

FACTORS INFLUENCING FOREIGN STUDENTS'
ADJUSTMENTS AND ATTITUDES IN THE
COMMUNITY OF OKLAHOMA
STATE UNIVERSITY

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PREFACE

This study is concerned with the evaluation of the personal, social, and cultural factors that influence foreign students' adjustment process and attitudes in the community of Oklahoma State University. The primary objective is to provide information about foreign students' personal characteristics, social interaction and perceptions of American culture to throw light on some aspects of the wide variety of their experiences.

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CHAPTER I

THE RESEARCH PROBLEM

Introduction

The pursuit of learning beyond the boundaries of ones' own nation or culture is as old as learning itself.

In the fourth century B.C. there were groups of foreign students, the young men of all lands, at the schools of philosophy and rhetoric in Greece (Capes, 1922; Walden, 1909). "Toward the end of the second century B.C. apparently, foreigners began to be admitted to the Ephebic College, and from that time on they appear in great numbers on the college rolls" (Walden, 1909:37). In the fourth century A.D., the large numbers of foreign students flocking to Rome caused great political and administrative problems that the Theodosian Code had to include the following provisions dealing with the admission of foreign students:

Whoever comes to Rome for the purpose of study must first present to the head of the board of censors a letter from the judges of province (from whom he in the first instance received permission to come), containing the name of his city, and a statement of his age and qualifications. As soon as he arrives, he must signify to what studies he intends to devote himself. The board of censors must be kept informed of his residence, in order that they may see that he follows the course he has laid out for himself. (Walden, 1909:313).

and "a Chinese historical text mentions that in the year 639 A.D. the Emperor T'ai Tsung established an institute of higher education to

which students from the 'barbarian peoples' came until the number of such foreign students was more than 8,000" (Mandelbaum, 1956:45).

From the beginning of the twelfth century, thousands of students went to Paris and Bologna for advanced studies. Haskins (1923) discussed how the foundation of European Universities at Salerno, Bologna, Paris, Montpellier, and Oxford were related to the large flow of foreign students. Cieslak (1955) and Metraux (1952) traced the development of the current international education programs from the journeys of the medieval scholars to the "grand tour" of the eighteenth century and then to the organized exchanges of persons in our time.

In the nineteenth century the German universities, impelled by a new nationalism, evolved unique standards of instruction and scholarship, and attracted a great many foreign students, especially from America (Cieslak, 1955). But the coming of large numbers of students from other countries to the United States is a postwar phenomenon. During World War II many European universities were closed to students who would normally have gone to them, hence, they turned to institutions of higher education in the United States. According to Wilson and Wilson (1963:128), about a fourth of all students studying outside their own countries are studying in the United States. The number of foreign students grew from 6,154 in 1940-41 to 29,813 in 1950-51 (Cieslak, 1955). Table I illustrates the increase of foreign students in the United States by selected years.

The increasing flow of students has created a new situation and atmosphere for mutual understanding among the participant groups in international education on the one hand and new problems of national

TABLE I
INCREASE IN NUMBER OF FOREIGN STUDENTS IN THE UNITED STATES

School Year	Number
1950-51	29,813
1955-56	36,494
1960-61	53,107
1965-66	82,709
1970-71	144,708
1975-76	179,340
1976-77	203,070
1978-79	263,940

Source: Institute of International Education, New York, Education for One World, 1950-51; and Open Doors, 1955-56 to 1980.

✓ stereotyping, attitude formation, interaction and adjustment in cross-cultural contacts on the other. This understanding which ultimately reduces the tensions and problems of adjustment would be impossible without being aware of foreign students' experiences in various periods of their sojourns in the United States. As one group of writers (Selltiz et al., 1963:3-4) summarize, students' experiences may have many aspects:

The young person who sets out to study in a foreign land embarks on what may be for him a great adventure. He may view the prospect with anticipation, with apprehension, with eagerness, with trepidation, with curiosity, with excitement, with hope--with feelings almost certainly lively, and probably mixed. During the years he is in the foreign country, he is busy living his life--not just as 'a foreign student', but as a person. He is facing, on his own, new situations he must somehow deal with. He may handle them successfully, and emerge with a new sense of his own competence; he may fail to do so, and become uncertain, bewildered, shaken. He must seek companionship. He may fail to find it, and spend a lonely and unhappy time; on the other hand, he may make lifelong friendships, and perhaps even fall in love. He may be stimulated and challenged by what is new and different; he may find some aspects of life in the new country even more congenial than the ways he is accustomed to; or he may feel puzzled, uncomfortable, threatened . . .

His horizons may be broadened. He may gain new insights into himself and other people. He may develop a deep sense of the essential similarity of people all over the world, . . . or he may conclude that 'the others' are different, that the ways of his homeland and his people are best, that there is no ground for true communication and sharing.

Current research indicates that foreign students experience a variety of personal problems with which they must learn to cope. These problems are categorized into academic problems, social problems, language problems, health problems, cultural problems, and housing problems (Day, 1968). Although a great deal is known about the kinds of problems foreign students experience, little attention

is given to the students' attitudes, their changes over time and the amount of interaction with their hosts. This study attempts to add to the available information about foreign students' adjustment process, influential factors in this process, their attitudes toward American culture as well as their home culture, and their future plan in this country.

Statement of the Problem

The presence of more than 270,000 foreign students in the United States and the movement of new students to the institutions of higher education are of great importance. In the last five years enrollment of foreign students has increased by 100,000 persons. Many universities, facing declining enrollment by American students, are actively recruiting foreign students who are funding from locations such as South and East Asia, or from the oil-producing nations.

When a foreign student, as a temporary or permanent immigrant, comes to the United States, he encounters many problems of culture contact and conflict, adjustment, socialization and re-socialization, and restructuring of values and attitude formation. For him, cultural differences are confusing, threatening, and sometimes immobilizing. Depending on the extent of differences between the two cultures, the values, beliefs, attitudes, and behavior of the immigrants are often seen inappropriate.

There is an increasing concern in many colleges and universities, in the United States government, the students' own governments, and private agencies that provide financial resources, on how they could

deal with and reduce students' problems of adjustment and attitude formation. Therefore, the immediate problem of investigation in the present study is to examine empirically the factors that influence the outcome of the adjustment process. In the following pages, an overview of different theories which deal with the individual adjustment process will be presented.

An Overview of Different Theories

Theories and perspectives which are concerned with adjustment of individuals (defined for the moment as the state of personal satisfaction and favorableness to one's environment) have their roots in a variety of disciplines, including cultural anthropology, psychology, psychoanalysis, and sociology. These theories, as they apply to personality, culture and society, are reviewed under the following topics: culture shock and adjustment process, U-curve theory, adjustment and structural-functionalism, adjustment and psychoanalytic theory, and adjustment and symbolic interactionism.

Culture Shock and Adjustment Process

Anthropologists use the term "culture shock" to describe the impact of a totally new culture upon a newcomer. Culture shock describes the anxiety that results from no longer being able to use signs and symbols of social intercourse to which the person has become accustomed (Oberg, 1958). Hall (1959:174) defines culture shock as a "removal or distortion of many of the familiar cues one encounters at home and the substitution for them of other cues which are strange." Reiss and Nash (1967) believe that a small degree of

anxiety is a normal reaction by strangers in a new group or culture, but a victim of culture shock experiences a decline of inventiveness, spontaneity and flexibility to the extent that interferes with his normal behavior.

Oberg (1958) suggests that the individual in any new situation passes through five stages in the process of culture shock: (1) the stage of incubation with a feeling of genuine euphoria about the exciting new culture; (2) the stage of dealing with crisis resulting from the "normal" daily activities that suddenly seem to present insurmountable difficulties, generating hostility toward hosts for being "unreasonable"; (3) the stage of understanding the host culture and regaining a sense of humor; (4) the stage of accepting the host culture in a balanced picture of positive and negative aspects; (5) the stage of returning home and reverse culture shock in the readjustment to the old environment.

U-Curve Theory

Similar to what Oberg suggests, several other studies have also described that the conflict between the individual's expectations and his own experiences frequently follows a pattern which has been characterized as a U-curve. This was first reported by Lysgaard (1955) in his study of Norwegian Fulbright grantees in the United States. U-curve theory suggests that foreign students pass through a series of adjustment and readjustment phases which are functions of many complex and interlocking factors (DuBois, 1956).

DuBois (1956) has divided the adjustive processes into four phases, which may be described as follows: (1) a "spectator" phase,

during which the student observes the life around him and takes part in it superficially but does not become actively involved in it; (2) the "adaptive" phase, in which he tries to find a place for himself within this life, in the course of which he meets and struggles with many problems of adjustment; (3) a phase in which the visitor comes to terms with himself, the United States and the training experience; (4) the "predeparture" phase, which is very short before the individual leaves the host country.

Different suggestions have been made about the usual duration of these stages. These suggestions will be discussed in Chapter II. Other studies (Loomis and Schuler, 1948; Veroff, 1963; Morris, 1960; Coelho, 1958; Scott, 1956) indicate that the students' attitudes and the degree of their favorableness toward the host country change over periods of time. In short it can be concluded that time or the length of residence in a foreign country plays an important role in adjustment of the individual and his attitude formation. In the following paragraphs we will examine adjustment of the individual from the "macro" perspective of structural functionalism.

Adjustment and Structural Functionalism

Structural functional theory which utilizes the language of systems and functions is concerned with adjustment of the individual to the social system. For functionalist, the social system is comprised of interrelated systematic wholes contributing to its maintenance or survival. These systematic wholes constitute the basic unit of analysis in structural functionalism whether this be in terms of individuals, societies, or cultures. Thus the basic units of

analysis are organismic systems, personality systems, social systems, and cultural systems (Turner and Maryanski, 1979).

Society as a social system can be conceptualized as in equilibrium which is maintained by the integration of the personality system into the social system through two general classes of mechanisms: (1) mechanisms of socialization and (2) mechanisms of social control.

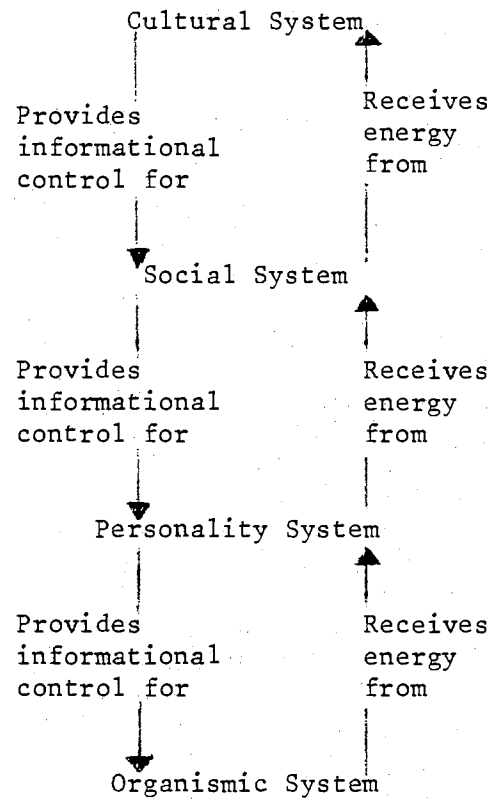
Turner and Maryanski (1979:73) further explain the Parsonian view of these two mechanisms:

Mechanisms of socialization involve those processes in which (a) key cultural symbols are internalized by the personality system, (b) motives and skills for playing roles in the social system are required, and (c) strain and anxiety associated with learning and personality growth are mitigated.

Mechanisms of social control include the varied ways that positions and roles in the social system are organized so as to reduce conflict and tension.

Parsonian functionalism explains the relationship among all four systems in terms of "cybernetic hierarchy of control". This scheme, presented in Figure 1, indicated that systems high in information, such as the cultural system (since, indeed, it is a system of symbols), provide regulations and control for systems lower in information but higher in energy. Thus, the symbols of cultural system constrain and regulate interactions in social systems, the roles and positions of the social system circumscribe the action of the personality system, and internalized controls, such as the super-ego and other cognitive processes, influence many bodily functions of the organismic system. Conversely, systems high in energy, such as organismic and personality systems, provide the conditions and energetic resources for systems higher in information (Turner and Maryanski, 1979:80).

Any information or energy imbalance in the systems causes the



Adapted from: J. H. Turner and
 A. Maryanski,
Functionalism.
 Menlo Park, Cali-
 fornia: the
 Benjamin/Cummings
 Publishing Company,
 1979, p. 81.

Figure 1. The Cybernetic Hierarchy
 of Control

adjustment problems. Explanations of maladjustment in the structural functional tradition include those of anomie and alienation. If informational control from the cultural system is inadequate, a state of anomie exists, interaction will be disrupted; or, if personality systems are unwilling to deposit energy in the roles and positions of the social system, a situation of alienation exists and interaction will be disrupted. Therefore, within the structural functional framework, the individual is seen as a unit to fill positions and enact roles, and as fulfilling the requirements for the society's survival. Organismic and personality systems are always subordinate to both society and culture which arrange roles and positions. Misfits between individual and positions are seen as adjustment problems.

In the case of the foreign student, the adjustment process begins with acculturation and resocialization. By acculturation, we mean the process of learning and internalizing a culture different from the one in which a person was born and raised. As students enter a new society, they attain a new status and learn new roles and thereby they elaborate their ways of participating in society. Failure to adopt the norms, values, and beliefs of the new culture and to enact his social active roles mean maladjustment. In other words, adjustment is the result of good socialization. Studies by Brim and Wheeler (1966), Kerckhoff (1972), and Lundberg (1974) suggest that the socialization process varies among different social classes, races, and age groups (children, adolescents, and adults). Therefore, in the present study, these variables are expected to have some effect on the students' adjustment.

The structural functional perspective is firmly rooted in psy-

choanalytic theory. Parsons (1966:xi) relies heavily upon Freud for his formulation of the social system. Psychoanalytic theory serves as background for understanding a number of dimensions of human behavior from the structural functional viewpoint. One of these dimensions is the problem of determinism in human behavior versus free will.

Adjustment and Psychoanalytic Theory

The problem of determinism of human behavior has been a concern for all perspectives and theories. The deterministic position is the view that behavior is the consequence of elements and factors either external (sociological) or internal (biological or psychological) to the individual. In structural functional theory, human behavior is determined by the situation which is not created by the individual. Human beings are assumed to be merely organisms with some kind of organization, responding to forces which play upon them. This point of view denies that human beings have selves (Blumer, 1969).

According to Freud, personality emerges as the child passes through a series of psychosexual stages. These stages correspond to biological stages, but their outcome is the result of other people's behavior. Freud saw the person as engaged in a struggle between biological urges and selfish wants on the one hand, and societal pressures on the other. In Freudian terms, this is a battle between the "id", present at birth, and the "superego", acquired through interaction with others, especially parents. In the normal individual, the struggle is mediated by a third part of the self, the "ego", the conscious self, which seeks a balance between personal desires and the need for acceptance from other members of society (McGee, 1980).

Abraham Maslow, an eminent theorist in modern psychoanalytic tradition, outlines a motivational hierarchy consisting of five categories of human needs arranged in ascending order: (1) physiological needs, basic needs satisfied by such stimuli as food and sleep; (2) security needs or safety needs, need for a safe environment free from immediate threat; (3) social needs, a need for belongingness and love, a desire for social acceptance; (4) esteem needs, the need for mastery and need for reputation; (5) self-actualization need, striving for full realization of unique characteristics and potentials (Adler, 1977:444). It is at the self-actualization level that a human being is truly free to be what he can be and at this level that an individual can tolerate any set of circumstances by meeting them creatively. The key notion in Maslow's motivation theory is that as a need category lower in hierarchy becomes satisfied, its determination of behavior diminishes and the next higher need category becomes prepotent. According to Maslow (1970), those individuals most able to adjust reach the highest levels and those who are able to adjust at the highest levels are the most psychologically healthy individuals of a society.

In the case of immigrants or foreign students, it is assumed that they undergo a state of impaired psychological functioning upon their arrival in a new country and their personality development will be pushed by various factors toward the bottom of the hierarchy. In other words, their prepotent concerns after arrival will be in the physiological and security area. Thereafter, with basic satisfaction of these needs, social needs come to dominate. That is concern for social contacts with members of new society may not emerge until the

student finds adequate shelter. At the final stage, all of these basic needs are gratified and the individual has adjusted to his new environment (Adler, 1977).

Adjustment and Symbolic Interactionism

Symbolic interactionism is particularly critical of the idea of the social systems and psychoanalytical explanation, for locating the causes of individual's behavior in personality structure. From the standpoint of symbolic interaction, structural features, such as "culture", "social systems", "social stratification" or "social roles" set conditions for individual's action but do not determine their action. People, as acting units, do not act toward culture, social structure or the like; they act toward situations (Blumer, 1969:87-8).

As followers of George Herbert Mead, symbolic interactionists believe that self-consciousness and personality growth are the product of the human ability to communicate by means of physical gestures and symbolic sounds, or symbolic language. The key feature in symbolic interactionist perspective is that the quality of human's life is determined by his interaction with others. Thus, inadequate meaningful interaction will cause adjustment problems, because from this perspective, satisfaction is a product of favorable interaction.

In the case of foreign student's adjustment, accurate communication across cultures should be met to make the interaction possible. Barna (1972) mentions five barriers to this communication:

1. Language differences and unawareness of the implicit meanings
2. Nonverbal communications such as gestures and postures
3. Preconceptions and stereotypes such as overgeneralized beliefs

4. Tendency to evaluate the content of cultural contacts, in an approving or disapproving judgment
5. High level of anxiety, as a result of culture shock or learning and personality growth

Adjustment and Measures of Adjustment

The term "adjustment" has been defined in a wide variety of ways.

Occasionally, the use of the term implies that

the most desirable state of adjustment is one in which the individual is perfectly happy and satisfied with all aspects of his life, and one in which he has reached the level of all his contacts with his environment that he would be glad to see persist through his life (Traxler, 1945:335).

Some define the "well-adjusted person" as "one who is able to participate adequately in society through socially significant productive activity" (Strong, 1949:338). In this study, adjustment is viewed as a subjective phenomenon, a reaction to the social-cultural environment (Deutsch and Won, 1963), and we avoid attaching any kind of value judgments to the term "adjustment".

A number of various tests and measures, including psychoneurotic inventories, and adjustment questionnaires, have been devised. Most of these tests are designed to measure phases of personal adjustment, and they do not serve the needs of the present study. Morris (1960) suggests four indices of adjustment which are not contradictory with our previous discussion of theories and the purpose of this study. These indices are: favorableness to the United States, personal satisfaction with the stay here, satisfaction with the educational and training facilities, and amount and kind of social contact with Americans. He adds that these measures are only partial indicators

of adjustment and they correspond to four types of adjustment to a new society: cultural, personal, academic, and social. Morris (1960:9) goes on to describe these four types of adjustment as follows:

One indication that students have adjusted to another culture is that they like and accept it. (On the same ground it could be said that an American or any national who dislikes or does not accept his own country's ways is, to some extent, culturally unadjusted.) Whether or not Americans want foreign students to like the United States--quite apart from whether this is a justifiable or desirable outcome as seen by the home country or the social scientist--a foreign student who likes America is, by this definition, culturally adjusted; one who does not is not.

Personal adjustment, by the same reasoning, is evidenced when the foreign student is happy and satisfied with his life and experiences here, whether or not he likes America or Americans.

Educational adjustment may be indicated by the degree to which the foreign student is satisfied with the educational facilities here.

Social adjustment may be said to have taken place to the extent that the student associates with his new companions and makes friends with them.

The measures of adjustment developed in the present study are based on Morris' definition.

Purpose of the Study

The main objectives of the study are as the following:

1. to provide information about personal characteristics, social interaction and adjustment of foreign students.
2. to identify the social and cultural factors that influence the student's adjustment process.
3. to investigate foreign students' perceptions of American culture as well as their home cultures.
4. to investigate the effects of time or length of residence on

the students' experiences and attitudes toward American culture.

5. to examine what foreign students actually are planning to do on completion of their studies.

6. to examine what foreign students' motivations were for coming to the United States.

Scope of the Study

1. The study was limited to foreign students enrolled for the Summer Semester of 1979-80 academic year in Oklahoma State University.

2. The study concentrates on both male and female students, because previous studies have not included the female population. Thus a comparison is possible here.

Definition of Terms

Foreign Students: By foreign students it is meant those students who are not the citizens of the United States and hold F-1 and J-1 visas and were enrolled in American colleges and universities for the Summer Semester of 1979-80. For the purpose of this study we chose foreign students at Oklahoma State University. This definition does not include foreign born wives or husbands of American citizens who were granted citizenship. The names of these students did not appear on the foreign student list.

Culture: By culture it is meant

anything human beings do that does not have a biological basis. More technically, any piece or pattern of behavior, attitude, value, belief, or skill, that people learn as members of human groups, plus the manipulation of any material item derived from these human abilities (McGee, 1980:50).

Culture, in its broadest sense, is what makes us strangers when we are away from home.

Attitude: An attitude is defined as a system of positive or negative evaluation, emotional feeling, and pro or con action tendencies (Krech et al., 1962:139).

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Since the evaluation of a study should always be based in part on a comparison with what has already been done in other studies, the purpose of this chapter is to provide the reader with an overall picture of knowledge concerning foreign students' adjustment and attitudes. The literature on foreign students is classified into three categories. First are the studies of immigrants' adjustment under the implicit assumption that students are temporary or permanent immigrants and they may undergo the same psychological and sociological changes. The second category which is based on a social-psychological framework, includes the studies of the change of students' attitudes and adjustment patterns. The last category includes those studies that concentrate on the factors influencing foreign students' adjustment process. Then, at the end of this chapter, a number of assumptions and hypotheses which emerge out of the research objectives, theoretical perspectives, and literature on foreign students and their adjustment process, will be formulated.

Studies of Immigrants' Adjustment

The Polish Peasant in Europe and America which is regarded as a landmark in the literature of sociology and in the study of immigration is concerned with the individual adjustment. Thomas and Znaniecki (1927) used both a sociological and a social psychological approach in analyzing data about this group of immigrants. The main theoretical concern in The Polish Peasant is two fundamental problems: (1) the problem of the dependence of the individual upon social organization and culture, and (2) the problem of the dependence of social organization and culture upon the individual. In the analysis of these problems, two kinds of data are involved: "objective cultural elements" or values and "subjective characteristics of the members of the social group" or attitudes. Thus the authors regard the values of the society and the attitudes of the individual as the basic theoretical units into which social life can be understood, and it is in their relations that one must seek the causal process into which "social becoming" is to be analysed. In other words, change in social life is to be accounted for in terms of the interaction of attitudes and values.

For the study of the process of becoming, Thomas (1927:36) prescribes a situational frame of reference: "The situation is a set of values and attitudes, and every concrete activity" he says, "is the solution of a situation". For the authors, the task of social science is that of understanding and explaining the meaning of a situation as experienced by the participants themselves. Thomas and Znaniecki (1927:44) believe that the cause of a social or individual

phenomenon is never another social or individual phenomenon alone, but always a combination of a social and an individual phenomenon. Or, in more exact terms: the cause of a value or of an attitude is never an attitude or a value alone, but always a combination of an attitude and a value.

Thomas and Znaniecki (1927:21-22) identify values with "the objective cultural elements of social life", and attitudes with "the subjective characteristics" of the individual. This identification would be made more clear by their formal definitions:

By a social value we understand any datum having an empirical content accessible to the members of some social group and a meaning with regard to which it is or may be an object of activity. Thus, a foodstuff, an instrument, a coin, a piece of poetry, a university, a myth, a scientific theory, are values. The meaning of these values becomes explicit when we take them in connection with human actions.

By attitudes we understand a process of individual consciousness which determines real or possible activity of the individual in the social world. Thus, hunger that compels the consumption of the foodstuff; the workman's decision to use the tool; the tendency of the spendthrift to spend the coin; the poet's feelings and ideas expressed in the poem and the reader's sympathy and admiration; . . . the interest in creating, understanding, or applying a scientific theory and the ways of thinking implied in it--all these are attitudes. The attitude is thus the individual counterpart of the social value; activity, in whatever form, is the bond between them.

Thomas and Znaniecki's distinction between attitudes and values, has come under severe criticism. In a thorough critique of The Polish Peasant, Herbert Blumer (1939:25) feels that the authors have used the terms in a vague, ambiguous and confused manner. He points out the terms are frequently used in reference to the same thing, therefore, it is difficult to regard them as separate entities.

In The Polish Peasant, the human documents, such as letters, life histories, local newspapers, records of church parishes in both societies, records of social agencies and courts, are proposed as source materials for social research. In short, this study is primarily an attempt to lay the basis for scientific social research and for scientific social theory (Blumer, 1969:117).

The ecological studies of Park and Burgess (1921) include a set of concepts which attempt to explain various processes and stages in the immigrants' lives as well as the emergence of human communities. These concepts, used for the analysis of social interaction, are: conflict, accommodation, and assimilation. Since Park (1950:359) regards these concepts as sufficient to describe the process of socialization, his formulation appears to be appropriate for the study of immigrants. Park and Burgess (1921:785) explain the relation between these concepts as the following:

Social control and the mutual subordination of individual members to the community have their origin in conflict, assume definite organized forms in the process of accommodation, and are consolidated and fixed in assimilation.

Park (1950:150) makes clear that the process moves in only one direction: "the race relations cycle which takes the form . . . of contacts, competition, accommodation and eventual assimilation is apparently progressive and irreversible." Thus in the long run, immigrants could be expected to reach the last stage, assimilation. Although Park suggests that the process can be retarded and remain at any stage as in the case of marginal man. In brief, it is evident, in the prominence given to the concept of marginal man, that Park's concern is less with the significance of immigration to the receiving

group in terms of its effects on the patterns of interaction or on the relationships between its members than with the analysis of personality adjustment and maladjustment among the immigrants.

Eisenstadt (1954), in The Absorption of Immigrants, provides a systematic sociological framework for the analysis of migration and absorption of immigrants in modern societies.

In his formulation, the dependent variable is absorption and it is measured by the individual's level of success in social participation and role incumbency in the social organization of the receiving community, the extent of deviant behavior, the extent of personal and group aggression, and the extent of his identification with the values of the receiving community or the extent of social segregation. His main independent variables are: (a) the immigrant's role aspirations and (b) the socio-cultural features of the receiving groups, such as the degree of similarity of its culture to the cultures of the immigrants, the extent of expansion of the economic system and the ratio of native population to immigrants, the degree of monopolization of values by "old" inhabitants, and the extent of political equality granted to new immigrants. He proposes that the level of absorption is a consequence of interaction between the immigrant's aspirations, which are achievable in social roles, and the opportunities the social structure provides for their realization.

Eisenstadt (1954:12-14), from the immense sociological literature on migration, deduces the three most commonly used indices of full absorption: (1) acculturation, (2) satisfactory and integral personal adjustment of the immigrants, and (3) complete dispersion of the immigrants as a group within the main institutional spheres of

the absorbing society. Then, he states that the problem with these indices is their inadequacy to be equally applied to any society. In short, Eisenstadt's main concern is the personality equilibrium of the individual. In his formulation (cited in Jones, 1956), adaptation or absorption is dependent on the gratificational-deprivational balance of the individual and it is studied in terms of the individual's motives, his chances of success or failure, and the costs entailed in seeking satisfaction of his motives.

Adler (1977) uses Maslow's need hierarchy model to describe the stages in the adjustment process of new immigrants to Israel. He extracts the data for his study from a large-scale study of immigrants who have been interviewed and reinterviewed at several points in time. The time periods are two months, six months, one year and two years after arrival. The immigrants are asked questions concerning their satisfaction with housing, social life and work in Israel. Adler assumes that housing satisfaction reflects security needs, social satisfaction reflects social needs, and work satisfaction reflects esteem needs. This study supports the order of the needs in the hierarchy (security, social, and esteem). It shows the importance of housing concerns is greatest at the two months mark and declines thereafter, social concerns are relatively unimportant initially, increase in importance by the six months mark and decline in importance thereafter, work satisfaction is an important determinant at the end of two years. This study is developed and applied to interpreting some longitudinal data on the changing needs of immigrants to Israel.

Bardo and Bardo's (1979) study of 115 American migrants in Melbourne, Australia, reveals that there are patterned variations in the degree to which migrants experience adjustment difficulties. By using the technique of path analysis, these variations are seen as being a consequence of differences in expectations, roles, life situation (based on socio-economic status as measured by educational attainment and occupational status), migrant characteristics such as age and sex, and length of residence. The degree of adjustment to life in Australia is identified by social psychological measures such as alienation, degree of isolation, compatibility of work orientations, perceptions of Australian amicability, and the degree of missing family and friends who remained in the United States. This study supports the position that adjustment of migrants is a complex social psychological process involving several dimensions (measures) of adjustment mentioned above. The authors suggest that it is misleading to think in terms of a unitary adjustment process. It is likely that migrants experience differentials in their adjustment to various spheres of life. The use of path model, in this study, provides examples of possible forms of "differential adjustment". For instance, one's degree of alienation could be quite high while, one might not experience a great sense of isolation. In short, this study represents the complex nature of migrant adjustment, even for a relatively advantaged migrant group such as Americans.

Studies of the Change of Foreign Student's

Attitudes and Adjustment Patterns

Several studies have investigated the patterns of foreign

students' experiences and reactions in a host country. The findings on the change of student's attitudes are actually contradictory. A good deal of evidence suggests that students usually go through a cycle which is characterized as a U-curve in their feelings and attitudes toward the host culture. This curve shows that students pass through a series of phases: first, a period of enthusiasm about the host country; after a few months, a decrease in enthusiasm and the emergence of considerable criticism; later, a return to more favorable evaluations (Selltiz and Cook, 1962). On the other hand, some studies show increased or decreased favorableness without a turning point. In this section we examine the literature on both views.

Coelho (1958), in a study of changes in the foreign students' image of his host and home countries, finds evidence of such a U-curve pattern. His findings are based on the data gathered by the use of standardized interviews and essays from 60 Indian students. Coelho suggests that changes in students' perceptions and emotional attitudes occur in four phases. The duration of these phases which based upon empirical observations of Indian students are as the following (Coelho, 1958:101):

Phase 1 . . . less than one week's exposure to the new culture (arrival).

Phase 2 . . . 3 to 9 months' exposure.

Phase 3 . . . 18 to 36 months' exposure.

Phase 4 . . . 48 to 84 months' exposure.

In Phase One, the newly arrived Indian students perceive themselves as cultural ambassadors and are quick to score the "average American's" ignorance about Indian culture. Their problem is to gain

a favorable hearing for their cultural viewpoint. This phase quickly passes into Phase Two.

In Phase Two, the Indian students find themselves in a highly organized academic system. Their problem is to cope with and adapt to a new social-cultural environment which demands to behave and react in a highly accelerated tempo of competitive striving. During this phase, American friendliness, so welcome in Phase One, no longer suffices. The students anxiously begin to recall friendships and home attachments. It is in this phase that they become threatened and in self-defense, they turn to sharp criticism of different aspects of life in the United States.

In Phase Three, the Indian students become better acculturated and their perspectives are broadly national, rather than provincial, in scope. They now are much less emotional in merely local or familial concerns than in Phase Two. They feel quite free to examine both host and home cultures in a critical frame of reference.

But through Phase Four (after four years), an entirely new pattern emerges. In this phase, they might be characterized as being preoccupied with their own personal problems of adjustment to and acceptance in the host society. Once again, in self-defense, they begin to give stereotyped descriptions of social groupings which are not of immediate concern to them in their world. Their problem now is how they, as individuals, can avoid alienation in the host society (Coelho, 1958:102-103).

Coelho emphasizes that these phases are not to be regarded as absolute and exclusive. He states the reasons for the division of time into four phases as follows:

The division of the time span of the Indian student's visit into four phases was made on the basis not of any a-priori theory but of pilot empirical observations. These phases are not to be regarded as absolute and exclusive; and for different individuals and different cultural groups they may be of shorter or longer duration. On the basis of accumulated research on cross-cultural education, it has been suggested that the height, the steepness, and the time span of the various phases vary in accordance with numerous factors. They vary for different nationality groups; they vary for each individual trainee (Coelho, 1958:103).

In short, Coelho concludes that length of exposure to a foreign educational experience is an important variable in cultural learning and the changes in foreign student's perceptions of a new culture are closely related to differential responses he makes toward a variety of reference groups¹ to which he is oriented.

Sewell and Davidsen (1961) observe in their study of 40 Scandinavian students that the changes in their impressions followed by a period of less positive feelings which, after 18 months, again grow more favorable. The authors also observe a corresponding change in the student's social behavior. They suggest that the students all become more selective in their choice of associates and activities as time goes on, and that a limited number of social relation patterns develop which characterize the different members of the Scandinavian group. Sewell and Davidsen divide the time span into three general categories from short to long: 1) less than

¹A reference group is any group, formal, informal, or symbolic, in which the individual has a psychological functioning membership. Reference groups provide anchors which orient the individual in his social relations. In general, reference groups assist in providing norms, standards, or perspectives for an individual's definition of the social worlds to which he is selectively oriented on given issues (Coelho, 1958:9).

two or three weeks, 2) less than 18 months, and 3) more than 18 months or predeparture. Therefore, it can be concluded that their findings lend support to the U-curve hypothesis.

Lysgaard (1955) notes a U-curve in feelings of personal-social adjustment of Norwegian students paralleling the changes he observes in the social relations with Americans. He reports that, typically in the first few months the student establishes many contacts, and is delighted by the ease with which he meets Americans and by their ready friendliness toward him. But after some time he tries to develop deeper relations and encounters difficulties; he may conclude that Americans are superficial and insincere, and withdraw from association with them. Finally, he may succeed in establishing satisfactory relations with a few Americans, and increase his interaction with them.

Lysgaard (1955), interviewing Norwegian students after their return home, also finds that among those who said they found it easy to get "really personal contact" with Americans were the most likely to be satisfied with the academic and professional aspects of their stay.

Lysgaard's (1955) data also reveals that student's age and patterns of adjustment are significantly related to each other. He also finds a consistent pattern among returned Norwegian grantees, with the youngest group (under twenty-five) scoring lowest on his measures of adjustment, the oldest group (forty or over) scoring highest. Lysgaard places the "adjustment crisis" between the sixth and eighteenth month of the stay.

An early study of the changes in attitudes, opinions, information and English ability of 62 Latin Americans by Loomis and Schuler (1948) indicates that the students, at the end of their training (after one year), compare their home country unfavorably to the United States. The authors suggest that a period of about one year is least favorable for the development of friendly attitudes.

Lambert and Bressler (1956), in a study of 19 students from India, Pakistan and Ceylon who were studying at a single institution in the United States, noted a different pattern of interaction among students. According to their observations, during the first year most students have a desire to meet a variety of Americans with considerable reliance on institutional arrangements for such contacts; during the second year, they have less reliance on institutions specifically serving foreign students, and expand participation in general student activities; in the third year, they have greater selectivity and restriction of contacts with Americans to a few American friends.

The authors believe that students, in each of these phases, play the following respective roles while in the United States: (1) the student; (2) the tourist; and (3) the unofficial ambassador. This study is presented in a narrative form, with little reference to statistical interpretation of the data.

Watson and Lippitt (1955), in a study of Germans visiting America, consider not changes of attitudes toward the host country, but the development of an international point of view, democratic

values, and interest in changes in the home country and belief in the possibility of such changes. They interviewed students both during their foreign stay and after their return home. They found that there is a heightened defensiveness among the German teams in the early phase of their visit. It is also found that a group which have showed considerable positive change in the above respects experience a great deal of difficulty in readjusting after their return home, while a group which have been in the United States for a shorter time and showed little change during the stay show positive changes after their return home. In short, this study suggests that a longer exposure to the American culture resulted in more influence and more positive changes.

Veroff's (1963) study of African students in the United States reveals that some changes in the students' attitudes occur after a period of time and some judgments of Americans become more favorable then.

Morris (1960), in a study of 318 students at the University of California at Los Angeles, finds that his data do not totally support the U-curve notion. Using different time categories than the earlier studies (Coelho, 1958; Lambert and Bressler, 1956; Sewell and Davidsen, 1961), he suggests that students who have been in the United States between ten and nineteen months tend to have the lowest scores on the measure of favorableness. Morris also concludes that the extent of the student's interaction with Americans increases with the length of his stay in this country.

Sellitz et al. (1963), in two studies of 532 students from 59 countries, note something that tends to throw doubt on the idea of

personal adjustment following the U-curve pattern. They report that the U-curve pattern is operating with regard to attitude toward the United States, but they find that the student's personal adjustment makes a slight increase over a period of time. Their findings tend to be contradictory to the other studies that support the U-curve.

Studies of the Factors Influencing Foreign Student's Adjustment

In her study of 1,024 first-year foreign students, DuBois (1956) suggests that psychologically the positive and constructive adjustment of a foreign guest to any new society, nation, or culture, requires that he have a healthy self-esteem. She believes that among the factors that can be damaging to self-esteem are: inadequate opportunities or abilities to communicate whether because of faulty English, racial barriers, or cultural distance; unfavorable accorded national status; and the inability to achieve the expected educational goals. On the basis of considerable evidence, she finds significant relationships between adjustment and the following factors: language facility, age and academic status, duration of sojourn, alienation or denationalization, and reference groups.

The Two Way Mirror by Morris (1960) is a study which primarily deals with national status as an important determinant of the adjustment of foreign students from different countries. He relates various kinds of status factors to indices of adjustment. It is his finding that those students who perceive a loss in national status are less favorable in their evaluation of the United States. Several groups are found to be more favorable. They are as follows: (1)

students who are in the United States for the first time; (2) students who are more foreign in appearance; (3) those who perceive little difference in the status of their own country and that of the United States; and (4) those who experience no language difficulty. In this study, Morris also measures ten background variables, such as sex, age, race, level of education (graduate or undergraduate), field of study, previous foreign travel, nationality, and religion and finds strong relations between these variables and indices of adjustment.

✓ A study by Selltiz and Cook (1962) examines evidence about factors that make differences among students in their view of the United States, their experiences and adjustment. In this study, the authors find that participation in orientation programs leads to greater ease in establishing social relations with Americans, but they have almost no effect on the content of beliefs or the favorableness of feelings about the United States. They also find that attendance at different types of college or university such as small college, non-metropolitan university, and metropolitan university, living arrangement, academic status, and students' nationalities have a great impact on kind and extent of social relations. They believe that these variables provide differential opportunities to the students for interaction with Americans. This study is based on the students' attitudes as the measures of adjustment. By attitudes, they mean students' statements of beliefs, feelings, and evaluations.

The Deutsch-Won (1963) study of Some Factors in the Adjustment of Foreign Nationals in the United States views adjustment as a

subjective phenomenon, a personal reaction to the social-cultural environment. Data, for this study, are obtained from self-administered questionnaires given to 94 foreign trainees from 29 different nations. The authors measure personal adjustment by attitude studies, degree of social integration of the individual in a social structure and subjective evaluations. This study shows language facility is an important factor in the extent to which trainees are satisfied with both their social experience and training.

A study by Sewell and Davidsen (1961) involves 40 Scandinavian students at the University of Wisconsin in academic year 1952-53. In this study, more than 200 variables believed to be important to the student's adjustment are isolated by the authors. The following are the most significant ones to their adjustment process: (1) background characteristics, such as age, residential background, socio-economic status, leadership in home country, English language facility, and mental ability; (2) political orientations; (3) plan for study; (4) preconceptions and expectations; (5) arrival impressions; (6) length of sojourn; and (7) attitude toward American culture.

Despite the individual differences, the authors classify and type the students, on the basis of their social behavior and adjustment, in the following four distinct groups:

(1) **Enthusiastic Participants:** The students whose behavior is characterized by outward assimilation and extensive interaction with Americans.

(2) **Settlers:** Those who cut their ties with home culture and are content in their deep submergence in the new culture.

(3) **Promoters of home country features:** Those who attempt to

sell the home culture to Americans; that is, to convince Americans that Scandinavia is really a great area.

(4) Detached Observers: Those who never seem to lose their close identity with the home culture, and they do not have a desire to become emotionally involved in life in the United States culture.

In Gezi's (1965) study of 62 Middle Eastern students at 11 California colleges and universities, the findings indicate that the duration of the student's stay in itself does not seem to affect adjustment, but the quality of the student's interaction with his hosts seems to do so. This study also reveals that the academic success becomes a basis for the student's satisfaction with their stay and adjustment in their foreign milieu.

Hadwen (1964), in a study of 56 students of all nationalities, finds that students are more critical toward the United States in the first six months. However, his research further notes that students make a separation of United States governmental policy and the individual American. They tend, according to Hadwen, to become more critical of the United States over a period of time, but less critical of the individual American over the same period of time. The length of stay, in Hadwen's study, is suggested to have a negative effect on personal adjustment problems, for they increase over a period of time.

In a study of foreign medical residents in the United States, Antler (1970) presents an opposite view of the extent of interaction with Americans. He suggests that the amount of interaction with students' fellow countrymen is of greater importance in their adjustment than interaction with Americans. Functional differences in

social customs and strong ties with home culture provide almost insurmountable barriers to cross-cultural contact.

Research among Chinese students at the University of Wisconsin by Yeh and Chu (1974) demonstrates three implications of the interaction with their fellow countrymen:

1. Foreign students associate mostly with fellow nationals because warm, intimate, dependent, personally satisfying contacts are almost exclusively limited to their co-national group.

2. Their relations with host-country nationals rarely go beyond superficial pleasantries.

3. They are frequently discouraged about any prospects for deep cross-cultural friendships and do not expect such friendships to develop.

Torrey and others (1970) cite an unpublished study by Selby and Woods (1962) that relates measures of academic and social adjustment more to the schedule of academic examinations and vacations than to the adjustment process. They conclude that the U-curve hypothesis is originally based on adjustment by immigrants over a long period of time and may not apply to students' short term adjustment. The students' unique situation demands that they adjust to an academic culture of the university community as well as the outside society.

Another way of looking at the adjustment and experiences of a foreign student is represented by a series of studies by Schild (1962) and Herman and Schild (1960) on foreign students in Israel. They believe that the analysis of this experience should be undertaken by looking at the student (a) as a person in a new psychological

situation, (b) as a person on the periphery of the host society, (c) as a person in overlapping situations, influenced by the norms of both the home and the host cultures, and (d) as a person with a limited time perspective in regard to his stay. This last point, in analyzing the student's distress, anxiety or unhappiness (the trough in the U-curve), is very important. They suggest that the student's feeling that he has very little time, that he must finish his course or get his degree in a hurry might be less pronounced if only he had more time.

In the following pages, the main assumptions underlying this study and the hypotheses which have emerged out of the research objectives, theoretical perspectives and review of the literature on foreign students are formulated.

Assumptions

The main assumptions in this study are as follows:

1. A foreign student experiences a variety of personal, social, academic and cultural adjustment problems with which he must learn to cope in various periods of his stay in the United States. Therefore, in the learning process, he becomes socialized or acculturated and internalizes the host culture, but the degree of acculturation, interaction and satisfaction as criteria and indices of adjustment is different due to personal, psychological, and social factors.
2. The orientation programs, type of school (small college, non-metropolitan university, and metropolitan university), academic status, age and sex of the students provide different opportunities to the students for association and interaction with Americans. Since

all foreign students at Oklahoma State University have to attend the orientation program and attend the same university, it is assumed that they have the same chance to interact because of these two variables, but we expect variations in the degree of adjustment due to academic status (graduate and undergraduate), age (younger and older), and sex (male and female) among the students.

3. The various indices of adjustment are related to each other. Favorableness to the United States results in a higher degree of contact with Americans, and conversely, close association with Americans leads to more understanding and favorable attitudes toward the United States. Satisfaction with the stay here may depend in part upon pleasant and frequent associations with Americans, and those who get on well in school may feel free to spend more time with Americans (Morris, 1960; Gezi, 1965).

4. The ability to communicate, by the use of physical gestures and symbolic language (student's skill), is an important means of meaningful and adequate interaction. Satisfaction and ultimately adjustment, is a product of favorable interaction. Therefore, language facility is determined an important factor in adjustment process.

5. The length of stay to a foreign educational experience is considered a crucial variable in cultural learning and changes in student's perceptions and attitudes. We expect uniform effects of time on the indices of adjustment.

Hypotheses

The following hypotheses are formulated under the main assumptions of this study to be tested:

1. As foreign students are better adjusted, then social, academic, and cultural adjustment are positively related to each other and negatively related to personal adjustment.

2. As foreign students remain longer in the United States, then there will be an increase in the amount of interaction, favorability to the United States, and their academic adjustment, and a decrease in personal troublesomeness.

3. As the degree of interaction and academic adjustment, due to different background variables, increases, foreign students with broader life experiences and more flexible backgrounds will show an increase in better social, cultural and academic adjustment.

4. As language difficulty, involvement with home country, cultural and social distance increase, then communication and interaction with Americans and favorableness toward the United States decrease.

Summary

From the foregoing literature review, it was found that the findings on the studies of adjustment and attitudes of foreign students were very diverse and sometimes contradictory. The differences in findings might be the result of the differences in (a) characteristics of the students who were studied, (b) the time periods covered in each study, and (3) methods of investigation applied in each study, although the findings of few studies, on some points, did clearly fit together.

In the first section, the adjustment problems were viewed from a broad perspective and cited studies of immigrant's adjustment. In

these studies, the emphasis has been placed on both the individual and the society as the basic units of analysis. The second section was the review of the studies of the changes of attitudes and adjustment patterns. Most of these studies suggested that students usually passed through a U-curve pattern in their experiences and noted that time or the length of stay had a differential effect (positive or negative) on the attitudes of the students toward the host country. In the last section, we placed our emphasis on the studies of factors influencing and associated with the students' adjustment. It was found that adjustment was a complex phenomenon on which several factors, ranging from the background characteristics to environmental variables, might have a great impact. In terms of what factors determined the eventual adjustment or maladjustment of the students, the findings remained inconclusive. This study attempted to ascertain some of the factors in the students' adjustment process and to make clear a part of the wide variety of possible experiences and outcomes.

CHAPTER III

METHODS AND PROCEDURE

Introduction

This study investigated factors influencing adjustment patterns, attitudes, and perceptions of foreign students. A survey of related literature suggested that many factors were crucial in the changes of attitudes and adjustment of students. This survey also provided evidence for the necessity of further study of these patterns because of the contradictory nature of the findings in the past. In this chapter, the research variables will be presented, followed by the specific research design for collection and assessment of the desired information and hypothesis testing. Subsequently the instrument that was utilized, the sample, the procedure for data collection, a test of the instrument validity, and the various statistical tests applied in this study will be identified.

Variables

Dependent or Outcome Variables

The major dependent variables in this study regard the four types of adjustment; personal, social, academic, and cultural adjustment.

These variables are as follows:

1. Troublesomeness and personal satisfaction, as an index of

personal adjustment, was measured with an eight-item scale asking the student to rate the degree of his troublesomeness in different areas of every day life in the United States and to indicate how satisfied he was with housing. The score on this variable for each student, ranging from 8 to 40 for "no trouble at all" to "a great deal of trouble", was the sum total of the student responses to each item.

2. Interaction with Americans, as an index of social adjustment, was measured, asking the students to report the frequency of their different activities with Americans such as greeting, conversing about weather, discussing courses, and so on, with a ten-item scale. The score on this variable for each student, ranging from 10 for low interaction to 50 for high interaction, was the sum total of the student responses to each item.

3. Satisfaction with the training and educational system, as an index of academic adjustment, was measured with a three-item scale asking the students to indicate their agreement or disagreement with three statements about their academic satisfaction with the educational system in the United States. A well adjusted student was one who had a score of 15 on this variable and the poorly adjusted was one who had a score of 3 on academic adjustment scale.

4. Favorableness toward different aspects of American culture, as an index of cultural adjustment, was measured, asking the student to report whether he liked or disliked some aspects of American life, with a ten-item scale. The sum total of the student responses to each item indicated the student's attitude toward the United States ranging from high to low favorableness.

Independent or Background Variables

The major independent variables in this study are as follows:

1. Length of Stay
2. Age
3. Sex
4. Socio-economic Status
5. Hometown Size
6. Academic Status
7. Social Distance (degree of social acceptance)
8. English Facility
9. Cultural Distance
10. Anomie
11. Previous Contact with Other Cultures
12. Involvement with Home Country
13. Missing Family and Friends (homesickness and loneliness)

These variables and other background variables are fully described in the sections under "the instrument" and "descriptive analysis of foreign students".

The Research Design

The longitudinal approach to the study of changes of foreign students' attitudes and adjustment patterns has many undoubted advantages. When observations are made and information obtained at each stage of the student's experience, from the first moment of arrival, the data collected are more reliable than when the researcher must rely upon retrospection (Goldlust and Richmond, 1977). Further-

more, by following a specific cohort over a period of time, it is possible to measure the direct effect of length of residence without the distortion that arises when the characteristics of different cohorts are examined. The experiences of different cohorts are influenced not only by the length of residence, an important factor, but by the specific ethnic background and socio-economic status of foreign students in question and by varying conditions in the receiving society at time of arrival and subsequently.

Although longitudinal studies on a sample basis are valuable, we had to choose mailed questionnaire survey as a means of examining the characteristics and experiences of foreign students. A number of reasons why we have not been able to apply a longitudinal approach with interview technique are as follows:

1. Longitudinal studies are extremely time consuming and expensive.
2. The problem of tracing students, especially in a large country such as the United States where geographical mobility is possible, after a number of years is a serious one.
3. Because of the frequent requests for information or questions related to personality, attitude, grade point average, and political issues, a danger of creating a "Howthorne" effect on the behavior of the students themselves always exist. The behavior of the respondent may also be changed by the effect of the research instrument or frequent interviewing on the issues concerned.
4. The mailed questionnaire technique, with careful pretesting, ensures some uniformity of responses.

5. As a result of using the mailed questionnaire, students may have greater confidence in their anonymity, thus freeing them to express themselves more candidly and does not feel under pressure to come up with just any answer as he might in interview, since he has time to ponder the questions (Selltitz et al., 1967:238-241).

These reasons, especially limitations of time and money, were over-riding factors in our decision to use "one shot" mailed questionnaire survey as the best design for the present study. Quantification of the data was built into the design in order that hypothesis testing, using standard statistical techniques, would be possible. For the most part, quantification was used for adjustment and attitude measurement which was designed to measure the underlying construct, not to result only in a weak order¹ (Coleman, 1964:9).

The Instrument

In order to collect the desired data and to test the research hypotheses, an instrument was developed by the researcher since no appropriate instrument was found in the related literature. The development of this instrument was an extensive attempt which included searching the literature for information regarding factors influencing adjustment, attitudes, and perceptions of foreign students, consulting with some faculty members with expertise in the area of methodology in the Sociology Department and with some foreign students and

¹Coleman defines a weak order as a partial solution to the problem of causality. For a discussion of quantification of data and a weak order see Coleman (1964:55-92).

friends. In constructing the instrument, we kept this important point in mind that the questionnaire was to be filled out by non-American students, thus it should be simple in order to minimize the foreign students' problems in interpreting the items. Twelve subscales used in the instrument and items in the subscales were gleaned from the review of literature and pretested with a group of 25 foreign students. The responses by these students were analyzed by Program Testat to establish correlation of any item in a group to all other items in that group. Because of the nature of our sample, these responses were not included in the final population studied.

As a result of the pretest and the analysis of the instrument by Program Testat, the wording of a few questions was changed but no items were deleted. The items, in the instrument measuring four different types of adjustment and some background variables, were grouped into different categories and each of the categories was treated as a subscale. Each item was evaluated in terms of its unidimensionality with the other items of that subscale. An item-whole correlation (Program Testat) was used to determine the unidimensional characteristics of each of the 12 subscales in the research instrument. Out of 61 subscale items administered in the pretest, only three items fell below the criterion of 0.30 correlation. Because of the small number of those completing the questionnaire, these three items were retained in the final instrument in order to be compared with the item-whole correlation using the total sample. Afterwards, a revised draft of the questionnaire was shown to experts and some foreign students to determine readability, clarity

of wording, and comprehensibility of questions. The questionnaire was modified consistent with their suggestions.

The instrument used in this study was a nine-page, 124 item questionnaire constructed around 11 basic categories and also included about 34 items of demographic information and some background variables. A complete copy of the instrument may be found in Appendix B.

The subscales measured by sets of Likert-type items dealt with each of the four types of adjustment, social and cultural distance variables, and a series of other background variables such as English facility, missing family and friends, and anomie which was previously identified.

Subscale I, the social distance, was composed of seven items which asked the students to choose a series of social relationships with respect to the degrees of social distance on seven attributes starting with "marry an American" and concluding with "would expel them from my country". For scoring this scale, the number of the "nearest row" that is checked is counted. The concept of social distance refers to a continuum described by Park (1902:339-344) as "the grades and degrees of understanding and intimacy which characterizes pre-social and social relations generally". This scale, for the first time, was developed by Emory S. Bogardus and applied to various types of social groups such as ethnic minorities, social classes, and occupational types. This scale has been used for the majority of a society or community to rank the minorities. To my knowledge, it has not been used for a group of foreign students.

Subscale II, the extent of troublesomeness as a measure of personal adjustment, was composed of eight items which asked the students to rate the degree of their troublesomeness in different areas of everyday life in the United States. The students were asked to circle one from among five Likert-type responses for each item. The value of (5) was assigned to "a great deal of trouble", while the value of (1) indicated "no trouble at all".

Subscale III, the frequency and variety of interaction with Americans, was composed of 10 items which asked the respondents to report the frequency of various types of activities such as greeting, conversing about weather, discussing courses, visiting in each others room, and talking about family or life with Americans. The respondents were asked to select one from among five Likert-type responses for each item. The value of (5) was assigned to the position indicating "frequently participated", while the value of (1) indicated "no participation" or never. This subscale was used as an index of social adjustment.

Subscale IV, the degree of student's English facility, contained three items which asked the students to estimate their ability to speak and understand English. In this self-rating measure, the students were asked to agree or disagree with the statements about their English language and select one from among five Likert-type responses. The value of five was assigned to "strongly agree", while one (1) indicated no agreement or "strongly disagree".

Subscale V, the extent of homesickness, missing family and friends, and loneliness, contained five items. A five-point scale,

ranging from "strongly agree" to "strongly disagree" was provided for students' rating of statements about missing family and friends.

Subscale VI, the extent of academic adjustment, was composed of three items. This index determined the degree of student's satisfaction with his academic training and favorableness toward the educational system here. The students were asked to select one from among five Likert-type responses for each item.

Subscale VII, the extent of interaction with fellow countrymen and group support, was composed of four items. A five-point scale, ranging from "strongly agree" to "strongly disagree" was provided for students to rate the statements about their interaction with their fellow countrymen.

Subscale VIII, the extent of involvement with home country, contained three items. This index showed the degree to which the student personally felt attach, blame, or praise directed at his country or countrymen and the extent the student tried to keep informed about what happened in his country. Those who did not agree with the items were alienated from their home countries.

Subscale IX, the extent of anomie, was composed of nine items. According to Srole (1956:709-716), this scale refers to the individual eunomia-anomia continuum representing "the individuals" generalized pervasive sense of self-to-others belongingness at one extreme compared with self-to-others distance and self-to-others alienation at the other pole of the continuum. The concept of anomie, attributed to Durkheim, refers to the loss or absence of social norms which is seen to bring personal insecurity, and to the loss of intrinsic values that might give purpose or direction to

life (Miller, 1977). Srole identified the state of normlessness by measuring self-to-others sense of belonging. Respondents were asked to indicate whether they agreed or disagreed with each of the nine items. Since this scale was developed for application in American society, the researcher had to change the wording of two items. All the items were phrased positively except one.

Subscales X and XI, the extent of cultural distance, contained 30 items. In these two identical 15-item scales, the students first were asked to describe their perceptions of and attitudes toward different aspects of life in the United States and then in their home countries. The students were asked about the aspects of life which were salient to the foreign students, the aspects that they would be likely to notice and react to emotionally. These aspects fell roughly into three groups: 1) social relations (nature of people's relationships, student-professor relations), 2) broader social patterns (freedom of speech, democracy, male-female equality), and 3) family (importance of family life, strength of obligation to family versus individual gratification) (Selltiz et al., 1963). The students' responses to these two scales were then compared item by item. Sum of the absolute values of differences between the students' perceptions of the United States culture and their home culture would indicate the extent of cultural distance.

Subscale XII, the degree of favorableness toward American culture as an index of cultural adjustment, was composed of 10 items. With regard to different aspects of American culture such as student-professor relations, university education system, t.v. programs, food, and so on, the students were asked whether they liked

or disliked. A five-point scale, ranging from "like very much" to "dislike very much" was provided for students' rating of their extent of favorableness toward these aspects.

The alpha coefficient for acceptance of each of the 12 subscales described above was set at 0.30. This acceptance level was surpassed by the coefficients of 10 subscales. Only two subscales, X and XI (Extent of Cultural Distance), had alpha coefficients of 0.14 and 0.30 which were interpreted as indicating a lack of unidimensionality between items, and were not expected to measure one thing, as these two subscales dealt with different aspects of home and host cultures. A complete description of the subscale organization and correlation of research variables may be found in Appendix D.

The Sample

The universe of the present study consisted of foreign students who enrolled at Oklahoma State University in the Summer Semester of 1979-80. One objective of the present study, in terms of sampling, was to get a random sample of both female and male, graduate and undergraduate students in order to reveal the different effects of these background variables on the outcome variables (adjustment variables). Therefore, no limitation was imposed upon the sample. Then, as the source of our data, a systematic random sample of 228 students from the registration list of 913 foreign students was selected.

Procedure

Before starting the project, the researcher talked to some of the foreign students and the foreign student adviser and discussed the research problem with them. They showed a great deal of support and promised to assist the researcher. Then the instrument, as discussed in previous section, was developed and pretested in a pilot study with 25 foreign students. A list of all foreign students enrolled at Oklahoma State University in the Summer Semester of 1979-80 was requested from the Registrar's Office and International Student Advisement Office (see Appendix A). After obtaining the list, 228 students (or 25% of the total population) were randomly selected. The following procedures were employed for data collections.

A list of 125 students whose phone numbers appeared on the registration list or in the Stillwater Telephone Directory was provided, and all were called in advance. The researcher discussed the project with them and succeeded in getting their agreement to fill out the self-administered questionnaire. Only six students refused to cooperate. Then a questionnaire, along with a stamped, self-addressed envelope, was mailed to these 119 students. At the same time, 65 questionnaires were delivered by the researcher himself to those students who had no phone number or could not be contacted, to their houses, apartments, or different departments at O.S.U. At the time of delivery, the researcher attempted to contact them personally. The last 38 questionnaires were mailed directly without any previous contact. Once a student had been selected

randomly, our aim was to follow up until we got the completed questionnaire back from him. Out of 38 questionnaires, 18 were not delivered as these students evidently had not left their forwarding address. Out of 204 students who received the questionnaires, 129 students completed and sent them back.

After three weeks, a reminder was sent to students who had failed to respond (see Appendix C).

After repeated efforts, by the end of July, 1980, 172 questionnaires (or 84.3%) were received. Four students returned blank questionnaires with no comments. One questionnaire had been mailed to an American student whose name appeared on the foreign student list by mistake. We began data processing with 167 usable questionnaires. All the data were collected for this research during a six-week span of time.

Within a month after collection of the data, all questionnaires were coded; and all data were key punched onto computer data processing cards. These data were then analyzed by utilizing programs from Statistical Analysis System (Barr et al., 1979) and Fortran Program Testat (Veldman, 1967).

Validity of the Instrument

The construction of an instrument for measuring perceptions and attitudes required both careful attention to the items and subscales used and establishment of some validity to them. Therefore, Fortran Program Testat and the subroutines were employed to check the items and to assess the validity of the instrument.

Program Testat illustrates the possibility of constructing a program which meets some of the needs for test scoring or item analysis. In this program, each of the categories of a questionnaire is treated as a subscale with every item being evaluated in terms of its unidimensionality with other items in that subscale. Program Testat measures the contributions of each item to its own subscale and determines how well each item contributes to the set as a measuring device. By employing this program, the correlation of every item with the total of all items is calculated. The program also computes alpha coefficient of internal consistency which reflects the degree of reliability among the items of a scale, in terms of overlapping variance.²

For the tests of validity and internal consistency of an instrument, a correlation value of 0.30 is usually selected as the criterion for retaining an item and an alpha value of 0.30 is also set for acceptance of each subscale. Any value below 0.30, for an item or a subscale, indicates that the item does not relate sufficiently to the variable being measured, or the scale does not measure the variable well. On the basis of final collection of data from the respondents, Program Testat was run on the data. The correlation values on the final tests indicated that 58 of the original 61 items (excluding 30 items of two identical subscales X and XI) had a value above 0.30. Two of these which contained in Bogardus' Social Distance Scale and Srole's Anomia Scale were re-

²A detailed discussion of Fortran Program Testat may be found in Veldman (1967:170-181).

tained in the final analysis with the rationale that they were negatively phrased. The third item was deleted.

Statistical Tests

In data analysis, the Statistical Analysis System (SAS) and the Fortran Program Testat were adopted. Several statistical analysis techniques were applied in the study. For descriptive analysis of demographic and background data, frequency, percentage, proportion, range, sample mean, and standard deviation were employed. In order to test and evaluate the hypotheses, t-test, chi-square, analysis of variance and Pearson Product-Moment Correlation method were used. Unless specified, the conventional and traditional 0.05 level was set as the significance level in hypothesis testing. The following is a brief discussion of each statistical technique used.

The "t" Statistic

The "t" test is used to test for a difference between the means of two groups on some variables. The student's t distribution is a theoretical sampling distribution which differs from the normal curve distribution. It differs according to the degrees of freedom possessed by the sample estimate. Since that number is affected by sample size, the shape of the t distribution varies by sample size. The t-statistic assumes that the sampling distribution of differences between two independent random sample means is normal. The assumptions of randomness and independence are met if one assigns the respondents at random to two groups. If either of these conditions is not met, or if the departure from normality in the population

distributions is very great, the use of the t-test is ill-advised (Mueller et al., 1977).

Chi-Square Statistic

In comparison to t-test, one of the great advantages of chi-square test is that it involves no assumptions about the form of the original distributions from which the observations came (Mills, 1960:212). The chi-square statistic requires that the data are cast in nominal form into mutually exclusive and exhaustive categories. Siegel (1956:104) states: "When the data of research consists of frequencies in discrete categories, the chi-square test may be used to determine the significance of differences between two independent groups." Chi-square is an alternative test to Analysis of Variance and can be similarly utilized in determining the significance of differences among several independent groups. In this study the structure of the variable items qualified the data for this form of test. Interval scales such as the four adjustment scales, and some background variable scales are easily arranged into categories for the chi-square test, since it is legitimate to recast higher order data such as interval data into lower order data such as nominal data.

Analysis of Variance

In general, analysis of variance is used to test for the differences among the means of more than two categories or samples. Thus, it is the extension of the t-test, and allows a researcher to elicit significant variables in theoretically postulated relation-

ships. The relationships subjected to Analysis of Variance may involve any number of variables or factors (i.e., independent variables at nominal level) as they relate to dependent variable which is at interval level. In the case where the dependent variable has been classified by more than one characteristic, we utilize two-way Analysis of Variance.

Pearson Product-Moment Correlation Coefficient

This statistic is a measure of the mutual relationships between two variables. The assumptions of continuously distributed data should be met for use of this statistic. The correlation coefficient expresses the degrees of linear relationship of any two variables in a specific population but it never proves causation. Conclusions about causation always requires the control of extraneous variables (Games and Klare, 1967).

Summary

A mailed questionnaire survey was made with a systematic random sample of 228 foreign students at Oklahoma State University. The survey instrument was developed by the researcher on the basis of literature review and research pupose. The questionnaire was composed of 12 subscales and 34 demographic and miscellaneous items. It was pretested with 25 foreign students and its validity was assessed by Fortran Program Testat. Of 204 students who received the questionnaire, 172 (84.3%) completed and sent them back. The responses to the questionnaires were then coded, tabulated, key punched, verified, and analyzed by the researcher.

The purpose of the survey was to collect data relating a variety of independent variables, such as length of residence, age, sex, socio-economic status, academic status, and so on to four dependent variables, or measures of different types of adjustment, and data about students characteristics and perceptions of American culture. The measures of adjustment were four different indices, extent of troublesomeness, frequency of contact and interaction with Americans, satisfaction with the educational and training in the U.S., and degree of favorableness toward different aspects of American culture. Then, in order to test the hypotheses, specific analytical techniques were discussed. In general, the 0.05 level was determined to be the level of acceptance of hypotheses. The techniques discussed were the "t" statistic, chi-square, analysis of variance, and Pearson Product-Moment Correlation technique.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The purpose of the research was to provide information about personal characteristics, perceptions, and attitudes of foreign students, and to assess the factors influencing their adjustment process. Therefore, this chapter is designed to analyze the data in two separate phases: (1) descriptive analysis which includes a description of the sample with respect to demographic and background characteristics which assumed to have some effect on attitudes and social relations, and students' perceptions; (2) evaluation of hypotheses related to assumption of the theoretical perspectives and review of the literature.

Descriptive Analysis of Foreign Students at Oklahoma State University

Foreign students are classified according to the following characteristics taken account of in subsequent analyses.

Foreign Students' Home Countries

Table II, based on the research data, shows regions and home countries from which the students came. It is observed that 10

TABLE II
FOREIGN STUDENTS' HOME COUNTRIES BY REGION

Region & Country	Total		Region & Country	Total	
	No.	%		No.	%
Northern Africa	6	3.6	Southeast Asia	17	10.2
1. Algeria	1	0.6	20. Indonasia	1	0.6
2. Egypt	1	0.6	21. Malaysia	2	1.2
3. Libya	3	1.8	22. Philippine	2	1.2
4. Somalia	1	0.6	23. Thailand	12	7.2
Equatorial Africa	11	6.6	Middle South Asia	16	9.5
5. Ghana	1	0.6	24. Bangladesh	1	0.6
6. Nigeria	9	5.4	25. India	13	7.7
7. Tunisia	1	0.6	26. Pakistan	2	1.2
East Asia	15	9.0	Europe and Oceania	4	2.4
8. China	6	3.6	27. Australia	1	0.6
9. Hong Kong	4	2.4	28. Denmark	1	0.6
10. Japan	4	2.4	29. England	1	0.6
11. Korea	1	0.6	30. Greece	1	0.6
Southwest Asia	67	40.1	Latin America	31	18.6
12. Iran	41	24.5	31. Brazil	3	1.8
13. Iraq	1	0.6	32. Ecuador	1	0.6
14. Jordan	2	1.2	33. El Salvador	1	0.6
15. Kuwait	1	0.6	34. Guyana	1	0.6
16. Lebanon	12	7.2	35. Honduras	1	0.6
17. Palestine	4	2.4	36. Venezuela	24	14.4
18. Saudi Arabia	4	2.4			
19. Turkey	2	1.2			
			Total	167	100.0

Source: Computed from research data of the 167 foreign students respondents.

percent of the students came from African countries, 69 percent from Asian countries, 19 percent from Latin American countries, and only 2 percent from European countries. The nationalities of the students include some 36 countries of origin. The largest numbers are from Iran (41 students), and Venezuela (24 students), two oil-producing countries. The wide sampling of nationalities and the cultural diversity represented allows generalization of results to the foreign student population at large which would be impossible from a sample more heavily weighted in favor of one nationality or region. Table III indicates whether the present study sample is typical of the total population of foreign students in the United States.

TABLE III

THE STUDY SAMPLE AND TOTAL POPULATION OF FOREIGN STUDENTS IN THE U.S. BY REGIONS

Region	Present Study	All Foreign* Students
Africa	10.2%	12.9%
Asia	68.8	55.7
Latin America	18.6	15.6
Europe & Oceania	2.4	9.8
North America	--	5.6
Total	100%	100%

*These figures were reported by the Institute of International Education for all foreign students in this country during the academic year 1978-79.

It is apparent that the sample does not differ markedly from the total foreign student population. European and Oceanian students are under-represented and students from Asia and Latin America are a little over-represented in the sample. These discrepancies must be kept in mind in considering the extent to which the findings of this study can be generalized to other foreign students in the United States.

Foreign Students' Age and Sex

The students represented a fairly wide age range, from 17 to 42, although about 49 percent were between 17 and 25 and 30 percent were between 26 and 30. The average age for students was 26.5. In age, this sample is very similar to the total population of foreign students reported by the Institute of International Education (1980).

Seventy-seven percent of the sample of foreign students were men and 23 percent were women. This approximate 3 to 1 ratio of men to women was the same for the total population of foreign students (Institute of International Education, 1980). The largest number of female students was from Southwest Asia and Latin America, while the smallest number was from African countries (see Table IV).

Foreign Students' Marital Status

Of the 167 foreign students, the larger proportion, 54 percent, were single and 45 percent of the students were married. Only one student has divorced his wife. Of the married students, 32 percent did not have children, 41 percent of the students had one child, and

28 percent had two or three children (see Table IV). Of all the married students, only wives of six percent were living in their home countries and 94 percent of the students had their wives or husbands with them in the United States. Of 75 married students, only seven (nine percent) had a wife or husband with different nationality from their own.

Foreign Students' Socio-Economic Status

The social and economic backgrounds of foreign students in the sample show them to be predominantly urban, lower middle class and not largely supported by their parents. Over 75 percent lived most of their lives in a large city or suburb. The largest proportion of 40 students who lived most of their lives in rural areas were from Southwest and Southeast Asia. Latin American and East Asian students were largely from urban settings (see Table V). Slightly over 19 percent of students reported their families had an income less than \$5,000 in 1979 and only 17 percent had a family income over \$30,000. Of 167 students, 113 or 67 percent reported that their fathers' occupations ranged from unskilled worker to the owner and manager of a small business, and 73 percent of the students' mothers were housewives (see Appendix E). It is interesting to note that the majority of students came from developed and underdeveloped countries in the continents of Africa, Asia, and Latin America. This distribution indicates that women, in agrarian and traditional societies, do not engage in the productive economic activities.

Allowing for a possible tendency to overestimate one's own family income or parents' occupations, the distribution of answers on

TABLE IV
 DEMOGRAPHIC DATA ON FOREIGN STUDENTS
 (Percentage by row; N=167)

Region	N	Sex		Marital Status		Number of Children		
		Male	Female	Single	Married	None	One	Two & Three
Northern Africa	6	83%	17%	17%	83%	50%	50%	0%
Equatorial Africa	11	82%	18%	36%	64%	36%	36%	28%
East Asia	15	73%	27%	60%	40%	86%	7%	7%
Southwest Asia	67	85%	15%	72%	28%	79%	16%	5%
Southeast Asia	17	53%	47%	35%	65%	64%	18%	18%
Middle South Asia	16	81%	19%	63%	37%	75%	18%	7%
Latin America	31	71%	29%	32%	65%*	52%	19%	29%
Europe & Oceania	4	100%	0%	75%	25%	75%	0%	25%
Total	167	77%	23%	54%	45%*	69%	18%	13%

*Due to the fact that one Latin American student has divorced his wife which is not shown in this table rows (marked by *) do not add to 100%.

TABLE V
 FOREIGN STUDENTS' HOMETOWN SIZE AND ACADEMIC STATUS
 (Percentage by row; N=167)

Region	N	Hometown Size			Academic Status		
		Rural	Small City	Large City	Undergrad.	Master's	Ph.D.
Northern Africa	6	0%	67%	33%	17%	33%	50%
Equatorial Africa	11	9%	55%	36%	46%	27%	27%
East Asia	15	0%	27%	73%	33%	7%	60%
Southwest Asia	67	31%	21%	48%	67%	18%	16%
Southeast Asia	17	41%	12%	47%	0%	59%	41%
Middlesouth Asia	16	37%	19%	44%	12%	76%	12%
Latin America	31	10%	20%	70%	58%	35%	7%
Europe & Oceania	4	25%	0%	75%	0%	50%	50%
Total	167	24%	23%	53%	46%	31%	23%

several other questions seems to bear out the relatively middle-socioeconomic position of the majority of the students. Approximately 21 percent reported that their financial resources in this community were very adequate, and 57 percent reported theirs were somewhat adequate. If we add to these facts the evidence that only 43 percent of the students were supported by their parents (see Table VI), the picture of predominantly lower middle-class origin seems consistent. In view of these characteristics, it seems natural that 57 percent of students reported that they had no foreign travel before coming to the United States (see Appendix E).

Foreign Students' Academic Status

Table V, based on the research data of 167 foreign students, indicates that less than half of the students (46 percent) were pursuing undergraduate studies, 31 percent were working for the Master's degree, and 23 percent were studying for the Ph.D. or Ed.D. degree. Among the students from Southwest Asia, the largest proportion, 67 percent, was doing undergraduate work, 18 percent were Master's candidates, and 15 percent were doctoral candidates. Among Latin American students, the largest proportion of students, 58 percent was pursuing undergraduate work, 35 percent Master's work and only 7 percent doctoral work. All the students from Southeast Asia and Europe and Oceania were at the graduate level. Among the students from other regions such as Northern Africa, East Asia, and Middle-south Asia, largest proportion of students were working toward a graduate degree.

The graduate-undergraduate distribution of foreign students in the study sample indicates that the proportion of graduate students is larger than the proportion of graduate students in the total population of foreign students in the United States. The following table compares the figures for the study sample with those reported by the Institute of International Education (1980) for all foreign students.

TABLE VI
THE STUDY SAMPLE AND TOTAL POPULATION OF FOREIGN
STUDENTS IN THE U.S. BY ACADEMIC STATUS

Academic Status	Study Sample	All Foreign Students
Undergraduate	45.5%	56.4%
Graduate	54.5%	43.6%

Foreign Students' Financial Resources

Table VII, based on the research data, describes various sources of financial support which students reported at the time of the survey. The largest proportion, 43 percent, reported that they were solely supported by their parents, 29 percent of the students said that they received financial assistance from their governments, 14 percent of the students reported that they were awarded assistant-

ships by Oklahoma State University, 6 percent of the students said that they were spending their own savings, 3 percent reported that their wives were working, and only 2 percent of the students were working on campus themselves.

Among the African students, the largest proportion, 64 percent, reported that they received financial assistance from their governments, 17 percent of the students said they were supported by their parents, and only 6 percent said they had been granted assistantships by Oklahoma State University. Table VII also indicates that among Southwest Asian students, the largest proportion, 72 percent of the students, was supported by their parents and only 16 percent of the students received financial assistance from their governments.

Among Latin American students, the largest proportion, 65 percent of the students, reported that they received financial assistance from their governments, 23 percent of the students said that they were supported by their parents, and 6 percent reported that they were supported by foreign private organizations. Among other region students, such as East Asian, Middlesouth Asian, and European and Oceanian students, the largest proportion reported that they had been granted assistantships by Oklahoma State University.

It is essential to note that the picture of financial support of foreign students changes over periods of time. At the time of their arrival in the United States, the majority of the students might be supported solely by their parents but after a few months, the students may find a job or be granted an assistantship (Das, 1969). Thus the picture of financial resources, presented in the present study, is not a constant one.

TABLE VII
 FOREIGN STUDENT'S SOURCES OF FINANCIAL SUPPORT
 (Percentage by row; N=167)

Region	N	Home Govt.	U.S. Govt.	O.S.U. Asst.	Foreign Private Org.	Parents	Wife Works	O.S.U. Job	Savings
Northern Africa	6	66%	0%	0%	0%	17%	0%	17%	0%
Equatorial Africa	11	64%	9%	9%	0%	13%	0%	0%	0%
East Asia	15	7%	7%	46%	0%	33%	0%	0%	7%
Southwest Asia	67	16%	0%	1%	0%	72%	3%	1%	7%
Southeast Asia	17	24%	0%	7%	0%	35%	6%	6%	18%
Middlesouth Asia	16	7%	0%	55%	7%	18%	7%	0%	7%
Latin America	31	65%	0%	3%	6%	23%	0%	0%	3%
Europe & Oceania	4	25%	0%	75%	0%	0%	0%	0%	0%
Total	167	29%	1%	14%	2%	43%	3%	2%	6%

Foreign Students' Major Fields of Study

In Table VIII compiled from the research data, 43 percent of the students reported engineering and engineering technology as their major field of study, 20 percent of the students were studying agriculture, 12 percent were studying education and 10 percent were studying physical sciences. Only nine percent were majoring in business administration, four percent in home economics, and two percent in social sciences and humanities.

From the North African, East Asian, Southwest Asian, Middle-south Asian, and Latin American students, the largest proportion of students was studying engineering and engineering technology as a major field. It also appears from Table VIII that large proportions of students from Equatorial Africa, Southeast Asia, and Latin America were engaged in agriculture studies.

It is important, with regard to major fields of study, to note that the data for the survey population and for the whole group of foreign students reported by Institute of International Education are not entirely comparable.

Foreign Students' Length of Stay

in the United States

As seen in Table IX, about 15 percent of students have been in this country for one year or less. Twenty-nine percent, the largest proportion of students, reported that they had been studying in the United States for 13 to 24 months, and 27 percent said that the length of their stay was between 25 months and three years. The

TABLE VIII
 FOREIGN STUDENTS' MAJOR FIELDS OF STUDY
 (Percentage by row; N=167)

Region	N	Agriculture	Education	Engineering &Technology	Home- Economics	Physical Sciences	Business& Management	Social Sciences& Humanities
Northern Africa	6	17%	17%	66%	0%	0%	0%	0%
Equatorial Africa	11	46%	0%	18%	9%	9%	18%	0%
East Asia	15	0%	7%	53%	7%	13%	20%	0%
Southwest Asia	67	18%	6%	54%	3%	14%	4%	1%
Southeast Asia	17	29%	47%	6%	0%	0%	12%	6%
Middlesouth Asia	16	13%	0%	37%	0%	19%	25%	6%
Latin America	31	19%	16%	45%	7%	3%	7%	3%
Europe & Oceania	4	50%	25%	0%	0%	25%	0%	0%
Total	167	20%	12%	43%	4%	10%	9%	2%

smallest number of students, 21 or 13 percent, stated a period of time of more than three to four years as the length of their stay here. Only 16 percent of the students reported that they had been in this country for more than four years.

TABLE IX
FOREIGN STUDENTS' LENGTH OF STAY

Length in Months	Number	Percent
1-12	25	15
13-24	48	29
25-36	46	27
37-48	21	13
49 and more	27	16
Total	167	100

Foreign Students' Reasons for Coming
to the United States

The question about the student's purpose in coming to the United States was considered a possible indicator of interest in getting to know Americans on the basis of Lysgaard's study (1954) of returned Norwegian Fulbright grantees. That study suggested that students who gave as a major motive for their trip the desire to get to know

another country were likely to be interested in establishing personal relations with Americans than were those whose primary reason was to get training in special fields (Selltiz et al., 1963).

The students were asked to report their main reason why they decided to come to this country in an open-ended question. Table X indicates the variety of their responses to this question. About 59 percent of the students reported that their main reason was to get training in some specific field, some 28 percent stated that they came to get a degree, only nine percent said their major purpose was to have a chance to live with people from another country, and three percent gave a non-academic reason such as accompanying their husbands.

Among all students from different regions, the largest proportions reported that they had come primarily for specific training, but Equatorial African and Middlesouth Asian students were more likely to mention the desire to live with people from another country as their primary reason for having come to the United States than students from other regions.

Foreign Students' Plans on Completion of Their Studies

Table XI, based on the research data, indicates the plans of foreign students on completion of their studies at the time of the survey. Of all students, the largest proportion, 74 percent, reported that they definitely planned to return home, 14 percent said that they would probably return home, and eight percent of the students were undecided. The proportion of those students who wanted to remain in the

TABLE X
 FOREIGN STUDENTS' REASONS FOR COMING
 TO THE UNITED STATES
 (Percentage by row; N=167)

Region	N	To get Training in a Specific Field	To have a Chance to Live in Another Country	To get a Degree	To Accompany Husband	No Response
Northern Africa	6	67%	0%	33%	0%	0%
Equatorial Africa	11	46%	46%	8%	0%	0%
East Asia	15	67%	13%	13%	7%	0%
Southwest Asia	67	58%	4%	36%	0%	2%
Southeast Asia	17	53%	12%	35%	0%	0%
Middlesouth Asia	16	63%	19%	6%	6%	6%
Latin America	31	61%	0%	32%	7%	0%
Europe & Oceania	4	75%	25%	0%	0%	0%
Total	167	59%	9%	28%	3%	1%

TABLE XI
 FOREIGN STUDENTS' PLANS TO RETURN HOME ON
 COMPLETION OF THEIR STUDIES
 (Percentage by row; N=167)

Region	N	Yes Definitely	Yes Probably	Undecided	No Probably Not	No Definitely Not
Northern Africa	6	83%	17%	0%	0%	0%
Equatorial Africa	11	90%	10%	0%	0%	0%
East Asia	15	60%	20%	13%	7%	0%
Southwest Asia	67	72%	15%	9%	3%	1%
Southeast Asia	17	88%	6%	6%	0%	0%
Middlesouth Asia	16	56%	19%	7%	18%	0%
Latin America	31	81%	13%	6%	0%	0%
Europe & Oceania	4	50%	25%	25%	0%	0%
Total	167	74%	14%	8%	3%	1%

United States after completion of their studies was almost negligible. Among the students from different regions, Southwest Asians, East Asians, Middlesouth Asians, and Latin Americans were more likely to remain in the United States.

It is important and interesting to note that the pattern of students' responses to this question is different at the time of their arrival, after living some time in this country, and exactly on completion of their studies (Das, 1969). The students' plans to return to their home countries, or to remain in the United States may also be related to different reasons ranging from job chances to political situation in their home countries (see Appendix E).

Foreign Students' Perceptions of the United States Culture

The students, at the time of the survey, were asked about different aspects of life in the United States. In deciding what aspects should be included, the researcher examined earlier studies (Morris, 1960; Sewell and Davidsen, 1961; and Selltiz et al., 1963) for leads as to areas of American life which seemed important and were matters of concern to foreign students in their reactions. From these, 15 aspects such as student-professor relations, university students' treatment, emphasis in university education, people's behavior toward strangers, and people's relationships with each other were selected (see Table XII). With regard to each aspect, the students were asked to mark a description of certain characteristics of the situation as they perceived it. Then, in a separate scale, they were asked to state whether they liked or disliked some aspects of life in the

United States. Instead of using a set of agree-disagree categories, we used labeled lines for the perception measure. The use of the labeled line allowed for the comparison of the students' views of the United States and their home countries without bias in either direction. It also prevented the ethnocentric responses to the same question (Morris, 1960). We omitted a middle category of indifference or neutrality in order to force a choice and to get the accurate perception of an item.

In the belief that the responses to the perception items are of interest in themselves, they are presented descriptively, without analysis of relations between the items or between the items and other adjustment indices, and background variables. Earlier studies (Morris, 1960 and Selltiz et al., 1963) suggested that students from different parts of the world had different views of the United States because of their various cultural background. It is interesting to note that, in the present study, the distribution of responses to each item, presenting an aspect of life, is the same for students from different regions (see Table XII).

As seen in Table XII, the majority of the students described the student-professor relations as "somewhat informal" or "very informal". Of all students, the largest proportion, 62 percent, expressed themselves as liking this aspect of life, 31 percent were in the middle position, only seven percent stated that they disliked this aspect of life in the United States (see Appendix E). There was considerable agreement among the students that the university students were treated as mature individuals. Eighty-four percent of the students described the treatment of the university students as "very mature" or "somewhat

TABLE XII
FOREIGN STUDENTS' PERCEPTIONS OF THE U.S. CULTURE

Aspect of Life	Total		Region			
	No.	%	Africa	Asia	Latin America	Europe & Oceania
1. Student-professor relations						
1. Very formal	8	5	2	5	1	0
2. Somewhat formal	68	41	9	46	13	0
3. Somewhat informal	71	42	5	51	13	2
4. Very informal	20	12	1	13	4	2
2. University students are treated as						
1. Very mature	40	24	4	29	7	0
2. Somewhat mature	101	60	12	68	18	3
3. Somewhat immature	20	12	1	15	4	0
4. Very immature	6	4	0	3	2	1
3. Emphasis in university education is						
1. Strongly on memorization of facts	13	8	2	7	4	0
2. Somewhat on memorization of facts	49	29	11	29	6	3
3. Somewhat on evaluation of facts	74	44	3	58	12	1
4. Strongly on evaluation of facts	31	19	1	21	9	0
4. When meeting strangers, people are						
1. Very friendly	22	13	0	17	4	1
2. Somewhat friendly	110	66	13	77	18	2
3. Somewhat hostile	30	18	4	17	9	0
4. Very hostile	5	3	0	4	0	1
5. People's relationships are						
1. Very shallow	48	29	8	32	7	1
2. Somewhat shallow	97	58	8	65	21	3
3. Somewhat deep	22	13	1	18	3	0
4. Very deep	0	0	0	0	0	0

TABLE XII (Continued)

Aspect of Life	Total		Region			
	No.	%	Africa	Asia	Latin America	Europe & Oceania
6. The poor in society are						
1. Very well cared for	12	7	0	10	2	0
2. Somewhat well cared for	52	31	4	33	14	1
3. Somewhat inadequately cared for	69	41	7	49	11	2
4. Very inadequately cared for	34	21	6	23	4	1
7. Freedom of speech is						
1. Very restricted	7	5	0	6	1	0
2. Somewhat restricted	38	23	2	27	8	1
3. Somewhat unlimited	61	36	8	41	11	1
4. Very unlimited	61	36	7	41	11	2
8. Undemocratic practices are						
1. Very common	16	10	3	11	2	0
2. Somewhat common	54	32	5	43	5	1
3. Somewhat rare	73	44	8	46	16	3
4. Very rare	24	14	1	15	8	0
9. Free-time activities take place						
1. Almost always outside the home	37	22	5	24	7	1
2. Usually outside the home	86	52	9	58	16	3
3. Usually inside the home	40	24	2	31	7	0
4. Almost always inside the home	4	2	1	2	1	0
10. In bringing up their children, parents allow them						
1. Very much freedom	74	44	8	44	20	2
2. Quite a bit of freedom	81	49	8	60	11	2
3. Not much freedom	10	6	1	9	0	0
4. Very little freedom	2	1	0	2	0	0

TABLE XII (Continued)

Aspect of Life	Total		Region			
	No.	%	Africa	Asia	Latin America	Europe & Oceania
11. Obligation to one's family is						
1. Much more important than one's wishes	18	11	5	10	3	0
2. Somewhat more important than one's wishes	44	26	3	30	10	1
3. Somewhat less important than one's wishes	62	37	6	40	13	3
4. Much less important than one's wishes	43	26	3	35	5	0
12. In sports and recreation people are						
1. Very active	123	74	11	84	26	2
2. Somewhat active	42	25	6	30	4	2
3. Somewhat passive	2	1	0	1	1	0
4. Very passive	0	0	0	0	0	0
13. In economic matters, people are						
1. Very ambitious	92	55	11	60	19	2
2. Somewhat ambitious	58	35	6	39	11	2
3. Somewhat indifferent	14	8	0	13	1	0
4. Very indifferent	3	2	0	3	0	0
14. Financial success as an objective in life is						
1. Very important	113	68	13	75	24	1
2. Somewhat important	45	27	4	32	7	2
3. Somewhat unimportant	7	4	0	6	0	1
4. Very unimportant	2	1	0	2	0	0
15. Men and women are treated as						
1. Completely equal	32	19	4	24	4	0
2. Somewhat equal	106	63	7	71	26	2
3. Somewhat unequal	23	14	4	16	1	2
4. Completely unequal	6	4	2	4	0	0
Total	167	100	17	115	31	4

mature", only 16 percent believed that the students were treated as immature individuals. In another item related to university education system, the larger proportion of students, 63 percent, expressed that the emphasis in university education was on evaluation of facts rather than on memorization of facts. Among all students who were asked to express their attitudes toward the university education system, the largest proportion, 63 percent, said that they liked it, 27 percent fell in the middle position, and only 10 percent of the students disliked the education system.

With respect to student views about the behavior of Americans toward strangers, the largest proportion of students, 79 percent, believed that Americans were friendly when meeting strangers, only 21 percent thought that their behavior was hostile. When the students were asked whether they liked or disliked Americans' behavior, 25 percent answered they liked it, 37 percent marked the middle position, and 38 percent of students disliked it. Then the students were asked about people's relationships with each other as another feature of the United States. Among all students, the largest proportion, 58 percent, marked it as "somewhat shallow", 29 percent said peoples' relationships were "very shallow", and only 13 percent of students believed that the relationships were "somewhat deep". It is striking to note that no one marked this item as "very deep". The student evaluations toward this item were mixed. Five percent of the students said that they liked peoples' relationships very much as it was, 20 percent stated that they liked it, 37 percent of the students were in the middle position, and 38 percent disliked it.

In the next three items, the students were asked about the different features of American democracy. Among all students, the larger proportion, 62 percent, believed that the poor in American society were not very well or adequately cared for. When the students were asked to express their views of freedom of speech and undemocratic practices, the majority of them, 72 percent, said that freedom of speech was unlimited and 58 percent of the students believed that undemocratic practices were rare.

The responses to four different items of where free-time activities took place, the sense of obligation to one's family, people's reaction in economic matters, and the importance of financial success as an objective in life, indicated that the majority of the students perceived Americans as materialistic individuals. Of 167 students, 123 or 74 percent said that free-time activities took place outside the home, 105 students or 63 percent believed that the sense of obligation among family members was less important than their own wishes, 150 students or 90 percent stated that in economic matters people were ambitious, and finally 158 students or 95 percent pointed that financial success in the U.S. was important.

There was considerable agreement that in the United States children enjoyed much freedom when they were growing up. Of all students, the larger proportion, 93 percent, indicated that in bringing up their children, parents allowed them much freedom. In sports and recreation programs, the majority of students, 74 percent, described Americans "very active", 25 percent of the students said that Americans were "somewhat active", and only one percent described them as "somewhat passive".

The students' view of the treatment of women in American society are especially interesting because of the attention that is focused today on the problem of inequality between men and women. When the students were asked their views of equality or inequality between men and women, the larger proportion, 82 percent, viewed them "completely equal" or "somewhat equal", and only 18 percent said that men and women were treated "somewhat" or "completely" unequal.¹

Evaluation of Hypotheses

This section deals with the statistical testing of the hypotheses and discussion of the findings. Statistical tools used in the hypothesis testing were Pearson Product-Moment method and Chi-square statistic for the first two hypotheses. The "t" statistic and analysis of variance were applied for Hypotheses Three and Four.

Evaluation of Hypothesis One

H_0 : There are no significant relationships among the measures of adjustment.

H_1 : Four measures of adjustment are significantly related to each other. Measures of social, academic, and cultural adjustment are positively related to each other and negatively related to measure of personal adjustment.

Pearson Product-Moment Correlation Coefficients, using the SAS program, were calculated to obtain precise estimates of the direction

¹For distributions of students' responses to other background variables such as race, religion, housing arrangement, and students' perceptions of their home country cultures see Appendix E.

and degree of relations between the four measures of adjustment.

Table XIII presents a summary of the results.

TABLE XIII
CORRELATIONS BETWEEN MEASURES OF ADJUSTMENT

Measures	1	2	3
1. Troublesomeness (Personal Adjustment)			
2. Interaction (Social Adjustment)	-0.37*		
3. Academic Satisfaction (Academic Adjustment)	-0.31*	0.06	
4. Favorableness (Cultural Adjustment)	-0.38*	0.29*	0.34*

*Significant at .0001 level

The statistical findings in Table XIII do support the alternative hypothesis, except for $r_{23}=0.06$, therefore the decision is to reject the null hypothesis of no relationships in favor of the alternative hypothesis. Chi-square statistic was also adopted for confirmation of these results and clarification of the relations and their meanings. In order to use the chi-square, the scores on troublesomeness, interaction, academic satisfaction, and favorableness were grouped into two nominal categories of "low" and "high". The relationships between each two measures of adjustment were examined in Tables XIV through XIX.

The calculated coefficient ($r_{12} = -0.37$) and the findings in Table XIV indicate that troublesomeness of aspects of life in the United States is negatively related to the student's interaction with Americans. Over 34 percent of those students who have less trouble in life in the U.S. highly participate in different activities with Americans, and more than 30 percent of the students who have a high score on troublesomeness have a low score on interaction. It makes better sense to say that the students with more trouble in life have less opportunity to interact with Americans, and conversely, the students with little trouble are more apt to interact with Americans.

TABLE XIV
RELATIONSHIP BETWEEN FOREIGN STUDENTS'
PERSONAL AND SOCIAL ADJUSTMENT

Troublesomeness of life in the U.S.	Social Interaction					
	Low		High		Total	
	No.	%	No.	%	No.	%
Low	31	18.6	58	34.7	89	53.3
High	51	30.5	27	16.2	78	46.7
Total	82	49.1	85	50.9	167	100.0

$$\chi^2 = 15.52, df = 1, P = .0001.$$

The relationship between academic satisfaction and troublesomeness was examined. With regard to the calculated coefficient ($r_{13} = -0.31$) and Table XV, it can be concluded that academic satisfaction is negatively related to troublesomeness. It means that those students who are not satisfied with their training and do not like the grading system have more trouble in life in the United States.

TABLE XV
RELATIONSHIP BETWEEN FOREIGN STUDENTS'
PERSONAL AND ACADEMIC ADJUSTMENT

Troublesomeness of life in the U.S.	Academic Satisfaction					
	Low		High		Total	
	No.	%	No.	%	No.	%
Low	37	22.2	52	31.1	89	53.3
High	55	32.9	23	13.8	78	46.7
Total	92	55.1	75	44.9	167	100.0

$$\chi^2 = 14.07, df = 1, P = .0002.$$

The relationship between the measures of personal and cultural adjustment was examined. The calculated correlation coefficient ($r_{14} = -0.38$) and the findings in Table XVI indicate that there is a significant negative relationship between favorableness toward American culture and troublesomeness. About 32 percent of those

students who are highly favorable toward the United States have reported less trouble in life than those, 31 percent, who are most unfavorable. It seems more probable that less trouble in life in the United States would lead to more favorableness toward this country rather than vice versa.

TABLE XVI
RELATIONSHIP BETWEEN FOREIGN STUDENTS'
PERSONAL AND CULTURAL ADJUSTMENT

Troublesomeness of life in the U.S.	Favorableness toward American Culture					
	Low		High		Total	
	No.	%	No.	%	No.	%
Low	35	21.0	54	32.3	89	53.3
High	52	31.1	26	15.6	78	46.7
Total	87	52.1	80	47.9	167	100.0

$$\chi^2 = 12.45, df = 1, P = .0004.$$

The statistical findings in Tables XIII and XVII do support the null hypotheses of no significant relationship between the measures of social and academic adjustment. In other words, academic satisfaction and interaction with Americans are not significantly related to each other.

TABLE XVII
 RELATIONSHIP BETWEEN FOREIGN STUDENTS'
 SOCIAL AND ACADEMIC ADJUSTMENT

Social Interaction	Academic Satisfaction					
	Low		High		Total	
	No.	%	No.	%	No.	%
Low	48	28.7	34	20.4	82	49.1
High	44	26.4	41	24.5	85	50.9
Total	92	55.1	75	44.9	167	100.0

$$X^2 = 0.77, df = 1, P = .38.$$

From the calculated correlation coefficient ($r_{24}=0.29$) and the findings in Table XVIII, it appears that favorableness to the United States is positively related to interaction with Americans. Over 31 percent of those students who are highly favorable to the United States have also a high degree of participation in different activities with Americans and 32 percent of students who have a low score on favorableness have also a low score on interaction with Americans. This relationship could be interpreted that being more favorable to the United States would lead to more interaction with Americans and vice versa.

The relationship between measures of cultural and academic adjustment was examined. The calculated correlation coefficient ($r_{34}=0.34$) confirms that favorableness to the United States is positively related to academic satisfaction. Although the findings

in Table XIX do not significantly substantiate this relationship based on proportions we nonetheless reject the null hypothesis based on the correlation scores, assuming measures of correlation to be a better indicator of significant relationship than chi-square. This means that satisfaction with academic matters leads to favorableness toward the United States. It is interesting to note the fact that a student likes America and her culture does not necessarily mean that he will be satisfied with the academic system and like it.

TABLE XVIII
RELATIONSHIP BETWEEN FOREIGN STUDENTS'
SOCIAL AND CULTURAL ADJUSTMENT

Social Interaction	Favorableness toward American culture					
	Low		High		Total	
	No.	%	No.	%	No.	%
Low	54	32.3	28	16.8	82	49.1
High	33	19.8	52	31.1	85	50.9
Total	87	52.1	80	47.9	167	100.0

$$X^2 = 12.22, df = 1, P = .0005.$$

Evaluation of Hypothesis Two

H₀: There is no significant difference between proportion of students who remain longer (30 months and more) and proportion of

students who stay shorter (less than 30 months) on troublesomeness, interaction, academic satisfaction, and favorableness scores.

TABLE XIX
RELATIONSHIP BETWEEN FOREIGN STUDENTS'
ACADEMIC AND CULTURAL ADJUSTMENT

Academic Satisfaction	Favorableness toward American culture					
	Low		High		Total	
	No.	%	No.	%	No.	%
Low	54	32.3	38	22.8	92	55.1
High	33	19.8	42	25.1	75	44.9
Total	87	52.1	80	47.9	167	100.0

$$X^2 = 3.58, df = 1, P = .058.$$

H₂: A greater proportion of students who stay longer in the United States have higher scores on interaction, academic satisfaction, favorableness, and lower scores on troublesomeness.

Based on the statistical findings (see Tables XX through XXIII), the responses of students support the null hypothesis. Therefore, it can be concluded that the length of stay does not uniformly influence the four types of adjustment, although we expected that the students' interaction, academic satisfaction, and favorableness toward the United States would increase with the length of their stay.

TABLE XX
 LENGTH OF STAY AND PERSONAL ADJUSTMENT
 OF FOREIGN STUDENTS

Length of Stay	Troublesomeness of life in the U.S.					
	Low		High		Total	
	No.	%	No.	%	No.	%
Less than 30 months	41	24.5	41	24.6	82	49.1
30 months or more	48	28.7	37	22.2	85	50.9
Total	89	53.2	78	46.8	167	100.0

1. $X^2 = .70$, $df = 1$, $P = .40$.
2. Pearson Product-Moment Coefficient = $-.18$, $P < 0.02$.

TABLE XXI
 LENGTH OF STAY AND SOCIAL ADJUSTMENT
 OF FOREIGN STUDENTS

Length of Stay	Social Interaction					
	Low		High		Total	
	No.	%	No.	%	No.	%
Less than 30 months	42	25.1	40	24.0	82	49.1
30 months or more	40	24.0	45	26.9	85	50.9
Total	82	49.1	85	50.9	167	100.0

1. $X^2 = .27$, $df = 1$, $P = .60$.
2. Pearson Product-Moment Coefficient = $.18$, $P < 0.02$.

TABLE XXII
 LENGTH OF STAY AND ACADEMIC ADJUSTMENT
 OF FOREIGN STUDENTS

Length of Stay	Academic Satisfaction					
	Low		High		Total	
	No.	%	No.	%	No.	%
Less than 30 months	46	27.5	36	21.6	82	49.1
30 months or more	46	27.5	39	23.4	85	50.9
Total	92	55.0	75	45.0	167	100.0

1. $\chi^2 = .07$, $df = 1$, $P = .80$.
2. Pearson Product-Moment Coefficient = .08, $P < 0.28$.

TABLE XXIII
 LENGTH OF STAY AND CULTURAL ADJUSTMENT
 OF FOREIGN STUDENTS

Length of Stay	Favorableness to American Culture					
	Low		High		Total	
	No.	%	No.	%	No.	%
Less than 30 months	42	25.1	40	24.0	82	49.1
30 months or more	45	26.9	40	24.0	85	50.9
Total	87	52.0	80	48.0	167	100.0

1. $\chi^2 = .05$, $df = 1$, $P = .82$.
2. Pearson Product-Moment Coefficient = 0.02, $P < 0.82$.

Since these findings indicated that the development of social interaction and favorableness did not proceed in a straight line, we have examined the "U-curve" pattern. Several studies suggested that the favorable attitudes and frequent interaction of foreign students with Americans drop from an initial high to a low point and then rise to another high point before leaving this country, and this, when plotted out on a graph, usually looks similar to a "U".

Findings in Table XXIV support the results of previous studies (Lysgaard, 1955; DuBois, 1956; Sewell and Davidsen, 1961). The patterns of students' interaction and favorableness, in the present study, strongly correspond to the U-curve (see Figure 2).

TABLE XXIV
PATTERNS OF FOREIGN STUDENTS' ADJUSTMENT

Length of Stay (in months)	Number of Students	Low Trouble- someness	High Interaction	High Academic Satisfaction	High* Favorable- ness
(1-12)	25	44%	55%	44%	56%
(13-24)	48	56	50	47	43
(25-36)	46	47	45	36	45
(37-48)	21	42	52	57	48
(49 or more)**	27	74	62	74	53

*The dichotomy for high-low, for all variables, was cut at the median line.

**These time period groupings which are arbitrarily chosen are based primarily upon similar time period groupings used in most research studies concerning the U-curve.

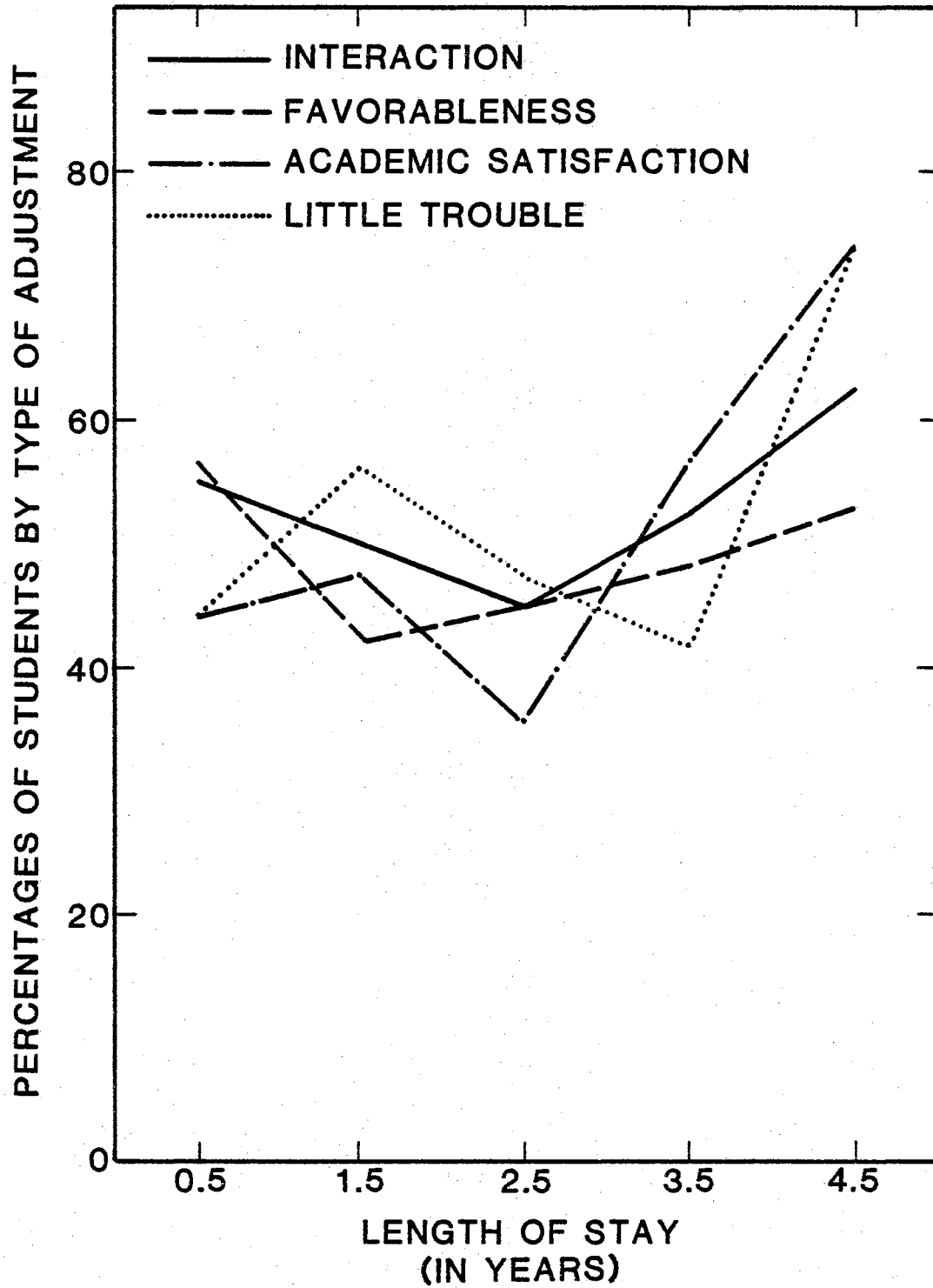


Figure 2. Patterns of Foreign Students' Adjustment by Length of Stay

Evaluation of Hypothesis Three

H_0 : There are no significant differences in troublesomeness, interaction, academic satisfaction and favorableness scores of foreign students with respect to their sex, age, marital status, academic status, previous foreign travels, degree of missing family and friends and loneliness, hometown size, parents' social class, anomie, and living independently before coming to the United States.

H_3 : The mean scores of troublesomeness, interaction, academic satisfaction and favorableness is significantly different for foreign students' age, sex, marital status, academic status, . . . groups.

Several background variables which assumed to have an effect on the students' adjustment process were examined. It was also assumed that male and single students with younger age, higher social class, urban background, more previous foreign travel, lower academic status, lower degree of missing family and loneliness, less anomic personality, and more independent living experience are more flexible and more apt to make an easy transition to another culture. Therefore, the four measures of adjustment were tested for significant differences in mean scores by the following background variables using the t-test and analysis of variance:

Age. The ages were dichotomized at 30 years. As apparent in Table XXV, no significant difference ($p > .05$) is present between the two age groups in mean scores on the measures of adjustment, and we reject the alternative hypothesis in favor of the null hypothesis of no difference. We conclude that age of a foreign student has no significant effect on his adjustment in the United States.

TABLE XXV
DIFFERENCES IN MEASURES OF FOREIGN STUDENTS'
ADJUSTMENT BY AGE GROUPS

Measure of Adjustment	Mean Score		t (df=165)	P
	25 years or less (N=87)	26 years or more (N=85)		
Troublesomeness of Life in the U.S.	16.35	15.75	.83	.41
Social Interaction	28.83	30.51	-1.27	.21
Academic Satisfaction	10.41	10.07	.93	.36
Favorableness Toward Host Culture	30.01	30.85	-.84	.40

Sex. Of 167 foreign students, 38 (23 percent) were female. This proportion allowed for testing the differences in the measures of adjustment between foreign student sex groups. The differences in means for this variable as it applies to the four measures of adjustment appear in Table XXVI. None of the t-scores contained in Table XXVI are significant at the .05 level, therefore we conclude that younger students do not differ in their adjustment process from older ones.

Marital Status. A difference in means test was applied to the variable of marital status. Table XXVII lists t-scores for single and married groups according to responses given on four measures of adjustment. Significant differences for single and married groups

were not obtained for the adjustment variables, therefore the null hypothesis of no difference was accepted. It seems to make sense to say that marital status factor does not influence troublesomeness, interaction, academic satisfaction, and favorableness.

TABLE XXVI
DIFFERENCES IN MEASURES OF FOREIGN STUDENTS'
ADJUSTMENT BY SEX GROUPS

Measure of Adjustment	Mean Score		t (df=165)	P
	Male (N=129)	Female (N=38)		
Troublesomeness of Life in the U.S.	15.83	16.79	-1.12	.27
Social Interaction	29.79	29.32	.31	.76
Academic Satisfaction	10.29	10.08	.48	.64
Favorableness Toward American Culture	30.33	30.79	-.38	.70

Academic Status. It was expected that undergraduate students were more flexible and more apt to have more interaction with Americans and to be more favorable toward American culture. But the findings in Table XXVIII did not support this expectation. These findings indicated that there was no significant difference between graduate and undergraduate groups on mean scores of troublesomeness, academic satisfaction, interaction, and favorableness.

TABLE XXVII

DIFFERENCES IN MEASURES OF FOREIGN STUDENTS'
ADJUSTMENT BY MARITAL STATUS

Measure of Adjustment	Mean Score		t (df=165)	P
	Single (N=92)	Married (N=75)		
Troublesomeness of Life in the U.S.	16.52	15.47	1.45	.15
Social Interaction	29.34	30.11	-.58	.56
Academic Satisfaction	9.97	10.57	-1.65	.10
Favorableness Toward American Culture	29.93	31.05	-1.23	.26

TABLE XXVIII

DIFFERENCES IN MEASURES OF FOREIGN STUDENTS'
ADJUSTMENT BY ACADEMIC STATUS

Measure of Adjustment	Mean Score		t (df=165)	P
	Undergraduate (N=76)	Graduate (N=91)		
Troublesomeness of Life in the U.S.	16.42	15.74	.95	.34
Social Interaction	28.42	30.74	-1.76	.08
Academic Satisfaction	9.93	10.49	-1.51	.13
Favorableness Toward American Culture	30.20	30.64	-.44	.66

Previous Foreign Travel. Foreign students were classified according to the variable of whether or not they had spent sometime in foreign countries other than the United States. Table XXIX presents t-scores for these two groups of foreign students on four adjustment measures. It was found that previous foreign travel made no difference in mean scores of interaction, troublesomeness, academic satisfaction and favorableness. It can be concluded that these findings did not support the alternative hypothesis that those students who had traveled in other countries were more favorable to the United States and highly interacted with Americans. Therefore, based on the present study findings, previous foreign travel is not a significant factor in student adjustment.

TABLE XXIX
DIFFERENCES IN MEASURES OF FOREIGN STUDENTS'
ADJUSTMENT BY PREVIOUS CONTACT
WITH OTHER CULTURES

Measure of Adjustment	Mean Score		t (df=165)	P
	No Foreign Travel (N=95)	Some Foreign Travel (N=72)		
Troublesomeness of Life in the U.S.	16.04	16.06	-.02	.98
Social Interaction	29.02	30.56	-1.15	.25
Academic Satisfaction	10.42	10.00	1.12	.26
Favorableness Toward American Culture	30.54	30.31	.23	.82

Missing Family and Friends and Loneliness. Based on the statistical findings in Table XXX, of four mean differences of measures of adjustment, three were significant. Students with low degree of missing family and friends showed a lower mean on troublesomeness than those with high degree of missing family and friends, students who felt less homesickness and loneliness had a higher mean on interaction score than the students who felt more homesickness. There was no significant difference between the two groups in mean score of academic satisfaction, but a significant difference was found in mean score of favorableness toward American culture. Therefore, we conclude that those students who feel less being homesick have less trouble in life in the United States, more interaction with Americans, and are more favorable toward American culture.

Anomie. The extent of anomie for foreign students was measured by Srole's nine item anomia scale. This scale refers to the individuals generalized pervasive sense of self-to-others belongingness at one extreme compared with self-to-others distance and self-to-others alienation at the other extreme of the eunomia-anomia continuum (Srole, 1956). The students were grouped in low-high categories by median line on their anomie scores. As apparent in Table XXXI, two significant differences are present between the two groups in mean score of troublesomeness and academic satisfaction. This can be interpreted that those students who are less anomic perceive less trouble in life in the United States and are more satisfied with their training and the education system here. Therefore, we conclude that

the extent of anomie effects students' personal and academic adjustment as expected but it is not related to social and cultural adjustment.

TABLE XXX
DIFFERENCES IN MEASURES OF FOREIGN STUDENTS'
ADJUSTMENT BY DEGREE OF MISSING
FAMILY AND FRIENDS

Measure of Adjustment	Mean Score		t (df=165)	P
	Low Degree of Missing Family (N=82)	High Degree of Missing Family (N=85)		
Troublesomeness of Life in the U.S.	15.32	16.75	-2.00	.04*
Social Interaction	30.88	28.52	1.97	.05*
Academic Satisfaction	10.17	10.31	-.36	.72
Favorableness Toward American Culture	31.65	29.27	2.43	.01**

*Significant at the .05 level.

**Significant at the .01 level.

Living with Parents. A difference in means was applied to the variable of whether or not the student was living with his parents before coming to the United States. Table XXXII presents t-scores for the two groups according to responses given on the measures of adjustment. No significant differences in mean scores were found between the two groups. Therefore, we conclude that living

TABLE XXXI

DIFFERENCES IN MEASURES OF FOREIGN STUDENTS'
ADJUSTMENT BY THE EXTENT OF ANOMIE

Measure of Adjustment	Mean Score		t (df=165)	P
	Less Anomic (N=81)	More Anomic (N=86)		
Troublesomeness of Life in the U.S.	14.84	17.19	-3.33	.001*
Social Interaction	30.22	29.17	.79	.43
Academic Satisfaction	10.77	9.74	2.80	.005*
Favorableness Toward American Culture	30.85	30.05	.81	.42

*Significant at the .005 level.

TABLE XXXII

DIFFERENCES IN MEASURES OF FOREIGN STUDENTS'
ADJUSTMENT BY INDEPENDENT LIVING EXPERIENCE

Measure of Adjustment	Mean Score		t (df=165)	P
	Living with Parents (N=109)	Not Living with Parents (N=58)		
Troublesomeness of Life in the U.S.	16.06	16.03	-.03	.98
Social Interaction	29.24	30.52	.91	.35
Academic Adjustment	10.27	10.19	-.20	.84
Favorableness Toward American Culture	30.18	30.91	-.67	.50

independently before coming to the United States is not an effective factor in student adjustment process.

Socio-economic Background. Foreign students' socio-economic background was measured by the combination of their father's occupation and family income. Then the students were classified as low, medium and high in socio-economic background. Analysis of variance was used to determine whether or not these three group means were different on the measures of adjustment. Socio-economic background was found to be an insignificant variable in accounting for troublesomeness, academic satisfaction, and favorableness. But it has been found to be significantly related to interaction with Americans with a probability of a greater F being .0397. Socio-economic background was found to account for 477.74 of 12032.18 units of variation on interaction scores. Foreign students with high socio-economic background tend to interact more highly with Americans than the other two groups (see Table XXXVIII).

Hometown Size. A difference in means test was next applied to foreign students to assess the effect of their hometown size on the mean scores of the measures of adjustment. Three categories were used for analysis. The first category was for small towns and rural areas, the second category consisted of small cities and suburban areas, and the third one was for large cities (greater than 500,000). Hometown size has been found to have a probability of .8317 accounting for only 27.01 of 12032.17 units of variation on foreign student interaction scores. It has also been found to be insignificantly related to other measures of adjustment. Therefore, it can be

TABLE XXXIII

ADJUSTMENT OF STUDENTS BY LOW, MEDIUM
AND HIGH SOCIO-ECONOMIC BACKGROUND

Source	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Probability >F
1. Troublesomeness					
Between groups	120.16	2	60.08	2.80	0.0638
Error	3521.46	164	21.47		
Total	3641.62	166			
2. Social Interaction					
Between groups	477.74	2	238.87	3.39	0.0397
Error	11554.44	164	70.45		
Total	12032.18	166			
3. Academic Satisfaction					
Between groups	21.56	2	10.78	1.89	0.1548
Error	936.86	164	5.71		
Total	958.42	166			
4. Favorableness					
Between groups	144.79	2	72.40	1.78	0.1719
Error	6670.30	164	40.67		
Total	6815.09	166			

Note: 1. For low status $\bar{X}=17.09$; for medium status $\bar{X}=14.98$; for high status $\bar{X}=16.03$ on troublesomeness.
 2. For low status $\bar{X}=27.31$; for medium status $\bar{X}=30.45$; for high status $\bar{X}=31.20$ on social interaction.
 3. For low status $\bar{X}=9.72$; for medium status $\bar{X}=10.47$; for high status $\bar{X}=10.51$ on academic satisfaction.
 4. For low status $\bar{X}=29.38$; for medium status $\bar{X}=30.23$; for high status $\bar{X}=31.61$ on favorableness.

concluded that foreign student hometown size is an insignificant factor in adjustment process (see Table XXXIV).

Evaluation of Hypothesis Four

H₀: There is no significant differences in interaction and favorableness scores of foreign students with respect to the degree of their English facility, involvement with home country, perceived cultural and social distance.

H₄: The mean scores of interaction with Americans, and favorableness toward the United States is significantly different for foreign students' degree of English facility, involvement with home country, perceived cultural and social distance.

English Facility. The student's ability to use English was of interest because of its effects on student over-all adjustment. Therefore, it was decided to examine the relationship between English facility and the measures of adjustment. Students were categorized into high, medium, and low groups on the basis of the self-rating evaluation of their English facility. Based on the findings in Table XXXV, student English facility was found to be significantly related to three measures of adjustment: troublesomeness, interaction, and academic satisfaction. It seems to make sense to conclude that students who spoke and understood English easily would have less trouble than others in establishing and maintaining social relations with Americans and in comprehending things going on around them and those who had a low score on English facility would have much more difficulty with the items on "troublesomeness scale" than

TABLE XXXIV

ANALYSIS OF VARIANCE OF MEASURES OF FOREIGN STUDENTS'
ADJUSTMENT BY HOMETOWN SIZE

Source	Sum of Square	Degrees of Freedom	Mean Squares	F Ratio	Probability >F
1. Troublesomeness					
Between	73.63	2	36.82	1.69	0.1873
Error	3567.98	164	21.76		
Total	3641.61	166			
2. Social Interaction					
Between	27.01	2	13.50	0.18	0.8317
Error	12005.17	164	73.22		
Total	12032.18	166			
3. Academic Satisfaction					
Between	17.42	2	8.71	1.52	0.2223
Error	941.00	164	5.74		
Total	958.42	166			
4. Favorableness					
Between	27.07	2	13.53	0.33	0.7215
Error	6788.02	164	41.39		
Total	6815.09	166			

Note: 1. For small towns and rural areas $\bar{X}=15.83$; for small cities $\bar{X}=14.97$; for large cities $\bar{X}=16.61$ on troublesomeness.
2. For small towns and rural areas $\bar{X}=29.08$; for small cities $\bar{X}=29.50$; for large cities $\bar{X}=30.03$ on interaction.
3. For small towns and rural areas $\bar{X}=9.83$; for small cities $\bar{X}=10.76$; for large cities $\bar{X}=10.20$ on academic adjustment.
4. For small towns and rural areas $\bar{X}=31.13$; for small cities $\bar{X}=30.42$; for large cities $\bar{X}=30.13$ on favorableness.

TABLE XXXV

ANALYSIS OF VARIANCE OF MEASURES OF FOREIGN STUDENTS'
ADJUSTMENT BY ENGLISH FACILITY

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	Probability > F
1. Troublesomeness					
Between	487.10	2	243.55	12.66	0.0001
Error	3154.51	164	19.23		
Total	3641.61	166			
2. Social Interaction					
Between	819.11	2	409.56	5.99	0.0031
Error	11213.07	164	68.37		
Total	12032.18	166			
3. Academic Satisfaction					
Between	34.47	2	14.24	3.059	0.042
Error	923.94	164	5.67		
Total	958.41	166			
4. Favorableness					
Between	54.12	2	27.06	0.66	0.5200
Error	6760.96	164	41.23		
Total	6815.08	166			

- Note: 1. For low English facility $\bar{X}=18.23$; for medium $\bar{X}=16.41$; for high $\bar{X}=13.81$ on troublesomeness.
2. For low English facility $\bar{X}=27.48$; for medium $\bar{X}=28.64$; for high $\bar{X}=32.81$ on social interaction.
3. For low English facility $\bar{X}=4.80$; for medium $\bar{X}=10.92$; for high $\bar{X}=11.65$ on academic adjustment.
4. For low English facility $\bar{X}=29.86$; for medium $\bar{X}=30.17$; for high $\bar{X}=31.24$ on favorableness.

those who had medium or high score. This factor had no effects on the measure of cultural adjustment. Only 54.12 of 6815.08 units of variation on favorableness score were accounted for by English facility.

Involvement with Home Country. The student's involvement with his home country which was divided into high, medium, and low categories was estimated on the basis of his responses to such items as the extent to which he tried to keep informed about the affairs of his country, and the extent to which he felt personal pride in an outstanding achievement by one of his countrymen and personal shame over objectionable behavior on the part of a fellow countryman. Involvement with home country has been found to be an insignificant variable in accounting for interaction and favorable scores. Only 5.66 of 12032.18 units of variation on interaction score and 63.80 of 6815.09 units of variation on favorableness score were accounted for by this variable (see Table XXXVI).

Social Distance. Students were classified into four categories ranging from less to more distance on the basis of their replies to the items listed in Bogardus Social Distance Scale. The first category consisted of those students who were willing to marry Americans or allow them to join their clubs as personal friends. The second category was composed of students who reported that they would live on the same street with Americans or work beside them. The third category concluded those students who were willing to let Americans become citizens of their home countries or let them visit their countries. The last category consisted of those who perceived the

maximum distance and reported that they would expel Americans from their countries. Social distance has been found to be significant in explaining interaction ($p=.0001$) and favorableness ($p=.0266$) (see Table XXXVII). Of total 12032.18 units of variation 1563.00 (13.00 percent) on social interaction and of total 6815.09 units of variation 372.50 (5.47 percent) on favorableness were explained by foreign student perceived social distance. Therefore, this variable is an effective factor on these two measures of adjustment. Based on the mean pattern, as social distance increases, the degree of social interaction and favorableness decreases.

Cultural Distance. Cultural distance was suggested to be the sum of the differences between the student's perception of his home country and the United States culture. Respondents were classified into three groups on the basis of their discrepancy scores. A student was considered low in perceived cultural distance with a score from 0 to 10, medium with a score from 11 to 20, and high with a score from 21 to 30. Significant differences ($p=.0492$) between means on social interaction by student's perceived cultural distance have been found with quite clear direct relationship. A difference of 3.76 was found between the low distant group and the medium distant group, and a difference of 1.20 was found between the medium and high distant groups. It seems to make better sense to say that less perceived differences between the student's home culture and the United States make them interact more with Americans. The differences between mean groups on favorableness were not significant. Of 6815.09 units of variation 47.66 (0.7 percent) were explained by cultural distance on favorableness (see Table XXXVIII). Although the differences between

TABLE XXXVI

ANALYSIS OF VARIANCE OF MEASURES OF SOCIAL AND CULTURAL
ADJUSTMENT BY FOREIGN STUDENTS' INVOLVEMENT
WITH HOME COUNTRY

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	Probability >F
1. Social Interaction					
Between	5.66	2	2.83	0.04	0.9622
Error	12026.52	164	73.33		
Total	12032.18	166			
2. Favorableness					
Between	63.80	2	31.90	0.77	0.4624
Error	6741.29	164	41.17		
Total	6815.09	166			

TABLE XXXVII

ANALYSIS OF VARIANCE OF MEASURES OF SOCIAL AND CULTURAL
ADJUSTMENT BY FOREIGN STUDENTS'
PERCEIVED SOCIAL DISTANCE

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	Probability >F
1. Social Interaction					
Between	1563.00	3	521.00	8.11	0.0001
Error	10469.18	163	64.23		
Total	12032.18	166			
2. Favorableness					
Between	372.50	3	124.17	3.14	0.0266
Error	6442.59	163	39.53		
Total	6815.09	166			

Note: 1. For minimum distance $\bar{X}=31.06$; for low distance $\bar{X}=29.78$; for high distance $\bar{X}=21.93$; for maximum distance $\bar{X}=21.86$ on social interaction
 2. For minimum distance $\bar{X}=31.04$; for low distance $\bar{X}=30.00$; for high distance $\bar{X}=29.27$; for maximum distance $\bar{X}=23.86$ on favorableness

the means are not significant, the general mean pattern indicates that when cultural distance increases the extent of favorableness decreases.

TABLE XXXVIII
ANALYSIS OF VARIANCE OF MEASURES OF SOCIAL AND CULTURAL
ADJUSTMENT BY FOREIGN STUDENTS'
PERCEIVED CULTURAL DISTANCE

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	Probability > F
1. Social Interaction					
Between	431.81	2	174.41	3.052	0.0492
Error	11600.37	164	71.24		
Total	12032.18	166			
2. Favorableness					
Between	47.66	2	23.83	0.58	0.5625
Error	6767.43	164	41.26		
Total	6815.09	166			

Note: 1. For low distant group $\bar{X}=32.59$; for medium distant $\bar{X}=28.83$; for high distant $\bar{X}=27.64$ on social interaction.
2. For low distant group $\bar{X}=31.25$; for medium distant $\bar{X}=30.44$; for high distant group $\bar{X}=29.46$ on favorableness.

Another way of examining the effects of cultural differences on the foreign students' adjustment was to figure out the mean differences among the students from different world areas on four types of adjustment scores. Therefore, students were grouped into different world areas from which they came. The areas consisted of Africa, Asia, Latin America, and Europe and Oceania. Since there were

so few students in Europe and Oceanian group, this group has been omitted for the analysis of variance between different world area groups. Students from different world areas did not differ markedly in the extent of their troublesomeness. Of the total 3419.39 units of variation 15.19 (0.44 percent) on troublesomeness were explained by world-area groups. World area has been found to have a probability of .9554 accounting for only 6.57 of 11518.63 units of variation on interaction scores. This variable has also been found to be insignificantly related to the other two measures of adjustment. Therefore, it can be concluded that world area is an insignificant factor in students' adjustment process (see Table XXXIX).

Summary of the Findings

This chapter has presented descriptive analysis of foreign students' characteristics and statistical analysis of the data collected. Four statistical techniques were applied to test the four general hypotheses. The testing of the hypotheses indicated the following results:

- a. Extent of troublesomeness is negatively related to the degree of social interaction.
- b. Extent of troublesomeness is negatively related to the extent of academic satisfaction.
- c. Extent of troublesomeness is negatively related to the degree of favorableness toward American culture.
- d. Degree of interaction is not significantly related to the extent of academic satisfaction.
- e. Degree of interaction is positively related to the degree of

TABLE XXXIX
ANALYSIS OF VARIANCE OF MEASURES OF FOREIGN STUDENTS'
ADJUSTMENT BY WORLD AREAS

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	Probability >F
1. Troublesomeness					
Between	15.19	2	7.597	0.36	0.7003
Error	3404.19	160	21.276		
Total	3419.38	162			
2. Social Interaction					
Between	6.57	2	3.284	0.05	0.9554
Error	11512.06	160	71.950		
Total	11518.63	162			
3. Academic Satisfaction					
Between	2.59	2	1.294	0.23	0.7912
Error	882.46	160	5.515		
Total	885.05	162			
4. Favorableness					
Between	36.74	2	18.37	0.46	0.6345
Error	6443.75	160	40.27		
Total	6470.49	162			

favorableness toward American culture.

- f. Extent of academic satisfaction is positively related to favorableness toward American culture.

Hypothesis Two:

- a. There is no significant relation between the length of stay and measures of adjustment.
- b. Length of stay has differential effects on four measures of adjustment which proceed in a U-curve pattern.

Hypothesis Three:

- a. There is no significant mean difference between the two age groups on the measures of adjustment scores.
- b. There is no significant mean difference between the two sex groups on the measures of adjustment scores.
- c. There is no significant mean difference between single and married student groups on the measures of adjustment scores.
- d. There is no significant mean difference between graduate and undergraduate student groups on the measures of adjustment scores.
- e. There is no significant mean difference between the students with regard to their previous contact with other cultures on the measures of adjustment scores.
- f. There is a significant mean difference between the students with low or high degree of homesickness, missing family and friends on troublesomeness, social interaction, and favorableness scores, but no significant differences on academic satisfaction scores.
- g. There is a significant mean difference between less and more

anomic students on troublesomeness, interaction, and academic satisfaction scores, but no significant difference on favorableness scores.

- h. There is no significant mean difference between the students who have been living with their parents before coming to the United States and those who have not on the measures of adjustment scores.
- i. There are no significant mean differences among the students with low, medium, and high socio-economic status on troublesomeness, academic satisfaction, and favorableness scores, but there is a significant mean difference among three student groups on interaction scores.
- j. There are no significant mean differences among the students from small towns and rural areas, small cities, and large cities on the measures of adjustment scores.

Hypothesis Four:

- a. There are significant mean differences among students with low, medium, and high English facility on troublesomeness, social interaction, and academic satisfaction scores, but there is no significant differences on favorableness scores.
- b. There are significant mean differences among students with low, medium, and high perceived social distance on social interaction and favorableness scores.
- c. There are no significant mean differences among students with regard to the extent of their involvement with their home countries on social interaction and favorableness scores.
- d. There are significant mean differences among students with

low, medium, and high perceived cultural distance on social interaction scores and no significant differences on favorableness scores.

- e. There are no significant mean differences among students from different world areas on the measures of adjustment scores.

CHAPTER V

SUMMARY AND CONCLUSION

Summary

This research began with a plan to evaluate the personal, social, and cultural factors that have influenced foreign students' adjustment process and attitudes. This was done by focusing on foreign students from different countries who were attending Oklahoma State University during the summer semester of 1979-80. The other objectives of the study were (1) to provide information about the personal characteristics and social interaction of the students; (2) to investigate perceptions of the students of American culture as well as their home cultures; (3) to investigate the effects of the length of stay on the experiences and attitudes of the students; (4) to examine what actually foreign students were planning to do on completion of their studies, and (5) what their motivation was for coming to the United States.

An overview of different theories and review of the literature provided insight for the development of the appropriate rationale which led to the generation of the assumptions and four general hypotheses. This rationale (based on culture shock theory, U-curve theory, structural-functionalism, psychoanalytic theory, and symbolic interactionism) led to the belief that student's adjustment was a

complex process and none of these theories alone could shed the total light on explanation of the phenomenon. With this belief, on the basis of socialization theory, it was assumed that students internalized the host culture and became socialized or acculturated. The degree of their acculturation was considered different due to personal, psychological and social factors. From the structural-functional viewpoint, adjustment was the result of good socialization and acculturation. Based on the symbolic interaction theory, adjustment was assumed a product of favorable interaction and meaningful communication by the use of symbolic language. Again, on the basis of structural-functional theory, lack of informational control from the cultural system over the individual, a state of anomie, and inability to learn and enact new roles were considered adjustment problems.

✓ Adjustment was viewed, in this study, as a subjective phenomenon and a reaction to the social-cultural environment without making any value judgments of its quality. On the basis of Morris' (1961) suggestion, four indices which corresponded to four types of adjustment (personal, social, academic, and cultural) were developed as the measuring devices.

Using a "one-shot" design, the present study attempted to explicate factors influencing the extent of the student's troublesomeness of aspects of life in the United States, interaction with Americans, academic satisfaction, and favorableness toward American culture. In order to test the research hypotheses, data were collected through a mailed questionnaire survey of a random sample of 228 foreign students. Of 204 students who received the questionnaire,

172 (84.3 percent) returned it. This rate of return was considered adequate for the testing of the hypotheses and no attempt was made to generalize beyond the present sample. The instrument used in the study was constructed in such a way to minimize the foreign students' problems in interpreting the items. In an attempt to reduce the possible reluctance of students to express their ideas freely, frankly, and honestly, the researcher prior to the mailing process contacted the respondents by phone or personally and emphasized his own nationality and the promise of anonymity. The researcher also assured the students that the study had no connection with the United States government.

Measures of adjustment and background variables, utilized as the dependent and independent variables, were developed by the researcher on the basis of the literature review and research purpose. Validity and internal consistency of the instrument was estimated through Fortran Program Testat with subroutines PRTS and CCDS. All hypotheses were supported or rejected at the .05 level of significance.

The collected data, utilizing programs from SAS (Statistical Analysis System) were analyzed by the following appropriate statistical techniques: (1) frequency counts, percentages and cross-tabulation for descriptive analysis of the background characteristics and demographic data, (2) Pearson Product-Moment correlation and Chi-square for assessment of the degree of association between the measures of adjustment, (3) t-test to evaluate the mean differences of demographic variables on adjustment scores, and (4) analysis of variance to determine whether a significant relationship existed between each of the four measures of adjustment and each of the

independent variables such as socio-economic status, hometown size, English facility, involvement with home country, social and cultural distance.

The Findings

The statistical analysis reported in this study focused on two main aspects: relations between the measures of adjustment and the effects of the background variables on these measures. The findings of this study provided considerable evidence of interrelation of the measures of adjustment, troublesomeness, social interaction, academic satisfaction, and favorableness with each other, except in the case of the relation between measures of social and academic adjustment. For instance, students who interacted extensively with Americans scored lower on troublesomeness and higher on favorableness, than those who had less interaction with Americans, and students who reported that they had a great deal of trouble with life in the United States scored lower on academic satisfaction and favorableness toward American culture than those who had less trouble in life here. Morris (1960), in his study of foreign students from different countries, too, found the same patterns.

With regard to the effects of the length of stay on foreign students' experiences, the trends in the development of social interaction, academic satisfaction and favorable attitudes toward American culture were expected to proceed in uniform patterns or straight lines. The analysis of the data did not substantiate this expectation. Several studies (Lysgaard, 1955; Sewell and Davidsen, 1961; Scott, 1950; Coelho, 1958; and Morris, 1960) have noted what they

described as a U-curve in social interaction of students with Americans and favorableness toward American culture. It has been suggested that foreign students, starting out with high enthusiasm, are likely to become more critical after a few months; and the period of their relatively negative feelings is likely to be followed by a return to more favorable evaluations. The findings of the present study, especially in the case of the extent of interaction and degree of favorableness toward American culture, were consistent with such a U-curve pattern.

Considering the effects of background variables on the students' adjustment process, the analysis of data, on the one hand, revealed that such factors as student's age, sex, marital status, academic status, hometown size, involvement with home country, past experiences of living away from home, contact with other cultures, and the world areas from which they came were not significant factors in explaining the variations and differences on adjustment scores. On the other hand, it appeared that such variables as homesickness and missing family, anomie, English facility, socio-economic background, perceived social and cultural distance were found to be significantly related to at least one or two measures of adjustment. In summary, the findings with regard to hypotheses three and four were as follows:

Troublesomeness of aspects of life in the United States was related to (1) homesickness and missing family (those students who have been more homesick had more trouble in life in the United States than those who have been less homesick), (2) anomie (those students who were less anomic perceived less trouble in life in the United States than those who were more anomic), and (3) English facility

(those who had a higher score on English facility had a lower score on troublesomeness than those who had a lower score on English facility).

Social interaction was related to (1) homesickness (those who were more homesick interacted less with Americans than those who were less homesick), (2) anomie (those who were more anomic interacted less with Americans than those who were less anomic), (3) socio-economic status (those with high socio-economic background tended to interact more highly with Americans than those with low or medium socio-economic background), (4) English facility (those who had no difficulty in the English language tended to interact more highly with Americans than those who had difficulty in the English language), (5) ^{perceived} social distance (those who perceived lower social distance tended to interact more highly with Americans than those who perceived higher social distance), and (6) perceived cultural distance (those who saw small differences between their home countries and the United States tended to interact more highly with Americans than those who saw large differences).

Academic satisfaction was related to (1) anomie (those students who were less anomic were more satisfied with the educational system than those who were more anomic) and (2) English facility (those who had less trouble in using the English language were more satisfied with the educational system in the United States).

Favorableness toward American culture was related to (1) homesickness (those who were more homesick were less favorable toward the United States culture than those who were less homesick) and (2) social distance (those who perceived lower social distance tended to

be more favorable toward the American culture than those who perceived higher social distance).

Limitations of the Study

1. In any study of attitudes, there is the risk of inconsistency between reported attitudes and actual attitudes. Since many of the questions, in the present study, deal with the matter of attitudes and personal opinion, conclusions can only be drawn with this clearly in mind that they are based on "reported" attitudes.

2. The longitudinal study is generally thought of as the preferred method of determining change. In this design, the same students (panel) are studied over time. Because of the limitations of time and money, we had to apply cross-sectional (one-shot) design. In the cross-sectional design, characteristics of students at different stages of his stay are measured at the same point in time. Conclusions are based on the inferential analysis of changes if time stages differ.

3. In a study based on data collected at only one time, the problem of causality remains unsolved. For instance, if one finds that foreign students who interact with Americans a great deal are more favorable in their attitudes toward the American culture than are those who interact less with Americans, it will be hard to determine what is cause, what effect. A longitudinal study can help to answer the question, if the first measures of attitudes are secured before the students have had time to develop interaction with Americans.

4. The population was limited to Oklahoma State University foreign students; therefore, one cannot safely generalize the results

of this study to all other colleges and universities. Because of this limitation (focusing on one university), this study did not deal with such situational factors as the size of the educational institutions and communities which provided opportunities for foreign students to interact with Americans.

Conclusions

On the basis of the analysis of data, it has been found that four measures of adjustment are strongly related to each other in one way or the other. One may think of the possibility that different measures might be essentially tapping the same thing or of the tendency of the students to give favorable answers to any questions. Further data analysis reveals that in spite of the strong relationships between these measures, they are differentially related to different background variables. This fact constitutes evidence that the aspects they measure are distinguishable and there is no such tendency in response patterns.

It is a common assumption that getting to know the people of another country will lead to liking them; this assumption underlies the expectation that exchange of students will increase international good will (Selltiz et al., 1963:265). In its simplest form, this hypothesis would lead one to expect that, on the whole, visitors to a country will leave with more favorable views than they held before their arrival. On the basis of this assumption, it was hypothesized that time or the length of stay in a foreign country would uniformly result in more favorable attitudes toward that country, more interaction with the people of that country, and better or easier personal

adjustment. Evaluation of the second hypothesis provides considerable evidence that the developmental trend in social and cultural adjustment, over periods of time, follows a U-shape pattern. This pattern has certain implications for administrator, advisers, and teachers of the foreign students as well as lay groups concerned with foreign students. They might take cognizance of this trend in adjustment and provide more help and guidance when it is most needed.

Another important finding of the present study is concerned with the nature of the foreign student group. It is often said that there is no such thing as "the foreign student" but a large number of individuals who differ in many ways (Selltitz et al., 1963:266). In this case, it must be noted that individual differences and variations in adjustment are not specific to foreign students. Even in familiar settings, some people cope easily with problems that arise; others are easily discouraged or upset and frequently feel inadequate or mistreated. In spite of individual differences, the findings reveal that there is such a thing as foreign student who behaves in many respects like all other foreign students. They all face certain problems in common and pass through the same stages, regardless of their nationality, sex, age, marital status, academic status, and anything else--at least any characteristic that found insignificant in relation to the measures of adjustment in the present study. Foreign students' perception of American culture is another indicator to the homogeneity of their group. With respect to many aspects of life in the United States, the agreement among foreign students is even more impressive than the differences among them (see Appendix E). This consensus, to some extent, exists because about 98 percent

of the students come from less developed and developed countries of Asia, Africa, and Latin America. Or, this can be interpreted as the existence of accurate perception of the United States.

Finally, on the basis of the present study findings, such variables as English facility, extent of anomie, missing family, socio-economic background, perceived social and cultural distance have been found to have a significant relationship with the measures of adjustment in one way or the other. Undoubtedly there are many other factors, beside those discussed here, that influence a foreign student's adjustment process, his perception and feelings. Much more thought and research are needed to throw light on all aspects of foreign student's experience.

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APPENDIXES

APPENDIX A

LETTERS WHICH WERE SENT TO THE
FOREIGN STUDENT ADVISOR AND
THE REGISTRAR OFFICE



Oklahoma State University

DEPARTMENT OF SOCIOLOGY

STILLWATER, OKLAHOMA, 74078
401 BUSINESS BUILDING
(405) 624-6105, 6104

June 3, 1980

Student Advisement Office
Student Union
Room 373
OSU Campus

Dear Ms. Simpson:

Please give Mahmood Taali Shandiz access to your list of foreign students. He is a doctoral candidate in Sociology who is pursuing an approved proposal for his doctoral degree.

Very Sincerely,

A handwritten signature in cursive script, appearing to read 'Gene Acuff'.

Gene Acuff, Ph.D.
Professor and Head

jr



Oklahoma State University

DEPARTMENT OF SOCIOLOGY

STILLWATER, OKLAHOMA, 74078
401 BUSINESS BUILDING
(405) 624-6105, 6104

June 17, 1980

Mr. Raymond Girod
Registrar
Oklahoma State University
C A M P U S

Dear Mr. Girod:

I would like to request that you make available the list of names and addresses of all foreign students at the university to doctoral candidate in Sociology, Mahmood Taali Shandiz. His committee has approved his thesis research project for review of foreign students' problems in the adjusting to American culture. We regard this as a high quality doctoral thesis. To complete this project, he will need access to our list of foreign students.

Thank you for your consideration.

Sincerely,

Donald E. Allen
Professor of Sociology
Graduate Student Advisor
Chairperson, Advisory Committee

Gene Acuff
Professor and Chairman

APPENDIX B

RESEARCH INSTRUMENT

Dear Fellow Foreign Student:

I am a foreign student conducting a sociological research as a partial requirement for my Doctor of Philosophy degree.

The purpose of this research is to identify problems and factors influencing our adjustment process while we are studying and living in this university community. Therefore, your ideas and honest opinions would be of great value in making an accurate analysis of our problems and attitudes.

Your answers to all items will be kept in strict confidence and will be used for this research only. Please do not sign your name on the questionnaire. If you find some difficulties in filling out the questions or need assistance, please do not hesitate to contact me. My office phone number is 624-7374 and my office is room 019 Classroom Building Basement. My home phone number is 377-7215.

Thank you for your assistance in this research.

Gratefully Yours,

Mahmood Taali Shandiz,
Department of Sociology
Oklahoma State University

Please check the most appropriate answer to each question or fill in the blank.

1. Of what country are you a citizen?

2. Age at last birthday _____
3. Sex:
____ 1 male
____ 2 female
4. Race or Ethnicity:
____ 1 Black
____ 2 White
____ 3 Spanish
____ 4 Oriental or Asian
____ 5 Other, please specify _____
5. What is your religious preference?
____ 1 Protestant
____ 2 Catholic
____ 3 Jewish
____ 4 Muslim
____ 5 Hindu
____ 6 Buddhist
____ 7 Other, please specify _____
6. What is your marital status?
____ 1 single
____ 2 married
____ 3 widowed
____ 4 divorced
____ 5 separated
____ 6 other, please specify _____
7. Where is your wife or husband living now?
____ 1 am not married
____ 2 in the United States
____ 3 in her/his home country
____ 4 elsewhere, please specify _____
8. Is your wife's or husband's nationality different from yours?
____ 1 am not married
____ 2 no
____ 3 yes
9. How many children do you have?
____ 1 none
____ 2 one
____ 3 two
____ 4 three
____ 5 four or more
10. What was the size of community in which you spent the most time while growing up:
____ 1 farming or rural (under 5,000 population)
____ 2 town (5,001-50,000)
____ 3 small city (50,001-250,000)
____ 4 urban-suburban area (250,001-500,000)
____ 5 large city (500,001-1,000,000)
____ 6 very large city (over 1,000,000)
11. Where do you live at present?
____ 1 room in a private home
____ 2 residence hall
____ 3 married student housing
____ 4 apartment in town
____ 5 house in town
____ 6 fraternity/sorority
____ 7 other, please specify _____
12. Are you satisfied with your present living quarters?
____ 1 very satisfied
____ 2 fairly satisfied
____ 3 fairly dissatisfied
____ 4 very dissatisfied
13. Which category comes closest to your parent's total income in 1979?
____ 1 under \$5,000
____ 2 \$5,000-\$9,999
____ 3 \$10,000-\$14,999
____ 4 \$15,000-\$19,999
____ 5 \$20,000-\$24,999
____ 6 \$25,000-\$29,999
____ 7 \$30,000-\$34,999
____ 8 \$35,000-\$39,999
____ 9 \$40,000-or more
14. How long have you lived in the U.S.? (Please give total of time you spent in all visits you have made here.)
_____ month(s) _____ year(s)
15. What is your classification at OSU?
____ 1 freshman/sophomore
____ 2 junior/senior
____ 3 masters candidate
____ 4 doctoral candidate
____ 5 post-doctoral
____ 6 other, please specify _____

16. What is your major field of study at OSU? _____

17. What degree do you plan to earn in this country?
 _____ 1 none _____ 4 Ph.D. or Ed.D.
 _____ 2 B.A. or B.S. _____ 5 any other, please specify _____
 _____ 3 M.A. or M.S. _____

18. Did you live with your parents before you came to this country?
 _____ 1 no
 _____ 2 yes

19. How much education had you completed when you came to the United States?
 _____ 1 grade or elementary school _____ 5 M.A. or M.S. degree
 _____ 2 high school _____ 6 Ph.D. or Ed.D. degree
 _____ 3 few years in college without _____ 7 any other, please specify _____
 getting a degree _____
 _____ 4 B.A. or B.S. _____

20. Please specify the sex, age and nationality of the members of your household who live with you at present and tell how these persons are related to you (e.g. wife/husband, son/daughter, brother/sister, roommate/partner, and other relatives or nonrelatives).

	Sex	Age	Nationality	Relation
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
7	_____	_____	_____	_____
8	_____	_____	_____	_____

21. Which of the following categories comes closest to your father's and mother's occupation? If they are retired, deceased, or unemployed, indicate their customary occupations. Please check only one occupation for each one.

Father	Mother	
_____	_____	1 unskilled worker, laborer, farm worker
_____	_____	2 semiskilled worker
_____	_____	3 service worker (policeman, fireman, barber)
_____	_____	4 skilled worker or craftsman (carpenter, electrician, plumber)
_____	_____	5 clerical or sales (salesman, bookkeeper, secretary)
_____	_____	6 owner, manager, partner of a small business, lower-level government official, military commissioned officer
_____	_____	7 professional with a bachelor's degree (engineer, teacher)
_____	_____	8 owner, high-level business or government executive
_____	_____	9 professional with advanced college degree (doctor, professor)
_____	_____	10 housewife
_____	_____	11 other, please specify _____

22. Since you have been in the United States for several months, how are you supporting yourself now? Please write percentages in front of the sources that you apply. (The various percentages should add up to 100%.)
- 1 scholarship from my government
 2 scholarship from the American government
 3 OSU fellowship or assistantship
 4 financial help from a private organization or firm in my country
 5 financial help from a private American organization or firm
 6 receiving support from parents or relatives
 7 my wife works
 8 working part-time on campus
 9 receiving a loan
 10 working off campus
 11 my own savings
 12 any other means of support, please specify _____
23. Altogether, how much time have you spent in foreign countries other than the U.S.?
- 1 I have spent _____ year(s) and _____ month(s).
 2 I have never been in another foreign country.
24. If any of your relatives live in the United States, how often do you meet them?
- 1 none of them live here
 2 never
 3 once a year
 4 once a month
 5 once a week
 6 every day
25. If you have visited your home country since first coming to the United States, please check the most appropriate reason:
- 1 I have not visited home since coming to the U.S.
 2 just for a visit of parents and relatives
 3 any other reason, please specify _____
26. Have you ever been questioned or arrested by policemen or other law enforcement authorities in the U.S.? Please check the one most appropriate answer. Do not consider traffic violations.
- 1 I have never been in any kind of trouble at all.
 2 I have been questioned, but never arrested.
 3 I have been arrested, but never convicted.
 4 I have been convicted, but received only a fine or suspended sentence or probation.
 5 I have been convicted and committed to a term in jail or prison.
27. How do you feel about most Americans? Please indicate whether you would be willing to enter into the following relationships if you had a choice:
- | I probably
would | I would
rather not | |
|---------------------|-----------------------|--|
| _____ | _____ | 1 Marry an American |
| _____ | _____ | 2 Allow Americans to join my clubs as personal friends |
| _____ | _____ | 3 Live on the same street with them as neighbors |
| _____ | _____ | 4 Work beside them on the same job |
| _____ | _____ | 5 Let them become citizens of my country |
| _____ | _____ | 6 Let them visit my country |
| _____ | _____ | 7 I would expel them from my country |

28. The following is a list of things that have been troublesome to many foreign students. How troublesome have they been to you? Please rate each item on a scale from one to five, with a score of "one" meaning the item has caused you no trouble at all, and "five" meaning it has caused you a great deal of trouble. Please circle the best answer for each item.

	No trouble at all			A great deal of trouble	
	1	2	3	4	5
1 talking to Americans	1	2	3	4	5
2 academic work	1	2	3	4	5
3 getting used to the food	1	2	3	4	5
4 learning the customs	1	2	3	4	5
5 speaking English	1	2	3	4	5
6 getting used to the pace of living	1	2	3	4	5
7 having my action misunderstood	1	2	3	4	5
8 any other, please specify _____	1	2	3	4	5

29. The following is a list of things people do together. Please circle the number which tells how often you have participated in these activities with Americans since you have been here.

	Never Participated			Frequently Participated	
	1	2	3	4	5
1 greet or say hello when you happen to meet	1	2	3	4	5
2 general conversation about weather	1	2	3	4	5
3 talk about your courses	1	2	3	4	5
4 talk about your home country	1	2	3	4	5
5 talk about political issues	1	2	3	4	5
6 visit in each other's rooms or homes	1	2	3	4	5
7 talk about literature or music or art	1	2	3	4	5
8 talk about your families and life	1	2	3	4	5
9 talk about the sort of things you would talk only with your best and close friends	1	2	3	4	5
10 attend the meetings of American clubs or university organizations	1	2	3	4	5

30. Please check the best answer that indicates your cumulative point average in U.S.

_____ 1 below 2.00	_____ 4 3.00 - 3.49
_____ 2 2.00 - 2.49	_____ 5 3.50 - 4.00
_____ 3 2.50 - 2.99	

31. How adequate is the amount of your financial resources in this community?

_____ 1 very adequate
_____ 2 somewhat adequate
_____ 3 somewhat inadequate
_____ 4 very inadequate

32. Please circle the number which tells how much you agree or disagree with each of the following statements.

	Strongly Disagree			Strongly Agree	
	1	2	3	4	5
1 I have difficulties in understanding Americans when they speak.	1	2	3	4	5
2 Americans seem to have difficulties in understanding me.	1	2	3	4	5
3 I speak English as well as American students do.	1	2	3	4	5
4 One problem with living in the United States is that you are so alone.	1	2	3	4	5
5 I miss my family and parents a great deal.	1	2	3	4	5
6 I miss my old friends from my country.	1	2	3	4	5
7 I have never been homesick since I have been here.	1	2	3	4	5
8 I like the grading system here.	1	2	3	4	5
9 I worry about my academic work.	1	2	3	4	5
10 I am satisfied with training I have received here.	1	2	3	4	5
11 I know most of my fellow countrymen at this campus.	1	2	3	4	5
12 I like to spend my spare time with my fellow countrymen here.	1	2	3	4	5
13 In hard times my fellow countrymen at this campus are willing to help each other.	1	2	3	4	5
14 I trust my fellow countrymen enough to tell them my personal problems and secrets.	1	2	3	4	5
15 I try to keep informed about what happens in my home country.	1	2	3	4	5
16 If someone praises something about my country, I feel as if I myself am personally praised.	1	2	3	4	5
17 If I read or hear that someone from my country has done something objectionable, I feel personal shame.	1	2	3	4	5
18 There is always someone to do things with in the U.S.	1	2	3	4	5
19 Next to health, money is the most important thing in life.	1	2	3	4	5
20 These days, a person doesn't really know whom he/she can count on.	1	2	3	4	5
21 To make money, there are no right or wrong ways any more, only easy ways and hard ways.	1	2	3	4	5

- | | Strongly Disagree | | | | Strongly Agree |
|---|-------------------|---|---|---|----------------|
| | 1 | 2 | 3 | 4 | 5 |
| 22 In spite of what some people say, the daily life of the average man is getting worse not better. | 1 | 2 | 3 | 4 | 5 |
| 23 You sometimes can't help wondering whether anything is worthwhile anymore. | 1 | 2 | 3 | 4 | 5 |
| 24 Most people don't really care what happens to the next person. | 1 | 2 | 3 | 4 | 5 |
| 25 This is a good time to bring a child into the world with the way things look for the future. | 1 | 2 | 3 | 4 | 5 |
| 26 Most public officials are not really interested in the problems of the average man. | 1 | 2 | 3 | 4 | 5 |
| 27 Nowadays, a person has to live pretty much for today and let tomorrow take care of itself. | 1 | 2 | 3 | 4 | 5 |
33. Could you tell the main reason why you decided to come to the United States?
- _____ 1 to get training in some special field
 _____ 2 to have a chance to live with people from another country
 _____ 3 just to get a degree
 _____ 4 any other reason, please specify _____
-
34. Do you plan to return to your home country on completion of your studies?
- _____ 1 Yes, definitely
 _____ 2 Yes, probably
 _____ 3 Undecided
 _____ 4 No, probably not
 _____ 5 No, definitely not
35. If you plan to return to your country on completion of your studies, what are your chances in finding a suitable job?
- _____ 1 I plan to remain in the United States
 _____ 2 excellent chances
 _____ 3 very good chances
 _____ 4 good chances
 _____ 5 little chances
 _____ 6 very little chances
 _____ 7 no chances at all
 _____ 8 I don't know
36. If you plan to remain in the United States, what is your main reason for staying?
- _____ 1 I plan to return to my home country.
 _____ 2 I can earn more money here than in my home country.
 _____ 3 I like the American way of life better than that of my home country.
 _____ 4 I have married an American, and she/he would not want to leave.
 _____ 5 Political situation in my home country.
 _____ 6 Any other reason, please specify _____
-

37. Please check the answer that best describes your perception of each of the following aspects of life in the United States.

- 1 Student-professor relations are generally:
 _____ 1 very formal
 _____ 2 somewhat formal
 _____ 3 somewhat informal
 _____ 4 very informal
- 2 University students are generally treated as:
 _____ 1 very mature
 _____ 2 somewhat mature
 _____ 3 somewhat immature
 _____ 4 very immature
- 3 The emphasis in university education is:
 _____ 1 strongly on memorization of facts
 _____ 2 somewhat on memorization of facts
 _____ 3 somewhat on evaluation of facts
 _____ 4 strongly on evaluation of facts
- 4 When meeting strangers, most people are:
 _____ 1 very friendly
 _____ 2 somewhat friendly
 _____ 3 somewhat hostile
 _____ 4 very hostile
- 5 People's relationships with each other are:
 _____ 1 very shallow
 _____ 2 somewhat shallow
 _____ 3 somewhat deep
 _____ 4 very deep
- 6 The poor in society are:
 _____ 1 very well cared for
 _____ 2 somewhat well cared for
 _____ 3 somewhat inadequately cared for
 _____ 4 very inadequately cared for
- 7 Freedom of speech is:
 _____ 1 very restricted
 _____ 2 somewhat restricted
 _____ 3 somewhat unlimited
 _____ 4 very unlimited
- 8 Undemocratic practices are:
 _____ 1 very common
 _____ 2 somewhat common
 _____ 3 somewhat rare
 _____ 4 very rare
- 9 Free-time activities take place:
 _____ 1 almost always outside the home
 _____ 2 usually outside the home
 _____ 3 usually inside the home
 _____ 4 almost always inside the home
- 10 In bringing up their children, parents allow them:
 _____ 1 very much freedom
 _____ 2 quite a bit of freedom
 _____ 3 not much freedom
 _____ 4 very little freedom
- 11 Obligation to one's family is:
 _____ 1 much more important than one's own wishes
 _____ 2 somewhat more important than one's own wishes
 _____ 3 somewhat less important than one's own wishes
 _____ 4 much less important than one's own wishes
- 12 In sports and recreation people are:
 _____ 1 very active
 _____ 2 somewhat active
 _____ 3 somewhat passive
 _____ 4 very passive
- 13 In economic matters, people tend to be:
 _____ 1 very ambitious
 _____ 2 somewhat ambitious
 _____ 3 somewhat indifferent
 _____ 4 very indifferent
- 14 Financial success as an objective in life is:
 _____ 1 very important
 _____ 2 somewhat important
 _____ 3 somewhat unimportant
 _____ 4 very unimportant
- 15 Men and women are treated as:
 _____ 1 completely equal
 _____ 2 somewhat equal
 _____ 3 somewhat unequal
 _____ 4 completely unequal

38. Please check the answer that best describes your perception of each of the following aspects of life in your home country.

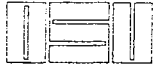
- 1 Student-professor relations are generally:
 _____ 1 very formal
 _____ 2 somewhat formal
 _____ 3 somewhat informal
 _____ 4 very informal
- 2 University students are generally treated as:
 _____ 1 very mature
 _____ 2 somewhat mature
 _____ 3 somewhat immature
 _____ 4 very immature
- 3 The emphasis in university education is:
 _____ 1 strongly on memorization of facts
 _____ 2 somewhat on memorization of facts
 _____ 3 somewhat on evaluation of facts
 _____ 4 strongly on evaluation of facts
- 4 When meeting strangers, most people are:
 _____ 1 very friendly
 _____ 2 somewhat friendly
 _____ 3 somewhat hostile
 _____ 4 very hostile
- 5 People's relationships with each other are:
 _____ 1 very shallow
 _____ 2 somewhat shallow
 _____ 3 somewhat deep
 _____ 4 very deep
- 6 The poor in society are:
 _____ 1 very well cared for
 _____ 2 somewhat well cared for
 _____ 3 somewhat inadequately cared for
 _____ 4 very inadequately cared for
- 7 Freedom of speech is:
 _____ 1 very restricted
 _____ 2 somewhat restricted
 _____ 3 somewhat unlimited
 _____ 4 very unlimited
- 8 Undemocratic practices are:
 _____ 1 very common
 _____ 2 somewhat common
 _____ 3 somewhat rare
 _____ 4 very rare
- 9 Free-time activities take place:
 _____ 1 almost always outside the home
 _____ 2 usually outside the home
 _____ 3 usually inside the home
 _____ 4 almost always inside the home
- 10 In bringing up their children, parents allow them:
 _____ 1 very much freedom
 _____ 2 quite a bit of freedom
 _____ 3 not much freedom
 _____ 4 very little freedom
- 11 Obligation to one's family is:
 _____ 1 much more important than one's own wishes
 _____ 2 somewhat more important than one's own wishes
 _____ 3 somewhat less important than one's own wishes
 _____ 4 much less important than one's own wishes
- 12 In sports and recreation people are:
 _____ 1 very active
 _____ 2 somewhat active
 _____ 3 somewhat passive
 _____ 4 very passive
- 13 In economic matters, people tend to be:
 _____ 1 very ambitious
 _____ 2 somewhat ambitious
 _____ 3 somewhat indifferent
 _____ 4 very indifferent
- 14 Financial success as an objective in life is:
 _____ 1 very important
 _____ 2 somewhat important
 _____ 3 somewhat unimportant
 _____ 4 very unimportant
- 15 Men and women are treated as:
 _____ 1 completely equal
 _____ 2 somewhat equal
 _____ 3 somewhat unequal
 _____ 4 completely unequal

39. Please circle the number that best indicates your opinion and attitudes toward the following aspects of life in the United States.

	Like very much			Dislike very much	
	1	2	3	4	5
1 student-professor relations	1	2	3	4	5
2 university education system	1	2	3	4	5
3 behavior of Americans toward foreigners	1	2	3	4	5
4 people relationships with each other	1	2	3	4	5
5 T.V. programs	1	2	3	4	5
6 food	1	2	3	4	5
7 men and women relationships	1	2	3	4	5
8 importance of financial success	1	2	3	4	5
9 sexual behavior (e.g. dating, boys' and girls' sexual behavior, attitude toward sex)	1	2	3	4	5
10 the American way of life generally	1	2	3	4	5

APPENDIX C

A FOLLOW-UP LETTER SENT TO THOSE
FOREIGN STUDENTS WHO DID NOT
RETURN THE QUESTIONNAIRE
AT THE FIRST REQUEST



Oklahoma State University

DEPARTMENT OF SOCIOLOGY

STILLWATER, OKLAHOMA, 74078
401 BUSINESS BUILDING
(405) 624-6105, 6104

July 8, 1980

Dear Friend,

You probably have received my questionnaire by now. If you have filled it out and sent it back to me, please disregard this letter. If you have not sent it to me yet, would you please return the questionnaire in the enclosed postage-paid envelope within one week.

Your cooperation in completing the questionnaire and returning within seven days is very important to the success of this research.

Thank you again for making this research a success.

Sincerely Yours,

Mahmood T. Shandiz

Mahmood T. Shandiz
Graduate Student
Department of Sociology

If you have misplaced the questionnaire for any reason, please contact me. I will send you another one. My phone numbers are 377-7215 and 624-7374.

APPENDIX D
PROGRAM TESTAT ITEM ANALYSIS
FOR EACH SUBSCALE

SUBSCALE ORGANIZATION AND CORRELATION OF
RESERACH VARIABLES USED IN STUDENT
ADJUSTMENT SUBSCALE (USED IN
ITEM AND SCALE ANALYSIS
IN PROGRAM TESTAT)

Subscale I. Alpha Coefficient = 0.66
Degree of Social Distance

Item	Question	R
1	Marry an American	0.51
2	Allow Americans to join my clubs as personal friends	0.77
3	Live on the same street with them as neighbors	0.81
4	Work beside them on the same job	0.74
5	Let them become citizens of my country	0.72
6	Let them visit my country	0.43
7	I would expel them from my country	-0.31

Subscale II. Alpha Coefficient = 0.65
Extent of Troublesomeness

Item	Question	R
1	Talking to Americans	0.50
2	Academic work	0.44
3	Getting used to the food	0.52
4	Learning the customs	0.69
5	Speaking English	0.54
6	Getting used to the pace of living	0.64
7	Having my action misunderstood	0.65

Subscale III. Alpha Coefficient = 0.86
Frequency and Variety of Interaction

Item	Question	R
1	Greet or say hello when you happen to meet	0.46
2	General conversation about weather	0.67
3	Talk about your courses	0.65
4	Talk about your home country	0.77
5	Talk about political issues	0.56
6	Visit in each other's rooms or homes	0.79
7	Talk about literature or music or art	0.64
8	Talk about your families and life	0.80
9	Talk about the sort of things you would talk only with your best and close friends	0.72
10	Attend the meetings of American clubs or university organizations	0.56

Subscale IV. Alpha Coefficient = 0.45
Degree of Student's English Facility

Item	Question	R
1	I have difficulties in understanding Americans when they speak	0.58
2	Americans seem to have difficulties in understanding me	0.59
3	I speak English as well as American students do	0.41

Subscale V. Alpha Coefficient = 0.49
Extent of Homesickness, Loneliness, and Missing Family

Item	Question	R
1	One problem with living in the United States is that you are so alone	0.55
2	I miss my family and parents a great deal	0.62
3	I miss my old friends from my country	0.66
4	I have never been homesick since I have been here	0.32
5	There is always someone to do things with in the U.S.	0.28

Subscale VI. Alpha Coefficient = 0.61
Extent of Academic Adjustment

Item	Question	R
1	I like the grading system here	0.59
2	I worry about my academic work	0.62
3	I am satisfied with training I have received here	0.57

Subscale VII. Alpha Coefficient = 0.70
Extent of Interaction with Fellow Countrymen

Item	Question	R
1	I know most of my fellow countrymen on this campus	0.73
2	I like to spend my spare time with my fellow countrymen here	0.67
3	In hard times my fellow countrymen at this campus are willing to help each other	0.76
4	I trust my fellow countrymen enough to tell them my personal problems and secrets	0.74

Subscale VIII. Alpha Coefficient = 0.53
Extent of Involvement with Home Country

Item	Question	R
1	I try to keep informed about what happens in my home country	0.53
2	If someone praises something about my country, I feel as if I myself am personally praised	0.80
3	If I read or hear that someone from my country has done something objectionable, I feel personal shame	0.79

Subscale IX. Alpha Coefficient = 0.58
Extent of Anomie

Item	Question	R
1	Next to health, money is the most important thing in life	0.47
2	These days, a person doesn't really know whom he/she can count on	0.51
3	To make money, there are no right or wrong ways any more, only easy ways and hard ways	0.48
4	In spite of what some people say, the daily life of the average man is getting worse not better	0.62
5	You sometimes can't help wondering whether anything is worthwhile anymore	0.65
6	Most people don't really care what happens to the next person	0.59
7	This is a good time to bring a child into the world with the way things look for the future	-0.02
8	Most public officials are not really interested in the problems of the average man	0.48
9	Nowadays, a person has to live pretty much for today and let tomorrow take care of itself	0.56

Subscales X and XI are not considered unidimensional

Subscale XII. Alpha Coefficient = 0.77
Degree of Favorableness Toward American Culture

Item	Question	R
1	Student-professor relations	0.51
2	University educational system	0.42
3	Behavior of Americans toward foreigners	0.58
4	People relationships with each other	0.59
5	T.V. programs	0.55
6	Food	0.48
7	Men and women relationships	0.69
8	Importance of financial success	0.56
9	Sexual behavior (e.g. dating, boys' and girls' sexual behavior, attitude toward sex)	0.59
10	The American way of life generally	0.69

APPENDIX E

CODING AND FREQUENCY COUNTS
OF THE QUESTIONS

Coding and Frequency Counts
of the Questions

Question	Card Column	Frequency	Percentage
Respondent Number	1-3	167	
Card Number	4	1	
1. Of what country are you a citizen?	5-6		
01 Iran		41	24.5
02 Venezuela		24	14.4
03 Nigeria		9	5.4
04 Libya		3	1.8
05 Iraq		1	0.6
06 India		13	7.8
07 Lebanon		12	7.2
08 Philippines		2	1.2
09 Thailand		12	7.2
10 Hong Kong		4	2.4
11 China		6	3.6
12 Japan		4	2.4
13 Brazil		3	1.8
14 Pakistan		2	1.2
15 Kuwait		1	0.6
16 Saudi Arabia		4	2.4
17 Turkey		2	1.2
18 Australia		1	0.6
19 Denmark		1	0.6
20 Egypt		1	0.6
21 Jordan		2	1.2
22 Somalia		1	0.6
23 England		1	0.6
24 Korea		1	0.6
25 Palestine		4	2.4
26 Honduras		1	0.6
27 Ghana		1	0.6
28 Indonesia		1	0.6
29 Ecuador		1	0.6
30 Algeria		1	0.6
31 Malaysia		2	1.2
32 Tunisia		1	0.6
33 Guyana		1	0.6
34 Greece		1	0.6
35 Bangladesh		1	0.6
36 El Salvador		1	0.6

Question	Card Column	Frequency	Percentage
2. Age at last birthday	7-8		
17		1	0.6
18		2	1.2
19		4	2.4
20		10	6.0
21		12	7.2
22		13	7.8
23		8	4.8
24		12	7.2
25		20	11.8
26		13	7.8
27		12	7.2
28		9	5.4
29		10	6.0
30		9	5.4
31		5	3.0
32		6	3.6
33		5	3.0
34		3	1.8
35		1	0.6
36		3	1.8
37		1	0.6
38		5	3.0
39		1	0.6
40		1	0.6
42		1	0.6
3. Sex			
1 Male	9	129	77.2
2 Female		38	22.8
4. Race or Ethnicity	10		
1 Black		12	7.2
2 White		9	5.4
3 Spanish		28	16.8
4 Oriental or Asian		118	70.6
5 Other		0	0.0

Question	Card Column	Frequency	Percentage
5. What is your religious preference?	11		
1 Protestant		17	10.1
2 Catholic		35	21.0
3 Jewish		0	0.0
4 Muslim		69	41.3
5 Hindu		10	6.0
6 Buddhist		15	9.0
7 Other		11	6.6
8 None		10	6.0
6. What is your marital status?	12		
1 Single		91	54.5
2 Married		75	44.9
3 Widowed		0	0.0
4 Divorced		1	0.6
5 Separated		0	0.0
7. Where is your wife or husband living now?	13		
1 Am not married		92	55.1
2 In the United States		70	41.9
3 In her/his home country		5	3.0
8. Is your wife's or husband's nationality different from yours?	14		
1 am not married		92	55.1
2 No		68	40.7
3 Yes		7	4.2
9. How many children do you have?	15		
0 None		115	68.9
1 One		31	18.6
2 Two		15	9.0
3 Three		6	3.5

Question	Card Column	Frequency	Percentage
10. What was the size of community in which you spent the most time while growing up?	16		
1 Farming or rural (under 5,000 population)		10	6.0
2 Town (5,001-50,000)		30	18.0
3 Small City (50,001-250,000)		25	15.0
4 Urban-suburban area (250,000- 500,000)		13	7.8
5 Large City (500,001-1,000,000)		32	19.1
6 Very large city (over 1,000,000)		57	34.1
11. Where do you live at present?	17		
1 Room in a private home		6	3.6
2 Residence hall		19	11.4
3 Married Student Housing		63	37.7
4 Apartment in town		64	38.3
5 House in town		14	8.4
6 Fraternity/sorority		0	0.0
7 Mobile home		1	0.6
12. Are you satisfied with your present living quarters?	18		
1 Very satisfied		35	21.0
2 Fairly satisfied		105	62.9
3 Fairly dissatisfied		20	11.9
4 Very dissatisfied		7	4.2
13. Which category comes closest to your parent's total income in 1979?	19		
0 No answer		0	0.0
1 Under \$5,000		33	19.8
2 \$5,000-\$9,999		40	23.9
3 \$10,000-\$14,999		22	13.1
4 \$15,000-\$19,999		23	13.8
5 \$20,000-\$24,000		14	8.4
6 \$25,000-\$29,999		3	1.8
7 \$30,000-\$34,000		13	7.8
8 \$35,000-\$39,999		6	3.6
9 \$40,000 or over		13	7.8

Question	Card Column	Frequency	Percentage
14. How long have you lived in the U.S.?	20-21		
1 (1-12) month(s)		25	15.0
2 (13-24) months		48	28.7
3 (25-36) months		46	27.5
4 (37-48) months		21	12.6
5 (49 and more) months		27	16.2
15. What is your classification at OSU?	22		
1 Freshman/Sophomore		22	13.2
2 Junior/Senior		54	32.3
3 Masters candidate		53	31.7
4 Doctoral candidate		38	22.8
16. What is your major field of study at OSU?	23-24		
1 Agriculture		33	19.8
2 Education		20	12.0
3 Engineering and Technology		71	42.5
4 Home Economics		6	3.6
5 Physical Sciences		17	10.2
6 Business Administration		16	9.5
7 Social Sciences and Humanities		4	2.4
17. What degree do you plan to earn in this country?	25		
0 No answer		0	0.0
1 None		0	0.0
2 B.A. or B.S.		47	28.1
3 M.A. or M.S.		55	32.9
4 Ph.D. or Ed.D.		65	39.0
18. Did you live with your parents before you came to this country?	26		
1 No		58	34.7
2 Yes		109	65.3

Question	Card Column	Frequency	Percentage
19. How much education had you completed when you came to this country?	27		
1 Grade or elementary school		1	0.6
2 High School		54	32.3
3 Few years in college without getting a degree		35	21.0
4 B.A. or B.S. degree		57	34.1
5 M.A. or M.S. degree		19	11.4
6 Ph.D. or Ed.D. degree		0	0.0
7 Associate degree		1	0.6
20. Which of the following categories comes closest to your father's occupation?	28-29		
00 No Answer		0	0.0
01 Unskilled worker, laborer, farm worker		10	6.0
02 Semiskilled worker		10	6.0
03 Service worker		9	5.4
04 Skilled worker or craftsman		14	8.4
05 Clerical or sales		7	4.2
06 Owner, manager, partner of a small business, lower level government officials		63	37.7
07 Professional with a bachelor's degree		13	7.7
08 Owner, high-level business or government executive		20	12.0
09 Professional with advanced college degree		21	12.6
21. Which of the following categories comes closest to your mother's occupation?	30-31		
00 No answer		0	0.0
01 Unskilled worker, laborer, farm worker		5	3.0
02 Semiskilled worker		3	1.8
03 Service worker		2	1.2
04 Skilled worker or craftsman		1	0.6
05 Clerical or sales		4	2.4
06 Owner, manager, partner of a small business, lower level government officials		9	5.4

	Question	Card Column	Frequency	Percentage
	07 Professional with a bachelor's degree		17	10.2
	08 Owner, high-level business or government executive		2	1.2
	09 Professional with advanced college degree		2	1.2
	10 Housewife		122	73.0
22.	Since you have been in the United States for several months, how are you supporting yourself now?	32-33		
	00 No Answer		0	0.0
	01 Scholarship from my government		49	29.3
	02 Scholarship from the American government		2	1.2
	03 OSU fellowship or assistantship		23	13.8
	04 Financial help from a private organization or firm in my country		3	1.8
	05 Financial help from a private organization or firm in the United States		0	0.0
	06 Receiving support from parents or relatives		72	43.1
	07 My wife works		4	2.4
	08 Working part-time on campus		3	1.8
	09 Receiving a loan		0	0.0
	10 Working off campus		0	0.0
	11 My own savings		11	6.6
23.	Altogether, how much time have you spent in foreign countries other than the U.S.?	34-35		
	00 No foreign travel		95	56.9
	01 Some foreign travel		72	43.1
24.	If any of your relatives live in the United States, how often do you meet them?	36		
	0 No Answer		0	0.0
	1 None of them live here		78	46.7
	2 Never		12	7.2

Question	Card Column	Frequency	Percentage
3 Once a year		45	27.0
4 Once a month		9	5.4
5 Once a week		9	5.4
6 Every day		14	8.3
25. If you have visited your home country since first coming to the United States, please check the most appropriate reason:	37		
0 No Answer		0	0.0
1 I have not visited home		97	58.1
2 Just for a visit of parents and relatives		62	37.1
3 To get married		5	3.0
4 For Christmas holiday		3	1.8
26. Have you ever been questioned or arrested by policemen or other law enforcement authorities in the U.S.? Please check the one most appropriate answer. Do not consider traffic violations.	38		
0 No Answer		1	0.6
1 I have never been in any kind of trouble at all		151	90.4
2 I have been questioned, but never arrested		10	6.0
3 I have been arrested, but never convicted		4	2.4
4 I have been convicted, but received only a fine or suspended sentence or probation		1	0.6
5 I have been convicted and committed to a term in jail or prison		0	0.0
27. How do you feel about most Americans? Please indicate whether you would be willing to enter into the following relationships if you had a choice:	39		

Question	Card Column	Frequency	Percentage
1 Marry an American		34	20.4
2 Allow Americans to join my clubs as personal friends		88	52.7
3 Live on the same street with them as neighbors		18	10.8
4 Work beside them on the same job		5	3.0
5 Let them become citizens of my country		0	0.0
6 Let them visit my country		15	9.0
7 I would expel them from my country		7	4.1

28. The following is a list of things that have been troublesome to many foreign students. How troublesome have they been to you?

1. Talking to Americans	40		
1 No trouble at all		61	36.5
2 A little trouble		54	32.3
3 Middle position		37	22.2
4 Some trouble		11	6.6
5 A great deal of trouble		4	2.4
2. Academic Work	41		
1 No trouble at all		75	44.9
2 A little trouble		41	24.5
3 Middle position		32	19.2
4 Some trouble		11	6.6
5 A great deal of trouble		8	4.8
3. Getting used to the food	42		
1 No trouble at all		71	42.5
2 A little trouble		42	25.2
3 Middle position		21	12.6
4 Some trouble		20	12.0
5 A great deal of trouble		13	7.8
4. Learning the customs	43		
1 No trouble at all		62	37.1
2 A little trouble		44	26.3

Question	Card Column	Frequency	Percentage
3 Middle position		39	23.4
4 Some trouble		13	7.8
5 A great deal of trouble		9	5.4
5. Speaking English	44		
1 No trouble at all		65	38.9
2 A little trouble		53	31.7
3 Middle position		35	21.0
4 Some trouble		8	4.8
5 A great deal of trouble		6	3.6
6. Getting used to the pace of living	45		
1 No trouble at all		73	43.7
2 A little trouble		53	31.7
3 Middle position		27	16.2
4 Some trouble		9	5.4
5 A great deal of trouble		5	3.0
7. Having my action mis- understood	46		
1 No trouble at all		45	26.9
2 A little trouble		52	31.2
3 Middle position		48	28.7
4 Some trouble		12	7.2
5 A great deal of trouble		10	6.0
8. Any other troublesome- ness?	47		
1 No trouble at all		151	90.4
2 A little trouble		0	0.0
3 Middle position		4	2.4
4 Some trouble		1	0.6
5 A great deal of trouble		11	6.6

29. The following is a list of things people do together. Please circle the number which tells how often you have participated in these activities with Americans since you have been here.

Question	Card Column	Frequency	Percentage
1. Greet or say hello when you happen to meet	48		
1 Never		5	3.0
2 Rarely		13	7.8
3 Occasionally		19	11.4
4 Fairly often		30	18.0
5 Frequently		100	59.8
2. General conversation about weather	49		
1 Never		12	7.2
2 Rarely		29	17.4
3 Occasionally		41	24.5
4 Fairly often		42	25.2
5 Frequently		43	25.7
3. Talk about your courses	50		
1 Never		11	6.6
2 Rarely		15	9.0
3 Occasionally		40	24.0
4 Fairly often		44	26.3
5 Frequently		57	34.1
4. Talk about your home country	51		
1 Never		14	8.4
2 Rarely		20	12.0
3 Occasionally		38	22.8
4 Fairly often		45	26.9
5 Frequently		50	29.9
5. Talk about political issues	52		
1 Never		40	24.0
2 Rarely		48	28.7
3 Occasionally		29	17.4
4 Fairly often		23	13.8
5 Frequently		27	16.1
6. Visit in each other's room or homes	53		
1 Never		41	24.5

Question	Card Column	Frequency	Percentage
2 Rarely		44	26.3
3 Occasionally		41	24.5
4 Fairly often		18	10.8
5 Frequently		23	13.9
7. Talk about literature, music, or art	54		
1 Never		58	34.7
2 Rarely		56	33.5
3 Occasionally		24	14.4
4 Fairly often		17	10.2
5 Frequently		12	7.2
8. Talk about your families and life	55		
1 Never		34	20.3
2 Rarely		33	19.8
3 Occasionally		45	30.0
4 Fairly often		32	19.2
5 Frequently		23	13.7
9. Talk about the sort of things you would talk only with your best and close friends	56		
1 Never		74	44.3
2 Rarely		31	18.6
3 Occasionally		25	15.0
4 Fairly often		18	10.8
5 Frequently		19	11.3
10. Attend the meetings of American club or uni- versity organizations	57		
1 Never		84	50.3
2 Rarely		35	20.9
3 Occasionally		22	13.2
4 Fairly often		12	7.2
5 Frequently		14	8.4
30. Please check the best answer that indicates your cumulative grade point average in the U.S.	58		

Question	Card Column	Frequency	Percentage
1 Below 2.00		0	0.0
2 2.00-2.49		13	7.7
3 2.50-2.99		34	20.3
4 3.00-3.49		60	36.0
5 3.50-4.00		60	35.0
31. How adequate is the amount of your financial resources in this community?	59		
0 No Answer		1	0.6
1 Very adequate		36	21.5
2 Somewhat adequate		96	57.5
3 Somewhat inadequate		24	14.4
4 Very inadequate		10	6.0
32. Please circle the number which tells how much you agree or disagree with each of the following statements.			
1. I have difficulties in understanding Americans when they speak.	60		
1 Strongly disagree		3	1.8
2 Disagree		10	6.0
3 Undecided		36	21.5
4 Agree		61	36.5
5 Strongly agree		57	34.2
2. Americans seem to have difficulties in understanding me.	61		
1 Strongly disagree		3	1.8
2 Disagree		22	13.2
3 Undecided		47	28.1
4 Agree		63	37.7
5 Strongly agree		32	19.2
3. I speak English as well as American students do.	62		
1 Strongly disagree		41	24.5
2 Disagree		46	27.5
3 Undecided		36	21.6

Question	Card Column	Frequency	Percentage
4 Agree		21	12.6
5 Strongly agree		23	13.8
4. One problem with living in the United States is that you are so alone.	63		
1 Strongly disagree		39	23.3
2 Disagree		30	18.0
3 Undecided		33	19.8
4 Agree		34	20.3
5 Strongly agree		31	18.6
5. I miss my family and parents a great deal.	64		
1 Strongly disagree		13	7.8
2 Disagree		21	12.6
3 Undecided		31	18.6
4 Agree		34	20.3
5 Strongly agree		68	40.7
6. I miss my old friends from my country.	65		
1 Strongly disagree		11	6.6
2 Disagree		25	15.0
3 Undecided		44	26.3
4 Agree		37	22.1
5 Strongly agree		50	30.0
7. I have never been homesick since I have been here.	66		
1 Strongly disagree		18	10.8
2 Disagree		26	15.5
3 Undecided		27	16.2
4 Agree		29	17.4
5 Strongly agree		67	40.1
8. I like the grading system here.	67		
1 Strongly disagree		14	8.4
2 Disagree		12	7.2
3 Undecided		58	34.7
4 Agree		52	31.1
5 Strongly agree		31	18.6

Question	Card Column	Frequency	Percentage
9. I worry about my academic work.	68		
1 Strongly disagree		31	18.6
2 Disagree		29	17.4
3 Undecided		31	18.6
4 Agree		24	14.3
5 Strongly agree		52	31.1
10. I am satisfied with training I have received here.	69		
1 Strongly disagree		8	4.8
2 Disagree		18	10.8
3 Undecided		49	29.3
4 Agree		54	32.3
5 Strongly agree		38	22.8
11. I know most of my fellow countrymen at this campus.	70		
1 Strongly disagree		17	10.2
2 Disagree		28	16.8
3 Undecided		36	21.5
4 Agree		42	25.2
5 Strongly agree		44	26.3
12. I like to spend my spare time with my fellow countrymen here.	71		
1 Strongly disagree		15	9.0
2 Disagree		26	15.6
3 Undecided		54	32.3
4 Agree		43	25.7
5 Strongly agree		29	17.4
13. In hard times my fellow countrymen at this campus are willing to help each other.	72		
1 Strongly disagree		12	7.2
2 Disagree		18	10.8
3 Undecided		38	22.8

Question	Card Column	Frequency	Percentage
4 Agree		47	28.1
5 Strongly agree		52	31.1
14. I trust my fellow countrymen enough to tell them my personal problems and secrets.	73		
1 Strongly disagree		30	18.0
2 Disagree		41	24.5
3 Undecided		39	23.3
4 Agree		37	22.2
5 Strongly agree		20	12.0
15. I try to keep informed about what happens in my home country.	74		
1 Strongly disagree		2	1.2
2 Disagree		10	6.0
3 Undecided		25	15.0
4 Agree		48	28.7
5 Strongly agree		82	49.1
16. If someone praises something about my country I feel as if I myself am personally praised.	75		
1 Strongly disagree		10	6.0
2 Disagree		8	4.8
3 Undecided		32	19.2
4 Agree		42	25.1
5 Strongly agree		75	44.9
17. If I read or hear that someone from my country has done something ob- jectionable, I feel personal shame.	76		
1 Strongly disagree		23	13.8
2 Disagree		22	13.2
3 Undecided		34	20.4
4 Agree		36	21.5
5 Strongly agree		52	31.1

Question	Card Column	Frequency	Percentage
18. There is always someone to do things with in the U.S.	77		
1 Strongly disagree		27	16.2
2 Disagree		28	16.8
3 Undecided		67	40.1
4 Agree		32	19.1
5 Strongly agree		13	7.8
19. Next to health, money is the most important thing in life.	78		
1 Strongly disagree		50	30.0
2 Disagree		23	13.8
3 Undecided		39	23.2
4 Agree		25	15.0
5 Strongly agree		30	18.0
20. These days, a person doesn't really know whom he/she can count on.	79		
1 Strongly disagree		21	12.6
2 Disagree		27	16.2
3 Undecided		48	28.7
4 Agree		33	19.8
5 Strongly agree		38	22.7
21. To make money, there is no right or wrong ways anymore, only easy ways and hard ways.	80		
1 Strongly disagree		80	47.9
2 Disagree		29	17.4
3 Undecided		31	18.5
4 Agree		14	8.4
5 Strongly agree		13	7.8
22. In spite of what some people say, the daily life of the average man is getting worse not better.	4	Card Number 2	

Question	Card Column	Frequency	Percentage
1 Strongly disagree		20	12.0
2 Disagree		23	13.8
3 Undecided		46	27.5
4 Agree		43	25.7
5 Strongly agree		35	21.0
23. You sometimes can't help wondering whether anything is worthwhile anymore.	5		
1 Strongly disagree		24	14.4
2 Disagree		36	21.5
3 Undecided		45	27.0
4 Agree		36	21.5
5 Strongly agree		26	15.6
24. Most people don't really care what happens to the next person.	6		
1 Strongly disagree		7	4.2
2 Disagree		28	16.7
3 Undecided		40	24.0
4 Agree		50	30.0
5 Strongly agree		42	25.1
25. This is a good time to bring a child into the world with the way things look for the future.	7		
1 Strongly disagree		23	13.8
2 Disagree		26	15.6
3 Undecided		48	28.7
4 Agree		36	21.5
5 Strongly agree		34	20.4
26. Most public officials are not really interested in the problems of the average man.	8		
1 Strongly disagree		11	6.6
2 Disagree		21	12.6
3 Undecided		47	28.1
4 Agree		50	30.0
5 Strongly agree		38	22.7

Question	Card Column	Frequency	Percentage
27. Nowadays a person has to live pretty much for today and let tomorrow take care of itself.	9		
1 Strongly disagree		41	24.5
2 Disagree		36	21.5
3 Undecided		38	22.8
4 Agree		35	21.0
5 Strongly agree		17	10.2
33. Could you tell the main reason why you decided to come to the U.S.?	10		
0 No Answer		2	1.2
1 To get training in some special field		99	59.3
2 To have a chance to live with people from another country		16	9.6
3 Just to get a degree		46	27.5
4 Any other reason (to accompany husband)		4	2.4
34. Do you plan to return to your home country on completion of your studies?	11		
0 No Answer		0	0.0
1 Yes, definitely		123	73.8
2 Yes, probably		24	14.4
3 Undecided		13	7.8
4 No, probably not		6	3.6
5 No, definitely not		1	0.6
35. If you plan to return to your country on completion of your studies, what are your chances in finding a suitable job?	12		
0 No Answer		0	0.0
1 I plan to remain in the U.S.		7	4.2
2 Excellent chances		37	22.2
3 Very good chances		45	26.9
4 Good chances		32	19.2
5 Little chances		9	5.3

Question	Card Column	Frequency	Percentage
6 Very little chance		5	3.0
7 No chances at all		5	3.0
8 I don't know		27	16.2
36. If you plan to remain in the United States, what is your main reason for staying?	13		
0 No Answer		2	1.2
1 I plan to return to my home country		136	81.4
2 I can earn more money here		5	3.0
3 I like the American way of life		7	4.2
4 I have married an American		1	0.6
5 Political situation in my home country		14	8.4
6 I don't know		2	1.2
37. Please check the answers that best describes your perception of each of the following aspects of life <u>in the United States.</u>			
1. Student-professor relations are:	14		
1 Very formal		8	4.8
2 Somewhat formal		68	40.7
3 Somewhat informal		71	42.5
4 Very informal		20	12.0
2. University students are generally treated as:	15		
1 Very mature		40	24.0
2 Somewhat mature		101	60.5
3 Somewhat immature		20	12.0
4 Very immature		6	3.5
3. The emphasis in university education is:	16		
1 Strongly on memorization of facts		13	7.8
2 Somewhat on memorization of facts		49	29.3

Question	Card Column	Frequency	Percentage
3 Somewhat on eval- uation of facts		74	44.3
4 Strongly on eval- uation of facts		31	18.6
4. When meeting strangers, most people are:	17		
1 Very friendly		22	13.2
2 Somewhat friendly		110	65.8
3 Somewhat hostile		30	18.0
4 Very hostile		5	3.0
5. People's relationships with each other are:	18		
1 Very shallow		48	28.7
2 Somewhat shallow		97	58.1
3 Somewhat deep		22	13.2
4 Very deep		0	0.0
6. The poor in society are:	19		
1 Very well cared for		12	7.2
2 Somewhat well cared for		52	31.1
3 Somewhat inadequately cared for		69	41.3
4 Very inadequately cared for		34	20.4
7. Freedom of speech is:	20		
1 Very restricted		7	4.2
2 Somewhat restricted		38	22.8
3 Somewhat unlimited		61	36.5
4 Very unlimited		61	36.5
8. Undemocratic practices are:	21		
1 Very common		16	9.6
2 Somewhat common		54	32.3
3 Somewhat rare		73	43.7
4 Very rare		24	14.4
9. Free-time activities take place:	22		

Question	Card Column	Frequency	Percentage
1 Almost always outside the home		37	22.1
2 Usually outside the home		86	51.5
3 Usually inside the home		40	24.0
4 Almost always inside the home		4	2.4
10. In bringing up their children, parents allow them:	23		
1 Very much freedom		74	44.3
2 Quite a bit of freedom		81	48.5
3 Not much freedom		10	6.0
4 Very little freedom		2	1.2
11. Obligation to one's family is:	24		
1 Much more important than one's wishes		18	10.8
2 Somewhat more important than one's wishes		44	26.3
3 Somewhat less important than one's wishes		62	37.1
4 Much less important than one's own wishes		43	25.8
12. In sports and recreation people are:	25		
1 Very active		123	73.7
2 Somewhat active		42	25.1
3 Somewhat passive		2	1.2
4 Very passive		0	0.0
13. In economic matters, people tend to be:	26		
1 Very ambitious		92	55.1
2 Somewhat ambitious		58	34.7
3 Somewhat indifferent		14	8.4
4 Very indifferent		3	1.8
14. Financial success as an objective in life is:	27		

Question	Card Column	Frequency	Percentage
1 Very important		113	67.7
2 Somewhat important		45	26.9
3 Somewhat unimportant		7	4.2
4 Very unimportant		2	1.2
15. Men and women are treated as:	28		
1 Completely equal		32	19.2
2 Somewhat equal		106	63.5
3 Somewhat unequal		23	13.7
4 Completely unequal		6	3.6
38. Please check the answer that best describes your perception of each of the following aspects of life in your home country.			
1. Student-professor relations are generally:	29		
1 Very formal		71	42.5
2 Somewhat formal		77	46.1
3 Somewhat informal		12	7.2
4 Very informal		7	4.2
2. University students are generally treated as:	30		
1 Very mature		46	27.5
2 Somewhat mature		77	46.1
3 Somewhat immature		38	22.8
4 Very immature		6	3.6
3. The emphasis in university education is:	31		
1 Strongly on memorization of facts		35	21.0
2 Somewhat on memorization of facts		68	40.7
3 Somewhat on evaluation of facts		41	24.5
4 Strongly on evaluation of facts		23	13.8
4. When meeting strangers, most people are:	32		

Question	Card Column	Frequency	Percentage
1 Very friendly		76	45.5
2 Somewhat friendly		79	47.3
3 Somewhat hostile		10	6.0
4 Very hostile		2	1.2
5. People's relationships with each other are:	33		
1 Very shallow		1	0.6
2 Somewhat shallow		31	18.6
3 Somewhat deep		92	55.1
4 Very deep		43	25.7
6. The poor in society are:	34		
1 Very well cared for		17	10.2
2 Somewhat well cared for		35	21.0
3 Somewhat inadequately cared for		67	40.1
4 Very inadequately cared for		48	28.7
7. Freedom of speech is:	35		
1 Very restricted		36	21.6
2 Somewhat restricted		59	35.3
3 Somewhat unlimited		44	26.3
4 Very unlimited		28	16.8
8. Undemocratic practices are:	36		
1 Very common		41	24.5
2 Somewhat common		73	43.7
3 Somewhat rare		39	23.4
4 Very rare		14	8.4
9. Free-time activities take place:	37		
1 Almost always outside the home		38	22.8
2 Usually outside the home		64	38.3
3 Usually inside the home		54	32.3
4 Almost always inside the home		11	6.6

Question	Card Column	Frequency	Percentage
10. In bringing up their children, parents allow them:	38		
1 Very much freedom		11	6.6
2 Quite a bit of freedom		44	26.3
3 Not much freedom		89	53.3
4 Very little freedom		23	13.8
11. Obligation to one's family is:	39		
1 Much more important than one's wishes		87	52.1
2 Somewhat more important than one's wishes		66	39.5
3 Somewhat less important than one's wishes		12	7.2
4 Much less important than one's wishes		2	1.2
12. In sports and recreation, people are:	40		
1 Very active		20	12.0
2 Somewhat active		73	43.7
3 Somewhat passive		58	34.7
4 Very passive		16	9.6
13. In economic matters, people tend to be:	41		
1 Very ambitious		47	28.1
2 Somewhat ambitious		81	48.5
3 Somewhat indifferent		35	21.0
4 Very indifferent		4	2.4
14. Financial success as an objective in life is:	42		
1 Very important		65	38.9
2 Somewhat important		85	50.9
3 Somewhat unimportant		16	9.6
4 Very unimportant		1	0.6
15. Men and women are treated as:	43		
1 Completely equal		14	8.4

Question	Card Column	Frequency	Percentage
2 Somewhat equal		57	34.1
3 Somewhat unequal		71	42.5
4 Completely unequal		25	15.0
39. Please circle the number that best indicates your opinion and attitudes toward the following aspects of life <u>in the United States.</u>			
1. Student-professor relations	44		
1 Like very much		50	30.0
2 Like		54	32.3
3 Undecided		52	31.1
4 Dislike		8	4.8
5 Dislike very much		3	1.8
2. University education system	45		
1 Like very much		33	19.8
2 Like		73	43.7
3 Undecided		45	26.9
4 Dislike		10	6.0
5 Dislike very much		6	3.6
3. Behavior of Americans toward foreigners	46		
1 Like very much		3	1.8
2 Like		24	14.4
3 Undecided		59	35.3
4 Dislike		40	24.0
5 Dislike very much		41	24.5
4. People relationships with each other	47		
1 Like very much		8	4.8
2 Like		33	19.8
3 Undecided		62	37.1
4 Dislike		46	27.5
5 Dislike very much		18	10.8
5. T.V. programs	48		
1 Like very much		29	17.4

Question	Card Column	Frequency	Percentage
2 Like		41	24.5
3 Undecided		46	27.5
4 Dislike		23	13.8
5 Dislike very much		28	16.8
6. Food	49		
1 Like very much		17	10.2
2 Like		40	24.0
3 Undecided		57	34.1
4 Dislike		34	20.3
5 Dislike very much		19	11.4
7. Men and women relationships	50		
1 Like very much		18	10.8
2 Like		35	21.0
3 Undecided		49	29.3
4 Dislike		36	21.5
5 Dislike very much		29	17.4
8. Importance of financial success	51		
1 Like very much		18	10.8
2 Like		42	25.2
3 Undecided		60	35.9
4 Dislike		26	15.6
5 Dislike very much		21	12.5
9. Sexual behavior (e.g. dating, boys' and girls' sexual behavior, attitude toward sex)	52		
1 Like very much		20	12.0
2 Like		22	13.1
3 Undecided		44	26.3
4 Dislike		42	25.2
5 Dislike very much		39	23.4
10. The American way of life generally	53		
1 Like very much		7	4.2
2 Like		45	26.9
3 Undecided		61	36.5

Question	Card Column	Frequency	Percentage
4 Dislike		39	23.4
5 Dislike very much		15	9.0

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