

INTERNATIONAL STUDENT ADJUSTMENT TO LIFE
AT OKLAHOMA STATE UNIVERSITY

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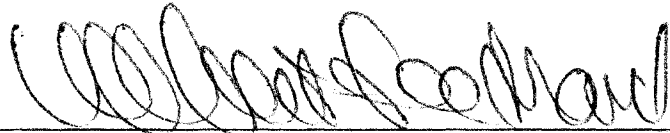
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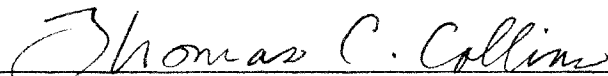
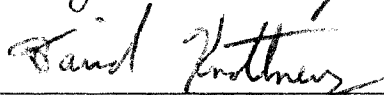
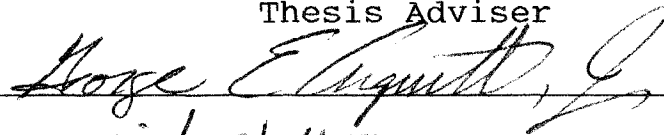
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PREFACE

For a significant number of years researchers have focussed attention on the study of inter-group contact and attitude changes with specific reference to International students. This study is concerned with the adaptation of International students to the various aspects of the American culture. No study, however, has examined these topics by utilizing multiple sources of information. The present study uses methodological triangulation.

I would like to seize this opportunity to give credit to those people who have contributed so importantly to the completion of this thesis. First and foremost, I wish to express my deep appreciation to Dr. Lee Maril, my research adviser, for his invaluable professional advice, guidance and encouragement throughout the completion of this thesis and my masters program. Special thanks are due to Dr. David Knottnerus and Dr. George E. Arqiutt for being a member of my advisory committee, and their kindness and intellectual support during the last two years. I am also grateful to Dr. Richard Dodder who generously extended his expertise in the analysis of the quantitative data.

I have immense gratitude to all my instructors of sociology for their contribution to my tertiary education in sociology, and thus this thesis. Special appreciation also goes to fellow graduate students in the department of sociology, especially David Monk and Jian Guan for their friendship and encouragement.

Sincere thanks goes to International students for permitting me to invade the privacy of their lives. Without their willingness to participate in this research, this thesis would not have been materialized.

This study was made possible because of the fellowship support offered to me by the Ethiopian government. I also owe a special debt to fellow Ethiopians at Oklahoma State University for their participation in the pilot study. Especially Yohannes Negash was of great help in the analysis of the quantitative data.

A special note of appreciation is extended to Meski, who diligently translated part of the draft of this thesis and many of my papers into a typed form. She was also a continuous source of inspiration and support during my difficult times.

Finally, I wish to acknowledge the support of my mother, Meeraf Tecahne. Without her continued encouragement, this part of my educational career might have been placed in jeopardy. Her unconditional love has been a source of strength for which I shall always be thankful.

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CHAPTER I

INTRODUCTION

Each year a significant number of students from different corners of the world flock to the United States in search of higher education. In the 1990-91 academic year there were approximately 407,529 International students, representing 186 countries, enrolled in U.S. colleges and universities (Zikopoulos, 1991). Upon arrival to the U.S. these students become, as Zajonc (1952) would say, "strangers," who, in most cases, pass through a traumatic experience before they adjust themselves to a new way of life. Such experiences provide an opportunity for inquiring into what is involved in the process of cultural adjustment. In their introductory work in sociology, Park and Burgess (1970) have vividly defined this process as

"interpenetration and fusion in which persons and groups acquire the memories, sentiments, and attitudes of other persons or groups, and by sharing their experience and history, are incorporated with them in a common cultural life" (P. 360-61).

Cross cultural interpenetration as regards International students has been the subject of research for many scholars. These scholars have assumed, implicitly or explicitly, different cogent themes. Klinerberg and Hull

(1979:9), notable researchers in the subject, have pointed out that variables related to the process of coping and adaptation greatly affect the academic status of international students. The oftreported difficulties experienced by International students include: language proficiency, academic concerns, discrimination, culture shock syndrome, financial problems and malintegration into the host society (Heikin Heimo and Shute, 1986; Ahia, 1985; Klinerberg and Hull, 1979; Tinto 1982; Hossain and Labrge, 1985). Such problems encountered by the International student manifest themselves in different ways. Tinto (1982) has indicated that when the avenues for successful adjustment in the university communities are jammed, alienation is the most likely outcome. Oshodin (1982) has reported that homesickness, depression, irritability, and fatigue as a result of the abuse of alcohol are the psychological problems that some International students experience.

Despite the existence of an extensive literature on foreign students, the Institution of International Education has pointed out that there are no consistent academic and non-academic policies regarding International students in major universities (Goodwin and Nacht, 1983). It has also been suggested that the studies conducted have been insufficient and their scope limited (Lee et al, 1981). What is more, while qualitative research methods with face-

to-face interaction and open-ended interviewing to data collection could have provided a deeper understanding of International students' adjustment to the way of life in the US, studies have excessively relied on quantitative research methods. Such studies, accordingly, have failed to clearly depict what really happens in the adjustment process.

This research addresses the subject under discussion using both quantitative and qualitative methods concerning International students at Oklahoma State University. The methodology utilized in this study is labeled by different names: Triangulation (Denzin 1989), and Convergent validation (Jick 1979). By and large, this approach to the research problem is aimed at offsetting the problems inherent in each method and, thereby, leading to a greater understanding of the subject to be researched. The method of triangulation in this study has been used in order to get the most out of each method by abating the bias and shortcomings inherent in both qualitative and quantitative methods.

CHAPTER II

LITERATURE REVIEW

Literature on Immigrants

Different perspectives have been spelled out to explain the processes of cultural adjustment. These perspectives which provide theoretical models for the study of acculturation include traditional and contemporary perspectives (Crispino, 1980: 3-14).

Anglo-conformity, melting pot, and cultural pluralism theories belong to the traditional way of thinking about assimilation. The Anglo-conformity model contends that the English language and culture is matchless, thereby prescribing that people from other cultures must forego their cultural heritage and adapt themselves to the "superior" behavioral patterns and value systems (Gordon, 1975, Cole and Cole 1954). The melting pot ideology, on the other hand, is based on the assumption that American culture is the result of both the contributions of Anglos and other ethnic groups. It is the amalgamation of the cultures of the different social groups which created the unique way of life in the new world (Handlin, 1959). More sympathetic to the culture of the minority groups than the former two

ideologies is the perspective known as cultural pluralism, a theoretical model according to which each ethnic group retains its culture while at the same time participating in the overall socio-economic system (Gordon, 1964:84-132).

The theory of straight-line assimilation is one of the recent developments. This perspective emphasizes ethnicity and class as variables in explaining assimilation. The latter variable is considered more important than the former in determining the values and interests of a social group (Zanden 1983:283). Another contemporary viewpoint stresses the importance of ethnicity in the understanding of assimilation. For instance, it is argued that it is on the basis of ethnicity that immigrants organize interest groups. This perspective is known as the continued viability of ethnic group perspective. On the basis of this standpoint, another theory known as the ethnic resurgence contends that with third generation immigrants the feeling for one's ethnic cultural background is aroused. Hence the law of the return of the third generation (Crispino 1980:13-14).

The aforementioned perspectives by no means exhaust the literature on cultural adjustment. Many scholars have addressed the issue by testing hypotheses and identifying variables pertaining to cultural adjustment. Personality-centered studies, for instance, have come up with different adaptive styles (Kluckhohn and Murray, 1984; Thomas, 1951; Benneth et al., 1958; and Nash, 1970). Such studies have

argued that there are different ways of adjusting to a foreign way of life. It is suggested that some people are more creative than others who are inflexible in the face of a new state of condition. Also it has been hypothesized that those individuals who leave their country for a short period of time are less likely to participate whole-heartily in the activities of mainstream society because of the absence of a readiness to adapt to the host environment (Cohen 1977:18). Most international students would fall into this transient group.

Variables said to be important to the adjustment process include: cultural similarity - Irish Catholics, for instance, in contrast to Protestant Irish, took many generations to assimilate in American Society (Zanden, 1983:282); recognition of similar experiences and values by the migrant and host groups, and the existence of formal organization, like clubs and associations, which are instrumental in the acclimatization process (Thomas, 1951); and, most important of all, visibility, that is the belief attached to obvious physical differences between the sojourn and the dominant group (Marger, 1991). In general, the process of adjustment is either facilitated or retarded by the existence or absence of the mentioned variables.

Studies have also indicated that the ease with which cultural adjustment is carried out greatly influences job or academic performances. Successful performances depend on

factors such as communication and contact with host country members and the environment (Sewell and Davidsen, 1956), and attention paid to students on the part of university bodies (Kilineberg and Hull IV, 1979).

Literature on International Students

The literature on International Students is extensive. For my purpose I have concentrated on those studies which directly related to my study.

The U-curve Hypothesis

One of the concerns of researchers of International Students has been to depict the different stages through which these students pass in the process of adjustment. The U-Curve hypothesis, originally suggested by Lysgaard (1955), is the most widely discussed subject. This hypothesis is based on the assumption that International Students are in good shape in the first and last periods of adjustment compared to a period of decline. Further verifying this hypothesis, Objerg, in his discussion of cultural Shock (1960), delineated the four stages of adjustment as the Honeymoon stage, periods of Crises and Recovery and, finally, Adjustment proper.

Findings concerning the U-curve hypothesis are mixed. Studies have predominantly indicated that the U-curve hypothesis does not have empirical basis (Klinberg and Hull, 1979; Nash, 1991). Yet a recent study by Parr, Bradley and

Bingi (1992) has confirmed Lysgaard's hypothesis. These researchers have reported that International Students pass through the following patterns of adjustment: International students come to the U.S. with a optimistic outlook. Later this feeling is challenged by unexpected experiences on campuses and their observation of marked cultural differences before positive feelings reassert themselves.

By including the process of resocialization that sojourners experience when they return to the country of their origin, Gullahorn and Gullahorn (1963) have extended the U-Curve hypothesis into a W-Curve hypothesis. Their argument is based on the contention that returnees also pass through a process of reacclturation over the period of reentry. However, Gullahorn and Gullahorn have also noted that this process is not as traumatic as the one returnees experience abroad: "the impact of --- original socialization was sufficiently strong that relearning the patterns of --- home social systems was not difficult" (Page 39).

Cultural Shock

In his discussion of the problems pertaining to cross-cultural research Lundstedt (1963) has suggested that cross-cultural adjustment involves the creation of new role behaviors as a result of acquiring status within the framework of the new social structure. Such role behaviors are not created immediately. The sojourner passes through

different stages. Most researchers consider culture shock as inevitable in the first period of adjustment. Dillard and Chisolm (1983), for instance, have commented that International Students upon arrival to American College and University campuses face the challenges of culture shock. Culture shock is a feeling of disorientation one encounters as a result of the "differences in climate, food, social values, modes of behavior and verbal and nonverbal communications" (Dillard and Chisolm, 1983, page 101). Under this stressful situation, the newcomer may be forced to withdraw emotionally as well as intellectually since he/she does not have the indispensable clues to respond to the new culture.

Culture shock may not be encountered by all International Students equally. On the basis of the research done on American Armed Forces during World War II Stouffer, (1946), and Lundstedt (1963), have argued that the combination of psychological factors could abate culture shock among some International Students. Particularly under circumstances wherein there are positive reference groups which provide viable support systems, the new comer is less likely to suffer from disorientation and homesickness.

Alienation

There has been a growing concern among researchers to study alienation regarding International students (Owie,

1982; Schram and Lauver, 1988). Alienation is defined as a multidimensional concept comprising elements such as powerlessness, normlessness and social estrangement (Dean, 1961; Seeman, 1959). Powerlessness refers to a situation in which an individual feels that he/she is incapable of controlling his/her destiny. Normlessness involves the loss of values that give meaning to the purpose of life. Social estrangement manifests itself through loneliness or separation from group standards.

Alienation is not experienced by International Students only; the experience of alienation is a common occurrence among all college students. However, studies have also indicated that the degree of alienation one experiences is determined by the variables of race and ethnicity. Social alienation among minority groups in American Colleges and Universities is higher than among Anglo Students (Burbach and Tompson, 1971).

Because International Students belong to a social category with different distinctive cultures, their alienation can be largely explained in terms of the ethnocentrism and racism which they encounter. Schram and Lauver (1980), for instance, have found the predictor Europe-as-home-origin to be strongly negatively correlated with alienation. Although not important as this variable, the researchers have discussed social contact and graduate status as prediction variables which account for alienation

among International Students. Less alienated International Students are those who are pursuing their college studies at graduate levels and those who have a meaningful contact with American students.

Social Interaction

Concern about the social alienation phenomena is intimately bound up with the study of the interaction between International Students and Americans. Since social interaction involves reciprocal determination, this problem can be approached from the view point of International students or Americans. Goldsen, Suchman and Williams (1959) have researched the factors that inhibit or augment American Students' Interaction with International Students.

According to these scholars, there are three factors which account for American Students' meaningful interaction with International Students. "They are: (1) participation in the main stream of the campus milieu; (2) a general pattern of friendliness, outgoingness, liking for people - in short, what might be called 'association mindedness', (3) spatial proximity providing contact opportunity" (Page 28). These findings contradict the conventional belief that American Students who interact with International Students are a group of people with an outlandish and bizarre pattern of behavior.

Other researchers have approached the subject from the

perspective of International Students. Based on their longitudinal study of 480 students from 39 countries at the University of Wisconsin, Klein, Miller and Alexander (1974) have found that International students, particularly Asians, give the utmost priority to academic and professional training. Interpersonal relationship with host nationals (Americans) is the last item in their agenda. According to these researchers, one's youth culture can deter cross-cultural friendship. Chinese students, for instance, unlike American students who are outgoing but prefer not to be committed to an intimate friendship, are strongly against the idea of making a friend for an occasion only. Friendship does not have a limit. Similarly, Yeh and Chu (1974) report that to the extent that Chinese students form subcultures within the framework of American campuses they fail to maintain meaningful ties with host nationals and even rationalize isolation as the right way of life.

Language

Surveys, in addition to the ones noted above, consistently suggest that the relationships of most International Students to Americans seldom transcend beyond the limits of shallow contacts (For instance, Heikinheimo and Shute, 1986). In considering such contacts, one of the important issues is the role that language plays in the

cross-cultural encounters. Brislin (1981), Church (1982) and others have pointed out that those students with poor language competence are vulnerable to the stresses of adjustment to life in the U.S..

There is more reason to consider the problem of language in the adjustment process than just psychological motivations. According to the "Sapir-Whorf" hypothesis, language is more than a medium of communication: It is a "symbolic organization" by means of which our perceptions and world outlooks are shaped (Whorf, 1956; Sapir in Mandelbaum, Ed. 1958). It is not, accordingly, very difficult to imagine how poor language competence blocks access to the information of a given culture (Condon and Gousef, 1987). The experience of International Students can not be far from this fact, since their mastery of the English language is intimately bound up with the understanding of the American culture. Perhaps the best two areas in which this contention finds justification are the understanding of jokes and slang, for their comprehension depends on the extent to which one has mastered the norms and values of society.

In conclusion reviewing the literature has been very important both in terms of learning from other studies and understanding what should be done. Two points in this connection are worth mentioning: 1. Studies in almost all cases were based on quantitative methods. Consequently,

researchers have glossed over the fact that the type of method that one utilizes is determined by the nature of the problem at hand. For instance, in the absence of qualitative data it is more likely to apply concepts from the American culture to the study of international students. Hence, in the case of international student adjustment, it would be more appropriate to use both methods rather than rely on one method only. 2. Only same concepts are used over and over again. I think it is more appropriate to consult theoretical formulations such as symbolic interactionism in the study of international student adjustment. My research, however, is not a symbolic interactionist view of the study under discussion.

From the literature review that I have presented in the previous pages I have made the following three important observations: 1. The perspectives on race and ethnic relations, though they are not directly related to the case of International students, there is no doubt that they are relevant in terms of providing the researcher a general guideline in the study of student adjustment. 2. My observation regarding the literature on International students is that studies have excessively relied on quantitative methods, thereby under-utilizing the qualitative approach, an approach which could have provided an indepth understanding of the experience of International students as a result of their exposure to a new culture. 3.

In the International student literature there is not a unified theory upon which researchers rely in the study of International students. Researchers, accordingly, have to consult different theories from different fields. Bearing in mind these points, accordingly, I have utilized the method of triangulation as defined in the introduction. Also I have utilized the concepts pointed out in the literature review where appropriate.

CHAPTER III
THE PILOT PROJECT

In the Spring semester of 1993 I first embarked on the study of cultural contact. This pilot study was aimed at exploring important issues in the study of the adjustment of International Students. The preliminary study was done on Ethiopians at Oklahoma State University (EOSU) after intensively interviewing 20 fellow Ethiopians.*

Three hypotheses were tested in the pilot study: (1) Ethiopians who come to the United States without intent to settle are less likely to acculturate themselves; (2) The greater the difference between the Ethiopian and the American cultures, the longer Ethiopians will require to assimilate themselves; (3) The more Ethiopians are not in contact with other outgroups, the more they develop their own social networks, and the more they are encouraged to confine themselves within their newly created social world.

No sufficient evidence was found to justify the first hypothesis. Factors of a social nature were found to

* This study, in a fairly organized paper has been presented in the 1993 Ethiopian Research Council held at Florida State University, Tallhasse, September 9 - 12, 1993.

be more important in the process of adaptation than the psychological intentions of EOSU's. On the other hand, interview data suggested that hypotheses two and three are empirically verifiable. With regard to the acculturation into the host society, the experience of EOSU's is that they tend to maintain their cultural heritage rather than adapt to the American way of life. This is primarily due to the attitude of outgroups and the differences between the American and Ethiopian cultures.

The pilot study showed that all Ethiopians at Oklahoma State University have not gone through the same cultural adjustment. A constellation of different determinants have created three types of EOSU's: (1) The "never-to-be Americans" (2) The "Marginals" and (3) The "Amero-Ethiopians". The "never-to-be Americans" display fixed attitudes and an unwillingness to alter their Ethiopian perspectives. The "Amero-Ethiopians", on the other hand, are more flexible and are ready to take the American perspective. The "Marginals" tend to take a middle position between the first two categories manifesting a sense of ambivalence.

Another finding which deserves mention here is that EOSU's rarely pass through the experience of culture shock. This is primarily because Ethiopian newcomers are taken care of by fellow nationals. In the newcomers' adjustment to life in the U.S., those with some experience in the United

States act as mentors who provide clues for coping with unfamiliar situation. Other factors important for effective adjustment, in addition to psychological support provided by the Ethiopian reference group, include sojourn experience in another foreign country and exposition to orientation programs meant to ease stresses that come as a result of cross-cultural encounter. Finally, data have indicated that from among the three categories of the EOSU's, the Amero-Ethiopians have been less affected by culture shock than those EOSU's who have come to the US with their strong social perspectives.

The qualitative method, indepth interviews, employed in the pilot study has been of utmost importance in understanding the behavioral patterns of EOSU's. An understanding of the problems of cultural adjustment from the perspective of EOSU's has been attained. Despite this advantage of having direct access to the lived experiences of EOSU's, the study was limited both in terms of its methodological approach and its scope. Since the study was specifically on Ethiopians, though it may have some implications to the study of other groups of people as well, there is no logical ground for generalization of the findings. First, it is fallacious to engage in any attempt to generalize data about Ethiopians to other International Students, for there are marked racial and cultural differences between them. Second, since the study was not

based on rigorous sampling and standardized questionnaire generalizing the results to all Ethiopians in the U.S., let alone to other International Students, violates the rules of logic. Third, though a comprehensive understanding has been gained, the reliability of the conclusions of the pilot study are subject to question. Fourth, not only was the quantitative method under-exploited in the study, but the qualitative method was not utilized sufficiently. Given the fact that the pilot study has provided the basis for further research, the purpose of the present study is to offset the above limitations by following a different approach.

CHAPTER IV
RESEARCH METHODOLOGY

Triangulation:

In this study both quantitative and qualitative methods has been utilized in collecting different kinds of data that bear on the International student adjustment at OSU. This approach of integrating methods in the investigation of the same phenomena is called triangulation (Denzin, 1989). Jick (1979) has suggested four advantages of the triangulation strategy. First, as a result of integrating different methods, the researcher develops confidence in the final results of his/her research. Second, in the process of collecting and analyzing data the researcher may come up with an innovative approach to the study of the phenomena. Third, triangulation may help the researcher to uncover the hidden dimension of the subject under study. Fourth, methodological triangulation can lead to what Denzin calls theoretical triangulation, that is, the synthesis of theories.

In order to get the most out of these advantages of triangulation, three research methods were employed in this study: a survey, indepth interviews, and participant

observation.

Participant Observation

One of the weaknesses of the pilot study was that indepth interviewing was used exclusively. In the present study, participant observation was combined with indepth interviews in order to achieve a holistic interpretation of the adjustment process. This holistic interpretation allowed a clearer analysis of the quantitative data.

Participant observation in this study involved entering into the "life-world" (Schwartz and Jacobs, 1979) of International Students at OSU in order to elicit data about their cross-cultural encounters. Over a period of more than two months an attempt was made to understand their patterns of behavior and how it is influenced by the social milieu within which it is exercised. During this time three activities were carried out simultaneously. (1) By participating in International Student activities, their behavior is documented in some detail. Accordingly, I have attended 9 classes in which there were a significant number of International students, attended International Student Cultural Show and International Student Beauty Contest, and visited different recreation centers to observe International student participation. (2) Pertinent documents regarding International Students were examined. (3) Students were informally interviewed; no question was set a priori, but when conditions allowed the researcher

directed the discussion towards intercultural issues. In accomplishing the first and the third tasks I had to limit myself to two groups only, African and Indian students. At the same time, however, as mentioned earlier, I have participated in those activities in which students from different corners of the world participated. Since the researcher himself is an International Student, establishing an entry into the research setting was not a problem. In order to overcome the problem of observer-observed distinction, I have tried to maintain two "levels of awareness " (Pollner & Emerson, 1988). On the one hand, I was keeping in touch with International student activities, on the other hand the process of existing within their life world was accompanied by a systematic and detached sociological approach.

Indepth Interviews

To further systematically probe into the adjustment of International students, a selected group were intensively interviewed. Accordingly, thirty students provided an indepth account of the subject to be researched were identified for interview. The selection of these respondents was not random. An assessment of "key informants" was made before the formal interview per se commenced. Factors taken into account in the selection process included age, gender, previous international

experience, country of origin and level of training at OSU.

Once the selection process was completed, the questions to be presented to respondents were framed. Questions concentrated on issues pertaining to their expectations of the American society before their arrival, problems encountered upon arrival to the U.S., language competence, social interaction, cultural differences, patterns of behavior, academic and non-academic feelings and concerns, prejudice and racism and other issues of concern to International students. This, however, was by no means meant to impose a rigid plan thereby determining the course of the interview. I chose to have a friendly conversation, rather than a rigid respondent-interviewer relation. When deemed necessary, clarifications were made on those questions which were unclear to the respondent. Moreover, if the latter had any special information to share he/she was welcome. Utmost care was taken so as the interview place and time does not jeopardize the process of collecting the required information.

Survey Research

In this study, survey research was conducted after the process of collecting qualitative data was completed. Survey research gave me an opportunity to check the personal bias which may have influenced the qualitative data. In addition,

survey research was conducted in order to get an economical summary of information by concentrating on certain variables pertaining to cultural adjustment.

The Target Population

The target population for this study is the International Student body at Oklahoma State University. International students compose 7.2% of the entire student population (The Chronicle of Higher Education, 1992). Compared to American minority students, the number of International Students is significant. The percentage of International Students is less than the total number of American minority students by only .4%.

The Sampling Frame

A sample of 400 International Students was taken from Internationals studying at OSU. In the beginning I had planned to have a stratified sampling in which separate random samples are drawn after dividing the entire International student population into categories, namely, graduate and undergraduate, male and female, married and bachelor, and the different continents from which these students have come. Due to technical problems, however, I was not able to do this. Consequently, I opted for random sample selection. Though in the random sample selection each member of the student community about which I am

interested had an equal chance of being selected, there was the problem of over or under representation was hard to avoid. Once respondents were selected randomly, the next step was to gather data by mailing questionnaires. Before the actual process of obtaining data began, a pretest was conducted. By distributing 30 questionnaires the pilot study allowed the researcher to determine the effectiveness of the instrument. The research instrument was modified on the basis of the comments given by the participants of the pretest.

The Questionnaire

The instrument for collecting quantitative data was constructed on the basis of the qualitative data gathered. In this connection Shandiz's (1981) instrument was consulted where appropriate.

Hypotheses

In this study the following hypotheses were tested.

Hypothesis I: International Students who have come to the United States without the intent to settle face greater problems of adjustment than those who plan to establish permanent residence in their home country after the completion of their studies.

Hypothesis II: The greater the cultural difference between the life-styles of International Students and Americans, the more serious the barrier for the former to

interact with the latter; that is, social interaction between Americans and International Students is limited.

Hypothesis III: Those International Students with a language problem are most likely to shy away from mixing with Americans than those who have a good skill of English language; language competence implies that one has a good understanding of the values and norms of the American society.

Triangulating Data

Data analysis was done following through three stages:

1. Qualitative data analysis;
2. Quantitative data analysis;
3. Finally both data were triangulated.

Techniques of qualitative Data Analysis

My effort here was directed towards making generalizations and making conclusions on the basis of the inductive method. This involved the process of searching for regularities and patterns and thereby creating typologies by conducting an intensive dialogue with the data at my disposal.

Addressing the problem of having a definitive technique for the analysis of qualitative data Miles and Huberman (1984) have suggested tips for organizing a "coherent understanding of [qualitative] data" (P. 215). As much as possible an attempt was made to follow their techniques in

the process of analyzing the data collected. Stated below are their twelve tactics.

1. Counting: This involves the process of "making counts, comparisons and weights" (P. 215) of particulars that appear in the data.
2. Noting Patterns and Themes: Once the first phase is accomplished, the room becomes wide open for identifying patterns and themes.
3. Seeing Plausibility: Here the researcher uses his/her intuition which draws one's attention towards possible conclusions or the vice-versa.
4. Clustering: As the name itself implies, under this strategy information are pieced together, that is, the researcher will have the opportunity" to understand a phenomena better by grouping, then conceptualizing objects that have similar patterns or characteristics" (P. 219).
5. Making Metaphors: By coming up with metaphors, one is also making a comparative analysis between different bodies of information.
6. Splitting Variables: This strategy involves the act of dividing categories into further subcategories.
7. Subsuming Particulars into the General: As in the case of the strategy of clustering, but more abstractly, an attempt is made to answer the question "What is this specific thing an instance of? Does it belong to a

more general class?" (P. 223).

8. Factoring: Like the statistical technique, factoring in qualitative data analysis is meant to reduce data into "hypothetical variables" (P. 224) which "contribute to our understanding of the case or of its underlying dynamics" (P. 224).
9. Noting Relations between Variables: Here we enter into a guesswork to see the interrelatedness that exists among variables.
10. Finding Intervening Variables: Under circumstances in which two or more variables seem to go together but when their relationship transcends explanation, or when two variables ought to be related but there is lack of fit, it becomes paramount to look for another intervening variable.
11. Building a Logical Chain of Evidence: Following this strategy, the researcher concentrates attention towards the formation of a coherent whole by integrating different themes and categories.
12. Making Conceptual/Theoretical Coherence: This is the highest form of data analysis wherein the researcher constructs a theoretical framework which "can account for the 'how' and 'why' of the phenomena under study" (P. 228).

Techniques of Quantitative Data Analysis

The analysis of quantitative involved both descriptive and inferential statistics. Under descriptive statistics I have organized and summarized the quantitative data at hand. Analysis of Variance and Correlation are employed to make inferences from the data.

Triangulating Data

Mathison (1988) has contended that there are three possible outcomes by using the method of triangulation, namely, convergence, inconsistency and contradiction. Convergence implies that both quantitative and qualitative data provide evidence leading to the same conclusion. Inconsistency, on the other hand, shows that alternative conclusions are possible from the two sources. With contradiction, we observe that the quantitative and qualitative data indicate that there are two antithetical conclusions to be drawn. In this study I have been alert to take notice of these three possibilities in the process of integrating the qualitative and the quantitative data.

ETHICAL CONSIDERATIONS

While carrying out this research project I was mindful of the ethical implications of the study. Accordingly, I have strictly abided by the following ethical principles.

1. All International Students who participated in this study were informed in advance about the nature and purpose of this study.
2. Participation was on a voluntary basis only.
3. All International Students who participated in the study were entitled to unconditional anonymity; no confidential information is released.
4. All information gathered is used for the purpose of augmenting my understanding of cultural adjustment. Utmost care was taken to protect the rights, privacy and safety of those International students who willingly participated in this research project.
5. I have submitted my proposal to the IRB and it has been approved after considering the ethical issues involving in the research.

CHAPTER V
ANALYSIS OF DATA

In this chapter data accumulated through indepth interview, participant observation and survey research are analyzed on the basis of their relevance to the areas of investigation discussed in the first chapter. The chapter consists of four sections. In the first two sections I focus on the demographic characteristics drawn from the indepth interviews and survey research. In the third section a summary of the demographic information pertinent to the evaluation of the hypotheses is presented. Finally, I have evaluate the three hypotheses on the basis of the quantitative and qualitative data.

Demographic Characteristics: Indepth Interview

An assessment of key informants was made before I embarked on the indepth interview part of the data collection. This was done by approaching offices concerned about International student activities and presidents of different International student area clubs. I have also approached some respondents through my friends. Once the interview started, the interviewees themselves played an

important role in acquainting me with good informants.

The sample (See table I) for the indepth interview consisted of 30 International students. There were 11 females and 19 males in the sample, each student has completed at least one year of study in the United States. Out of the 30 respondents 8 of them have a foreign country experience other than the U.S.. Twelve countries were represented in the sample and the number of respondents from a single country ranged from one to three. The youngest individual in the sample was 21 and the oldest was 39.

TABLE I
DEMOGRAPHIC CHARACTERISTICS OF
INDEPTH INTERVIEW RESPONDENTS

Total number of Respondent	30
Number of Female Respondents	11
Number of Male Respondents	19
Number of Respondents with Foreign experience	8
Number of Countries represented	12
Respondents Age Range	21-39

Demographic Characteristics: Survey Research

The demographic characteristics of the sample for the survey research were as follows (See Table II).

TABLE II
CHARACTERISTICS OF THE SAMPLE

A) Countries Represented							
Country	N	%		Country	N	%	
Algeria	1	1.1		Jordan	1	1.1	
Australia	2	2.2		Korea	3	3.3	
Bahamas	1	1.1		Kuwait	1	1.1	
Canada	1	1.1		Lebanon	1	1.1	
China	9	9.7		Malaysia	17	18.3	
Costa Rica	1	1.1		Pakistan	2	2.2	
Czech	1	1.1		Panama	3	3.2	
Germany	2	2.2		Sweden	1	1.1	
India	12	12.9		Taiwan	5	5.4	
Indonesia	13	14		Thailand	2	2.2	
Japan	9	9.7		Turkey	2	2.2	

B) Gender			
	N	%	
Male	60	64.5	
Female	33	35.5	

C) Age			
	N	%	
< 21	24	25.8	
22-25	37	39.8	
26-35	27	29.0	
> 35	5	5.4	

D) Classification			
	N	%	
Undergraduate	52	55.9	
Graduate	38	40.9	
None	3	3.2	

E) Prior Education			
	N	%	
High School	29	31.2	
College	22	23.7	
B.A/ B.S	28	30.1	
M.A/ M.s	14	16	

TABLE II (Continued)

f) Means of Support	N	%
Family	47	50.5
American Gover.	4	4.3
Fellowship/Ass.	16	17.2
Self Support	8	8.6

G) Socio-economic Background	N	%
Upper Class	19	20.4
Middle Class	69	74.2
Lower Class	5	5.4

H) Size of Community While Growing Up	N	%
Big City	56	60.2
Small City	18	19.4
Rural Areas	13	14

I) Religious Affiliation	N	%
Islam	21	22.6
Buddhism	18	19.4
No Religion	17	18.3
Hindu	12	12.9
Catholic	11	11.8
Protestant	9	9.7
Orthodox	2	2.2

Computation of the research data of the 93 respondents shows that these International students represent 22 countries, the top countries represented being Malaysia (18.3%), Indonesia (14%), and India (12.9%). This pattern coincides with the current International student statistics at Oklahoma State University. The remaining respondents according to their order of representation in the sample are China (9.7%), Japan (9.7%), Taiwan (5.4%), Panama (3.2%),

Korea (3.2%), Thailand (2.2%), Australia (2.2%), Germany (2.2%), Turkey (2.2%), Lebanon (1.1%), Algeria (1.1%), Canada (1.1%). Pakistan(1.1%), Jordan (1.1%), Costa Rica (1.1%), Kuwait (1.1%), Bahamas (1.1%), Czech (1.1%) and Sweden(1.1%). The sample shows both European and Non-European cultures are well represented. This fact has a great importance in the evaluation of one of my hypotheses, that is, the importance of cultural differences in the adjustment process. The sample, however, is not identical to the total population of International Students at Oklahoma State University. For instance, only one student is represented from Africa. Also 3 students have not mentioned their country of origin.

Of the sample 55.9% (n=52) were undergraduate students and 40.9% (n=38) were graduate students. This is a good proportion which allows us to compare graduate and undergraduate students regarding their adjustment to the way of life in the U.S.. Three respondents, however, have not indicated their class status. Before their arrival to the United States 31.2% (n=29) had completed their high school education, 23.7% (n=22) had few years in college, 30.1% (n=28) had their B.A or B.S degree. As to their field of study the majority (26.9%) are engineering students followed by business (7.5%), marketing (7.5%) and accounting (5%). Totally the respondents have 33 fields of study.

Respondents declared their means of support in

different ways. The majority of them, 50.5% (n=47), are supported by their families. On the other hand, only 4.3% (n=4) are supported by the American Government. The rest, 17.2% (n=16), 8.6% (n=8), 6.5% (n=8), 1.1% (n=1) have fellowship or assistantship, support themselves, have another means of support, has financial support from a private American organization or firm respectively. Of the respondents 40.9% (n=38) have stated that their means of support is very inadequate, 21.5% (n=20) believe that their financial resource is somewhat inadequate, 20.4% (n=19) take their means of support as adequate, whereas 17.25% (n=16) contended that their means of support are somewhat inadequate. It is very interesting to see International student adjustment in the light of this picture since access to social interaction can be placed in jeopardy because of lack of financial resource.

The age categories of the respondents were as follows: 21 or younger, 25.8% (n=24); from 22-25, 39.8% (n=37), from 26 to 35, 29% (n=27); and 36 or older, 5.4% (n=5). Of these respondents 35.5% (n=33) were female and 64.5% (n=60) were male. Regarding their marital status the sample distribution shows that 22.6% (n=21) are married and 76.3% (n=71) are single. One respondent has failed to indicate his/her marital status. Of the married couples 20.4% (n=19) live with their spouse, whereas 6.5% (n=6) live by themselves though they are married. Only one student is

married to an American. Another person has also indicated that he/she is married to another nationality other than her/his own nationality but he/she is not an American. The remaining 21.5%

(n=20) are married to their own nationality.

Concerning socio-economic background, the sample shows that the greater proportion of the respondents (74.2%, n=69) belong to middle class family, followed by upper class 20.4% (n=19) and lower class 5.4% (n=5). Sixty point two percent (n=56) have grown in big cities, while 19.4% (n=18) have spent most of their life time in small cities; 14%,(n=13) and 6.5% (n=6) have been in towns and rural areas respectively. The religious affiliation of the respondents was as follows: 22.6% (n=21) Islam; 19.4% (n=18) Buddhism; 18.3% (n=17) no religion; 12.9% (n=12) Hindu; 11.8% (n=11) Catholic; 9.7 (n=9) Protestant; 2.2(n=2) Orthodox. Three point two per cent of the respondents have withdrawn information regarding their religion.

Descriptive Information

In this section I will summarize the information of the respondents pertinent to the evaluation of the hypotheses. This information includes language competence, cultural differences, and International student plan upon the completion of their studies.

Plan on Completion of Academic studies

The first hypothesis is premised on the idea that those International students who came to the U.S. to settle are more likely to adjust themselves to the way of life in the United States than those who are here for sometime only. The summary of the research data (Table III) on the subject under discussion shows that the majority of the respondents, 50.5% (=47), plan to go back home upon completion of their studies. Only one student has responded stating that he/she will be in the United states indefinitely. Between these two extremes are those who have declared that they will be in the U.S. if they get a suitable job, 25.8% (n=24), stay in the United States for further studies, 10.8% (n=10), and undecided, 11.8% (n=11). Since from among the five groups I have only one respondent in one group his/her case will not be treated separately. The problem with the information under discussion is that plan to stay in the U.S. is not a onetime decision. Depending on the experience of each International student's decision could vary overtime. There are also many other reasons to withhold information in this regard. My participant observation and indepth interview has shown me that the issue is not an easy one which can be determined at once and for good.

TABLE III
INTERNATIONAL STUDENT PLAN OF SETTLEMENT UPON THE
COMPLETION OF ACADEMIC STUDIES

Cumulative Percent	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I will go backhome	47	50.5	47	50.5
I will stay if I get a job	24	25.8	71	76.3
I will stay for further studies	10	10.8	81	87.1
I will stay indefinitely	1	1.1	82	88.2
Undecided 100.0	11	11.8	93	100.0

Language Ability

Hypothesis III puts emphasis on the importance of language mastery in inter-cultural communication. Language in this case is not only a medium of communication but its mastery also implies the extent one has a good understanding of the culture to which he/she is exposed.

Responses with regard to the self-perception of the students ability of language were rated on a Likert continuum (5 being the number denoting high language ability, whereas 1 being the number denoting low language ability). On the basis of this responses, students were categorized into three groups. Those who scored 4 and 5

were categorized within high language ability group. On the other side of the continuum are those who scored 1 and 2, hence low language ability group. In the middle are those who scored 3.

As Table IV shows, a significant number of the respondents, 62.3% (n=58), have reported that they have a low language ability. Compared to this figure those with high language ability are few in number, 14% (n=13). Hence the number of students with low language ability are four times more than those with a language ability. We find a marked difference in the proportion between those who scored 5 (high ability) and those who scored 1 (low ability), 33.3% (n=31). Those with a medium language ability, 23.7% (n=22), are seven times as many as the high language ability students, and low language ability are almost 2.7 times more than the medium level ability students.

TABLE IV
INTERNATIONAL STUDENT LANGUAGE ABILITY

Range	Score	Frequency	Percent
Low	1	31	33.3
	2	27	29.0
Medium	3	22	23.7
High	4	10	10.8
	5	3	3.2

Cultural differences

Since Hypothesis II is about the impact of cultural distance on International student adjustment, students were requested to state their view about cultural differences between their country and the United States. Issues addressed include student-professor relations, emphasis in university education, attitude towards strangers, peoples relations with each other, democratic practices, rearing of children, parent-child relationship and finally the extent of the selfdependency of individuals in their life activities. For my convenience a middle category of indifference was avoided in order for the respondents to opt for only one of the choices.

Cultural difference is computed as the mean of the

difference of one's perception of the U.S. culture and the respondents culture. Accordingly, I have found the highest mean difference to be 6 for Bahamas (N=1) and the lowest to be 0 for Canada (N=1) and Sweden 0 (N=1). (See table V). The problem with the data was that not enough students responded to allow generalizations about the cultural differences between the U.S. and each country.

TABLE V
CULTURAL DIFFERENCES

Country	N	Difference	Country	N	Difference
Algeria	1	2	Jordan	1	1
Australia	2	.5	Korea	3	3
Bahamas	1	6	Kuwait	1	1
Canada	1	0	Lebanon	1	5
China	9	2.66	Malaysia	17	1.89
Costa Rica	1	4	Pakistan	1	2
Czech	1	1	Panama	3	1.67
Germany	2	3.5	Sweden	1	0
India	12	3.89	Taiwan	5	2.8
Indonesia	13	3.38	Thailand	2	4
Japan	9	1.78	Turkey	2	1.5

Factor Analysis

The statistical procedure of factor analysis was conducted for two purposes: 1. To examine the validity of the measurement characteristics of International student adjustment scale. 2. To select, on the basis of the quantitative data at my disposal, the items that represent the adjustment scale, hence parsimony.

Table II shows the factor loadings for the principal components as well as the rotated factors on the three subscales concerning adjustment: 1. International student perception to the way of life in the United States 2. International student interaction with Americans and 3. Troubles encountered while adjusting to the American social and academic system.

As table V shows three dimensions were examined in the factor analysis of the adjustment scale. On the basis of the factor loadings of the three dimensions there was sufficient evidence to suggest that an overall measures of International student adjustment scale is plausible. The factor analysis of the principal components showed that 4.37 of the total variance could be explained by the first factor.

TABLE V

FACTOR ANALYSIS ON ADJUSTMENT SCALE

Items	Mean	Unrotated Principal Components	Factors Rotated Orthogonally		
			I	II	III
PERCEPTION OF AMERICAN WAY OF LIFE					
1. Student-professor Relation	3.72	.45	.51	.30	-.24
2. University education system	3.82	.45	.35	.23	.11
3. Behavior of Americans toward foreigners	2.89	.18	-	-	-
4. Relationship of people with each other	3.07	.24	-	-	-
5. T.V. programs	3.44	.14	-	-	-
6. Food	2.80	.37	-.04	.22	.58
7. Men and women relationships	3.19	.30	-	-	-
8. Importance of financial success	3.41	.14	-	-	-
9. Sexual behavior	2.82	.16	-	-	-
10. The American way of life	3.30	.27	-	-	-
SOCIAL INTERACTION					
11. Greeting	4.24	.40	.61	.09	-.14
12. Conversation about weather	3.50	.41	.38	.53	-.22
13. Talk about courses	3.87	.59	.44	.51	.02
14. Talk about home country	3.41	.50	.15	.63	.10
15. Talk about political issues	2.26	.37	-.01	.39	.35
16. Visit each other's home	2.46	.52	.04	.67	.21
17. Talk about music literature, art	2.56	.35	-.21	.44	.32
18. Talk about families and life	2.89	.40	.09	.07	.11
19. Talk about very personal things	2.48	.32	-	-	-
20. Attend meetings of American organizations	2.17	.29	.17	.43	-.02
TROUBLESOMENESS					
21. Talking to Americans	3.46	.52	.61	.07	.19
22. Academic work	3.78	.37	.68	-.07	-.02
23. Getting used to the food	3.34	.58	.18	.16	.79
24. Learning to the customs	3.75	.46	.31	-.09	.74
25. Speaking English	3.78	.50	.59	.07	.19
26. Getting used to the pace of living	4.01	.53	.66	-.06	.28
27. Having my action misunderstood	3.27	.47	.50	-	.39

From among the 27 items, based on the significance level of .03, seven items were excluded out of the overall adjustment scale. Items excluded include: Questions number 3, 4, 5, 7, 8, 9 and 19. See the questionnaire at the appendix section of this paper.

Evaluation of Hypotheses

This section deals with the testing of the hypotheses on language competence, plan upon completion of academic studies, and cultural distance. Accordingly, the findings of the research are discussed in the light of both the quantitative and qualitative data gathered. Statistical procedures used in the evaluation of hypotheses include Pearson product-moment correlation coefficient, and Analysis of Variance.

Hypothesis I: Plan after School

"International students who have come to the United States without the intent to settle face greater problems of adjustment than those who plan to establish permanent residence in the United States after the completion of their studies."

This hypothesis is premised on the idea that ones adjustment to a new culture is partly determined by ones decision towards settlement. It is assumed that those who consider themselves as "temporary sojourners" in a given society are more likely to commit themselves to their own culture rather than wholeheartedly participate in the life

activities of the new cultural setting.

On the other hand, those who have come to the U.S. to settle have no alternative but to learn seriously the norms and customs of the American culture.

The statistical procedure utilized to evaluate Hypothesis I was Analysis of Variance. The following steps were followed: First respondents were categorized according to their plan upon completion of their studies . There were, accordingly, 5 groups. Group I included those who will definitely go back home. Group II included those who may stay in the United States if they find a suitable job. Group III included those who will stay in the United States for further studies. Group IV included those who have decided to stay in the United States indefinitely. The majority of the respondents (n=47) were in Group I. In Group IV, on the other hand, there was only one respondent. See table VI.

TABLE VI
INTERNATIONAL STUDENT PLAN AFTER SCHOOL

Group	N	%
I. I will go back home	47	50.5
II. I will Stay if I get a job	24	25.8
III. I will stay for further studies	10	10.8
IV. I will stay indefinitely	1	1.1
V. Undecided	11	11.8

The next step after categorizing respondents on the basis of their plan after school was to compute the adjustment scores of each group. See Table VII. Finally, the hypothesis was evaluated by applying the statistical procedure of Analysis of Variance among the five groups. Plan upon completion of one's studies was found to be an insignificant variable in accounting for adjustment. Only 256.17 of 5516.76 units of variation on adjustment scores were accounted for by the independent variable. There was no significant difference between the mean scores of each group on adjustment. See table VII.

TABLE VII
ANALYSIS OF VARIANCE OF ADJUSTMENT BY PLAN UPON
COMPLETION OF ACADEMIC STUDIES

Source	Sum of Squares	Degree of Freedom	Mean of Square	F ratio	Probability
Adjustment					
Between	256.17	4	64.04	1.02	0.4007
Error	5516.76	88	62.70		
Total	5772.92	92			

Qualitative data show that International student's plan to stay in the United States or go back to one's country of origin may change over time because of different factors. Here is what one student told me about his determination to go back home because of the prejudice that he experienced in the U.S.:

"When I was in my country I had the strong belief that the U.S. is the right place for me. When I came here things turned out to be the opposite. I am grateful to the U.S., because my experience here has made me to love my country more than ever. That is why I am planning to finish school and go back home as soon as possible."

When the gap between what is expected about the U.S. and what one encountered is considerable the process of adjustment may be affected greatly. That the U.S. is not only a "land of opportunity" but that it is also a place

where different kinds of social problems exist, to some students, is hard to accept.

No wonder, therefore, if these students, at least in thought, consider their land of origin as the ultimate place to live in.

A number of students have told me that they do not intend to stay in the United States indefinitely. To state their oft used expression, "when the time comes" they want to return to their country. Some students also work hard to get a job of some kind in their area of specialization in the United States. These students have been trained in a field which is hardly applicable in their country. It is not uncommon to hear this kind of argument as a response to the problem of brain-drain: "Even if I go there, I will be out of place because of my extensive training."

As regards the relationship between the intent to settle in the United States and the willingness to learn the values and norms of the American culture, the qualitative data show mixed results. This observation was made during my participant observation in the symposium arranged by the International Student Services to enlighten International students on how to get a job in the U.S.. The majority of the participants were students from the departments of accounting, engineering and computer science.

During the same symposium I met three types of students. One type was those students who are determined to

Americanize themselves as this is believed to be more beneficial towards getting a better job. The other was those students who think that what matters is one's academic competence. Engineering and computer science students contend that a good mastery of the language pertaining to their area of specialization suffices to have a good job in the future, hence their interaction with Americans is not strong. For example one respondent reported:

"These days to find a job is becoming difficult. But if Americans think that you are intelligent enough to be part of their enterprise they will hire you. Your culture, religion, and language are not that important. Your chance of having a job is decided business wise."

Another student also reported:

"If you can do what other Americans can not you are eligible for any kind of job."

Another group of students, in addition to the above idea, also believe that it is good to learn the American culture.

These students do not want to stick to their culture only. The case of these students justifies the hypothesis that intent to settle in the U.S. and learning the American culture and consequently adjusting well are closely knit together.

Hypothesis II: Cultural Differences

"The greater the cultural difference between the lifestyles of International students and Americans, the more serious the problem of adjustment is, because when the cultural distance is high it takes some time to understand and adjust to the American way of life."

The importance of this hypothesis lies in the fact that ones culture is important in understanding social environments about which one is unfamiliar. Those International students , it is assumed, with a greater cultural distance may abstain from interacting with Americans because of lack of understanding of the American culture or fear of being misunderstood by Americans.

In the statistical evaluation of Hypothesis II the following steps were taken. First the sum total of the scores regarding measures of adjustment for each country were computed. Adjustment is measured by the extent of interaction with Americans , perception of the American culture and the concerns and feelings of respondents about some aspects of life. Second cultural distance for each country was calculated. Cultural distance is the mean difference between the American and the respondents country culture as perceived by the interviewee. In the computation of cultural distance the factors taken into account include education, social relationship, democratic practices, parental relation, and the extent of self-dependency in leading ones life. Finally, the hypothesis is evaluated by examining the relationship between the measures of

adjustment and cultural distance. For this the statistical procedure of correlation was utilized.

Pearson product-moment Correlation, using SAS, were calculated to obtain precise estimates of the direction and degree of relations between the sum total of the scores of adjustment and cultural distances. Table VIII presents the summary of the overall results concerning the correlation between measures of adjustment and cultural differences.

TABLE VIII
CORRELATION BETWEEN MEASURES OF ADJUSTMENT AND
CULTURAL DIFFERENCES

Country	Correlation
Overall	-.03
Algeria	-
Australia	-
Bahamas	-
Canada	-
China	-0.11
Costa Rica	-
Czech	-
Germany	-
India	-0.13
Indonesia	-0.02
Japan	0.52
Jordan	-
Korea	-0.76*
Kuwait	-
Lebanon	-
Malaysia	0.32
Pakistan	-
Panama	0.53
Sweden	-
Taiwan	-0.85*
Thailand	-
Turkey	-

*Significant at .05 level

The statistical finding in Table IX does support that cultural distance matters in the adjustment process. As the statistical finding shows, adjustment and cultural difference covary negatively, which means that as the variable cultural distance increases, the variable adjustment decreases by 0.02776. It must be noted, however that since the correlation -0.02776 is very small, we can not accurately predict the variable adjustment on the basis of the variable cultural difference.

Nevertheless, the picture is different when individual countries are examined. Let us take the case of Taiwanese and Korean Students. For Korean students, the correlation between adjustment and cultural difference was -0.76427. For Taiwan students adjustment and cultural difference covary negatively by 0.84713. The Taiwanese case is the highest negative covariation in the record.

Interaction

Cultural distance in the process of adjustment is most clearly demonstrated when qualitative data are considered. Many students reported that they found the life-styles of the American people to be markedly different from that of theirs. In connection with cultural differences, one student reported :

"The American culture and my country's culture are different. Family matters are completely

different. You can see this in the divorce rate. Divorce rate in the US is very high compared to my country's. In my country people are family-oriented. Neighbors are like brothers. If you have an apple tree, you send them a basket of apples. But here in the U.S. you won't talk to your neighbors in twenty years [!]. Everybody minds his own business."

The respondents report clearly shows how people's relationships to one another differ from place to place. Where relationships are strong the probability of interacting with one another is frequent. That is why cultural differences for most students present a serious stumbling block to interact with Americans:

"If the perception of someone is different from that of yours how do you interact with him or her? In our department there is a Graduate Student Association but no International student goes there except our representative. As long as most of the activities are entirely American it is hard to be with them [Americans].

As the information from quantitative data shows regarding attending the meetings of American clubs or university organization only 2 (2.2%) have made the highest score. See table IX.

TABLE IX
INTERNATIONAL STUDENT INTERACTION

Variables	Likert Score from 1-5									
	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
Greeting	-	-	6	6.5	10	10.8	33	35.5	44	47.3
Conversation about weather	2	2.2	16	17.2	27	29.0	29	31.2	19	20.4

TABLE IX (Continued)

Variables	N	%	N	%	N	%	N	%	N	%
Talk about Courses	1	1.1	7	7.5	22	23.7	36	38.7	27	29.0
Talk about home-country	2	2.2	15	16.1	33	35.5	29	31.2	14	15.1
Talk about politics	26	28.0	28	30.1	27	29.0	8	8.6	3	3.2
Visit each other's home	18	19.4	36	38.7	22	23.7	12	12.9	5	5.4
Talk about art	18	19.4	26	28.0	32	34.4	13	14.0	4	4.3
Talking about your families	10	10.8	23	24.7	29	31.2	24	25.8	6	6.5
Talk about serious things	21	22.6	31	33.3	20	21.5	17	18.3	4	4.3
Attend meetings	34	36.6	23	24.7	24	25.8	10	10.8	2	2.0

In line with the above information, one student told me; "I do not discuss with Americans about serious issues. I talk to them about superficial things like weather only." The barrier becomes even more serious with those students who have strong biases towards the American way of life. Here is how one student interpreted the American life style:

"The American culture does not seem to be real. It is like soap opera. Families are not close. For me their relationship is very cold. Everybody prefers to live independently."

Many students have stated that Americans are too independent to befriend them. The qualitative data shows that international students rarely have American friends. More often than not they prefer to associate with their countrymen or with other international students.

" I know some Americans, but I do not have a strong relationship. In the campus there are seven students who came from where I came from. All of them are my best friends. I have also a strong attachment with International students. We International students have something in common, we share the same kind of problem because we are not Americans. I talk freely with International students. Talking to an International student is not like talking to an American.

Interpretation

Why do international students associate with international students only ? Students were asked to state their view regarding why international students to associate with International students only. Data indicate that the problem of interpretation is a very important factor in this case. International students are actively engaged in the process of interpreting the American way of life. The latter is not taken for granted. Before an International student acts he/she has to think more about what should be done. Those who have understood the American life style have less difficulty in the process of interaction with American students. To interact with Americans, accordingly, one must be well versed in understanding Americans. Even facial expressions and gestures matter a lot in the process

of interaction. Many International students are very careful not to embarrass Americans because of their misguided actions. One student explained the relationship between interpretation and actions and thereby his overall adjustment:

"I can say I have gone far concerning my adjustment. At first there were many things which were not clear to me. It took me a while to understand the American culture. I have one point here. In my country it is customary to kiss on cheeks (even my male friend) as a way of greeting. In the United States it is considered as abnormal. When I understood that kissing and other stuff similar to this one are considered by Americans as odd behavior I decided to abstain from them. Adaptation, I think, requires learning and understanding the American style."

Another student also said:

"Having a female student in my class was a shock for me. Dating habits back home and in the United States are different. We do not have dating practices before marriage. Everything in the United States is pretty much the opposite of what we have back home."

Development of a new style of living which is compatible with the American culture , therefore, is a very good way to handle the problems of adjustment. Learning the cues and norms of the American culture in turn requires participation in different social activities with Americans. The fact that a significant number of International students isolate themselves explains why they do not associate with Americans; the door to enter in social activities is closed from the very beginning because they do not learn the

American norms and customs. This problem is not strong among International students who have come from cultures that are similar , if not completely the same, to the American culture. Data from indepth interviews shows that students from European countries face a problem during the initial stages, but latter their problems are not serious compared to other students.

That International students are isolated in the sense that they associate with International students should not be taken in its negative connotations only. The association of International students among themselves has its own importance. Newcomers, for instance, face greater difficulties if help is not given to them by fellow International students. Comments like the following are not uncommon: "Things would have been different without the assistance of my friends from my own country."

Hence one's countrymen can be of great help in explaining the values and norms of the American culture to a newcomer. Association with International students is one positive consequence in terms of receiving informal guidance from one's countrymen Yet this informal guidance has its own limits. The best way to understand the American way of life is to participate in the life world of Americans. The American symbolic universe has to be penetrated in order to have a good understanding of the American cultural system. Otherwise hasty generalizations

like the following are to made: " Americans do not have culture."

There are also other International students who prefer to associate with Americans in order to understand their behavior better:

"Many International students do not have American friends. I am worried that this people will face a big difficulty after finishing school. If you wanna stay in the U.S. and have a good job you need to have American friends to learn many things."

Indeed, life at school and outside school are not similar. At school everything is formally stated and the problem of thinking what to do in the face of an event is not great. This could be one of the reasons why many international students are satisfied with their academic career. As Table X, shows many International Students are happy with the American educational system. Similar information is also available for student-professor relation in the U.S.. In the Likert scale from 1-5 63.4% of the respondents have expressed their highest satisfaction. One reason for this could be their limited social interaction. They have no alternative other than to concentrate on their studies.

TABLE X
INTERNATIONAL STUDENTS AND
THE AMERICAN EDUCATIONAL SYSTEM

Response	Score					No
	1	2	3	4	5	
Student-professor relation	1	6	26	40	19	1
University education system	1	6	18	46	21	1

To say that International students are satisfied with their education does not mean there are no problems pertaining to the academic performance of International students. Some students have told me the difficulties that they have encountered because of the differences between the American educational system and their own system. Participant observation shows that International students exhibit apparent passivity in the classroom. The reason could be due to their cultural background. In some cultures remaining quite, rather than being assertive, is considered as a virtue.

Ethnocentrism

In addition to the problems of interpretation, respondents have also reported that lack of understanding between Americans and International students is the cause

for the absence of interaction between the two groups.

Speaking on this matter, one International student expressed her view as follows:

"Americans are very biased. There is no way the barrier between Americans and International students can be removed since the prejudice is there. Many times I have been asked stupid questions such as: Do you have T.V, guitar etc. in your country ? They look at you as though you are backward or primitive. Where is the respect which is part of the American culture ? "

International students complain that Americans do not know much about the rest of the world. Virtually every respondent has stated that Americans' geographic knowledge of the world is very limited. Only very few respondents reported that they were openly discriminated against because of their culture, religion, or color openly. Others, however, indicate that in the U.S. there is a subtle form of discrimination: "Discrimination in this campus is passive. Americans do not show it openly, but in their mind it is there."

Interestingly enough, blame is not always assigned only to Americans in their inter-cultural communication. Some International students blame international students' lack of a positive understanding of the American culture. One student was very adamant in this connection:

"I have more problems with International students than with Americans. International students have their own preconceived ideas. They have religious, ethnic and sexual biases and most of them are not willing to change their opinion. With this preconceived idea it is difficult to understand and being understood by others."

One can see, however, that it is hardly justifiable to assign blame to only one group. It is absurd to assume that every American is prejudiced. Nevertheless, given the fact that racism and discrimination have been part of the American culture for many generations, it is not wise to expect every American to be free from stereotyped prejudgments about other groups of people. On the other hand, it is not uncommon to observe among International students that they perceive the difference between cultures in terms of right and wrong. Some International students fail to see that the American culture, despite its substantial difference from other cultures, is a way of life in its own right.

HYPOTHESIS III: LANGUAGE COMPETENCE

" Those International students with a language problem are most likely to shy away from mixing with Americans than those who have a good skill of English language, for language competence implies, among other things, that one has a good understanding of the values and the norms of the American society and a good communication skill."

Language competence is among the background characteristics that has found an extensive treatment in the study of sojourn adjustment (Church:1982). The underlying assumption in this case is that language proficiency and social interaction between host nationals and sojourners are positively correlated. Those with low language competence

tend to gravitate towards their ingroups in the development of primary and secondary relations. In this study it has been predicted that the low an International student's language ability, the less the amount of interaction with Americans.

In evaluating hypothesis III I have examined the relationship between language proficiency and adjustment scores. I have relied on the respondents own language fluency estimates. Accordingly, based on the self-estimates respondents were categorized into three groups: 1. Low language competence group (N=58, 62%); 2. Medium language competence group (N=22, 23.7%) and; 3. High language competence group (N=13,14%). See table XI.

TABLE XI
INTERNATIONAL STUDENT LANGUAGE COMPETENCE GROUP

Group	N	%
Low Language Competence	58	62
Middle Language Competence	22	23.7
High Language Competence	13	14

Utilizing the statistical procedure of Pearson Product-Moment Correlation, I examined the relationship between language competence and adjustment scores and also language

competence and social interaction scores. In both cases I found a positive correlation: as language competence increases both adjustment and social interaction scores increase.

Adjustment scores refer to the respondents perception of life in the U.S., participation in social activities with Americans, and the extent of the troubles experienced during adjustment. The mean adjustment scores of the three groups were: Low language competence group = 52.46154; Medium language competence group= 56.54545; and High language competence group = 61.94828. Figure one shows that as one goes from one group to the other there is a difference in the adjustment score. This was found to be statistically significant at .05 level.

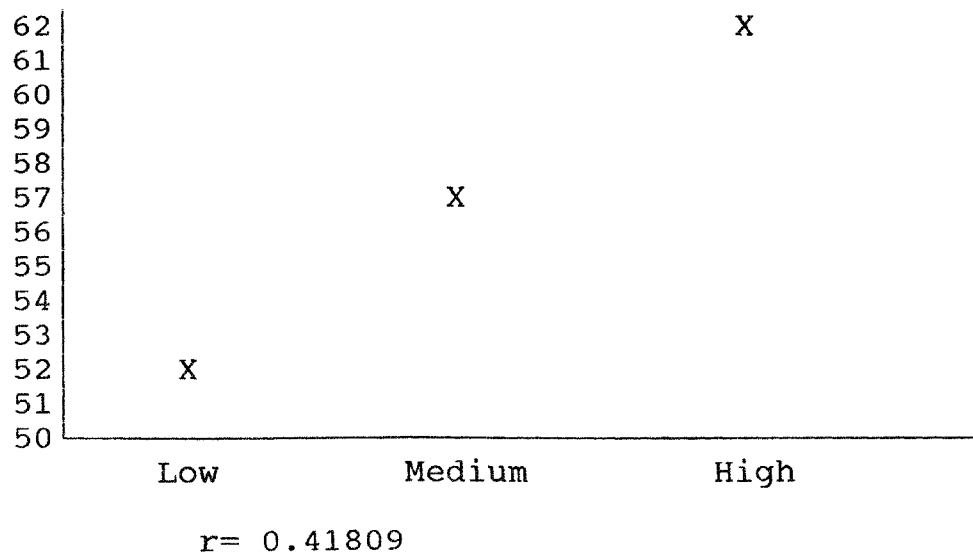


Figure 1. Correlation between Adjustment and language Competence

As regards social interaction, the mean scores of the

three groups were as follows: Low language competence group, 24.84615; Medium language competence group, 26.0; High language competence group, 28.44828. These scores were calculated on the basis of the respondents interaction with Americans. Factors taken into account include greeting, discussing social issues and participation in different organizations and participation in different organizations where Americans play a significant role. As figure two demonstrates, language competence positively influences social interaction. The difference between the mean scores for social interaction among the three groups were found to be significant at .05 level.

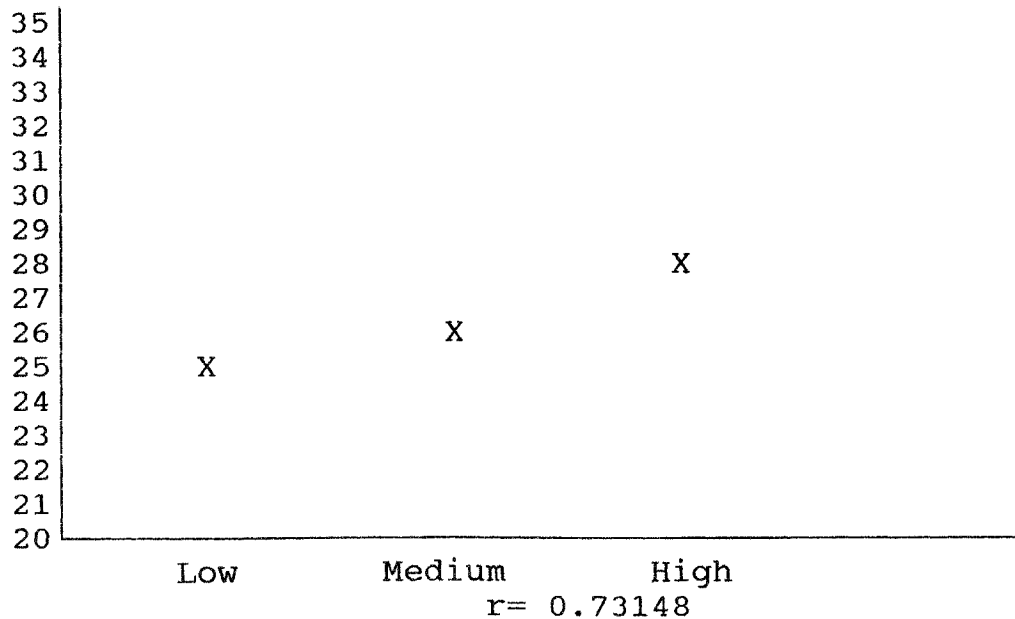


Figure 2. Correlation between Social interaction and Language Competence

With regard to language proficiency, the qualitative

data show that there are three categories of International students. The three categories are set up in connection with the students competence of formal and conversational English.

In the first group are those who have a problem of language proficiency in both cases. In most cases this group of students had no exposure to the English language before arrival to United States. They had been exposed to the ABC of the English language in the English Language Institute (ELI) of OSU or some other university or college. Since the mastery of language is pretty hard after the age of puberty, this group of students faces the problem of communication both in their day to day conversation and in their academic performances. One student reported:

" Even after five years, learning the American language is a constant battle for me. At first, I had to say 'yes' for everything even if I do not understand what Americans were saying. That was the safest way of responding to Americans. The problem became very great after English language school, that is when I started taking courses. It was taking me a long time to understand textbooks and I was not taking good lecture notes. So I was putting too much time on my education than two or three Americans students would put together."

Many students who would belong to this group are newcomers who speak English with difficulty. During participant observation I met students with whom, despite my experience with different International students, communication was difficult. I also observed that some students who belong to this group exhibited a remarkable

improvement in their language ability.

The second group of students does not have a problem with regard to formal English. Because of their prior exposure to the language, they read and write English very well. Their academic performance, unlike the previous group, is not affected by language proficiency. It is with conversational English that these students face a problem.

" As far as writing is concerned I do not have a problem. The only thing that my advisor complains is that I use 'big words' in my writing. My problem is with spoken English. My girl fiend's father who is a black American has a problem of understanding my accent; I also hardly understand what he says."

As the qualitative data show in most cases this group of students used English as a medium of instruction in their native country or had some foreign experience. Many in this group have reported that the type of English that they are used to is different from the American language. Since the instructors in their native countries speak English with an accent sometime passes before these students are accustomed to the style and manner of expression of the American language.

In the third group, these problems are virtually non-existent. Their spoken as well as their written English is remarkably good. It is not intelligence that counts here. Most of these students completed their high school studies in the United States. Also belonging to this group are those students who have come to the United States with the intent to know more and understand the American language and

culture.

" Most students take learning English as an obligation, something imposed on them. To me there is nothing more exciting than learning the American language. That is why I have picked the language easily."

There is one issue which deserves a closer examination, the question of "why learning the American language is difficult ?". The qualitative data show the following factors contributing to the problem of learning language.

Limited Exposure to the American Culture : In most cases the avenues that lead towards the understanding of the American norms and values are closed. Language proficiency and understanding of the American culture are closely knit together. Accordingly, because of limited interaction with Americans the process of learning the American language. Some students are so confined to their own group, and so busy with their studies, that they know next to nothing about even some of the hot news in American affairs. For instance, I had to explain to one student who Tania Harding is during my participant observation.

Ingroup Attitudes: Where the number of International students from the same country is significant, learning the American language may be difficult. Imitating the American way of expression is considered as sign of betraying one's culture. To be Americanized is defined as contempt; students are discouraged from mimicking the accent and lingo of the American way of expression.

Transfer of Speech Patterns: Of all the problems that International students face, it is the accent which holds the most single cause. Newcomers, even if they have a good language background, often encounter a problem of understanding or being misunderstood because of the way they or Americans speak English.

More specifically, two factors explain this problem. First, in most cases before International students are used to the American culture, they speak English by transferring the grammar and intonation patterns of their native language. Since languages do not always follow logic, what is a right expression in ones native language becomes a laughable expression when expressed in English. One International student aptly put this problem thus:

" We [International students] tend to speak in the fashion of our native language."

Another student also put it this way:

" I have the problem of expressing myself in English because I have to follow certain steps. First, I have to think in French before I speak in English, then follows translating it into English. In some cases I may use French words where I can not find an English word."

Indeed, it is confusing to the American listener to understand what an International student says, particularly if he is monolingual; those who speak a foreign language are more sympathetic to people whose English is a second language. Communication involves taking the perspective of the other. Where an American student does not take pains in

understanding a "translated expression", this might be considered by an International student as lack of interest or disrespect. This perception in turn contributes to a limited social interaction between Americans and International students. That is partly why International students in most cases do not have American friends.

Another stated problem is the rate and volume of talking. Speaking in the manner of their native language, some International students are either too slow or too fast when expressing themselves in English. More often than not International students have a problem of projecting their voice, that is, they do not speak loudly enough to be understood. Speaking slowly and with less volume could be because they are conscious of their language problem. In some cases speaking with less volume and slowly could be related to the manner of speaking to ones mother tongue:

" In my culture it is the mark of elegance to speak slowly and with some kind of rhythm rather than speaking loudly and in a hurry.

CHAPTER IV

DISCUSSION, RECOMMENDATIONS, AND CONCLUSION

In this chapter I focus upon three topics: 1. The findings from the qualitative and quantitative data are discussed in the light of the three outcomes of triangulation: Convergence, Inconsistency, and Contradiction. 2. The limitations of the study and another approach to replicate the research are pointed out. 3. On the basis of the findings of the study, I have made some recommendations.

1. Discussion

Much of what is known about International student adjustment to the way of life in the United States has been learned via the utilization of quantitative methods. For example in the Journal of College Student Development only one study is based on qualitative methods. Consequently, although using the quantitative approach has yielded significant contributions, the under-utilization of the qualitative methods has resulted in ignoring the subtle nuances that are an important aspect of International student life in the U.S. .

The purpose of this paper is to overcome this problem by using triangulation, the method of using multiple methods in the study of single phenomena. In this study three

methods were utilized: survey research, indepth interview, and participant observation. Whereas the former was of great importance in making an economical summary of the data and an evaluation of the three hypotheses based on statistical procedures, the latter two methods have played an important role in providing an indepth understanding of International student adjustment that would have, otherwise, been unexplored. Triangulation involved a more complex procedure than I conceived it to be, it has allowed me to capture the rich and intricate picture of International student adjustment. As a conclusion to this paper I will summarize the findings in the light of what Mathison (1988) calls the three possible outcomes of using the method of triangulation: contradiction, inconsistency, and convergence.

Convergence : In the case of convergence the data from the different methods used yield evidence leading to the same type of conclusions. With regard to Hypothesis III, language competence, both the findings of quantitative and qualitative converged. The data both from the quantitative and qualitative methods consistently indicate that language ability matters in the adjustment process: The more one has a good language competence, the better his/her adjustment to the American way of life. Although a convergent conclusion has been drawn from both methods, the qualitative data have been of great importance in understanding the real problems

that International students face concerning verbal interaction. The qualitative data, for instance, show that international student problem of language partly resides in the transfer of grammar from their native language to the English language and in the absence of meaningful interaction with Americans.

Inconsistency : This outcome involves the possibility of having alternative conclusions from the evidence provided by the quantitative and qualitative data. In the evaluation of Hypothesis II this is what has happened. Whereas qualitative data strongly suggest that in the process of adjustment cultural background plays an important role, in the case of quantitative data there was no sufficient evidence to conclude that the difference between the culture of an International student and the American culture affect student adjustment. There are several possible explanations for these outcomes.

The number of students representing their country of origin in the survey research were so small that it was not possible to rely on the quantitative data to make a reliable conclusion. Further inquiring along this line I have also come to the conclusion that it would have been much better to consider the case of students from the same country rather than take all International students together, because all international students do not have the same cultural background.

Contradiction: With a contradictory outcome what is observed is the existence of two entirely different and opposite views between the quantitative and qualitative data. Hypothesis I falls into this category. Qualitative data partly confirm the fact that one's plan to settle in the U.S. or decide to be a temporary sojourner influences adjustment. The qualitative data indicates some students are committed to learn the American culture because they have the plan to be in the U.S. indefinitely. The quantitative data, on the other hand, showed that intent to settle in the U.S. has nothing to do with adjustment. There was no significance difference between the three groups of students with differing views regarding their plan up on the completion of their studies. Hence where the quantitative data vividly exhibits that intent to settle does not influence adjustment, qualitative data shows that the issue is more complicated than the statistical evaluation of the hypotheses showed.

Comparing findings from the quantitative and qualitative data gave me the opportunity to make an assessment of the two different methods. The advantage of the quantitative method has been in providing the mechanism by which, based on certain standards, the evaluation of the hypotheses is possible. The absence of standards for evaluating hypotheses in the case of the qualitative methods leaves the researcher to rely on his/her personal

evaluation. This problem on the part of the qualitative methods, however, has been compensated by its counterbalancing strength. The strength of qualitative data lies in providing the researcher with a deeper understanding of the findings than the quantitative data have provided.

Given the strengths and weaknesses of the two research methods my study has shown the desirability of having different methods wherein the problems of the one can be offset by the other. Combining the two methods has allowed me to see that adjustment is not influenced by one or two factors alone. The researcher examining International student adjustment must take into account how different factors interacting together determine student adaptation. Some factors, like cultural background, may be more important than others, yet it is when every detail is considered seriously that a good understanding of the adjustment process becomes possible.

2. Limitations of the Study

Like any other study, this research has its own limitations.

Response Rate: As suggested, there were only 93 respondents out of the 400 respondents randomly selected. Students from different countries, accordingly, were underrepresented. In some cases, for instance, I had only one student representing his/her country. On the basis of one respondent only it is hardly possible to take the

information of the interviewee and generalize it for the general population of a given country.

It is possible, therefore, to consider the fact that the evaluation of the hypotheses could have been affected by the low response rate. For instance, the reason why there was not sufficient evidence in the quantitative data to support Hypothesis II when qualitative data strongly suggest that cultural distance is a crucial factor in the process on International student adaptation. In future research this problem could be addressed by using stratified sampling and sending follow-up letters to improve the rate of response.

The most important reason for the low response rate was the time the survey instrument was mailed. By the time the questionnaires were distributed, respondents were very busy preparing themselves for final examinations. Another possible reason was that some International students are not used to the survey type of research. Some students would prefer to be approached to discuss the issue, rather than deliberate over their concerns and feelings of adjustment through an impersonal connection in which the relationship between the researcher and his subjects is mediated via mailed questionnaires.

Generilizability: Since my study has focused on International students at Oklahoma State University, it is not possible to state that students in other campuses are undergoing through a similar processes. There are also

resemblances, however. My informal discussion with International students in other campuses shows that there are some problems unique to every campus.

I have observed from this study that it is wrong to lump International students together, to consider them as a group unto themselves. It is more appropriate, I believe, to consider the case of each country separately rather than examine in toto the case of all International students. Since the cultural background of International is different, a case study of each country would give a deeper understanding. Otherwise, there is a possibility of making hasty generalization on the basis of a sample of selected International students.

Conclusion and Recommendations

The purpose of the study was to investigate International student adaptation at Oklahoma State University. A review of literature revealed that studies have not addressed the topic utilizing method triangulation. This study supported the idea that method triangulation allows the researcher to get the most out of both quantitative and qualitative methods. The sociological importance of the study has been twofold: it both helped to understand American student and provided a clear understanding of different countries.

The limitations of the study, however, indicate that there is a better way of replicating the research. In the

first place, as indicated earlier, it is more appropriate and to the advantage of the researcher's understanding to conduct a study on a specific group of students with the same cultural background. This approach allows the researcher to understand in an indepth way the concerns and feelings of this specific group and the dynamics involved in the process of coping with the U.S. reality. The research instrument to be utilized would be framed on the basis of the qualitative data regarding the sociopsychological aspects of the group under investigation.

Secondly, once a specific group is selected, a longitudinal study should be conducted rather than deal with the issue of adjustment at one point in time only. The advantage of a longitudinal study is that it gives the researcher a very good chance to observe how International students are adjusting through time. Comparing different groups who are at different adjustment stages also increases one's understanding of the different coping strategies adopted by students.

Thirdly, since this study suggests since International student adjustment can be better understood by taking into account the role of social factors such as cultural distance, sociological theories appropriate to the research topic under discussion should be consulted. Since most of the concepts that are used in the understanding of adjustment have been formulated in the 50's and 60's

(Church, 1982), it is necessary to address the issue under discussion in the light of new theoretical formulations that are important to the understanding of the dynamics of the process of adjustment. For example, the concept of cultural shock requires some revision because all international students do not pass through the same kind of process.

The importance of the symbolic interactionist perspective to the study of adaptation is worth noting. Symbolic interactionism is the view that the construction of social reality is made possible in the process of social interaction. Social interaction takes place at the symbolic level, that is human beings are endowed with the ability to assign meanings to their experiences and the objects they encounter. By virtue of this ability to communicate amongst themselves symbolically, human beings are capable of creating a negotiated reality, a reality within which there are stable guidelines for social behavior while at the same time the avenue for a continual creation of the definition of the situation is not closed.

The symbolic interactionist view of social reality has important implications to the study of student adjustment. In the first place, the researcher who is interested in adaptation should take the perspective of International students in order to construct the situation in which this group of people are in. Secondly, since reality is the

result of the process of negotiation for a particular group of people, the fact that International students have come from another society where the agreed rules for behavior are different should be taken seriously. It is by comparing and contrasting the norms and customs of the American culture and that of International students that the researcher can understand the problems that these students encounter in order to stay in touch with the demands of the new situation. To an International student the American social reality is an ambiguous situation which does not lend itself to an easy understanding. Adjustment thus far from being a mechanical process which is experienced at one point in time only, involves a continuous process of resocialization.

Currently, the International student offices at OSU are doing a commendable job. Such efforts would be more effective, however, if these offices evaluate their programs based on recent studies. On the basis of my findings I recommend that these offices to consider these recommendations:

1. The International offices should act not only by taking into account the "common denominators" of students from abroad. Though International students have something in common, it is the individual culture of each student that matters. Hence, individuals working in the same offices should try to understand the cultural background of students rather than considering all international students

as one group. By so doing, these individuals can augment their multi-cultural skills appropriate for their performances. For this purpose it is advisable to arrange workshops that are to the mutual advantage of both International students and the International offices. International students will have the occasion to air their view regarding the differences and similarities between the American and their culture. Offices concerned with International students also acquaint students with the different coping strategies. These workshops are different from orientation programs in which most of the talking is done by officers from the International Student Services.

Another implication of my findings is that, though the barriers that separate International students from Americans are hard to avoid, special efforts should be exerted that would be to the mutual benefit of both parties. Those American students who are interested in multi-cultural relations should be encouraged to strengthen their relationship with International students. Because language competence is of great avail to the social interaction arranging special classes, these students can help International students to improve their spoken English. Furthermore, in order for International students to have a better understanding of the American culture American students should be encouraged to have International students as their dorm-mates. Also, since International students are

limited to campus activities, the International offices should exert special effort for the former to have a network with the Stillwater community. Interested individuals from Stillwater could be excellent mentors for International students.

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APPENDICES

APPENDIX A
RESEARCH INSTRUMENT

APPENDIX A

RESEARCH INSTRUMENT

INTRODUCTION: This questionnaire was developed to help us collect accurate information regarding international student adjustment to the way of life in the US. Please complete all parts of the questionnaire and return it as soon as possible. Please do NOT write your name on the questionnaire. Thank you for your cooperation.

I. PLEASE ANSWER THE FOLLOWING QUESTIONS REGARDING YOUR BACKGROUND INFORMATION.

_____ 1. Of what country are you a citizen?

_____ 2. What is your classification at OSU?

1. undergraduate 2. Graduate

_____ 3. How much education had you completed when you came to the United States?

1. Grade or elementary school
2. High school
3. Few years in college
4. B.A. or Bs. degree
5. M.A. or M.S. degree
6. Ph.D or Eh. D. degree
7. Other, please specify _____

_____ 4. How old are you?

1. 17 to 21
2. 22 to 25
3. 26 to 35
4. 36 or older

_____ 5. What is your sex?

1. Female 2. Male

_____ 6. How long have you been in the United States?

1. Less than 1 year
2. 1 to 2 years
3. 3 to 5 years
4. 6 to 10 years
5. 11 or more years

_____ 7. Have you been to another country other than U.S?

1. Yes _____ months _____ years 2. No

_____ 8. What is your marital status?

1. Married
2. Single
3. Divorced
4. Widowed

_____ 9. If married is your wife or husband living with you now?

1. Yes
2. No

_____ 10. What nationality is your wife or husband?

1. We are of the same nationality
2. He/she is an American
3. His/her nationality is different from that of mine but he/she is not an American

_____ 11. What is your religious preference?

1. Protestant
2. Catholic
3. Orthodox
4. Islam
5. Buddhism
6. Hindu
7. Other, please specify _____

_____ 12. What was the size of community in which you spent the most time while growing up?

1. Farming or rural (under 5000 population)
2. Town (5001 - 50,000)
3. Small city (50,001 - 250, 000)
4. Big city (500,001 - 1, 000)

_____ 13. To which social category do your parents belong (according to the standards of your country)?

1. Upper class
2. Middle class
3. Lower class

_____ 14. What is your major field of study?

_____ 15. How are you supporting yourself now?

1. Scholarship from my government
2. Scholarship from the American government
3. Fellowship or assistantship
4. Financial help form a private American organization or firm
5. Financed by my parents
6. I am supporting myself
7. Any other means of support, please specify _____

II. PLEASE CIRCLE THE NUMBER THAT BEST INDICATES YOUR OPINION AND ATTITUDES TOWARD THE FOLLOWING ASPECTS OF LIFE IN THE UNITED STATES

	<u>Like Very Much</u>			<u>Dislike Very Much</u>	
1. Student-professor relations	1	2	3	4	5
2. University education system	1	2	3	4	5
3. Behavior of Americans toward foreigners	1	2	3	4	5
4. Relationship of people with each other	1	2	3	4	5
5. T.V. programs	1	2	3	4	5
6. Food	1	2	3	4	5
7. Men and women relationships	1	2	3	4	5
8. Importance of financial success	1	2	3	4	5
9. Sexual behavior (dating boys' and girls', attitude towards sex)	1	2	3	4	5
10. The American way of life generally	1	2	3	4	5

III. THE FOLLOWING IS A LIST OF THINGS PEOPLE DO TOGETHER. PLEASE CIRCLE THE NUMBER WHICH TELLS HOW OFTEN YOU HAVE PARTICIPATED IN THESE ACTIVITIES WITH AMERICANS SINCE YOU HAVE BEEN HERE.

	<u>Never Participated</u>			<u>Frequently Participated</u>	
1. Greet or say hello when you happen to meet	1	2	3	4	5
2. General conversation about weather	1	2	3	4	5
3. Talk about your courses	1	2	3	4	5
4. Talk about your home country	1	2	3	4	5
5. Talk about political issues	1	2	3	4	5
6. Visit in each other's home	1	2	3	4	5
7. Talk about literature, music, art	1	2	3	4	5

8. Talk about your families and life 1 2 3 4 5
9. Talk about the sort of things you would talk only with best friends and close friends 1 2 3 4 5
10. Attend the meetings of American clubs or University organizations 1 2 3 4 5

IV. PLEASE CHECK THE ANSWER THAT BEST DESCRIBES YOUR PERCEPTION OF EACH OF THE FOLLOWING ASPECTS OF LIFE IN THE UNITED STATES AND IN YOUR HOME COUNTRY.

A. IN THE UNITED STATES

- ___ 1. Student-professor relations are generally:
 1. Very formal
 2. Somewhat formal
 3. Somewhat informal
 4. Very informal
- ___ 2. The emphasis in university education is:
 1. Strongly on memorization of facts
 2. Somewhat on memorization of facts
 3. somewhat on evaluation of facts
 4. strongly on evaluation of facts
- ___ 3. When meeting strangers, most people are:
 1. Very friendly
 2. Somewhat friendly
 3. Somewhat hostile
 4. Very hostile
- ___ 4. People's relationships with each other are:
 1. Very shallow
 2. Somewhat shallow
 3. Somewhat deep
 4. Very deep
- ___ 5. Undemocratic practices are:
 1. Very common
 2. Somewhat common
 3. Somewhat rare
 4. Very rare
- ___ 6. In bringing up their children, parents allow them:
 1. Very much freedom
 2. Quite a bit of freedom
 3. Not much freedom
 4. Very little freedom
- ___ 7. Parent-child relationship
 1. Very respectful
 2. Somewhat respectful
 3. Very disrespectful
 4. Somewhat disrespectful

- _____ 8. In their life activities people are:
1. Very independent
 2. Somewhat independent
 3. Very dependent
 4. Somewhat dependent

B. IN YOUR HOME COUNTRY

- _____ 1. Student-professor relations are generally:
1. Very formal
 2. Somewhat formal
 3. Somewhat informal
 4. Very informal
- _____ 2. The emphasis in university education is:
1. Strongly on memorization of facts
 2. Somewhat on memorization of facts
 3. somewhat on evaluation of facts
 4. strongly on evaluation of facts
- _____ 3. When meeting strangers, most people are:
1. Very friendly
 2. Somewhat friendly
 3. Somewhat hostile
 4. Very hostile
- _____ 4. People's relationships with each other are:
1. Very shallow
 2. Somewhat shallow
 3. Somewhat deep
 4. Very deep
- _____ 5. Undemocratic practices are:
1. Very common
 2. Somewhat common
 3. Somewhat rare
 4. Very rare
- _____ 6. In bringing up their children, parents allow them:
1. Very much freedom
 2. Quite a bit of freedom
 3. Not much freedom
 4. Very little freedom
- _____ 7. Parent-child relationship
1. Very respectful
 2. Somewhat respectful
 3. Very disrespectful
 4. Somewhat disrespectful
- _____ 8. In their life activities people are:
1. Very independent
 2. Somewhat independent
 3. Very dependent
 4. Somewhat dependent

V. THE FOLLOWING IS A LIST OF THINGS THAT HAVE BEEN TROUBLESOME TO MANY FOREIGN STUDENTS. HOW TROUBLESOME HAVE THEY BEEN TO YOU? PLEASE RATE EACH ITEM ON A SCALE FROM ONE TO FIVE, WITH A SCORE OF "ONE" MEANING THE ITEM HAS CAUSED YOU TO NO TROUBLE AT ALL, AND "FIVE" MEANING IT HAS CAUSED YOU A GREAT DEAL OF TROUBLE. PLEASE CIRCLE THE BEST ANSWER FOR EACH ITEM.

	<u>No trouble</u> <u>at all</u>			<u>A</u> <u>Great Deal</u> <u>of trouble</u>	
1. Talking to Americans	1	2	3	4	5
2. Academic work	1	2	3	4	5
3. Getting used to the food	1	2	3	4	5
4. Learning the customs	1	2	3	4	5
5. Speaking English	1	2	3	4	5
6. Getting used to the pace of living	1	2	3	4	5
7. Having my action misunderstood	1	2	3	4	5
8. Any other, please specify _____					

VI. PLEASE ANSWER THE FOLLOWING PERSONAL QUESTIONS INCLUDING YOUR MOTIVATION TO COME TO THE UNITED STATES, YOUR FINANCIAL STATUS AND YOUR FUTURE PLAN.

- _____ 1. What was your prime motive to come to the United States?
1. To get the chance to live with other people
 2. To get training in some special field
 3. Just to get a degree
 4. To know about the American culture
 5. Other, please specify _____
- _____ 2. Do you plan to return to your country upon the completion of your studies?
1. Yes, definitely I will go back home
 2. I may stay in the United states if I find a suitable job
 3. I will stay in the United States for further studies
 4. I have decided to stay in the United States indefinitely
 5. I have not yet decide
- _____ 3. How adequate is your financial resource?
1. Very adequate
 2. Somewhat adequate
 2. Very inadequate
 4. Somewhat inadequate
- _____ 4. What was your image of America before your arrival to the United States?
1. Very similar from what I have found here
 2. Somewhat similar from what I have found here
 3. Very different from what I have found here
 4. Somewhat different from what I have found here

APENDIX B
LETTER SENT TO INTERVIEWEES

APPENDIX B

LETTER SENT TO INTERVIEWEES

Dear International Student:

I, the undersigned graduate student, am conducting research about International students as a partial fulfillment of the Master of Arts degree requirement at Oklahoma State University's department of sociology. The title of my research project is: "International Student Adjustment to Life at Oklahoma State University." I strongly believe that the research will contribute towards alleviating the problems that International students encounter during their stay in the United States.

Please be informed that participation in the research is on a voluntary basis and you are free to withdraw your participation at any time without penalty. As I am committed to the ethical principles of social research you are entitled to unconditional anonymity: The information that you provide is strictly confidential and by no means your name will be associated with your responses on the questionnaire.

Should you wish further information about the research, please don't hesitate to consult me, AlemSeghed Kebede, or, my adviser, Dr. Lee Maril at telephone number (405) 744-6105 or through the address located at the bottom of this letter.

Sincerely,

AlemSeghed Kebede

AlemSeghed Kebede
Department of Sociology
Oklahoma State University
006 Classroom Building
Stillwater, Ok 74078-0395
(405) 744-6105

APPENDIX C
INDEPTH INTERVIEW FORMAT

APPENDIX C

Indepth Interview Format

1. How good is your language for conversational purposes?
2. Have you encountered any language problem with regard to your academic work?
3. Tell me how you are adjusting with the American school system?
4. What was your image of the American society before your arrival to the U.S.?
5. Tell me the differences between your culture and the American culture.
6. Tell me about your interaction with Americans.
7. Have you been discriminated against because of your skin color or cultural background?
8. Do you have any other information which you may think is worth mentioning?

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
FOR HUMAN SUBJECTS RESEARCH

Date: 02-09-94

IRB#: AS-94-020

Proposal Title: INTERNATIONAL STUDENT ADJUSTMENT TO THE WAY OF
LIFE IN THE US AT OKLAHOMA STATE UNIVERSITY

Principal Investigator(s): Dr. Lee Maril, AlemSeghed Kebebe

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

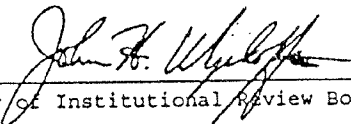
APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT
MEETING.

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:

PROVISIONS RECEIVED AND APPROVED

Signature:


Chair of Institutional Review Board

Date: February 10, 1994

VITA

AlemSeghed Kebede Bitew

Candidate for the Degree of

Master of Science

Thesis: INTERNATIONAL STUDENT ADJUSTMENT TO LIFE AT OKLAHOMA
STATE UNIVERSITY

Major Field: Sociology

Biographical:

Personal Data: Born in Asemara, Eritrea (Previously part
of Ethiopia), August 8, 1960, the son of Kebede
Bitew and Meeraf Techane.

Education: Graduated from Keih Bahri Comprehensive
Secondary School, Asemara, Eritrea, in June
1979 : received Bachelor of Arts Degree in
Philosophy from Addis Ababa University,
Ethiopia in 1983; completed requirements for
the Master of Science degree at Oklahoma State
University in December, 1994.

Professional Experience: Lecturer of philosophy at
Alemaya University of Agriculture, Alemaya,
Ethiopia, 1983-1991; Research Assistant,
Department of Sociology, Oklahoma State
University, Fall 1994.

Professional Organizations: Member of American
Sociological Association, South-West Social Science
Association.