	36.7	19	31.7	4	6.7	2.10	moderate	1.07
Academic Advisor	12	20.0	13	21.7	8	13.3	23	38.3	4	6.7	1.90	moderate	1.30
Student Health Center	12	20.0	16	26.7	21	35.0	11	18.3	1	1.7	1.50	slight	1.01
On-campus Employment	22	36.7	6	10.0	19	31.7	10	16.7	3	5.0	1.40	slight	1.28
Student Union	27	45.0	10	16.7	11	18.3	11	18.3	1	1.7	1.15	slight	1.23
English Language Institute	31	51.7	4	6.7	20	33.3	5	8.3	0	0	0.98	slight	1.09
Athletics and Sports Center	33	55.0	5	8.3	15	25.0	5	8.3	2	3.3	0.97	slight	1.21
African Student Organization	37	61.7	6	10.0	13	21.7	4	6.7	0	0	0.73	slight	1.02
Writing Center	38	63.3	2	3.3	20	33.3	0	0	0	0	0.70	slight	0.94
Counseling Center	37	61.7	12	20.0	5	8.3	6	10.0	0	0	0.67	slight	1.00
Learning Assistance Center	38	65.0	9	15.0	8	13.3	4	6.7	0	0	0.62	slight	0.95
English course for foreign student	42	70.0	8	13.3	8	13.3	2	3.3	0	0	0.50	slight	0.85
Financial Aid Office	49	81.7	4	6.7	3	5.0	1	1.7	3	5.0	0.42	none	1.03
Student Legal Advisor	45	75.0	10	16.7	1	1.7	3	5.0	1	1.7	0.42	none	0.89
Academic/Dean's office	45	75.0	9	15.0	6	10.0	0	0	0	0	0.35	none	0.65

Table XIII shows the comparison of respondents' perceptions of university services and programs based upon classification, gender, and prior experience of foreign countries. The data and the t-test analysis revealed that there is no significant difference between each group.

TABLE XIII
PERCEPTIONS OF RESPONDENTS AS TO THE HELP
THEY GET FROM UNIVERSITY SERVICES
AND PROGRAMS BY CLASSIFICATION,
GENDER AND PRIOR EXPERIENCE

University Services and Programs	Classification		Gender		Experience	
	Ungr	Grad	M	F	No	Yes
International						
Program office	2.47	2.49	2.48	2.50	2.45	2.56
Library	2.07	2.11	2.13	1.88	2.10	2.11
Academic Advisor	2.00	1.87	1.87	2.13	1.93	1.83
Student Health Center	1.53	1.51	1.50	1.63	1.40	1.78
On-campus Employment	1.60	1.38	1.29	2.38	1.31	1.72
Student Union	1.53	1.02	1.15	1.12	1.07	1.33
English Language						
Institute	1.33	0.87	0.96	1.13	1.00	0.94
Athletics and						
Sports Center	1.40	0.82	0.83	1.88	0.93	1.10
African Student						
Organization	0.93	0.67	0.77	0.50	0.69	0.83
Writing Center	1.20	0.53	0.65	1.00	0.67	0.78
Counseling Center	0.80	0.62	0.65	0.75	0.62	0.78
Learning Assistance						
Center	0.60	0.62	0.58	0.88	0.62	0.61
English course for						
foreign student	0.93	0.36	0.50	0.50	0.43	0.67
Financial Aid Office	0.67	0.33	0.37	0.75	0.36	0.56
Student Legal Advisor	0.67	0.33	0.35	0.88	0.38	0.50
Academic/Dean's office	0.53	0.29	0.29	0.75	0.33	0.39

Open-Ended Responses

Respondents were asked to write their comments about the greatest problem they encountered, the greatest help they get whether they are satisfied or not, and any comment which is pertinent to this survey. Partial responses on the open-ended questions were gathered and summarized. Their comments have been summarized and reflect the following ideas.

Many students (23) reiterated that the absence of a newspaper from their home country was the greatest problem. Homesickness is reported as their biggest problem by 17 students; 6 students reported lack of public transportation was their problem, the rest of the respondents' reported interacting with Americans, medical insurance, adjusting to the academic system, racial discrimination, and finances were their greatest problem.

Thirty respondents reported that they received the greatest help from the Office of International Programs, while 24 respondents regarded academic advisors as the biggest help for them in adjusting themselves.

Respondents were asked whether they are satisfied or dissatisfied with the overall university services and programs in alleviating the problems they encountered. Fifty-two respondents indicated that they were satisfied, whereas 8 respondents reported they were not satisfied.

Their suggestions have been summarized as follows:

1. The library should add some newspapers from Africa and foreign countries.
2. Undergraduates specifically reported that they need to get good advisors who can help them in their adjustment problems as international students.
3. Respondents in general and off-campus students in particular stressed transportation problems, and they suggested the possibility of arranging transportation services for shopping and recreation.
4. Respondents reiterated the need for more opportunities to interact with U.S. students. They also questioned U.S. students' knowledge of world affairs, geography, and other cultures.
5. Four respondents mentioned that questions on sponsorship would have been good for this kind of study. They wanted to acknowledge their sponsors as one of their helping centers. Seven respondents indicated that the fact that someone is married or not, lives here with his family would have been good for this study. They indicated that those who are living with their family may feel less concerned with some of the problem areas, whereas those who left their family in their home country may feel more concerned and affected by some of the problem areas.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to summarize some major topics discussed earlier and to make appropriate conclusions and recommendations based on the findings of the study. The chapter will summarize purpose of the study, objectives of the study, methodology, and major findings of the study and conclusions as well as recommendations.

Summary

This section is a summary of the general plan of the study. The major problem confronted in this study is that of African students adjustment problems in attending Oklahoma State University and the help they get from the university services and programs in minimizing the problems.

Purpose of the Study

The major purpose of this study was to assess and clarify the problems that African students encountered in adjusting themselves to American academic culture.

Objectives of the Study

The following objectives were established to accomplish the purpose of the study:

1. Determine the problems encountered by African students in maximizing their educational goals at Oklahoma State University.
2. Compare problems on the basis of classification, gender, and prior experience in foreign countries.
3. Determine the types of help or assistance from the university that African students believed be of most value to them.
4. Compare the types of help on the basis of classification and prior experience in foreign countries.
5. Determine students satisfaction with university academic programs and services in helping them to cope with the problems they encountered.

Design and Methodology

The study was designed to satisfy the above mentioned purpose and objectives.

Scope and Limitations

Only graduate and undergraduate African students during the spring term of 1994 were included in the study. The

investigator had no control over the on and off movement of students during this term and this might impact the population.

Population

The population used in this study consisted of undergraduate and graduate students attending Oklahoma State University during spring of 1994.

Development of the Instrument

Use of the questionnaire was considered the most effective method of data collection for this study. The questionnaire used in this study was designed following the wording sequence of similar surveys. The questionnaire consisted of three parts. The first part of the questionnaire asked for respondents gender, native country, classification, prior experience in foreign countries, and major field of study. Part two of the questionnaire consisted of fifty-five questions addressing the problem areas and the helping centers and programs. Part three of the questionnaire were open-ended questions asking for respondents' satisfaction with the university services and programs, their greatest problem, their greatest help and their overall comment and suggestions.

Data Collection

Before data collection, the survey instrument was approved by the OSU internal review board (IRB). Questionnaires were hand-delivered to respondents home, offices, and seminars. Out of 64 surveys, 60 valid responses were collected.

Analysis of Data

Data obtained in the survey were analyzed using figures and tables to display frequency and percentages of respondents.

Major Findings of the Study

Forty-six of the 60 respondents were graduate students while 14 were undergraduates. Fifty-two of the 60 respondents were male while 8 were female. Forty-two of the 60 respondents had no prior experience while 18 respondents had experienced foreign countries. Fifty-eight of the respondents came from 19 countries, while two respondents did not indicate country of origin. The groups were enrolled in 29 different academic disciplines in Oklahoma State University.

The following findings were developed to answer the objectives of the study:

1. Based upon mean response and percentage rating, respondents perceived absence of newspaper from their home country, homesickness, and adjusting to the weather and climate as their common and biggest problems (refer to Table XIV).

TABLE XIV
RANK ORDER OF THE MOST PROBLEMATIC AREAS
ON ACADEMIC ACTIVITY AND ACADEMIC
PERFORMANCE AND THE MOST
HELPING SERVICES
AND CENTER

Problem Areas on Academic Activities	Problem Areas on Academic Performance	Most Helping Services and Center
Absence of newspaper from home country	Unfriendliness of people in the community	International Programs office
Homesickness	Finances	Library
Adjusting to the weather and climate	Adjusting to the weather and climate	Academic Advisor
Maintaining cultural customs and traditions	Absence of newspaper from home country	Student health center
Racial discrimination	Problem caused by differences in the educational system	On-campus employment

2. The perceptions of the group as to the effects of the problems on their academic performance based on the mean response and percentage rating, reflected a slight effect. The overall mean for unfriendliness of people in the community was 1.23, finances 1.16, and adjusting to the weather and climate 1.13.

3. Based upon the mean response, respondents perceived the best helping university services and programs to be: International Program Office (2.50), Library (2.10), academic advisor (1.90), and Student Health Center (1.50).

Conclusions

The following conclusions were drawn based on the mean response, review of literature and the personal experience of the investigator.

Overall, African students attending Oklahoma State University seem to have many of the same problems that are expressed by international students attending other colleges and universities in the United States. The investigator does not claim that this survey addressed all possible African student concerns and problems, however, in terms of the literature review and interpretation of the questionnaire responses, this report can serve as a general indicator of African students' adjustment problems.

The findings in this study suggest that African students are rather robust, that is, their problems were

moderate to slight in intensity and their self portrait depicted feeling that were more positive than negative. Nonetheless, there were some adjustment areas in which African students reported the greatest level of difficulty. Those problem areas have been further identified as they relate to student classification and prior experience of foreign countries. Prior knowledge of this type should be of value to those who work with international students as a whole and African students in particular and their problems at Oklahoma State University.

Use of university services is very high for several services including international programs office, library, and academic advisors but very low for most services, like student legal advisor and financial aid office.

Recommendations

Based on the conclusions drawn from the mean responses, review of literature and personal experiences, the following recommendations were made:

1. The finding indicated that the absence of newspaper from the home country appeared to be the biggest problem; and it in turn contributed to the homesickness of many students. Thus, alleviation of this problem is recommended.

2. The problem related to transportation could be solved by arranging university vehicles to new students, at least three or four times a week, because students residing

in University Apartments reported that the existing schedule, which provides transportation on Thursdays and Saturdays, was not good enough to accommodate all international students. Some of them reported that the existing schedule often clashed with their laboratory classes and study time. Surprisingly, some respondents appeared to be unaware of this service. Thus, the preparation of a guide-book for international students which describes this kind of service is essential.

3. There is a lack of interaction with the community. The best way for a newly arrived African student to learn faster and cope with the classroom and outside situations is by interacting with American citizens. Isolation in a classroom and outside situations can make learning and adjustment bitter for foreign nationals. Learning activities both in the classroom and outside the classroom should be designed in a way to foster better interactions.

4. Use of university services and programs is very high for some services but very low for most services. Since most African students have either used these services or do not feel a need for them, it would seem that either current university services meet the needs of African students or that African students do not associate university services as places where their adjustment problems could be alleviated. To insure that the latter is not the case, those services which are highly used (International Program

Office, academic advisors, and library) should continually identify adjustment problem areas and either assist in their solution or encourage use of other programs and services which may be of assistance.

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APPENDIXES

APPENDIX A

LETTER TO AFRICAN STUDENTS

October 1, 1993

Dear fellow students:

I am a graduate student at Oklahoma State University and in the process of collecting data for my thesis. I have chosen a research subject of interest to me and which I feel pertains to the improvement and understanding of the problematic areas that African students have been facing in adapting to the American academic culture. It is my hope that the results of this study will be of greater assistance to the personnel concerned with the improvement of the problematic areas and better understanding of African students at Oklahoma State. The questionnaire is short and should not take more than 15 minutes to complete. Please respond to this questionnaire as accurately as possible. I realize that you have such a busy schedule but your response is invaluable for the success of this study as well as for the general improvement of the problems that African students had encountered in their stay at OSU. I will be very grateful for your full cooperation in expressing your feelings. Thank you.

Sincerely,

Gerum Alemayehu

APPENDIX B

DATA COLLECTION INSTRUMENTS

**Survey on the Problems of African Students
Attending Oklahoma State University.
Spring Semester, 1994**

Survey Response Schedule

1. General Information.

- a) Gender: Male ___ Female ___
- b) Native Country: _____
- c) Major field of study: _____
- d) Classification: Undergraduate ___ Graduate ___
- e) How long have you been in Oklahoma State
University? ___ years
- f) Do you have prior experience in a foreign country?
Yes ___ No ___

PART I

A. Adjustment Problem.

Please respond to the following questions with regard to your adjustment to the selected problematic areas.

General Directions.

Use the scale on the right-hand margin to rank the statements according to your estimation of the extent of the problems and the extent that you think it affected your academic performance as follows:

- | | | |
|-------------|---------------|----------------|
| (0) = no | (1) = slight | (2) = moderate |
| (3) = great | (4) = extreme | |

Please circle your answer.

Using the scale below, what would be the best description of your extent of facing these problems in your academic activities.

	no	slight	moderate	great	extreme
1. Academic course work	0	1	2	3	4
2. English language	0	1	2	3	4
3. Availability of student advisor	0	1	2	3	4
4. Finances	0	1	2	3	4
5. Legal concerns	0	1	2	3	4
6. Food	0	1	2	3	4
7. Racial discrimination	0	1	2	3	4
8. Medical services	0	1	2	3	4
9. Maintaining cultural customs/traditions	0	1	2	3	4
10. Homesickness	0	1	2	3	4
11. Unfriendliness of people in the community	0	1	2	3	4
12. Obtaining available housing	0	1	2	3	4
13. Developing friendship	0	1	2	3	4
14. Absence of newspaper from my country	0	1	2	3	4
15. Problem caused by differences in the educational systems	0	1	2	3	4
16. Adjusting to the weather and climate	0	1	2	3	4
17. Adapting to U.S. norms without losing or compromising my own	0	1	2	3	4
18. Becoming familiar with American tools	0	1	2	3	4
19. Time for my studies					
20. Finding good affordable transportation	0	1	2	3	4
21. Adjusting to American car and traffic	0	1	2	3	4
22. Others (please specify):					

B. How do you rate the extent of the following problems in affecting your academic performance?

Problems	not	slight	moderate	great	extreme
1. Academic course work	0	1	2	3	4
2. English language	0	1	2	3	4
3. Availability of student advisor	0	1	2	3	4
4. Finances	0	1	2	3	4
5. Legal concerns	0	1	2	3	4
6. Food	0	1	2	3	4
7. Racial discrimination	0	1	2	3	4
8. Medical services	0	1	2	3	4
9. Maintaining cultural customs/traditions	0	1	2	3	4
10. Homesickness	0	1	2	3	4
11. Unfriendliness of people in the community	0	1	2	3	4
12. Obtaining available housing	0	1	2	3	4
13. Developing friendship	0	1	2	3	4
14. Absence of newspaper from my country	0	1	2	3	4
15. Differences in the educational systems	0	1	2	3	4
16. Adjusting to the weather and climate	0	1	2	3	4
17. Adapting to U.S. norms without losing or compromising my own	0	1	2	3	4
18. Becoming familiar with American tools. Egs. computers	0	1	2	3	4
19. Finding good affordable transportation	0	1	2	3	4
20. Adjusting to American car and traffic	0	1	2	3	4

PART II

Usage of university services and programs.

What would be your rating of the following university services and programs at OSU with regard to helping to alleviate the problem that you encountered?

Services and Programs	not	slight	moderate	great	extreme
1. Academic advisor	0	1	2	3	4
2. Library	0	1	2	3	4
3. International Program office	0	1	2	3	4

Services and Programs	not	slight	moderate	great	extreme
4. English Language Institute	0	1	2	3	4
5. Writing Center	0	1	2	3	4
6. Student Health Center	0	1	2	3	4
7. Financial Aid Office	0	1	2	3	4
8. Student Legal Advisor	0	1	2	3	4
9. Counseling Center	0	1	2	3	4
10. Academic/Dean's office	0	1	2	3	4
11. African Student Organization	0	1	2	3	4
12. Student Union	0	1	2	3	4
13. On-campus employment	0	1	2	3	4
14. Athletics and Sports Center	0	1	2	3	4
15. Learning Assistance Center	0	1	2	3	4
16. English course for foreign student	0	1	2	3	4
17. Others: (please specify)					
_____	0	1	2	3	4
18. _____	0	1	2	3	4
19. _____	0	1	2	3	4
20. _____	0	1	2	3	4

Open Ended Questions.

1. What is the greatest problem you have encountered in adjusting at OSU?

2. Which one of the University services or programs is the most useful in alleviating the problem that you encountered at OSU?

3. What would be your judgement regarding the overall appraisal of the university services and programs in helping you to adjust to OSU academic environment?

Satisfied ___ Dissatisfied ___

Your comment for your dissatisfaction:

4. Any other comment which you think is important to this study?

APPENDIX C

INSTITUTIONAL REVIEW BOARD
APPROVAL LETTER

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 02-23-94

IRB#: AG-94-016

Proposal Title: AN ASSESSMENT OF AFRICAN STUDENTS PROBLEMS IN
ADJUSTING TO THE ACADEMIC CULTURE AT OSU

Principal Investigator(s): Dr. James P. Key, Girum Alemayehu

Reviewed and Processed as: Exempt

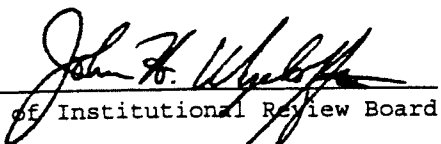
Approval Status Recommended by Reviewer(s): Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT
MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR 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 Reasons for
Deferral or Disapproval are as follows:

Signature:


Chair of Institutional Review Board

Date: February 24, 1994

VITA

Girum Alemayehu

Candidate for the Degree of
Master of Science

Thesis: AN ASSESSMENT OF AFRICAN STUDENTS' PROBLEMS IN
ADJUSTING TO THE ACADEMIC CULTURE AT OKLAHOMA
STATE UNIVERSITY

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Ethiopia, June 28, 1966,
the son of Alemayehu and Abebech.

Education: Graduated from Batu Terara High School,
Bale Goba, Ethiopia, in June 1982; received
Bachelor of Arts degree in Philosophy from
Addis Ababa University in August 1986; completed
requirements for Master of Science degree in
July, 1994.