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EFFECTS OF REFERENCE GROUP IDENTIFICATIONS ON THE  
RELATIVE IMPORTANCE ASCRIBED TO PROBLEMS BY  
IRANIAN AND LATIN AMERICAN STUDENTS AT  
THE UNIVERSITY OF OKLAHOMA

A DISSERTATION  
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J. GENE RUSSELL  
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CHAPTER I

INTRODUCTION

Background of the Study

One of the most compelling developments in American higher education during the past several decades has been the tremendous influx of foreign students from all parts of the world. From a total of some 7000 students in 1919 the foreign student population has grown until in 1964 over 85,000 were studying in the United States (Institute of International Education, 1964). While this represents less than three per cent of the total higher education enrollment in the United States, the problems entailed in acclimating these students to collegiate life are distinctly unique, calling for unusual methods in selection, orientation, curricular structure, and many phases of adjustment not experienced by American students.

Until very recently, and even now in many institutions, the typical administrative approach to the problems of foreign

students has been to assume that their problems were similar to those of American students and thus could be handled in the same manner. Foreign students were expected to observe the same regulations, adapt to the same curriculum, and follow similar social adjustment patterns as American students, with little specialized help from administration, faculty, and community.

As foreign student enrollments rose and larger percentages of students began to arrive from areas representing cultural contrasts to the United States, it became apparent that no amount of "manipulation" could force foreign student problems into the same mold as that typical for American students. Even the relatively well structured areas of the material culture embracing food and shelter began to offer problems for foreign student programming which on occasion reached serious proportions. This is to say nothing of the more complicated areas of the social culture which received virtually no consideration until the late 1940's. Gradually, however, there began to awaken on American college campuses a realization that foreign students are a valuable resource to American higher education, as we seek to learn more of different lands and peoples of the earth and as we attempt to interpret the American way of life to the world.

With this awakening a new approach began to take shape. This approach emphasized that foreign students arrive in the United States with certain preconceived notions which

reflect the culture from which they come. If foreign student programming was to be effective, their behavior must be evaluated in terms of their backgrounds, as reflected in their attitudes. One outgrowth of the quickening of interest in international educational exchange was a proliferation of research studies designed to characterize the "real" foreign student and, hopefully, to provide some answers to the mushrooming problems confronting foreign students and foreign student programming.

### Need for the Study

Despite continued efforts to provide solutions to foreign student adjustment problems, few clear answers have emerged. As will be shown in the review of the literature, findings have often been contradictory and methodology uncertain. Studies have frequently proceeded with no theoretical framework or have attempted to validate theories which are as yet unproven even in a single culture. What is apparently needed is a beginning at the most elementary level in answering the questions of adjustment of foreign students. To this writer, the question which promises the most far-reaching gains if answered is this: What problems do foreign students themselves consider of paramount importance, and why? By soliciting the problems and their relative importance directly from the foreign students, this study will begin at the most natural level. If the concept of reference group has validity

across cultures, an answer may also be obtained as to why foreign students consider some problems more, or less important than other problems.

### Statement of the Problem

The central problem of this study is to determine the effect of reference group on the way foreign students view problems. The study will test the prediction that reference group identifications of foreign students play a crucial role in determining the relative importance foreign students assign to problems facing the United States as a nation, their own countries, and themselves as individual students. Answers to the problem will be sought by (1) identifying the major personal problems, the problems seen as confronting the United States as a nation, and seen as confronting their home countries; (2) determining the reference group identifications of the foreign students included in the study; (3) assessing the relative importance of the problems reported, to selected samples of foreign students and a control group of United States students; and (4) analyzing subject responses in relation to the study hypotheses, which are based on the concept of reference group (see page 30 for statement of the hypotheses).

### Limitations of the Study

Any research is limited by the particular sample of groups studied, their location, and the methods used to



elicit responses from them. Strictly speaking, the findings in this research apply to forty-five Iranian, fifty-six Latin American, and 101 United States students matched with the former by age, sex, classification, and field of study at the University of Oklahoma during the Spring semester of 1963-64. While it is obvious that generalizations to students of other nationalities in other academic settings would require extensive replication of these procedures, it is equally clear that such replications are feasible.

This research was carried out to emphasize the value of establishing the relative importance of various issues to persons whose adjustment problems are considered. By proceeding with established research methods and broadly conceived theory, it is reasonable to hope that future research will confirm this emphasis and find it warranted, even though the particulars may vary. Nevertheless, substantive conclusions are necessarily limited to the particular foreign students and setting of the present study.

#### Definition of Terms

Adjustment Problems: Those problems or issues which hinder the smooth integration of the foreign student in achieving the educational goals for which he came to the host country.

Attitudes: Internal psychological factors revealed by a characteristic or consistent mode of behavior toward relevant stimuli, persons, or events (Sherif and Sherif, 1956).

Context: In this study the word context is used operationally to identify whether the response of the subject is relative to personal problems, United States problems, or problems of his home country.

Foreign Students: Students from foreign countries who are in the United States on temporary student visas.

Frame of Reference: The functionally interrelated factors, external and internal to the person, which at a given time determine psychological structure and hence behavior (Sherif and Sherif, 1956).

Home Country Reference: Pertains to those foreign students who retain primary identification with their home countries, as revealed in preferences for permanent dwelling and life's work.

Importance of Issues: The ratings of the study issues, or problems, by the subjects in the experimental and control groups as to their precedence in various contexts.

Informal Reference Group: A small group of persons with common interests and close face-to-face association between all members.

International Reference: Operational designation applying to a person who prefers equally to live permanently and work in two or more countries.

National Reference: Pertaining to one's primary identification with a country, whether that of origin, residence, or preference.

Reference Groups: Those groups to which the individual relates himself as a part or to which he aspires to relate himself psychologically (Sherif and Sherif, 1956).

Social Attitudes: Attitudes formed in relation to social stimulus situations and shared by members of a group or of a given society (Sherif and Sherif, 1956).

United States Reference: Pertains to those foreign students who indicate preference to live and work in the United States.

### Review of the Literature

The study itself will appear in proper perspective after reviewing the literature in the field of foreign student adjustment. The approach will be to trace the individual foreign student through the successive stages of pre-arrival, orientation, student life, and return home. An idea of the scope and importance of foreign student problems, as well as a general picture of research findings related to foreign student adjustment, will thus be obtained.

Foreign students do not constitute a "typical" cross section of their home country populations. Admission standards, economic conditions, social stratification, and other factors combine in the selection process. As a result, the foreign student population is weighted heavily with certain segments of the social, economic, and political strata of the countries represented. Nevertheless, there are many

differences between individuals from the same countries. Along this line, Feraru (1959) believes that nationality breakdowns have been overdone. He states that perhaps the differences between people of the same country are as great or greater than that between nationals of different countries. However, research findings of many studies (Du Bois, 1954; Bloom, 1960; Allaway, 1957) have indicated that the relative impact of new settings is proportional to the differences between the cultures under study, the greater the differences the more pronounced the impact.

Pre-arrival research indicates that the degree and direction of impact on intergroup attitudes are determined in large part by the level of acculturation (Gezi, 1959), degree of self-esteem (Useems, 1955; Kelman, 1963), and understanding and confidence in one's own country (Taba, 1953). Other factors more familiar to foreign student programmers include English language facility, academic background, and financial support. There is a great deal of interrelation among various of these factors as the foreign student strives to adjust to the demands of the American system.

It can be argued that the greatest adjustment impact is at the point of initial contact. In the case of foreign students this is on arrival in the host country. Unfortunately there has been little research at this crucial contact point. Much of the research which has been conducted has utilized data gathered by asking students to recall their

arrival impressions long after the experience has passed. The Scott study (1956) with Swedish students is a good example of this approach, as is the Useem study (1955) of Indian returnees. The writer has discussed this question informally with a cross section of foreign students from many cultures and has received no clear cut impressions, although there does appear to be some correlation between student recollection of initial experiences and later success. The students who recall with pleasure their initial experiences in the United States also seem to be the students who are adjusting most easily to the American cultural pattern. Many of these students believe that no effort should be made to ease the impact of differing cultures on the newly arrived students. They indicate that the adjustment process is not too frustrating and that the experience gained is valuable in later efforts to adapt to the new culture. There are no doubt many factors which enter into adjustment but it is likely that much more effort is needed if maximum good is to be realized at the reception level.

Some of the difficulties students face in their first days, as inventoried by Danckwortt (1959) include:

- (1) Denouement of idealized expectations.
- (2) Differences in food and language.
- (3) Gaps in students' knowledge.
- (4) High cost of living and many unrealized extras.
- (5) Nostalgia and unwanted loneliness.
- (6) Feeling of constantly being watched on account of one's color or dress.
- (7) Uncertainty of the rules of behavior.
- (8) Unsuccessful attempts to find lodging.

It is not unusual for a student to experience all of these difficulties over a very short time span. The resulting shakeup in the student's frame of reference and the consequent rearrangement of major anchorages in compliance with the demands of the new setting may well cause the student to revise his attitudes toward the host country, as well as toward his own homeland. If so, the direction and intensity of change will be affected by the magnitude and strength of the frame of reference of his reference groups, and the compellingness of the social situations to which he is exposed in the new setting.

Foreign students, as a rule, do not exchange their own culture for that of the United States. Rather, the portions of the United States culture which are not too far removed from the end points (anchorages) of their own cultural frame of reference are assimilated into the already existing frame. The finding by Gezi (1959) of a high association between pre-arrival acculturation and satisfaction with the sojourn is an indication that the frame of reference does in fact contribute heavily to the resolution of adjustment problems. As Scott (1956) remarked, "Similarity and familiarity in many things make easier adjustment to variations in a few things".

The stimulus situations which demand attention but which lie outside the ability of the student to assimilate are the situations which often lead to serious problems. It

is worth repeating here that the greater the cultural contrast between home and host countries, the greater will be the severities of adjustment and the longer it will take to make the adjustment.

Typical orientation programs for foreign students are "warmed over" programs designed for American students. Research has shown few differences between students who receive orientation and those who do not (Cook, 1957); however, those students from countries with the greatest cultural diversity from the United States do seem to derive considerable benefit from orientation programs (Selltiz, Christ, Havel, and Cook, 1963). The approach and content of the programs may explain their limited success, since orientation programs do not usually identify themselves with the foreign students' viewpoints, nor do they begin from the frame of reference of the foreign student. Another shortcoming is the tendency of orientation programs to "hand feed" the participants, thus providing an unrealistic picture of American life which the participant later discovers, to his dismay. Beals and Humphrey (1957) noted this trait in interviewing students who had participated in orientation programs in a southwest university. The effect of this approach is to prolong the idealized expectations of the students and defer reality testing. The negative effects of later disillusionment are then more devastating than when students are given more freedom to interact with the host culture in a natural setting.

The following statement was made by a Japanese student studying in the United States. It illustrates the difficulties faced by students as they seek to adapt to a new culture while remaining, psychologically, a part of a vastly different culture.

What I had to learn painstakingly throughout my three years of stay in the United States was the way of life in general; speaking, eating, buying, taking a bath, getting on a bus or train, and above all, getting along with the people in this strange land called America that constantly bewilders a man. . . . There was time when I could not understand why the Americans did not act like other human beings. Husbands washed dishes, which to my conventional idea was the natural duty of womanhood; girls here wear very few pieces of cloth that scarcely cover their bodies and, above all, many Americans speak too frankly. (Anderson, 1959).

From this comment, which is not at all atypical, one can readily see that "everyday" life for a foreign student is quite different from that of the native student, and is filled with a wide range of adjustment-maladjustment possibilities. Tensions, frustrations, and bewilderment face many foreign students as they grapple with the problems of adapting to new settings. Others seem to have very little difficulty "coming to terms" with the new culture. Cora DuBois (1954) has estimated that ninety-five per cent of all foreign students can face and solve their problems without any help at all. Peterson and Neumeyer (1948) suggested, on the other hand, that only sixty per cent of foreign students will not have problems of adjustment with which they will need special assistance. Beals and Humphrey (1957), in studying Mexican students,



observed a lessening of adjustment problems over a time span. Cook (1957) concluded similarly, "The evidence is clear that for the average student, whatever his nationality, and whether or not he has received orientation, things become easier as the year goes on."

Other researchers have reported the phenomenon which has come to be called the "U" curve of adjustment, where students have positive attitudes toward the United States culture for the first few weeks or months and few problems, followed by a period of disillusionment and disorientation, and finally a closing period of positive adjustment (Lysgaard, 1955; Coelho, 1958; Morris, 1960). Although the "U" curve is quite popular in current writings, it seems to this writer that the approach does not give due weight to a number of variables such as national origin, self esteem, and norms and values of the pre-arrival frame of reference of the student, all of which, along with factors present in the host culture, contribute jointly in the determination of the adjustment process.

The "U" curve is by no means a universal phenomenon. Some researchers have reported it, but many have not. For example, Lambert and Bressler (1956) found that Indian attitudes toward the United States seem stable throughout the students' sojourn. Loomis and Schuler (1948), in a study of Latin American trainees, found the subjects maintained a fairly even adjustment pace while in the United States and

returned home with slightly less favorable attitudes toward the United States than on arrival. Apparently their stay simply verified their pre-arrival negative stereotypes of the United States culture.

An extension of the "U" curve hypothesis was recently proposed by Gullahorn (1962). Dubbed the "W" curve, it takes into account the adjustment faced by foreign students on their return home and recognizes that readapting to home country norms is quite similar to the initial adjustment problems faced by foreign students on arrival in the host country. Unfortunately, the "W" curve, as the "U" curve, is a model which has only limited application in explaining foreign student adjustment patterns.

One of the more prolific areas of cross-cultural research has been that of academic achievement. Academic success is focal for most foreign students throughout their stay in the United States (Kincaid, 1961). Not only is it an intellectual concern, but emotional, social, and physical as well. There have been occasions when foreign students have become physically ill over academic concerns. Students, at least from certain areas of the world, have refused to return home when academic achievement has fallen short of expectations. For this reason it is probable that one determinant of foreign student attitudes is their relative success or failure in attaining academic goals. The reverse of this thesis is also an interesting possibility; namely, the effect

of foreign student attitudes on academic success. Certainly predisposition toward American culture and pre-arrival frame of reference, to name two variables, must effect academic success in at least some dimension.

Although the foreign student is often highly motivated by reference group pressures to succeed academically, this may not be considered by the student as a major problem, particularly if he is equalling or approaching the standard expected of him. Other concerns, personal and otherwise, may well outweigh the problem of "good grades" in the estimation of foreign students.

Successful academic adjustment depends in part on the reference group identifications of the foreign student. In the cases where home country reference has been retained, academic success may be seriously impaired by the conflicts facing foreign students as they attempt to reconcile host country and home country differences. An example of back home reference group pressures is given by Bennett (1958). He states that a Japanese engineering student may be expected to learn all about technology, but will be regarded as "contaminated" if he also learns about a different family pattern. This illustrates the fact that an individual does not act or react in a social situation in disregard of the norms and values of the group or groups to which he belongs or aspires to belong, even though many thousands of miles may separate him from his major reference groups. Conversely,

foreign students who transfer their reference group identifications to the United States may be experiencing academic difficulties traceable to the conflicts generated by loss of stable reference group anchorages.

What, then, are the best situations under which learning across cultures is facilitated? Watson and Lippitt (1955) arrived at two basic points which seem promising: (1) when learning of new ideas can be assimilated to the pre-existing frame of reference, including emotions, concepts, and values, and (2) where two cultures approach the same problem, even from two different points of view.

The area of language proficiency, like academic achievement, is a contributing factor to a satisfactory sojourn. There have been a number of studies conducted to determine the relationship between English language proficiency and academic achievement (California University, 1957; Epstein, 1958; Hao, 1955; Michigan University, 1959), with each study finding that students who score well on language tests also tend to make better grades than those students whose language facility is shown to be poor. Beals and Humphrey (1957) cite somewhat different findings. They found that poor language facility did not necessarily lead to academic failure. Working with Mexican students, they noted that poor English facility and academic failure were always accompanied by other factors such as personal adjustment problems,

disinterest in the course of study, or insufficient academic background.

There have been a number of studies soliciting the opinion of foreign students on the importance of English proficiency. No clear-cut results have been obtained. Foreign student responses in the Morris (1960) study indicated English facility to be relatively insignificant. Forstat's (1951) results, in contrast, showed that foreign students consider English language proficiency to be their most pressing problem.

One might think that language difficulties would restrict social interaction with persons from the host country and Sewell and Davidsen (1961) found this in their study. However, Cook, Christ, and Selltiz (1961) have suggested an extension of this conclusion. They indicate that the key variable in American-foreign student interaction, as far as language facility is concerned, is the confidence the foreign student places in his language competence. They further suggest that increased interaction between United States and foreign students may increase language facility, rather than the reverse. In this context, the concept of self-image is not to be ignored. As Cora DuBois (1956) states: "If a foreign student finds he cannot understand or speak English as well as he had thought, the damage may be more serious to his self-esteem than to his studies." This conclusion suggests that pre-arrival frame of reference may weigh heavily on the

extent of adjustment during the sojourn, even in his subsequent language learning.

Even though research studies attempting to establish the relationship between linguistic facility and academic, social, and personal adjustment are not in agreement, the problem of language certainly plays an important part in the over-all adjustment of many foreign students. It also seems probable that the foreign student's facility or lack of facility in English is not the crucial determinant of successful adjustment that some researchers have assigned it. Other variables, such as self-esteem, and expectations of reference groups provide a frame of reference from which foreign student adjustment may be more validly observed and predicted, given an elementary grasp of the language.

Human interaction is characteristically conducted through the use of language concepts. It is very difficult for persons to express themselves to members of their own cultural group without being misunderstood. The problems of linguistic communication are multiplied many times in cross-cultural interaction. Negative attitudes may arise through misunderstanding which can be traced directly to faulty linguistic communication. An example of misunderstanding flowing from an effort to generalize a linguistic practice from one cultural setting to another was shown by an American who nicknamed a Nigerian student "Okie" in place of his real name Okunola. Okunola conveyed to the Nigerian student the

dignified meaning "thread of honor," whereas "Okie" conveyed to him the undignified meaning, "thready" (B. Sousa, 1960). The vast possibilities for misunderstanding resulting from perfectly innocent mistakes is another illustration of the tremendous job of attempting to improve intergroup relations between cultures.

When a foreign student arrives in the United States he begins immediately to search for structure in the culture, structure which will provide the same or similar anchorages on which to adjust to the new setting. American students do the same when studying abroad. The Useem's study (1955) revealed an amazing similarity between the problems faced by Indian students studying in the United States and those faced by United States students studying in India. This is an indication that even though the differences are typically emphasized, Americans and foreign students have many points in common. When the natural barriers to interaction are lowered or removed the resulting relationships are often quite satisfying.

One of the most difficult barriers to cross-cultural interaction is that of stereotypes. If the foreign student senses that his American acquaintances have formed negative stereotypes about persons from his country, he is much less likely to engage in positive interaction and more likely to have recurring adjustment problems. One of the major theses of Cora DuBois' study (1954) is that successful interpersonal

relations are dependent upon the degree of self-pride which can be maintained while in contact with Americans. Morris (1960) makes this point in stating, "Perceiving a low placement by the new ascribers effectively reduces the chance for close personal relations with these ascribers". Kelman (1962) concludes similarly, "A participant's satisfaction with his experience as a whole is likely to depend, to a large extent, on the degree to which it helps to enhance his status and thus, also, his self-esteem". In view of the proliferation of negative stereotypes held by Americans toward "foreigners", it is amazing that foreign students do not possess more negative attitudes toward the United States than has been reported.

Perhaps, if more valid measures of foreign student attitudes could be devised, results would reflect a different picture. However, one of the findings of a study done by Cook and Selltiz (1961) at New York University was that the average foreign student spends about half of his free time with Americans. Deutsch and Won (1963) likewise reported frequent social contact by foreign students with Americans. McClintock (1956) found a high interaction percentage prevailing, particularly among students who reduced the importance of nationality in their self image (note the reference group implications of this finding). These findings suggest that both foreign and American students in these studies were relatively free of derogatory stereotypes since individuals



. normally do not interact with persons who they believe regard them as inferior.

One of the most significant studies conducted in recent years was that of Selltiz (1956). Using the personal interview technique she obtained highly significant findings in the predicted direction when examining the hypothesis that the most crucial variable in interaction of individual foreign students with the host society is environment. Findings showed the greatest interaction potential in small colleges in small towns, followed by non-metropolitan universities, with interaction potential lowest in metropolitan universities. Another finding was that there is a high correlation between nationality and interaction, with non-Europeans less likely to be in contact situations with high interaction potential than Europeans. The results of this study are truly impressive and offer challenging implications for international student programming. However, there remains the question of the variables which join with environmental factors in determining the nature of the interaction process.

There are numerous other factors which affect foreign student adjustment. Goldsen reports (1956) that United States foreign policy is one such factor. Her observations seem to indicate that attitudes toward the foreign policy of the host country are deeply ingrained prior to arrival, are changed only slowly or not at all while in contact with the host culture, and are the dominant influence over many aspects of the

foreign students' activities, possibly including interpersonal relations. Amir (1959) corroborated this finding, at least in part, when he found a correlation between the degree of attitude change and the extent of a person's involvement in a political issue. The Riegel study (1953) also reinforced Goldsen by finding that returnees retain political and social attitudes about the United States which are not significantly different from the attitudes of Belgium students who have not studied in the United States. In a study of African and Asian foreign students Kelman (1962) found national status tends to be tied with personal status. This is still another indication that the governmental policies of the host country may be a very real factor in foreign student adjustment. These results indicate that political issues are highly ego-involving and probably occupy strong anchor points in the frame of reference of foreign students.

Arrival and departure frequently constitute the most crucial periods of an educational exchange experience. As early as one year before departure (the range of foreign student sojourns in the United States is about three months to eight years with the mean between three and four years) many foreign students begin to develop anxieties about returning home. For most the process of accommodating the necessary portions of American norm and value systems into their frame of reference has been accomplished. For others the American system has virtually replaced their pre-arrival frame of

reference. Most have not been home during their sojourn and have grave doubts of what to expect on return.

In general this pre-departure stage may be characterized by ambivalence. On the one hand students look forward to their homecoming with pleasant anticipation. At the same time they are haunted by doubts as to how they will be accepted back into their home society, whether job opportunities will be available, the future of their country in view of their broadened understanding of world conditions, and other points of possible stress.

Few comprehensive studies have been done on students after their return home, although research activity in this area is increasing as the importance of successful exchange student programs becomes more evident. The classical work in this area is that of Cora DuBois (1954), who identified several stages of adjustment to the back home situation. She suggested three broad categories: (1) the greeting and comparison state; (2) the adapting and redefining of personal relationships and life changes at home, and (3) the "coming-to-terms" with the home country. In the third phase, the following may occur: (a) return to national norms, (b) acceptance of the role of a variant, (c) assumption of permanent ambivalence or (d) alienation from the home culture. It is in the third phase that the true impact of the sojourn will be revealed. DuBois has omitted an option in this "coming-to-terms" phase that may include an important group of

returnees. This option includes those persons who return to national norms, but with a frame of reference which includes host country items not so far extended from the end points of the frame as to induce ambivalence. It is this group of students who, over a time span and given positions of leadership in the home society, are in the best position to modify home country attitudes toward the host country.

Return home, then, is marked by a period of readjustment to the norms of the home society. It is probable that many, if not most, returnees readjust their attitudes in the direction of the national norms and that any positive effects of the sojourn are achieved over a relatively long time span.

One of the possible results of the impact of new settings on foreign students is a shift of major reference ties from the home country to the host country. The common outcome of such a shift is alienation from the home culture and, where possible, permanent residence in the host country.

Over-acculturation poses a serious dilemma for exchange student programming in the United States. On the one hand, it is very important that foreign students be made welcome and that their stay be enjoyable and successful. However, it is also important, in keeping with the purposes of international educational exchange, that students do not become so enchanted with the host culture that they attempt to remain permanently. At present the number of exchangees who remain in the United States is not large. However, in view

of rigid United States immigration laws it is possible that large numbers of foreign students are returning home with great reluctance. The Committee on Educational Interchange Policy (U. S. Department of State, 1961) recently published a study on the problem of non-returnees in which it was found that about nine per cent of a highly select sample of foreign students remain permanently in the United States. Although no statistics are available, the percentage for the total foreign student population might be considerably higher. It is hoped that findings of the present study will cast some light on this question, at least as far as foreign students at the University of Oklahoma are concerned.

We have seen a variety of efforts on the part of researchers to describe, inventory, and compare foreign student adjustment problems. The quantitative data produced by many of these studies have been of value. Recent efforts to provide a cultural reference furnish a still more sophisticated method of assessing foreign student problems. However, even the cultural or national level seems too gross if the adjustment problems of foreign students are to be determined and correctly analyzed. Although there are assuredly behavioral differences attributable to culture and nationality, the similarities which exist are striking. This is in large part a result of vastly improved communications and the world-wide impact of Western culture. Dynamic changes are occurring all over the world. Social patterns are breaking down so rapidly

that in some instances foreign students arrive in the United States with behavioral patterns more nearly related to the United States than to their home country. Thus it is not possible to consider foreign students as a monolithic group. Nor is it possible to assume that a foreign student from a specific country will possess attitudes approximating those of his countrymen, or even of his family. We can see, then, the importance of analyzing foreign student attitudes at a level of refinement beyond culture and nationality.

### Theoretical Framework and Hypotheses

We have now traced the foreign student through successive adjustment periods and noted multitudinous possibilities for encountering problems. We have seen the results of a cross section of research designed to grapple with the different problem areas in foreign student programming. Now let us turn to the presentation of a theoretical framework for the study which will hopefully permit a valid analysis of the data.

According to Sherif and Sherif (1956), human behavior follows a central patterning process which combines internal psychological and external stimulus factors on a selective basis, with behavior as the end product. During development, one by-product of this patterning process is attitudes, internal psychological factors which determine a characteristic or consistent mode of behavior in relation to relevant stimuli, persons, or events. Since attitudes are internal factors,

they may not be directly observed but must be inferred from behavior. Attitudes develop over a time span regarding matters of consequence to the person, and invariably defining a subject-object relationship. As such they are subject to change only under prescribed conditions, and, as in formation, over a time span.

Attitudes are formed at the group and societal level, as well as interpersonal level. Sherif states, "A social attitude is formed in relation to social stimulus situations and is shared by members of a group or of a given society," (Sherif and Sherif, 1956). Characteristically, individuals identify themselves psychologically with groups of their own choosing, either through actual or aspired membership, and over a time span internalize the norms and values of the reference groups. The social values thus become a part of the ego system of the individual, the reference group becoming such a personal part of the psychological makeup of the individual that the possessive my church or my club or my country is appropriately utilized.

The norms and values of reference groups set bounds for acceptable behavior of members. The structure inside which members are expected to operate is a potent part of the frame of reference. This frame is also internalized by the individual member and sets limits on his behavioral choices. Thus, when called upon to make judgments on issues of consequence to his reference group, an individual member will

respond in a way which can be predicted in terms of his reference group identifications. This is not to say that every member or aspired member of a group must respond in exactly the same fashion to relevant stimuli. Group members will be more or less committed to a stand on an issue depending on many factors, including the importance of the issue to the welfare of the group and on the individual's hierarchical position in the group. However, a range of tolerable behavior is imposed on all group members on relevant issues which prescribes outside limits beyond which loyal group members cannot stray.

Now we will take a more specific look at our problem as it relates to the concept of reference group. In reviewing the literature we have seen that foreign students often consider problems they face in a way noticeably different from United States students. The problem of making proper social contacts is of much greater consequence to an American student than to many foreign students. The foreign student's family may actually have his future bride selected before he leaves for the United States, and, in any event, would be greatly disturbed if he participated actively in co-educational activities. On the other hand the societal pressures on United States students strongly support co-educational activities. It may also be true that foreign students from emerging nations view the political and economic stability of their countries with more concern than is typically true of United



States students. Many other examples might be cited to illustrate this point. There are also instances where few or no differences are noted between United States and foreign students. What, then, causes differences and similarities between United States and foreign students as they evaluate the importance of problems? It is the thesis of this study that the primary causal factor is the individual's reference group identifications.

In seeking verification of this thesis, the primary reference groups of the foreign student must be identified. When the primary reference group ties of the foreign student remain in the home country, his responses to relevant stimuli consistently agree with other group members and differ from the United States control subjects. In some instances, it may be found that the foreign student has shifted his national reference group to the United States. In this event the responses of the foreign student should be similar to United States student responses. Besides national loyalties, individuals identify themselves with small informal groups in their day-to-day contacts. It is expected that members of these informal groups will give responses more in agreement with one another than responses related only to their national reference group.

Assuming the validity of the reference group concepts discussed above, one would expect characteristic and consistent responses from individual group members when weighing the

relative importance of problems of consequence to the group. Ratings of individual group members would be expected to agree in large part with other group members and differ with members of groups who subscribe to a different set of norms and values, the extent of agreement being a function of the strength of identification, or solidarity, of the individual with his reference group. This should hold true both between groups inside a single culture and between groups in two separate cultures.

Thus far the background and need for the study have been presented, the problem of the study has been stated, a body of relevant research has been reviewed, and a theoretical framework for the study has been outlined. This leads us directly to an enunciation of the hypotheses to be tested:

1. Foreign students from the same country will differ with respect to their national reference group identifications.
2. In ranking importance of issues the greatest agreement will be noted in all contexts for foreign students having home country reference, with less agreement for international reference and United States reference groups.
3. In giving judgments on importance of issues the greatest agreement will be noted for the informal foreign student groups and least agreement for foreign students not associated with any of the informal reference groups.

4. Ratings of foreign students and United States students on importance of issues will differ according to the reference group identifications of the foreign students, with greatest differences between foreign students with home country reference and the United States control subjects, and least differences between foreign students with United States reference and the United States control subjects.

5. Ratings of foreign students and United States students on importance of issues will differ according to context, with greatest differences being noted in the home country context, some differences in the United States context, and least differences in the personal context.

## CHAPTER II

### PROCEDURE

There were three objectives to be achieved in the procedure: (1) to determine from the foreign students which problems were of greatest concern to them, (2) to identify the major reference groups of each subject, and (3) to obtain a rating of the relative importance of the problems identified as of primary importance. Two secondary objectives were to secure the ratings of a cross section of foreign student advisers on problems of concern to foreign students throughout the United States, and to obtain an indication of which foreign students in the experimental group would like to remain permanently in the United States.

#### Subject Selection

The criteria to be met in selecting the experimental group of subjects were: (1) two markedly different cultural groups, as determined by national origin, must be selected, (2) both selected groups must include cultural characteristics which vary significantly from the United States culture, (3) each selected group must have an N of at least forty

subjects, and (4) subjects must voluntarily agree to assist with the study.

Two groups of foreign students enrolled at the University of Oklahoma most nearly fit these criteria. They were the Iranian students and the Latin American students. The Iranian students totaled forty-five and the Latin American students numbered fifty-six. One additional factor in the selection of these two groups was that the writer was personally acquainted with the individual members of each group and familiar with their social patterns and the individual and group interactions of both groups.

A control group of 101 United States students was selected for comparative purposes. A matched sample was chosen using four criteria: (1) field of study, (2) university classification, (3) age, and (4) sex.

#### Means of Determining the Problems

It was decided that the study would originate at the most fundamental level of foreign student adjustment--their everyday problems. Rather than attempt to list the problems based on the experience and observations of the writer and others, the problems were identified by the following two means:

(1) Personal Interviews--The writer interviewed a cross section of randomly selected Iranian (N=11) and Latin American (N=12) students very informally. Some of the

"interviews" were over coffee, others at foreign student club meetings. No notes were taken in the presence of the students. An effort was made to fit the questions into the regular discussion that was taking place.

(2) Problems Inventory--Forty-four students from seventeen different countries, including Iran and nine Latin American countries, were asked to complete an open-ended inventory (see Appendix A) which sought their ideas on personal, United States, world, and own country problems. These students were a sample of fifteen per cent of the foreign students from each country having as many as twenty students in attendance at the University of Oklahoma. The inventory was given several months before the main study was conducted.

A weighting system was used which assigned five points to each problem mentioned as most important by an individual subject, four points to the problem considered next most important, and so on through the five most important problems listed or mentioned in conversation. By this technique the three most important personal problems were obtained, as were the six most important problems relating to the United States and to the home countries of the foreign student respondents.

As a result of the weighting system the personal problems fell into the following major categories: (1) ADEQUATE FUNDS TO ATTEND SCHOOL, (2) TROUBLE WITH MY GRADES, and (3) DIFFICULTY IN MAKING MORE GOOD FRIENDS. Note that

English language was not listed as a major problem by the foreign students. This is probably because of careful screening for English language competence by the University of Oklahoma of all prospective foreign students before admission. For this reason foreign students at the University of Oklahoma, as a rule, have less difficulty with English language than is often the case at American universities.

The major problems identified by the foreign students as related to the United States and their home countries were: (1) POSSIBILITY OF THE COLD WAR BECOMING A HOT WAR, (2) UNDERSTANDING AMONG PEOPLE OF THE WORLD, (3) INTEGRATION OF MINORITY GROUPS IN THE UNITED STATES, (4) UNITED STATES PARTICIPATION IN THE AFFAIRS OF OTHER NATIONS, (5) ECONOMIC PROGRESS AND EDUCATIONAL REFORM, and (6) HONEST AND CAPABLE NATIONAL LEADERS. In the paired comparison choices for the research, each of these problems was matched with one another in the United States and home country contexts. The only variation was in the wording of the integration issue. In the United States context the wording was: INTEGRATION OF MINORITY GROUPS IN THE UNITED STATES. In the home country context the wording was: INTEGRATION OF MINORITY GROUPS.

#### Instrument Selection and Construction

There were four separate instruments used in the data gathering procedure:

(1) Reference Group Scales--Two linear scales ten centimeters in length were constructed for completion by both foreign and United States subjects. The scales were designed to secure the subjects' national reference groups and were marked only at the ends. This enabled the subjects to indicate their positions on a continuum from NOT AT ALL DESIRABLE to THE MOST DESIRABLE I CAN THINK OF regarding how much they would like to live permanently and pursue life's work in a series of countries, including their own country. In selecting countries other than the United States and home country an effort was made to include a number of countries with greatly diverse cultural patterns (see Appendices B, C, D, and E).

(2) Stand of Subjects on the Issues of UNITED STATES PARTICIPATION IN THE AFFAIRS OF OTHER NATIONS and HONEST AND CAPABLE NATIONAL LEADERS in the Subjects' Home Countries--Three linear scales were used to obtain the stand of all subjects on two of the study issues. The first scale ranged from LESS UNITED STATES PARTICIPATION NEEDED to MORE UNITED STATES PARTICIPATION NEEDED, regarding the question HOW MUCH SHOULD THE UNITED STATES PARTICIPATE IN THE ACTIVITIES OF YOUR COUNTRY? The second scale ranged from VERY DISHONEST to VERY HONEST regarding the question HOW HONEST ARE THE LEADERS IN YOUR COUNTRY? The third scale ranged from NOT AT ALL CAPABLE to VERY CAPABLE, regarding the question HOW CAPABLE ARE THE LEADERS IN YOUR COUNTRY? Questions pertaining to the



linear scales completed by the United States control subjects on these issues were very much like those used for the foreign students, except for a slight change in wording to make the questions refer to the United States (see Appendices F, G).

(3) Informal Reference Group Inventory--Each foreign student was asked to complete a form entitled Survey of Eating Habits (see Appendix H). The object of this survey was to determine the friendship and association patterns of the foreign students for use as partial verification of informal reference group ties.

(4) Paired Comparisons--In order to obtain ratings on the relative importance of problems to the subjects, the technique of paired comparisons was utilized. This technique permits a fine discrimination of items and results may be ordered along a psychological continuum (Edwards, 1957). Thus in the present study scale values were obtained from student responses. The items to be compared were selected from the actual statements given by students during the process of identifying the problems to be included in the study. Three packets were then prepared, one in each of the three contexts, personal, United States, and own country. Each packet included six statements matched with one another on separate sheets of paper, making a total of fifteen judgments in each packet. The paired statements were assembled into booklets in all possible orders and randomly distributed to the subjects. The personal problems packet included the

three personal problems plus the problems of INTEGRATION OF MINORITY GROUPS IN THE UNITED STATES, POSSIBILITY OF THE COLD WAR BECOMING A HOT WAR, and HONEST AND CAPABLE NATIONAL LEADERS IN MY COUNTRY. The United States and home country context packets included the six non-personal problems included in the study (see Appendix I for complete list of statements).

### Pilot Study

In order to test the instruments and refine them before continuing with the full study, a pilot study was conducted using twenty Arab students and a like number of United States students enrolled at the University of Oklahoma during the spring semester of the 1963-64 school year. Results of the pilot study justified use of the materials. After minor corrections to overcome possible ambiguity it was decided to proceed with the full study.

### Specific Data Gathering Procedures

Subjects in the foreign student group were sent letters by the foreign student office asking them to come in on a specific day. On arrival they were asked if they would assist in a research project being carried out in this part of the United States under the sponsorship of the Rockefeller Foundation. All subjects agreed to participate. Subjects were introduced to the research assistants working on the project who passed out the materials. The times were

staggered so that the research assistants normally worked with only one or two subjects at the same time.

After the subject was comfortably seated introductory instructions were given as follows:

This is part of a research program being carried out in various universities by a research institute with a grant from the Rockefeller Foundation. The research is interested in the reactions of students in various universities and in different courses of study. What you do here will never be identified in public or private with you as an individual. The data will be research data and not a part of any official record in the University or elsewhere. Your materials will be included with others obtained from other universities, and any research reports will give combined results, not individual reports.

Please make your ratings as naturally and frankly as possible, since only in this way can the research contribute to the accumulation of scientific knowledge. If you need clarification at any point, please ask questions before you begin to make your ratings.

The order of administration was then begun with the linear scales. The assistants read over the following instructions with the subject:

Below are listed a series of countries in alphabetical order. Under each country is a horizontal line representing a position from NOT AT ALL DESIRABLE on the extreme left to THE MOST DESIRABLE I CAN THINK OF on the extreme right.

Think of each country in terms of how desirable it would be for you to live there permanently.

Place a check mark on each horizontal line at the point which most nearly shows how desirable or undesirable you think it would be to live permanently in that country.

The same procedure was followed with the "pursue life's work" linear scale. After completing the life's work

linear scale, subjects were asked to complete the linear scale which solicited their stand on the study issues of UNITED STATES PARTICIPATION IN THE ACTIVITIES OF OTHER NATIONS and HONEST AND CAPABLE NATIONAL LEADERS. Instructions were:

Below are several issues relating to your home country. Under each issue is a horizontal line. Place a check mark on each horizontal line at the point which most nearly represents what you think about the issue.

The paired comparison packets were then administered. The assistant and the subject first read together the instructions for the personal problems context:

Following is a series of paired statements which illustrate problems typically faced by college students.

Read each pair of statements and check the one which to you represents a more important problem.

Check one and only one statement in each pair.

The same procedure was then followed for the United States problems context:

Following is a series of paired statements which illustrate important problems faced by the United States.

Read each pair of statements and check the one which you believe is of greater importance to the United States.

Check one and only one statement in each pair.

Finally the same procedure was followed for the home country problems context:

Following is a series of paired statements which illustrate important problems which your home country may face.

Read each pair of statements and check the one you believe is of greater importance to your country.

Check one and only one statement in each pair.

If subjects had questions after reading over the instructions or while marking their responses they were asked to read the instructions once again. If they still did not understand what was being asked only the necessary clarification was given to help avoid ambiguous responses. Administration time averaged twenty to twenty-five minutes per student. The subject was then thanked and paid a nominal sum for his time and trouble.

#### Informal Reference Group Data

As the subject left the administration room he passed through the foreign student office. He was stopped at this point by a staff member and asked to complete the food habits form. Every effort was made to disassociate this form from the program just concluded. This also gave the foreign student office staff member an opportunity to identify the subject for the research assistant since the subjects were not asked to give their names to the research assistants.

Three additional sources were used in determining informal reference group ties: (1) personal observations of the writer, (2) official University records, and (3) informers. After administration of all paper and pencil tests two Iranians and two Latin Americans, all recognized leaders, were approached on an individual, confidential basis and

asked to assist in identifying the reference group ties of the subjects about whom they had first-hand knowledge.

#### Control Group Data

The control group was administered essentially the same materials as the experimental group except for appropriate differences in the countries listed on the "live permanently" and "pursue life's work" continuums (see Appendices D, and E). The home country paired comparisons packet was not administered to the control group since the United States problems packet was in fact the home country packet for the control subject group. An information sheet (Appendix S) was completed by the control subjects to assist in matching them with the experimental group.

#### Foreign Student Advisers Survey

At the same time as the other data were being gathered a post card survey was conducted in which all foreign student advisers at United States schools with one hundred or more foreign students (N=94) were requested to complete a paired comparison rating on foreign student personal problems (Appendix J). The three personal problems included in this study plus the problem of English language were aligned on the post card, each problem being compared with every other problem. This made a total of six comparisons. The instructions were: Select the problem from each pair below which you think is of greater importance to most foreign students.

## CHAPTER III

### RESULTS

In order to test the study hypotheses it was necessary to (1) identify the foreign student reference group ties, both national and informal groups, (2) determine the extent to which individuals within each reference group agreed in their rankings of the importance of issues, and (3) compare foreign student ratings with those of United States students. Chi square tests of the assumptions of the scaling model for paired comparisons were significant, indicating a model based on normality assumptions was not justified. Therefore, selection of statistical techniques was restricted to distribution free methods.

#### Reference Group Identification

Responses of the foreign students on the linear scales (see Appendices B, C, D, E) were used as indicators of reference group loyalties. When a foreign student chose a country as the "most desirable" by one centimeter or more over all others, (the linear scales were ten centimeters in length) that country was assumed to be his major national reference. When less than one centimeter separated two countries rated

as "most desirable", national reference was decided on the basis of information given by informers from the foreign student's home country. This was done in nineteen out of 101 cases. Where ratings indicated less than one centimeter difference between more than two countries on the national reference group scale, the student was assumed to have an international reference, that is, no strong ties either to his home country or any other single country.

Table 1 gives a breakdown of the Iranian and Latin American students according to their reference groups. Unequivocal reference ties with the home country seems lacking among the Iranian students. Only ten out of forty-five identified themselves with their home country as the most desirable place to live and work. Though more identified themselves with their home countries than the Iranians, many Latin students also showed strong international and United States leanings. Fully one-half of the Latins did not indicate strong preference for their home countries.

Membership of the informal reference groups, as obtained by a composite of school records, personal observations of the researcher, subject statements (written and oral) and informants, is shown in Table 2, which gives membership totals of the four Iranian and three Latin informal groups. There are, of course, other informal groups among the Iranians and Latin Americans, but the study groups were selected



TABLE 1.--Reference group identifications for the 45 Iranian students and 56 Latin American students included in the study

	N	United States Reference	International Reference	Home Country Reference
Iranians	45	15	20	10
Latins	56	12	16	28
Totals	101	27	36	38

TABLE 2.--Informal reference group identification of 24  
Iranian and 25 Latin American students

N	Iranian Students Informal Reference Groups	N	Latin American Students Informal Reference Groups
4	Anti-Shah	6	Cuba
9	Sophisticates	15	La Viejita
6	Social	4	Social
5	Religious		
24	Total	25	Total

because they have well defined goals and are easily recognizable in terms of membership.

Each group has a distinguishing characteristic. The Iranian Anti-Shah group is known by their desire to rid Iran of the Shah by force. They actively seek to convince the more moderate Anti-Shah Iranians to support their position. The Iranian-Sophisticates openly admire the United States culture. To a certain degree, the Iranian-Social group follows the same pattern as the Sophisticates; however, their activity centers around United States girls. Finally, the Iranian-Religious group is included. They are followers of the Ba'Hai' faith and look to a "marriage" of all religions into one world faith. Since Ba'Hai' have been persecuted in Iran they are extremely critical of their home country and look with favor upon the United States practice of religious freedom.

Probably the most close-knit of all informal groups is the Latin-La Viejita. They carefully select their own members and meet daily in the home of an elderly Venezuelan lady (La Viejita means "the old woman") for socializing and to discuss Latin American problems. They are nationalistic and quite critical of United States activity in Latin America. The Cuban group is composed of those Cubans who enrolled at the University just after Castro came to power. They are anxious to "retake" Cuba and have little patience with the "new" Cubans whom they accuse of forgetting their homeland.

The third Latin American group is primarily social in make-up. They get together often, usually without outsiders.

While identifying members of the informal reference groups, a record was made of those students who have not identified themselves in a functional way with any of the well structured informal groups. They have one or possibly two close friends with whom they interact, and will occasionally participate in group activities of their countrymen, usually at club meetings. Included are twenty-one Latin American students and sixteen Iranian students.

#### Results Relating to Study Hypotheses

Hypothesis 1 was presented in order to assess the effect of reference group on national reference group ties. The hypothesis states that foreign students from the same country will differ with respect to their national reference group identifications.

Results of the national reference group scales, as shown in Table 1, indicate that foreign students have a strong tendency to switch their national reference group identifications away from their home countries. Of the 101 foreign students included in the study only thirty-eight clearly retained their home country preference. These, as revealed by responses on the linear rating scales, include twenty-eight of fifty-six Latin American students and ten of forty-five Iranian students.

Hypothesis 2 is based on the expectation that foreign students who retain home country reference will be more solidly in agreement than those who are in the process of changing or have recently changed their national reference group ties. The hypothesis states that in ranking importance of issues the greatest agreement will be noted in all contexts for foreign students having home country reference, with less agreement for international reference and United States reference groups.

To test this hypothesis a nonparametric measure of correlation was necessary. The Kendall Coefficient of Concordance (Siegel, 1956) was selected because its function is to determine the degree of association (W) in responses of different subjects. The value of W is dependent on the extent of agreement between the ratings of the judges on the rank importance of issues. Perfect agreement is 1.00.

Table 3, which gives the Kendall Coefficient of Concordance results by context for the Iranian and Latin American national reference groups, shows a pattern firmly supporting the prediction. All home country W's were larger than international and United States W's in both the United States and home country contexts. The only exception is in the personal context where the Latin-United States reference W was larger than the Latin-home country W.

Hypothesis 3 anticipates substantial agreement will be found on the importance of issues for the informal groups

TABLE 3.--Kendall Coefficient of Concordance for importance of issues by context:  
Home Country, International, and U. S. reference group identifications of the  
Iranian and Latin American subjects

Context	Reference Group Identification		
	Home Country	International	United States
	Iranians N=10 Latin Americans N=28	Iranians N=20 Latin Americans N=16	Iranians N=15 Latin Americans N=12
Personal			
Iranian	.23 *	.22 **	.12
Latin American	.20 **	.05	.24 *
United States			
Iranian	.27 *	.14 *	.08
Latin American	.62 **	.09	.05
Home Country			
Iranian	.65 **	.58 **	.46 **
Latin American	.59 **	.42 **	.36 **

Significance Level: \* <.05  
\*\* <.001

included in the study and not found among foreign student subjects not identified with any of the informal groups. The hypothesis states that in giving judgments on importance of issues the greatest agreement will be noted for the informal foreign student groups and least agreement for foreign students not associated with any of the informal reference groups.

The Kendall Coefficient of Concordance was also used to test this hypothesis. From the results of Tables 4 and 5, which give the Kendall coefficients of the Iranian and Latin American informal and no-informal reference groups, the reader will note that in all three contexts W's of informal groups are much higher than W's of foreign students not associated with an informal reference group. These findings fully support Hypothesis 3.

It was important not only to know the "solidarity" levels within reference groups, but also to determine which study issues were considered of greater or lesser importance by both foreign and United States reference groups. Therefore, scale values were obtained for all reference groups on each issue in the three contexts (see Appendix K-P). The scale values were then placed in rank order. Results are seen in Tables 6 to 11.

Rank order of problems in the personal context by Iranian and Latin American students versus the United States control subjects (Tables 6 and 7) revealed two anchor issues

TABLE 4.--Kendall Coefficient of Concordance for importance of issues to Iranian students by context: Informal and no informal reference group ties

Context	Reference Group				
	No Informal Reference Tie N=16	Anti-Shah N=4	Sophisticates N=9	Religious N=5	Social N=6
Personal	.17 *	.37 *	.35 *	.32	.41 *
United States	.11	.49 *	.33 *	.27	.29
Home Country	.38 ***	.88 ***	.56 ***	.67 ***	.67 ***

Significance Level: \* <.05  
 \*\* <.01  
 \*\*\* <.001



TABLE 5.--Kendall Coefficient of Concordance for importance of issues to Latin American students by context: Informal and no informal reference group ties

Context	Reference Group			
	No Informal Reference Tie N=21	Social N=4	La Viejita N=15	Cuba N=6
Personal	.19 *	.59 *	.28 ***	.27
United States	.06	.55 *	.48 **	.38 *
Home Country	.51 ***	.71 ***	.61 ***	.52 ***

Significance Level: \* <.05  
 \*\* <.01  
 \*\*\* <.001

TABLE 6.--Rank order\* of problems in the personal context for Iranian students and United States control subjects

Reference Groups	Problem Areas					
	Friends	Grades	Adequate Funds	Integration	Cold War	Honest Leaders
National Reference						
Home Country	6	5	3	4	2	1
Control	6	3	5	4	2	1
International	5	4	2	3	6	1
Control	6	3	4	5	2	1
United States	5	6	2	4	3	1
Control	6	4	1	5	3	2
Informal Reference						
Anti-Shah	6	4.5	2	4.5	3	1
Control	6	3	1	5	4	2
Sophisticates	6	4	5	2	3	1
Control	6	3.5	5	3.5	2	1
Religious	6	4	3	2	5	1
Control	6	5	3	4	1	2
Social	5.5	5.5	4	3	1	2
Control	6	3.5	3.5	5	2	1

\* The highest rank is 1, the lowest 6.

TABLE 7.--Rank order\* of problems in the personal context for Latin American students and United States control subjects

Reference Groups	Problem Areas					
	Friends	Grades	Adequate Funds	Integration	Cold War	Honest Leaders
National Reference						
Home Country	6	5	3	4	2	1
Control	6	3	5	4	2	1
International	6	5	2	4	3	1
Control	6	3	5	4	1	2
United States	6	4	2	5	3	1
Control	6	2	3	5	4	1
Informal Reference						
Social	5	6	2	3.5	3.5	1
Control	6	5	2	4	3	1
La Viejita	6	5	3	4	2	1
Control	6	3	5	4	1	2
Cuban	5	6	2.5	4	2.5	1
Control	6	1	4	5	2	3

\* The highest rank is 1, the lowest 6.

TABLE 8.--Rank order\* of problems in the United States context for Iranian students and United States control subjects

Reference Groups	Problem Areas						
	Inte- gration	Cold War	Honest Leaders	U. S. Par- ticipation	World Un- derstanding	Economics & Educational	
National Reference							
Home Country	3	2	6	4	1	5	
Control	4	3	1	6	2	5	
International	3	4	5	2	1	6	
Control	5	3	1	6	2	4	
United States	3	4	6	2	1	5	
Control	4	5	1	6	3	2	
Informal Reference							
Anti-Shah	3	4	5	2	1	6	
Control	5	3	1	6	4	2	
Sophisticates	2	3	4	5	1	6	
Control	3	4	2	5	1	6	
Religious	2	3	4	6	1	5	
Control	2	4	1	6	3	5	
Social	5	3	6	1	2	5	
Control	3	5	2	6	4	1	

\* The highest rank is 1, the lowest 6.

TABLE 9.--Rank order\* of problems in the United States context for Latin American students and United States control subjects

Reference Groups	Problem Areas					
	Inte- gration	Cold War	Honest Leaders	U. S. Par- ticipation	World Un- derstanding	Economics & Educational
National Reference						
Home Country	2	3	5	4	1	6
Control	5	4	2	6	1	3
International	4	6	2	3	1	5
Control	5	2	1	6	3	4
United States	3	2	5	4	1	6
Control	3	5	1	6	4	2
Informal Reference						
Social	1	4	2	5	3	6
Control	5	3	1	4	6	2
La Viejita	2	4	5	1	6	3
Control	4	5	3	6	2	1
Cuban	5	6	2	3	1	4
Control	5	3	2	6	1	4

\* The highest rank is 1, the lowest 6.

TABLE 10.--Rank order\* of problems in the home country context for Iranian students and United States control subjects

Reference Groups	Problem Areas					
	Inte- gration	Cold War	Honest Leaders	U. S. Par- ticipation	World Un- derstanding	Economics & Educational
National Reference						
Home Country	6	2.5	1	3.5	5	2
Control	4	3	1	6	2	5
International	6	5	1	3	4	2
Control	5	3	1	6	2	4
United States	5	6	1	3	4	2
Control	4	5	1	6	3	2
Informal Reference						
Anti-Shah	6	5	1	3	4	2
Control	5	3	1	6	4	2
Sophisticates	6	3	1	4	5	2
Control	3	4	2	5	1.5	1.5
Religious	3	5	2	6	4	1
Control	2	4	1	6	3	5
Social	5	6	1	3	4	2
Control	3	5	2	6	4	1

\* The highest rank is 1, the lowest 6.

TABLE 11.--Rank order\* of problems in the home country context for Latin American students and United States control subjects

Reference Groups	Problem Areas					
	Inte- gration	Cold War	Honest Leaders	U. S. Par- ticipation	World Un- derstanding	Economics & Educational
National Reference						
Home Country Control	6 5	5 4	1.5 2	3 6	4 1	1.5 3
International Control	6 5	4 2	2 1	3 6	5 3	1 4
United States Control	6 3	4 5	1 1	5 6	3 4	2 2
Informal Reference						
Social Control	6 5	4.5 3	2 1	4.5 4	3 6	2 2
La Viejita Control	6 4	4 5	1 3	3 6	5 2	2 1
Cuban Control	6 5	3 3	1 2	5 6	4 1	2 4

\* The highest rank is 1, the lowest 6.

stand out for all groups, United States and foreign. HONEST AND CAPABLE NATIONAL LEADERS was consistently ranked as the greatest problem and DIFFICULTY IN MAKING GOOD FRIENDS as the least important problem. An additional tendency was for groups to place heavy emphasis on the less personal issue of POSSIBILITY OF THE COLD WAR BECOMING A HOT WAR. Exceptions were the Iranian-International reference and Iranian-Religious reference groups. Differences on the issue of INTEGRATION OF MINORITY GROUPS are not evident between Latin American and the United States control subjects. The Iranian groups, particularly the Iranian-Sophisticates and the Iranian-Religious groups, tended to view the integration problem with more concern than the United States control subjects. In rating the problems of ADEQUATE FUNDS TO ATTEND SCHOOL and TROUBLE WITH MY GRADES the Iranian groups indicated ADEQUATE FUNDS TO ATTEND SCHOOL to be a greater problem while the United States control subjects leaned toward TROUBLE WITH MY GRADES as more important. The Latin American groups were unanimous in rating ADEQUATE FUNDS TO ATTEND SCHOOL over TROUBLE WITH MY GRADES while their United States control subjects rated grade troubles over adequate funds.

Rank order of problems in the United States context by Iranian and Latin American students and the United States control subjects is shown in Tables 8 and 9. Even though few differences are manifest between the foreign and United States groups in the United States context, several clear-cut trends



emerged. The foreign groups are obviously more concerned than the United States students with the issues of INTEGRATION OF MINORITY GROUPS IN THE U. S., U. S. PARTICIPATION IN THE AFFAIRS OF OTHER COUNTRIES, and UNDERSTANDING AMONG PEOPLE OF THE WORLD, while the United States students gave higher ratings to HONEST AND CAPABLE NATIONAL LEADERS and ECONOMIC PROGRESS AND EDUCATIONAL REFORM. The issue of POSSIBILITY OF THE COLD WAR BECOMING A HOT WAR received higher ratings by Iranian groups than by the United States control subjects. Three of the six Latin groups rated POSSIBILITY OF THE COLD WAR BECOMING A HOT WAR higher than the United States control subjects.

Tables 10 and 11 show the rank order of problems in the home country context by the Iranian and Latin American students and the United States control subjects. Both foreign groups and United States controls listed HONEST AND CAPABLE NATIONAL LEADERS and ECONOMIC PROGRESS AND EDUCATIONAL REFORM as the greatest problems faced in the home country context. This is an exact reversal to foreign student views of these issues in the United States context. Foreign groups viewed U. S. PARTICIPATION IN THE AFFAIRS OF OTHER COUNTRIES with more concern than did the United States control subjects. Iranian groups considered UNDERSTANDING AMONG PEOPLE OF THE WORLD of little importance in the home country context. Note how this contrasts with the overriding importance Iranian groups gave this problem in the United States context.

Responses to the issue of INTEGRATION OF MINORITY GROUPS uniformly showed the foreign student groups were less concerned with the issue in their countries than were United States students in the United States context. This is most strikingly noted in the responses of the Latin American groups. Every group rated INTEGRATION OF MINORITY GROUPS as the least important problem in the home country context.

The effect of reference group identification is most clearly seen in the responses of foreign students to two key issues, INTEGRATION OF MINORITY GROUPS and U. S. PARTICIPATION IN THE AFFAIRS OF OTHER NATIONS. Foreign student groups with home country reference generally saw the problem of INTEGRATION OF MINORITY GROUPS and U. S. PARTICIPATION IN THE AFFAIRS OF OTHER NATIONS in the United States context to be more serious than did the United States control subjects. On the other hand the foreign student groups with home country reference, in the home country context, saw the problem of INTEGRATION OF MINORITY GROUPS as of no consequence to their home country. They also viewed U. S. PARTICIPATION IN THE AFFAIRS OF OTHER NATIONS as a problem of much greater proportions than did the United States control subjects.

Responses of foreign students with United States reference tended to deviate less from the United States control subjects than did the foreign students with home country reference. This tendency is noticeable not only in the Latin-United States reference and Iranian-United States reference

groups but also in the Latin-Cuban and Iranian-Sophisticates, both groups with strong United States reference ties.

Paired comparison responses gave an indication of the importance but not the direction of two of the study issues. These were U. S. PARTICIPATION IN THE AFFAIRS OF OTHER NATIONS and HONEST AND CAPABLE NATIONAL LEADERS. Therefore subjects were asked to indicate directionality on a scale. Medians were then calculated and foreign student group medians were compared with United States control subject medians. Results are shown in Table 12.

All Iranian groups believed that the United States should participate less in the affairs of other nations. Iranian-International, Anti-Shah, and Sophisticates medians showed significant differences beyond the .05 level when contrasted with United States control subject medians. Latin American group responses were in agreement with the study expectations. Latin-United States, International, and Cuban group responses reflected a desire for more United States participation in the affairs of other nations and closely resembled United States control subject responses. Latin-Home Country responses, on the other hand, showed significant differences in the direction of less United States participation in the affairs of other nations.

There is no doubt in the minds of the Iranian and Latin American students about the honesty and capability of their leaders. In every instance when foreign student medians

TABLE 12.--Median test results and directionality of the issues of U. S. PARTICIPATION IN THE AFFAIRS OF OTHER NATIONS and HONEST AND CAPABLE NATIONAL LEADERS, as seen by the Iranian and Latin American groups versus the United States control subject responses

Reference Groups	Direc- tion*	U. S. Par- ticipation	Direc- tion**	Honest Leaders	Direc- tion***	Capable Leaders
Latin Groups						
Home Country	L	<.05	D	<.02	N	<.01
International	M	>.05	D	<.01	N	<.01
United States	M	>.05	D	<.01	N	<.05
Social	L	>.05	D	>.05	N	>.05
La Viejita	L	>.05	D	<.02	N	<.02
Cuban	M	>.05	D	<.005	N	<.005
Iranian Groups						
Home Country	L	>.05	D	<.005	N	>.05
International	L	<.05	D	<.005	N	<.001
United States	L	>.05	D	<.005	N	<.005
Anti-Shah	L	<.05	D	<.05	N	<.05
Sophisticates	L	<.05	D	<.01	N	<.005
Religious	L	>.05	D	<.005	N	<.005
Social	L	>.05	D	<.05	N	<.05

\* L means the foreign student group desires less participation than the U. S. control subjects. M means the foreign student groups desires more participation.

\*\* D means dishonest. All foreign student groups rated their national leaders as more dishonest than did the U. S. control subjects in rating U. S. leaders.

\*\*\* N means not capable. All foreign student groups rated their national leaders as less capable than did the U. S. control subjects in rating the capability of U. S. leaders.

were compared with United States student medians, the foreign students indicated their leaders to be less honest and not as capable as United States leaders. Significant differences were found between the medians in all cases except the Latin-Social and Iranian-Home Country groups.

Hypothesis 4 is predicated on the assumption that reference group identifications effect an individual's judgment on the relative importance of issues. The hypothesis states that ratings of foreign students and United States students on importance of issues will differ according to the reference group identifications of the foreign students, with the greatest difference noted between foreign students with home country reference and the United States control subjects and least differences between foreign students with United States reference and the United States control subjects.

This hypothesis was tested by comparing the judgments of the different groups in regard to the study issues. Paired comparison responses are not independent of each other so most conventional statistics are not appropriate to test the hypothesis on the size of differences. The statistic chosen was the Kolmogorov-Smirnov Two Sample Test (Siegel, 1956). This test determines the over-all maximum deviation between group responses to all issues being compared. Thus it is a very stringent statistic and yields a significant deviation score only when the two cumulative distributions being compared show wide deviation.

Results of the Kendall W tests revealed a firm pattern of agreement within the reference groups, particularly the informal reference groups. Therefore, a difference between reference groups in ranking a particular issue may be regarded as reliable. The placing of paired comparison responses in rank order according to scale values yielded many obvious differences between foreign and United States students on the study issues. It is known, then, that reliable differences do exist between the groups being compared. The Kolmogorov-Smirnov Two Sample Test was used to measure the extent of deviation between the compared groups on the entire set of issues. Since agreement was manifest on the ranking of particular issues between reference groups, as is most clearly seen in the anchor issues of HONEST AND CAPABLE NATIONAL LEADERS and DIFFICULTY IN MAKING MORE GOOD FRIENDS, few large differences could be expected. Kolmogorov-Smirnov deviation scores, comparing the responses of Iranian and Latin American student groups and the United States controls by reference group and context are shown in Tables 13 and 14.

In general the analysis of Latin American groups supported the hypothesis. Deviations for the Latin-Home Country sample and the Latin-La Viejita, whose members are largely oriented toward home country, were in every instance higher than other reference groups. The differences for the Latin-United States sample, whose members are closely identified with the United States, were uniformly lower than home

TABLE 13.--Kolmogorov-Smirnov Deviation Scores of Iranian student groups versus United States control subject responses, by reference group and context

Reference Group	Context		
	Personal	United States	Home Country
Home Country	2	4	10 **
International	5	11 *	9 **
United States	2	5	7 **
Informal Reference Groups			
Anti-Shah	2	4 **	4 **
Sophisticates	3	2	7 **
Religious	2	2	5 *
Social	2	4	5 *

Significance Level    \*    <.05  
                          \*\*    <.01

TABLE 14.--Kolmogorov-Smirnov Deviation Scores for Latin American student groups versus United States control subject responses, by reference group and context

Reference Group	Context		
	Personal	United States	Home Country
Home Country	5	14 **	13 **
International	3	4	11 **
United States	1	4	11 **
Informal Reference Groups			
Social	1	4	4 *
La Viejita	4	8 *	12 **
Cuban	3	3	3
Significance Level			
	*	<.05	
	**	<.01	



country reference groups. No clear-cut pattern can be seen in the Iranian reference group deviations. This failure of the Iranians to follow the predicted pattern will be discussed in detail in the Discussion chapter.

The effect of reference group should also be evidenced in the ratings of foreign and United States students in the different contexts. This expectation is stated in Hypothesis 5: Ratings of foreign students and United States students on importance of issues will differ according to context, with greatest differences being noted in the home country context, some differences in the United States context, and least differences in the personal context.

Again the Kolmogorov-Smirnov test is appropriate to verify this hypothesis. Results, comparing responses of Iranian and Latin American groups by reference group and context, are seen in Tables 13 and 14. The hypothesis is clearly supported regarding differences between foreign and United States students judging importance of issues for their home countries. Significant deviations were obtained in every instance when Iranian reference groups were compared with matched United States students. All Latin American reference group deviations were also significant in the home country context with the exception of the Latin-Cuban reference group deviation. In the United States context there were two significant deviations between Latin and United States students: Latin-Home Country reference and Latin-La Viejita reference.

Iranian reference groups in the United States context also yielded two significant deviations: Iranian-International and Iranian-Anti-Shah. No significant differences were recorded in the personal context for either Latin or Iranian groups and their United States control subjects.

#### National Reference Group Scales

The scales used to determine reference group identifications included several countries in addition to the United States and the foreign student's home country (see page 36 for explanation of scaling procedure). It was anticipated that responses regarding each country on the scales would be at least in part a reflection of reference group ties. Median tests (Siegel, 1956) were run to check for significant differences between the medians of the Iranian and Latin American reference groups and the United States control subjects. Results of the Live Permanently scales are presented in Figures 1 and 2.

As expected the largest differences were between foreign student and United States student ratings of the foreign student home countries (Iran and Latin America). Ratings of the United States were uniformly high among foreign and United States students. The international reference groups gave high ratings to the European countries of France, Italy, and West Germany. South Africa was considered the least appealing country by all groups.

FIGURE 1. MEDIAN RATINGS OF IRANIAN STUDENTS AND UNITED STATES CONTROL SUBJECTS REGARDING LIVING PERMANENTLY IN SELECTED COUNTRIES.

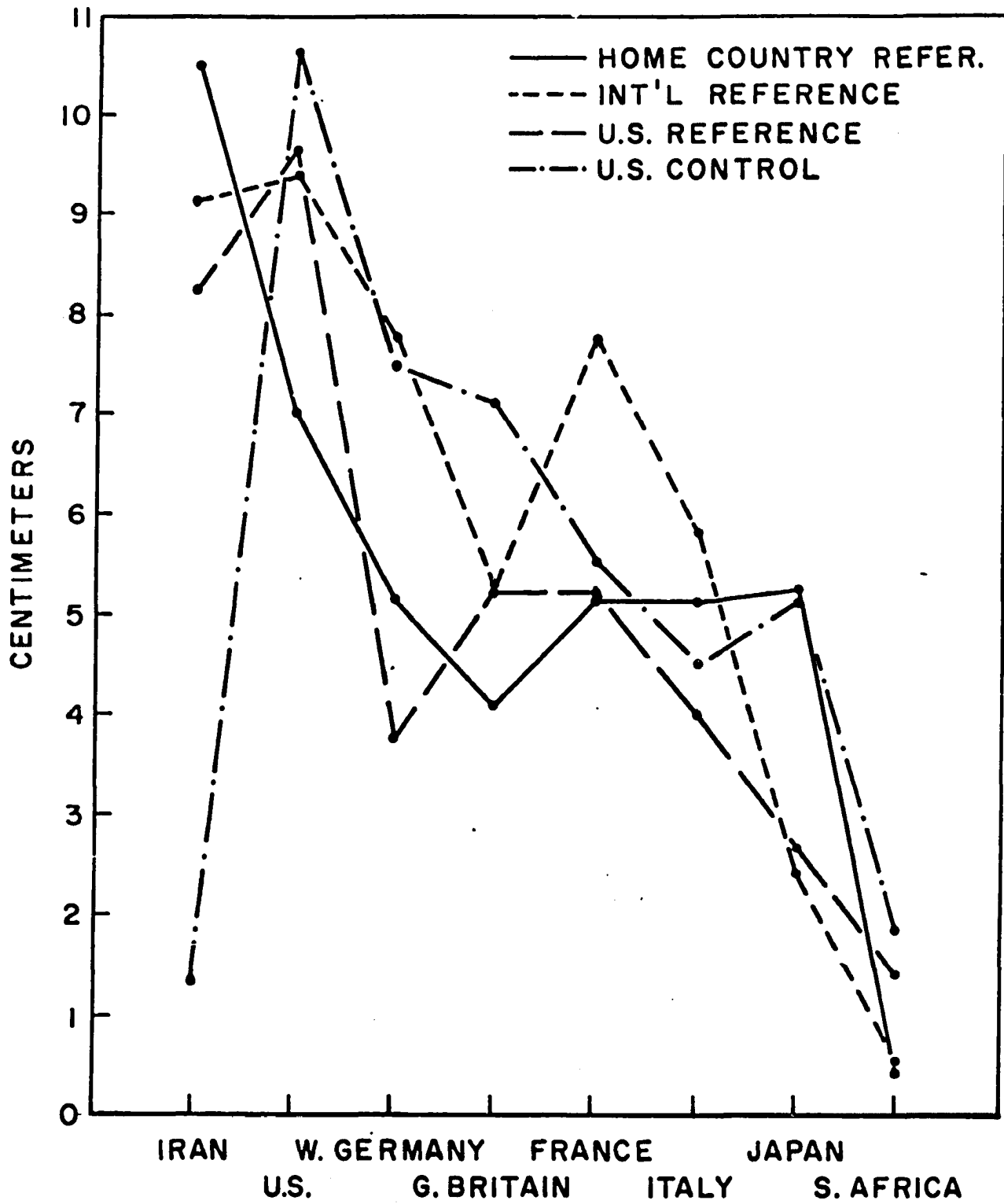
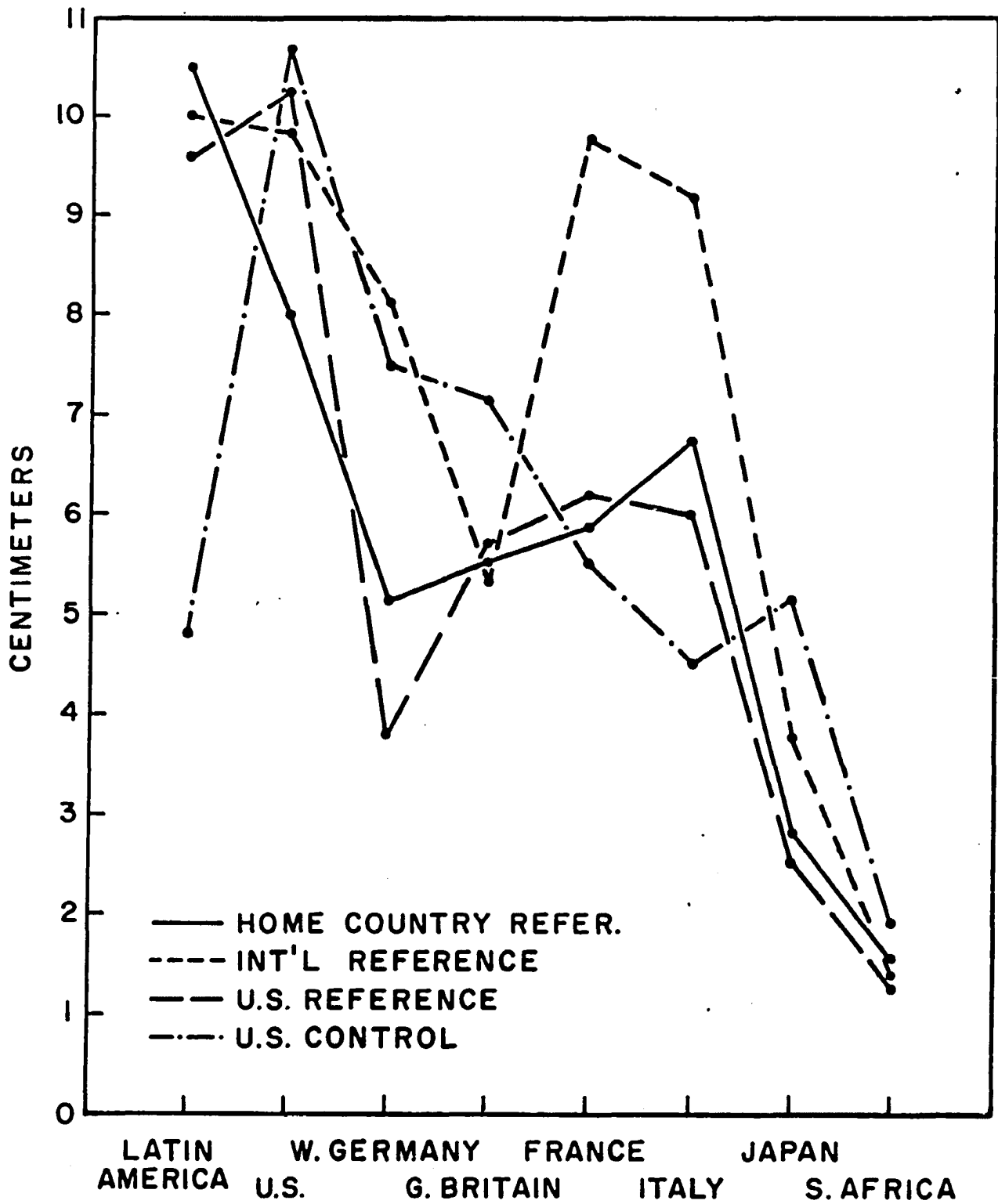


FIGURE 2. MEDIAN RATINGS OF LATIN AMERICAN STUDENTS AND UNITED STATES CONTROL SUBJECTS REGARDING LIVING PERMANENTLY IN SELECTED COUNTRIES.



Median scores of foreign students with United States reference ties deviated only slightly from the United States control subjects while foreign students with home country reference followed a pattern of greater deviation from the controls. This trend can be seen most clearly in the results of the median ratings. There are seven significant differences when foreign students with home country reference responses are compared with the United States control subjects and only three significant differences when foreign students with United States reference responses are compared with United States control subjects responses (see Appendix Q).

Median scores of Iranian and Latin American student groups and United States control subjects, as seen in Figures 3 and 4, of the life's work scales were very similar to the live permanently scores in regard to Home Country (Iran and Latin America), and South Africa. Otherwise there was a much greater tendency for the responses of all groups to approximate one another. This was especially noticeable for the Latin American groups and their United States controls.

As was true with the live permanently ratings, foreign students with United States reference were in close agreement with their United States controls. Median Test results (see Appendix R) show six significant differences when responses of foreign students with home country reference are compared with their United States control subjects and only one significant difference when foreign students with United

FIGURE 3. MEDIAN RATINGS OF IRANIAN STUDENTS AND UNITED STATES CONTROL SUBJECTS REGARDING PURSUING LIFE'S WORK IN SELECTED COUNTRIES.

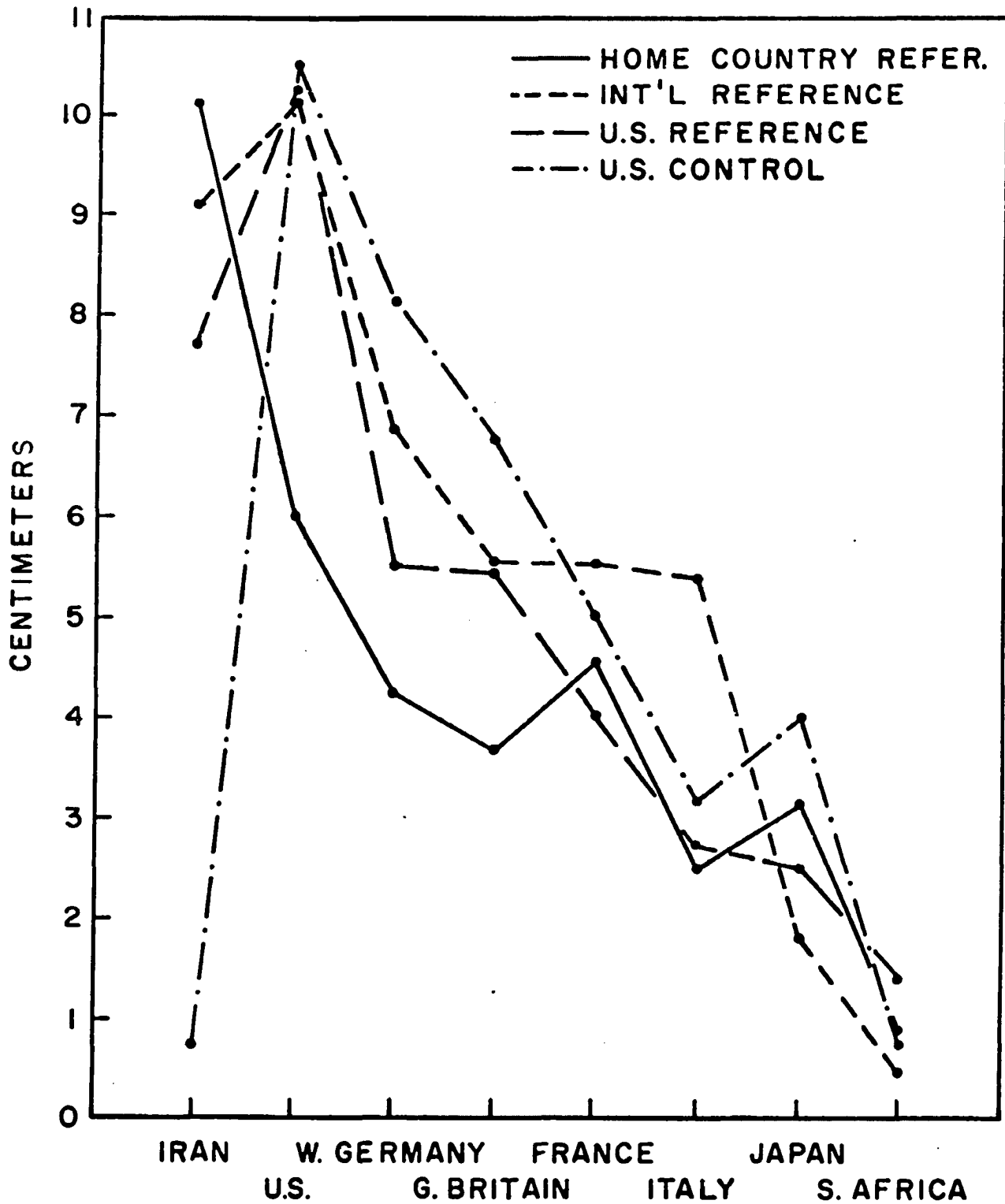
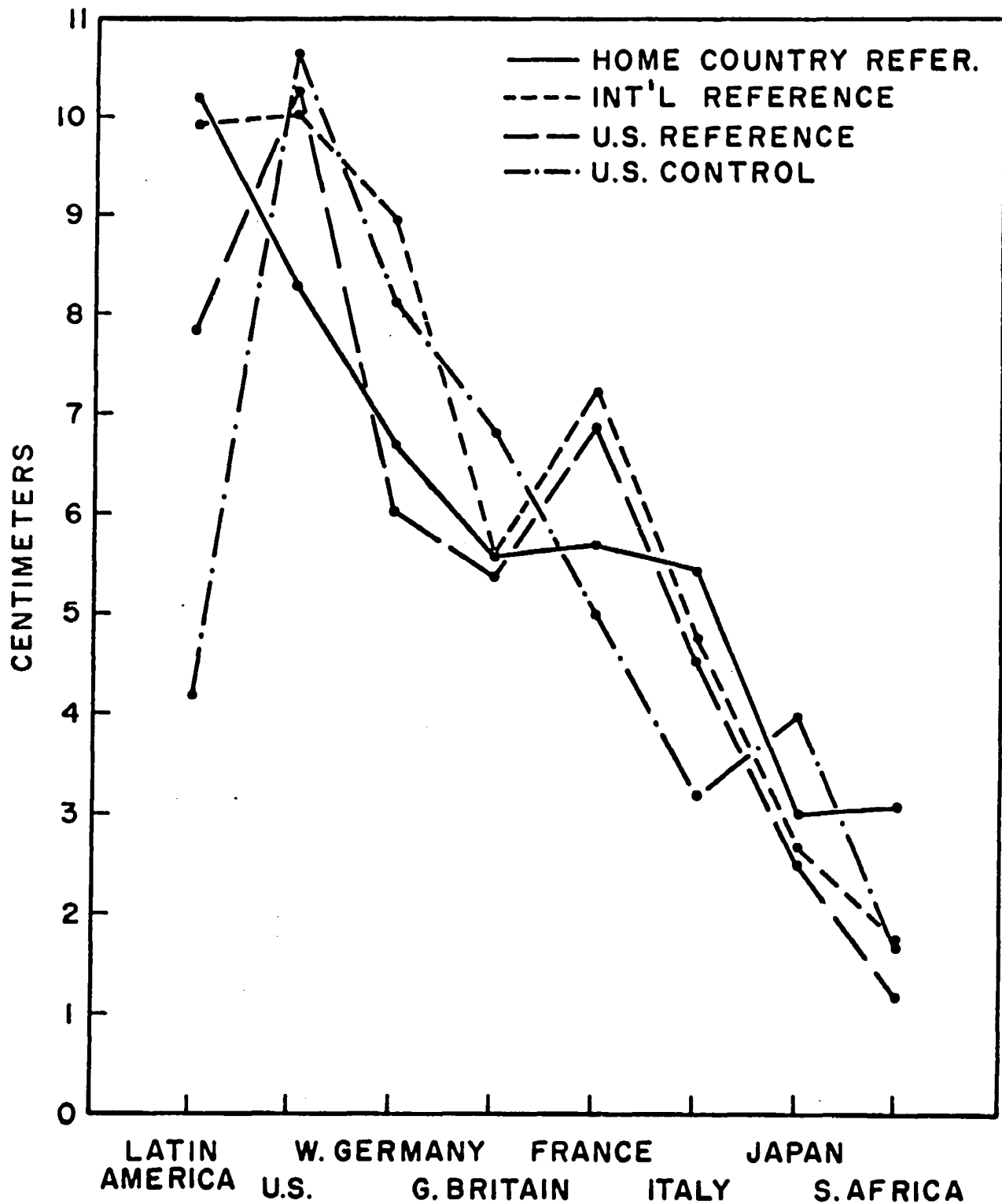


FIGURE 4. MEDIAN RATINGS OF LATIN AMERICAN STUDENTS AND UNITED STATES CONTROL SUBJECTS REGARDING PURSUING LIFE'S WORK IN SELECTED COUNTRIES.



States reference responses are compared with their United States control subject responses.

#### Foreign Student Adviser Survey

A secondary objective of the study was to see how foreign student advisers rate four major problems faced by foreign students in their personal adjustment to college life. Results of the nationwide survey are seen in Table 15. The problem of adequate funds is viewed by foreign student advisers as the most difficult to foreign students, followed closely by English language problems. Trouble with grades is thought to be less of a problem, followed by the problem of making more good friends, which is not considered a serious problem, at least as compared with the other problems in the survey.



TABLE 15.--Paired comparison responses regarding personal problems faced by foreign students, as reported by 93 foreign student advisers

Statements	Adequate Funds	English Language Difficulties	Trouble With Grades	Making More Friends
Adequate Funds	--	33	28	12
English Language Difficulties	60	--	24	11
Trouble with Grades	65	69	--	30
Making More Friends	81	82	63	--
Totals	206	194	115	53

Table 15 is read by entering the columns and going down to the rows. For example, 60 of the foreign student advisers considered the problem of adequate funds to be of more importance to foreign students than the problem of English language.

## CHAPTER IV

### DISCUSSION

The underlying thesis of this study is that the responses of an individual to relevant social stimulus situations are determined in large measure by the norms and values of the reference groups to which the individual belongs or aspires to belong. Since nationality is only one of many possible group references, it was predicted that foreign students' reactions could not be regarded as solely a function of national or cultural origin. In instances where the foreign student identifies himself with home country reference groups his responses should be closely aligned to that of his home country norms and values. However, to the extent that the foreign student has shifted his identification to reference groups outside the home country his responses would not mirror home country norms and values.

#### Discussion of Study Findings

The findings of this study reveal a pattern in substantial agreement with the predictions made on the basis of the reference group concept. The findings showed the limitations of describing foreign students solely in terms of

country of origin, for example as "Iranians" or "Latins" simply because these are the areas where they were born or hold current citizenship.

In substantiation of Hypothesis 1, which stated that foreign students from the same country will differ with respect to their national reference group identifications, only thirty-eight of the 101 foreign students included in the study indicated close identification with their home countries, in the sense of desiring to live and work there above other countries. This finding implies that a correct understanding of foreign students calls for more than the common stereotype of nationality.

Nationality is, however, a differentiating factor in the assimilation of a system of norms and values. The findings regarding Hypothesis 2, which anticipated the greatest agreement among foreign students with home country reference, verified this expectation. Agreement on the importance of issues within home country reference groups was uniformly higher than that recorded for students with international or United States reference ties. An additional factor which no doubt contributed to this finding was that foreign students with international or United States reference ties are in the process of changing from one reference group to another, with resulting ambivalence from which a great deal of variability in response can be expected.

Hypothesis 3 stated that in giving judgments on importance of issues the greatest agreement will be noted for the informal foreign student groups and least agreement for foreign students not associated with any of the informal reference groups. A finding which fully supports this hypothesis, and reinforces the reference group concept underlying the study, was that agreement on the relative importance of various issues by the informal reference groups was significantly greater than for students without informal reference group ties. Informal reference groups also showed greater agreement than groupings according to nationality reference. This indicates that foreign student behavior is significantly influenced by informal reference group associations, as well as by nationality ties.

In rating importance of issues substantial differences were noted between the responses of Latin American groups with home country identification and the United States control subjects with few differences between the ratings of Latin American groups with United States reference and the United States control subjects. These findings are in general harmony with Hypothesis 4, which stated that ratings of foreign students and United States students on importance of issues will differ according to the reference group identifications of the foreign students, with the greatest differences between ratings of foreign students with home country reference and the United States control subjects, and least

differences between foreign students with United States reference and the United States control subjects.

However, in rating importance of issues only small differences were found between the responses of the Iranian-Home Country groups and the Iranian-United States and Iranian-International reference groups. It is the opinion of this writer that the general political unrest in Iran today, coupled with a frustrating lack of economic and educational opportunity in that country, has caused many Iranian students to lose stable reference group anchorages. The resulting ambivalence explains the somewhat overlapping ratings of the Iranian-Home Country, Iranian-United States, and Iranian-International reference groups. This may also be a clue to the question of why such a large number of Iranian students (twenty out of forty-five) fall into the international reference group category. The reader will also recall that the stringency of the Kolmogorov-Smirnov test, and the anchoring effect of the study issues of HONEST AND CAPABLE NATIONAL LEADERS and DIFFICULTY IN MAKING MORE GOOD FRIENDS, precluded the finding of large differences between the ratings of foreign and United States students on the importance of issues.

The prediction of Hypothesis 5 that differences would be noted between foreign student and United States control subject responses on importance of issues by context was borne out in results of the paired comparison tests of the

study issues. It was expected that large differences would be evidenced in the home country context between foreign students and United States control subjects, since there is wide variation between the norms and values of the United States and the home countries of the foreign students included in the study. Fewer differences were anticipated in the United States context because foreign students, regardless of their reference group ties, are influenced to a degree by exposure to the United States cultural pattern. Least differences were expected in the personal context since all were students in the same university. There is a selective factor operating with most foreign students who come to the United States. They are typically quite well oriented toward the United States culture even before leaving their home country. Many of their personal goals and aspirations are influenced by their awareness of the United States or "Western" way of life. It is only natural that they place importance, from a personal standpoint, on similar problems as United States students. It is also true that college students throughout the world have many common points of personal concern. The fact that no significant differences were found in the personal context is then, in keeping with the study expectations, and makes the finding of significant differences in ranking the importance of issues in the United States and home country contexts even more revealing.

The best illustration of the effect of reference group on subject responses by context is seen in the comparison of the ratings of foreign students with home country reference in the United States context compared with home country context. The most dramatic contrast occurred in ratings of UNDERSTANDING AMONG PEOPLE OF THE WORLD. Ignoring the factor of reference group, one would expect this problem to be rated similarly regardless of context. However, both Latin American and Iranian home country reference groups rated UNDERSTANDING AMONG PEOPLE OF THE WORLD as a much greater problem in the United States context than in the home country context. In other words, this was seen as a problem for the United States, but not for their own reference group.

To summarize, a variety of techniques were used in determining the reference group identifications of the foreign students and in finding similarities and differences within the foreign student reference groups and with the United States control subjects. Each device used yielded results in basic accord with the study hypotheses. Agreement on importance of the issues fluctuated according to expectation within the various reference groups. Deviation scores followed a pattern in line with study expectations. Median test results and directionality of the issues of U. S. PARTICIPATION IN THE AFFAIRS OF OTHER NATIONS and HONEST AND CAPABLE NATIONAL LEADERS showed differences between the foreign student groups and United States control subjects much as anticipated. Even

the median ratings of desirability of countries not included in the main study seem influenced by the reference ties of the respondents. Thus, the study findings lend firm support to the cross-cultural validity of the concept of reference group.

### Implications of the Findings

The implications of the over-all findings as they relate to the adjustment of foreign students, to the problem facing educators in providing more effective foreign student programming, and to the problem of further research in the field of cross-cultural education should be pointed out.

As the foreign student proceeds from pre-arrival through sojourn and return home, a large number of adjustment problems are encountered. We have seen the impact of reference group identification on the importance given to different problems by foreign students. Adjustments to physical factors in the United States culture were found to be less of a problem for these foreign students than adjusting to problems of a socio-political nature. For example, the problems of INTEGRATION OF MINORITY GROUPS IN THE U. S., HONEST AND CAPABLE NATIONAL LEADERS (in the home country context), and U. S. PARTICIPATION IN THE AFFAIRS OF OTHER NATIONS were considered by all foreign student groups to be of greater importance than any of the personal problems included in the study. When foreign students consistently rate these



problems as more important than the traditionally reported problems of finances, English language facility, and grades, a reassessment of the factors which play a part in adjustment of foreign students to United States culture seems in order.

Ease of adjustment to all problems may well be a function of the extent to which a foreign student relates to reference groups in the United States. A foreign student who develops United States reference ties will not necessarily have less difficulty in adjusting than foreign students with home country reference. On the contrary, a foreign student with United States reference may have more adjustment difficulties since he will likely encounter problems in breaking away from home country references and establishing firm anchorages in the United States culture.

A key factor in foreign student adjustment, then, is an awareness of the groups to which the foreign student belongs or aspires to belong. Knowledge of reference group influences on the way foreign students view their everyday problems is essential in providing a program to help foreign students make a successful adjustment to the United States.

Foreign student programs are normally organized and administered on the assumption that a large majority of foreign students come to the United States primarily to receive a higher education and return home. Results of this study indicated that such an assumption is not valid for the large percentage of foreign students included in the study who

would prefer to live and work in the United States, or some country other than their own. It may also be true for other nationalities and at other institutions that many foreign students come to the United States strongly attracted to this country and that during their stay they switch from home country to United States reference. If this is the case current emphasis in foreign student programming may need to be revised.

One example should be sufficient to illustrate this point. In an effort to assist foreign students in adjusting to the United States cultural pattern, many universities develop orientation programs and encourage campus and community activity whose end results are to further alienate foreign students from their home country norms and values and "win" them over to the United States way of life. Perhaps such programs could be revised to assist foreign students in preparing for a career in their home country and in becoming acquainted with portions of the United States culture which will be of assistance to them on their return home. This, along with a real effort to help the foreign student develop a better understanding and acceptance of his home country and its future potential, might result in a larger percentage of returnees who are more satisfied and better prepared.

A further assumption typically made in administering a foreign student program is that the really difficult problems which a foreign student program must face are adequate

funds and English language facility. The reader will recall that the problem of English facility was not given enough importance by the foreign students to be included in the study issues. This contrasts sharply with results of the foreign student adviser survey (Table 15), which showed the problems of adequate funds and English language facility to be of paramount importance. This is to be expected. In terms of actual time and effort expended these are the most difficult problems to the foreign student adviser. We have seen, however, that the foreign students themselves show deep concern for problems of a socio-political nature and that the way they view problems is dependent on their reference group associations. An awareness by the foreign student advisers of the relative importance given to problems by foreign students might result in more effective over-all guidance.

This study began with the premise that cross-cultural research is in its infancy and that a beginning at the most elementary level was vital if answers are to be found to the pressing problems of cross-cultural education. A further premise was that no findings, however significant, could have validity unless the study proceeded from a sound theoretical base. It was decided that the most natural starting point for cross-cultural research was in the assessment of the relative importance of problems as identified by the foreign students themselves, using the concept of reference groups as a theoretical base from which to interpret the results.

Results of the study have shown that reference group concepts have validity across cultures. A beginning has been made in understanding the effects of reference groups on the way foreign students evaluate problems. This is, however, only a beginning. Much additional work is required to test the concepts with additional nationalities, in other parts of the United States, and at different size institutions.

An effort should also be made to devise indirect methods of assessing the attitudes of foreign students. One of the really difficult problems of cross-cultural research is how to elicit candid responses from the subjects. This is not a simple task even with subjects of the same culture as the investigator (Campbell, 1950). When the element of cultural variation is added, the problem becomes even more acute. When thrust into an alien society, it is only natural to be a bit cautious, even suspicious, of the host society. There is also a tendency to play the part of a guest and not to criticize the host society, or at least temper criticism in order to be polite. The result in many cases is that the subject tells the researcher what he thinks the researcher wants him to say, rather than reveal his true attitudes concerning a specific issue.

One of the more promising indirect approaches is the Own Categories Technique (Sherif and Hovland, 1961). A logical "next step" might be to conduct a study of foreign student attitudes using an indirect approach such as the Own

Categories Technique to further test the validity of reference group concepts across cultures.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

Numerous studies have been conducted in recent years searching for answers to the many problems associated with foreign student adjustment. The primary purpose of this study was to determine the effect of reference group identifications on the way foreign students view home country problems, United States problems, and their personal problems. The study began with the assumption that the foreign students themselves would have valuable insights into the problems they face and that the concept of reference group could be used as a theoretical framework from which to interpret the findings. Assuming that reference group concepts have validity across cultures it was anticipated that foreign students would view their adjustment problems in a characteristic and consistent manner, depending on the reference groups to which they belonged or aspired to belong.

A survey was conducted in which foreign students at the University of Oklahoma listed the problems which they face in descending order of importance. The major problems listed were then matched using the paired comparison technique

and administered to the Iranian and Latin American students enrolled at the University of Oklahoma and a sample of United States students matched for age, sex, University classification, and field of study. The importance of issues was rated in three different contexts: (1) personal, (2) United States, and (3) home country.

At the same time the paired comparison ratings were given, the subjects gave judgments on a set of linear scales to assess their national reference group identifications through their reactions to a series of countries including the United States and their home country. Meanwhile, the informal reference group associations of the foreign students were determined by observational and sociometric means. While the data were being gathered, a survey of the four major personal problems faced by foreign students was mailed to a select group of foreign student advisers throughout the United States.

Results of the paired comparison ratings were analyzed using the Kendall Coefficient of Concordance to determine degree of agreement on the importance of issues within reference groups, and the Kolmogorov-Smirnov Two Sample test to assess differences between foreign student and United States student responses. The Median Test was used to compare foreign and United States student responses to the scales on living permanently and pursuing life's work in several countries. The Median Test was also used in comparing responses of foreign

students and United States students to the study issues of U. S. PARTICIPATION IN THE AFFAIRS OF OTHER NATIONS and HONEST AND CAPABLE NATIONAL LEADERS.

Major findings of the study were:

(1) Only ten of the forty-five Iranians included in the study and twenty-eight of fifty-six Latin American students were found to show definite home country reference ties.

(2) Informal reference ties were seen to influence foreign student responses to a greater extent than ties based solely on nationality.

(3) Responses of foreign students who were shown to be in the process of changing from home country reference to United States or international reference were characterized by more variability and lower agreement levels than foreign students with home country reference group identification.

(4) Foreign students with United States reference ties gave responses which were consistently more similar to the United States control subjects responses than were the responses of foreign students without United States reference ties.

(5) The greatest differences were noted between the responses of foreign students and the United States control subjects in the home country context and least differences were seen in the personal context.

(6) Foreign students considered problems of a socio-political nature to be of greater importance than the



problems of good grades, adequate funds, and making more good friends.

### Conclusions

Following are conclusions which seem to be most evident from the findings. While it is acknowledged that these conclusions have most specific application to the foreign student groups from the University of Oklahoma who were included in the study, the theoretical basis (reference group theory) and methods should have general applicability to other national groups and locales.

(1) The concept of reference group is valid in a cross-cultural context.

(2) Reference group identifications greatly influence the way foreign students view problems faced in adjusting to the United States culture.

(3) Predictions of foreign student behavior are more accurate when based on reference group identifications than solely on nationality.

(4) Informal reference group identifications provide a reliable indication of foreign student attitudes toward adjustment problems.

(5) A high percentage of foreign students switch their major reference ties from home country to the United States.

(6) Foreign students have serious concern for problems of a social and political nature.

### Recommendations

The following recommendations are offered with the full realization that at best this study points the way toward further research in the field of cross-cultural education.

(1) The effects of reference group on the development and change of attitudes across cultures should be recognized and further investigated on a broader basis as an element in understanding foreign student adjustment problems.

(2) Further research into the effects of reference group identifications on foreign student attitudes should be conducted using Asian, African, and other cultural and national groups.

(3) Studies should be made comparing the attitudes of foreign students who are studying in the United States on Exchange Visitor visas, regular student visas (F), and immigrant visas.

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## APPENDIX A--QUESTIONNAIRE USED TO DETERMINE STUDY ISSUES

THE UNIVERSITY OF OKLAHOMA

Norman, Oklahoma

Office of the  
Dean of Students

Dear Friends:

Could I borrow a few minutes of your time? This brief questionnaire was prepared so that I might have a better understanding of our foreign students and hopefully be able to serve them better. Would you answer the following questions as soon as possible and return this sheet to the person who gave it to you. It is not important that you sign your name. Thank you very much.

Sincerely yours,

(Signed)

Gene Russell  
Foreign Student Coordinator

1. In your opinion what are some of the more pressing problems faced by the world today? (List in order of importance)
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
2. From your standpoint, what are the really important problems on the U. S. scene today? (List in order of importance)
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
3. List in order of importance the main issues which you feel face your country at the present time.
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.

APPENDIX A.--Continued.

4. What are the most important personal problems which you have encountered since arriving in the U. S.? (List in order of importance to you)

- 1.
- 2.
- 3.
- 4.
- 5.

Would you care to comment on any of your responses?  
Use the back side if you do not have enough room.

GR:ds



# APPENDIX B.--PURSUE LIFE'S WORK CONTINUUMS: FOREIGN STUDENTS

Below are listed a series of countries in alphabetical order. Under each country is a horizontal line representing a position from "NOT AT ALL DESIRABLE" on the extreme left to "THE MOST DESIRABLE I CAN THINK OF" on the extreme right.

Think of each country in terms of how desirable it would be in which to pursue your life's work.

Place a check mark on each horizontal line at the point which most nearly shows how desirable or undesirable you think it would be to pursue your life's work in that country.

NOT AT ALL DESIRABLE	FRANCE _____	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	GREAT BRITAIN _____	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	ITALY _____	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	JAPAN _____	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	SOUTH AFRICA _____	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	U. S. _____	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	WEST GERMANY _____	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	YOUR HOME COUNTRY _____	THE MOST DESIRABLE I CAN THINK OF

APPENDIX C.--LIVE PERMANENTLY CONTINUUMS: FOREIGN STUDENTS

Below are listed a series of countries in alphabetical order. Under each country is a horizontal line representing a position from "NOT AT ALL DESIRABLE" on the extreme left to "THE MOST DESIRABLE I CAN THINK OF" on the extreme right.

Think of each country in terms of how desirable it would be for you to live there permanently.

Place a check mark on each horizontal line at the point which most nearly shows how desirable or undesirable you think it would be to live permanently in that country.

NOT AT ALL DESIRABLE	FRANCE _____	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	GREAT BRITAIN _____	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	ITALY _____	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	JAPAN _____	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	SOUTH AFRICA _____	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	U. S. _____	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	WEST GERMANY _____	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	YOUR HOME COUNTRY _____	THE MOST DESIRABLE I CAN THINK OF

# APPENDIX D.--PURSUE LIFE'S WORK CONTINUUMS: U. S. STUDENTS

Below are listed a series of countries in alphabetical order. Under each country is a horizontal line representing a position from "NOT AT ALL DESIRABLE" on the extreme left to "THE MOST DESIRABLE I CAN THINK OF" on the extreme right.

Think of each country in terms of how desirable it would be in which to pursue your life's work.

Place a check mark on each horizontal line at the point which most nearly shows how desirable or undesirable you think it would be to pursue your life's work in that country.

NOT AT ALL DESIRABLE	FRANCE	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	GREAT BRITAIN	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	IRAN	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	ITALY	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	JAPAN	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	SOUTH AFRICA	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	SOUTH AMERICA	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	U. S.	THE MOST DESIRABLE I CAN THINK OF
NOT AT ALL DESIRABLE	WEST GERMANY	THE MOST DESIRABLE I CAN THINK OF

APPENDIX E.--LIVE PERMANENTLY CONTINUUMS: U. S. STUDENTS

Below are listed a series of countries in alphabetical order. Under each country is a horizontal line representing a position from "NOT AT ALL DESIRABLE" on the extreme left to "THE MOST DESIRABLE I CAN THINK OF" on the extreme right.

Think of each country in terms of how desirable it would be for you to live there permanently.

Place a check mark on each horizontal line at the point which most nearly shows how desirable or undesirable you think it would be to live permanently in that country.

FRANCE		
NOT AT ALL	_____	THE MOST DESIRABLE
DESIRABLE		I CAN THINK OF

GREAT BRITAIN		
NOT AT ALL	_____	THE MOST DESIRABLE
DESIRABLE		I CAN THINK OF

IRAN		
NOT AT ALL	_____	THE MOST DESIRABLE
DESIRABLE		I CAN THINK OF

ITALY		
NOT AT ALL	_____	THE MOST DESIRABLE
DESIRABLE		I CAN THINK OF

JAPAN		
NOT AT ALL	_____	THE MOST DESIRABLE
DESIRABLE		I CAN THINK OF

SOUTH AFRICA		
NOT AT ALL	_____	THE MOST DESIRABLE
DESIRABLE		I CAN THINK OF

SOUTH AMERICA		
NOT AT ALL	_____	THE MOST DESIRABLE
DESIRABLE		I CAN THINK OF

U. S.		
NOT AT ALL	_____	THE MOST DESIRABLE
DESIRABLE		I CAN THINK OF

WEST GERMANY		
NOT AT ALL	_____	THE MOST DESIRABLE
DESIRABLE		I CAN THINK OF

APPENDIX F.--DIRECTIONALITY OF SPECIFIC STUDY ISSUES:  
FOREIGN STUDENTS

Below are several issues relating to your home country. Under each issue is a horizontal line. Place a check mark on each horizontal line at the point which most nearly represents what you think about the issue.

HOW MUCH SHOULD THE U. S. PARTICIPATE  
IN THE ACTIVITIES OF YOUR COUNTRY?

LESS U. S. PARTICIPATION  
NEEDED \_\_\_\_\_ MORE U. S. PARTICIPATION  
NEEDED

HOW HONEST ARE THE LEADERS IN YOUR COUNTRY?

VERY DISHONEST \_\_\_\_\_ VERY HONEST

HOW CAPABLE ARE THE LEADERS IN YOUR COUNTRY?

NOT AT ALL CAPABLE \_\_\_\_\_ VERY CAPABLE

APPENDIX G.--DIRECTIONALITY OF SPECIFIC STUDY ISSUES:  
U. S. STUDENTS

Below are several issues relating to your home country. Under each issue is a horizontal line. Place a check mark on each horizontal line at the point which most nearly represents what you think about the issue.

HOW MUCH SHOULD THE U. S. PARTICIPATE  
IN THE ACTIVITIES OF FOREIGN NATIONS?

LESS U. S. PARTICIPATION  
NEEDED \_\_\_\_\_ MORE U. S. PARTICIPATION  
NEEDED

HOW HONEST ARE THE LEADERS IN THE U. S.?

VERY DISHONEST \_\_\_\_\_ VERY HONEST

HOW CAPABLE ARE THE LEADERS IN THE U. S.?

NOT AT ALL CAPABLE \_\_\_\_\_ VERY CAPABLE

APPENDIX H.--EATING HABITS SURVEY

SURVEY OF EATING HABITS - INTERNATIONAL STUDENTS  
UNIVERSITY OF OKLAHOMA - SPRING, 1964

1. How long have you been in the U. S.? \_\_\_\_\_

2. How would you compare U. S. food with that of your country?

- ☐ I like U. S. food better  
☐ I like my own country's food better  
☐ I can see little difference

3. Did you have much difficulty getting used to U. S. food?

\_\_\_\_\_

4. Do you ever get a chance to eat food from your own country?

\_\_\_\_\_

5. Where do you usually eat? \_\_\_\_\_

\_\_\_\_\_

6. With whom do you usually eat? \_\_\_\_\_

\_\_\_\_\_

7. Have you any suggestions about how the University might make it easier for international students to adjust to U. S. food? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## APPENDIX I.--STATEMENTS INCLUDED IN PAIRED COMPARISONS TESTS

### Personal Context

Difficulty in making more good friends  
Trouble making my grades  
Adequate funds to attend school  
Integration of minority groups in the U. S.  
Possibility of the cold war becoming a hot war  
Honest and capable national leaders in my country

### U. S. Context

Integration of minority groups in the U. S.  
Possibility of the cold war becoming a hot war  
Honest and capable national leaders in my country  
U. S. participation in the affairs of other countries  
Understanding among people of the world  
Economic progress and educational reform

### Home Country Context

Integration of minority groups in the U. S.  
Possibility of the cold war becoming a hot war  
Honest and capable national leaders in my country  
U. S. participation in the affairs of other nations  
Understanding among people of the world  
Economic progress and educational reform



APPENDIX J.--FOREIGN STUDENT ADVISERS POST CARD SURVEY OF  
PERSONAL PROBLEMS OF FOREIGN STUDENTS

NAFSA  
COMMITTEE ON RESEARCH AND EVALUATION

The seventh post card survey deals with a topic of everyday concern to foreign student advisers--the relative importance of personal problems of foreign students. It was suggested that it would be good to see how we foreign student advisers rated some of the important problems which foreign students face. This survey utilizes the paired comparisons technique in rating four major problems. Please return the survey card as soon as possible so that the results will be available in time for the conference. Also, let us know if you have any suggestions for future surveys.

Sincerely,

(Signed)

Gene Russell

NAFSA POST CARD SURVEY NUMBER 7

Select the problem from each pair below which you think is of greater importance to most foreign students.

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Adequate funds to attend school        |
| <input type="checkbox"/>            | English language difficulty            |
| <input type="checkbox"/>            | Difficulty in making more good friends |
| <input type="checkbox"/>            | Trouble with grades                    |
| <input type="checkbox"/>            | English language difficulty            |
| <input type="checkbox"/>            | Difficulty in making more good friends |
| <input type="checkbox"/>            | Trouble with grades                    |
| <input type="checkbox"/>            | Adequate funds to attend school        |
| <input type="checkbox"/>            | English language difficulty            |
| <input type="checkbox"/>            | Trouble with grades                    |
| <input checked="" type="checkbox"/> | Adequate funds to attend school        |
| <input type="checkbox"/>            | Difficulty in making more good friends |

APPENDIX K.--IRANIAN STUDENTS VERSUS U. S. CONTROL SUBJECTS:  
SCALE VALUES IN THE PERSONAL CONTEXT

Refer- ence Groups	Problems					
	Friends	Grades	Money	Inte- gration	Cold War	Honest Leaders
	S. V.	S. V.	S. V.	S. V.	S. V.	S. V.
Home Control	.000 .000	.091 1.437	.510 1.044	.406 1.117	.704 1.468	1.128 1.997
Inter- national Control	.017 .000	.103 .403	.690 .313	.505 .295	.000 .666	.947 1.000
U. S. Control	.077 .000	.000 .508	.687 .920	.328 .135	.346 .703	.852 .866
Anti-Shah Control	.000 .000	.113 1.077	1.077 1.592	.113 .515	.225 .852	2.912 1.189
Sophis- ticates Control	.000 .000	.450 .890	.443 .795	.926 .890	.794 .992	2.127 1.629
Religion Control	.000 .000	.739 .558	.823 1.020	1.029 .838	.192 1.493	1.399 1.287
Social Control	.000 .000	.000 1.053	.964 1.053	1.191 .926	1.674 1.070	1.625 1.784

APPENDIX L.--IRANIAN STUDENTS VERSUS U. S. CONTROL SUBJECTS:  
SCALE VALUES IN THE U. S. CONTEXT

Refer- ence Groups	Problems					
	Friends	Grades	Money	Inte- gration	Cold War	Honest Leaders
	S. V.	S. V.	S. V.	S. V.	S. V.	S. V.
Home Control	.452 1.055	.697 1.318	.000 2.088	.306 .000	.901 1.657	.126 .463
Inter- national Control	.484 .023	.141 .592	.039 1.034	.657 .000	.719 .802	.000 .459
U. S. Control	.284 .298	.172 .056	.000 .779	.461 .000	.604 .384	.111 .731
Anti-Shah Control	1.770 .047	.852 2.213	.740 3.421	1.929 .000	2.912 .225	.000 2.279
Sophis- ticates Control	.384 .407	.241 .312	.049 .730	.047 .276	.910 .957	.000 .000
Religion Control	.908 .267	.838 .138	.374 .548	.000 .000	1.297 .253	.178 .098
Social Control	.377 1.479	.521 .763	.000 1.977	.826 .000	.593 1.229	.377 1.994

APPENDIX M.--IRANIAN STUDENTS VERSUS U. S. CONTROL SUBJECTS:  
SCALE VALUES IN THE HOME COUNTRY CONTEXT

Refer- ence Groups	Problems					
	Friends	Grades	Money	Inte- gration	Cold War	Honest Leaders
	S. V.	S. V.	S. V.	S. V.	S. V.	S. V.
Home	.000	1.763	3.444	1.910	1.083	3.069
Control	1.055	1.318	2.088	.000	1.657	.463
Inter- national	.000	.445	2.293	1.021	.769	1.911
Control	.023	.592	1.034	.000	.802	.459
U. S.	.241	.000	1.602	.466	.370	1.509
Control	.298	.056	.779	.000	.384	.731
Anti-Shah	.000	1.443	5.150	2.800	2.463	3.605
Control	.047	2.213	3.421	.000	.225	2.279
Sophis- ticates	.000	1.646	3.829	1.637	1.341	3.262
Control	.407	.312	.730	.276	.957	.000
Religion	1.769	.557	3.272	.000	.725	3.731
Control	.267	.183	.548	.000	.253	.098
Social	.941	.000	3.645	2.293	1.231	2.880
Control	1.479	.763	1.977	.000	1.229	1.994

APPENDIX N.--LATIN AMERICAN STUDENTS VERSUS U. S. CONTROL  
SUBJECTS: SCALE VALUES IN THE PERSONAL CONTEXT

Refer- ence Groups	Problems					
	Friends	Grades	Money	Inte- gration	Cold War	Honest Leaders
	S. V.	S. V.	S. V.	S. V.	S. V.	S. V.
Home	.000	.347	.438	.381	.642	1.138
Control	.000	.768	.334	.675	1.082	1.164
Inter- national	.000	.374	1.012	.798	.932	1.276
Control	.000	.782	.401	.665	1.174	1.163
U. S.	.000	.328	1.174	.180	.875	1.351
Control	.000	1.240	1.103	1.031	1.086	1.546
Social	.178	.000	1.142	.852	.852	3.717
Control	.000	1.433	1.947	1.769	1.882	2.912
La Viejita	.000	.322	.548	.454	.628	1.432
Control	.000	.628	.442	.525	1.145	1.112
Cuban	.267	.000	1.142	.570	1.142	1.801
Control	.000	2.172	1.441	1.013	1.939	1.792

APPENDIX O.--LATIN AMERICAN STUDENTS VERSUS U. S. CONTROL  
SUBJECTS: SCALE VALUES IN THE U. S. CONTEXT

Refer- ence Groups	Problems					
	Friends	Grades	Money	Inte- gration	Cold War	Honest Leaders
	S. V.	S. V.	S. V.	S. V.	S. V.	S. V.
Home Control	.664 .258	.429 .333	.087 .628	.306 .000	.803 .679	.000 .574
Inter- national Control	.169 .389	.000 .922	.315 1.030	.233 .000	.817 .731	.046 .590
U. S. Control	.361 .476	.506 .040	.284 .709	.290 .000	.507 .267	.000 .527
Social Control	2.912 .113	1.545 .740	2.284 1.704	1.432 .628	1.769 .000	.000 1.480
La Viejita Control	.270 .619	.030 .182	.014 .779	.521 .000	.000 .846	.156 .889
Cuban Control	.055 .178	.000 .843	1.142 .877	.964 .000	2.244 1.021	.525 .555

APPENDIX P.--LATIN AMERICAN STUDENTS VERSUS U. S. CONTROL  
SUBJECTS: SCALE VALUES IN THE HOME COUNTRY CONTEXT

Refer- ence Groups	Problems					
	Friends	Grades	Money	Inte- gration	Cold War	Honest Leaders
	S. V.	S. V.	S. V.	S. V.	S. V.	S. V.
Home	.000	.581	2.866	1.119	.943	2.866
Control	.258	.333	.628	.000	.679	.574
Inter- national	.000	.728	1.802	.752	.499	1.983
Control	.389	.922	1.030	.000	.731	.590
U. S.	.000	.536	2.671	.217	1.446	1.674
Control	.476	.040	.709	.000	.267	.527
Social	.000	.225	3.315	.225	.450	3.315
Control	.113	.740	1.704	.628	.000	1.480
La Viejita	.000	.719	3.198	.880	.631	2.739
Control	.619	.182	.779	.000	.846	.889
Cuban	.000	1.013	3.041	.659	.676	2.333
Control	.178	.843	.877	.000	1.021	.555

APPENDIX Q.--MEDIAN TEST SIGNIFICANCE LEVELS, FOREIGN STUDENT GROUPS VERSUS  
U. S. CONTROLS: LIVE PERMANENTLY SCALES BY COUNTRIES

Reference Groups	France	Great Britain	Italy	South Africa	U. S.	West Germany	Home Country
Latin Americans							
Home Country	>.05	>.05	<.05	>.05	<.01	<.05	<.001
International	<.01	>.05	<.05	>.05	>.05	>.05	<.001
U. S.	>.05	>.05	>.05	>.05	>.05	<.05	>.05
Social	>.05	>.05	>.05	>.05	>.05	>.05	<.05
La Viejita	>.05	>.05	<.02	>.05	<.001	>.05	<.001
Cuban	>.05	>.05	>.05	>.05	<.05	>.05	<.005
Iranians							
Home Country	>.05	>.05	>.05	>.05	<.005	<.05	<.001
International	>.05	>.05	>.05	<.01	<.05	>.05	<.01
U. S.	>.05	>.05	>.05	>.05	>.05	<.05	<.05
Anti-Shah	>.05	>.05	>.05	<.05	<.05	>.05	>.05
Sophisticates	>.05	>.05	>.05	>.05	<.025	>.05	>.01
Religious	>.05	<.005	>.05	>.05	>.05	>.05	>.05
Social	>.05	>.05	>.05	>.05	<.05	>.05	<.05



APPENDIX R.--MEDIAN TEST SIGNIFICANCE LEVELS, FOREIGN STUDENT GROUPS VERSUS  
U. S. CONTROLS: LIFE'S WORK SCALES BY COUNTRIES

Reference Groups	France	Great Britain	Italy	South Africa	U. S.	West Germany	Home Country
Latin Americans							
Home Country	>.05	>.05	>.05	>.05	<.001	>.05	<.001
International	>.05	>.05	>.05	>.05	>.05	>.05	<.001
U. S.	>.05	>.05	>.05	>.05	>.05	>.05	>.05
Social	>.05	>.05	>.05	>.05	>.05	>.05	>.05
La Viejita	<.02	>.05	>.05	>.05	<.05	>.05	<.001
Cuban	>.05	<.05	>.05	>.05	>.05	>.05	<.005
Iranians							
Home Country	<.005	<.005	>.05	>.05	<.005	>.05	<.001
International	>.05	>.05	>.05	>.05	>.05	>.05	<.01
U. S.	>.05	>.05	>.05	>.05	>.05	>.05	<.05
Anti-Shah	>.05	>.05	>.05	<.05	>.05	>.05	>.05
Sophisticates	>.05	>.05	>.05	>.05	<.05	>.05	<.005
Religious	>.05	>.05	>.05	>.05	>.05	>.05	<.005
Social	>.05	>.05	>.05	>.05	>.05	>.05	>.05

APPENDIX S.--PERSONAL DATA SHEET FOR U. S. CONTROL SUBJECTS

The information below is needed solely for research purposes. Your material will not be identified with you as an individual, but will be included with materials from other individuals similar in age, class, etc. Giving your name is optional.

Sex \_\_\_\_\_ Age \_\_\_\_\_

University classification \_\_\_\_\_

Major \_\_\_\_\_

Membership in campus organizations and housing units:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Place of birth: \_\_\_\_\_

Have you ever traveled outside the U. S.? \_\_\_\_\_

If so, where? \_\_\_\_\_

How long were you there? \_\_\_\_\_

Name (optional) \_\_\_\_\_