

AN EXPLORATORY STUDY OF THE ADJUSTMENT
PROBLEMS OF THE LATIN AMERICAN STUDENTS'
WIVES AND FACTORS AFFECTING THIS ADJUSTMENT

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ABSTRACT

AN EXPLORATORY STUDY OF THE ADJUSTMENT PROBLEMS OF THE LATIN AMERICAN STUDENTS' WIVES AND FACTORS AFFECTING THIS ADJUSTMENT

by Ana Laurretta Diaz

How well the wife of a foreign student adjusts to the host culture would seem to be important as to how well the husband does in his school work. Adjustment of the wife appears to have been little studied. The purpose of this research study was: (1) to secure evidence concerning the adjustment problems of the Latin American students' wives; (2) to identify some factors influencing the adaptation process of these wives at Michigan State University; (3) to draw implications from a careful analysis of the answers to first and second questions.

A questionnaire consisting of twenty-seven items was developed as the principal instrument for the study. A personal focused interview was also used. The questionnaire was translated to Spanish and Portuguese, the official languages of the countries of respondents included in the study.

The investigation was conducted on the campus of Michigan State University. Subjects were 35 Latin American students'

wives: 20 from Spanish speaking countries, and 15 from a Portuguese speaking country. Each student's wife was interviewed at her home and filled out the questionnaire in presence of the researcher.

Results of the influence of seven factors on the independent variable "adjustment" were analyzed statistically, using the Chi-square method. The seven factors were: English language facility, family social background, educational level, level of economic support while in the United States, number of friends in this country, length of time in this country, and role behavior responsibility for husband and wife. Although no significant differences at .05 level were found, all seven factors showed some tendency to be associated with the independent variable of level of "adjustment".

The scores of four measures of adjustment--(1) feeling of loneliness, (2) homesickness, (3) well-being or feeling of depression, and (4) evaluation of her own experience in this country--were combined into one index of adjustment.

Students' wives who knew English tended to be better adjusted than were those who did not. Only 14 percent knew English fluently; the rest had little or no command of English. Students' wives from middle-class backgrounds tended to be better adjusted than the ones coming from upper or lower social classes. There was some tendency for wives with the lowest level of education to be better adjusted than those with middle or higher education level.

Economic level tended to go with non-adjustment.

Seventy-five percent of the non-adjusted group said they had insufficient economic help.

Friendship and length of time had some connection with the degree of adjustment. Three out of four of the non-adjusted group had only one friend. Four out of six of the very well-adjusted group had no less than four friends and a maximum of ten friends.

In relation to time, the experience of this group support the U-curve hypothesis of adjustment of foreign students. Persons who have been here longer than two years and over a year seemed to express greater satisfaction than those who had been here less than a year. Twenty-five had been in this country up to a year and only 9 more than two years.

The major conclusions are:

1. These wives did have adjustment problems in coping with the host culture.
2. None of the seven factors investigated was statistically significantly related to level of adjustment as measured.
3. Sampling and methodological changes are indicated for any follow up study.

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By

Ana Lauretta Diaz

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CHAPTER I

SITUATION

Interest in study abroad is nothing new. People for many centuries crossed national and international borders in search of education and training, and they continue to do so increasingly. The basic aim of most exchange programs has been made explicit in the selection process by which individuals are chosen in large part on the basis of their academic records, their experience, their level of previous training, and the soundness of their study or research planned in the United States.¹

Since 1935, the Extension Service Programs have been one of the main concerns in the developing countries of Latin America. In regard to human resources, the Extension Programs' main aim has been to develop a team of leaders, a home economist and an engineer agronomist, to carry out the program at a country, regional, and state level. The engineer agronomist is a graduate from the University of Agronomy. Because there has been no higher education in home economics until recently, usually an elementary school teacher who has received special training in home economics subject matter, philosophy and methods of extension is the professional home economist in the program.

Both classes of professionals are aware of the need to raise their level of education and get more training.

¹Heft, David. "The Foreign Student - His Problems, His Impact", Americas, Vol. 16, No. 2 (February 1964), p. 18.

Neither before nor after arriving in this country does a wife of a student receive special attention on her problems of adjustment to a new culture. The faculty's concern for professional improvement for the student has focussed primarily on the husband as a graduate student and has tended to leave out the multiple problems of the foreign students in which both, husband and wife, are involved in professional international education.

However, some persons who are familiar with foreign programs by being directly in charge of them or by indirect relationship, are aware of the problems of adaptation of the wives and recognize the scope of the problem. Observations of sporadic cases have given many the feeling that the role of the wife is very influential in the accomplishment of her husband and that the lack of adaptability on her part represents money loss to the government or organization which supports the husband in his studies. Besides, women could also be a great resource when they go back.²

NEED FOR THE STUDY

The new and developing countries daily confront an ever more urgent need for men and women qualified to run

²Personal interviews with:
 Higbee, Homer D., Assistant Dean, Foreign Students, Michigan State University.
 Ross, Dorothy, Student Counsellor, Foreign Student Service.
 Useem, Ruth, Michigan State University.
 Walter, Regis, Personal Division, United States Department of State, Washington, D. C.
 Chillman, Katherine, Department of Health, Education and Welfare, Washington, D. C.

not only their political, economic and social system, but improvement programs for their people in rural and urban areas. To provide the necessary training and education, and until the nations approach a measure of self-sufficiency in education, exchange educational program with the United States and other countries will play a major part in educating the required personnel. Every year the number of students coming to the United States increases.³

More than 40,000 of the 65,000 foreign students in the United States during the 1962-63 academic year came from Africa, Latin America, and the Near East, excluding Japan. By the end of this decade, it is estimated that 120,000 foreign students, preponderantly from emerging countries, will be attending American colleges and universities.⁴

In 1962, Michigan State University enrolled approximately 18 percent, or 678 of the 3,754 foreign students in the state. Among the 678 students, 251 were married and had their families on campus.

The governments of the United States and of the countries who send students to this country have expressed their concern about the adjustment problems of the foreign students to university life and the effect of this on their achievement in school. There is a certain amount of research

³Paper, Bernard, "National Development Through International Education", Fifth Conference on International Education, Overseas Magazine of Educational Exchange, (U. S. Travel Service, Dept. of Commerce, Wash., D.C., May 1964), p. 11.

⁴Ibid, p. 10.

Scholarships are offered every year for them to continue their education abroad - mainly in the United States, Puerto Rico, and Turrialba, Costa Rica. An exchange program between the United States and Latin American countries started earlier in 1935 to improve the background of the Latin American extensionists.

Probably most students who come to the United States to study are mature persons, generally older than 25. A good number of them are married and most of them come with their families. The writer, in her work for the Extension Home Economics Program in several countries of Latin America, has had the opportunity of helping to select the personnel who come to this country to study. Even though her direct responsibility was the home economist, in an indirect way she was involved in the selection of the agriculture agent also. It was not until her own experience as a student at Michigan State University and through her contact with foreign students that the writer became aware of the cultural shock that a person suffers when moving to a foreign country. Then it became evident that the kind of adjustment help received while in that country might have a great deal to do with the kind of attitude developed about the host country, and with the way the student evaluates his experience abroad. A number of studies concerning foreign students confirm this observation.

Little or no attention seems to be given to the other half of the sojourner family - the wife of the student.

literature on the foreign student adjustment problems which points out the difficulty of the process. Despite the number of married students in the universities, the adjustment of the wives has not been the topic of study.

A study of the wives' adaptation should provide information which would indicate possible clues for an effective program which not only will benefit both spouses but, in the long run, will contribute to achieving through the exchange program a better understanding of other countries.

These insights, and the writer's own experiences or simple observations of others' problems, motivated her interest in doing her Master's thesis on the "Adjustment Problems of the Latin American Students' Wives at Michigan State University". The unanimous favorable reaction of people related to foreign student programs that were contacted in Washington, D. C., and Michigan State University encouraged her idea. All of them agree to the importance of the topic and the need for research in this field. Here are some of their statements:

"Many foreign student advisers are very interested in this subject, unfortunately nothing has been done in it".⁵

"A study of the foreign students' wives will be very important because it would help us to know what are some of their main problems and will guide any kind of help that could be offered to them".⁶

⁵Zariski, Vera L., Head, Research Information, Institute of International Education, Chicago.

⁶Higbee, Homer D., Assistant Dean of International Programs, Michigan State University.

"Nothing has been done with the wives. A study on the problems of the students' wives would be a tremendous help for counselors and personnel of foreign programs".⁷

STATEMENT OF THE PROBLEM

The major concern of this study was to investigate the problems of a sample of Latin American students' wives at Michigan State University to determine what some of the possible factors are which could contribute in a positive or negative way to their adaptation in this country.

⁷Ross, Dorothy, Student Counselor, Foreign Student Service, Michigan State University.

CHAPTER II

LITERATURE REVIEW

Most of what has been written about "adjustment" of foreign students refers to their problems as students and their difficulties in their academic life. A number of studies such as Beals⁸ with Mexican students, Useem⁹ with Indian students, and Bennett¹⁰ with Japanese students confirmed the existence of the problem of "adjustment" of foreign students during their stay in the United States.

Lundsted in his article, "An Introduction to Some Evolving Problems in Cross-Cultural Research", states:

Cultural shock is widely thought to be endemic in overseas travel. The term describes a form of personality maladjustment which is a reaction to a temporarily unsuccessful attempt to adjust to new surroundings and people. Instead of absorbing new stress successfully, the person becomes anxious, confused, and often appears apathetic.

⁸Beals, Ralph; Humphrey, Norma D., No Frontier to Learning, "The Mexican Student in the United States", (University of Minnesota, 1957).

⁹Useem, John; and Useem, Ruth, "Changes in the Character and Outlook of Western Educated Indians", IIE News Bulletin, v. 30, 1954.

¹⁰Bennett, John; Passin, Herbert and McKnight, Robert, In Search of Identity: The Japanese Overseas Scholar in America and Japan, University of Minnesota Press, 1958.

The symptoms of culture shock are usually accompanied by a subjective feeling of loss, and a sense of isolation and loneliness often called homesickness.¹¹

Nash and Shaw state: "When people move to a foreign land, they face the problem of adaptation to a changed environment".¹² This certainly would apply to a student who moves to a foreign land. The adaptation process in a changed environment in which a person becomes a stranger makes him live more than one new experience at a time. As a consequence, he has to confront a series of problems which, in the case of a student, are solved little by little with the help of friends, advisors, and teachers. Studies done with foreign students, such as the one from Selltitz, say that the degree of adaptation is related to many complex and interlocking factors and that the degree and rapidity of adaptation also varies with each individual. Out of this literature, a number of factors seem most relevant to a study of students' wives and their adjustment to a host culture.

The Wife's Adjustment Problems Generally

The wife, as part of the sojourner's life and immediate concern, faces a problem of adaptation, too--just as her student husband does--, but in a different situation where

¹¹Lundsted, Steven, "An Introduction to Some Evolving Problems in Cross-Cultural Research", The Journal of Social Issues, vol. 19, No. 3 (July 1963), p. 3.

¹²Nash, Dennison, and Shaw, Louis C., "Personality and Adaptation in an Overseas Enclave", Human Organization, vol. 21, No. 4 (Winter 1962-63), p. 252

usually there is a lack of organized or systematic help. By moving to a new environment with her husband, she can be thrown into a severe identity crisis. She is faced with an external situation which is incompatible with her sense of self in more than one respect. Values, beliefs, and conditions in the new society may require many drastic changes in her way of living. On arrival in the United States, she not only must learn new cues and appropriate behavioral responses to them, but she will discover that many of her accepted cues call for either no response or for quite different responses. For example, at home each meal time is a social reunion for the whole family and they have plenty of time to enjoy it and relax. Here she finds this no longer true. She may eat alone at noon, since her children may have lunch at school and her husband will take a sandwich along so he can eat on campus. This is just one example of changes that take place in her ordinary every-day life. The process of adjustment imposes on the wife new values to accept, new skills and patterns of behavior to learn. All this is demanded in a short time and usually with no help offered her in adapting.

A number of variables seem to be relevant to this study, of some of her adjustment problems. The seven chosen for study in relation to the dependent variable of adjustment were:

1. English language ability.
2. Social class status.

3. Educational level
4. Income adequacy
5. Number of friends while in the United States
6. Level of adjustment over time
7. Changes of home and parent-related role responsibilities for husband and wife

Language variable

Besides the other differences in environment in which she operates, often the Latin American student's wife does not know the language. This increases the difficulty of adjustment. She does not have classroom and laboratory contact with students where she can learn or improve her English. It would be natural for her to expect that her husband would be the person who would help her when he comes home. But in turn, he is too busy with his academic work to do it. Her inability to speak English could easily isolate her from any friendship with people from the host country and from all mass media information, and make her adjustment very difficult.

Acquaintance with the language would help her not only to deal with the small transactions of every day life, but allow her to take part in the social life and make friends in her community.

The importance of interpersonal relations as well as the importance of the whole adaptation process will be mediated by the ability to communicate. Language therefore is a factor of primary importance in the sojourn adjustment.¹³

¹³DuBois, Cora, Foreign Students and Higher Education in the United States (Washington, D. C., American Council on Education, 1956), p. 81.

DuBois in her study with foreign students stated:

"The degree of command of English which the foreign student brings with him and acquires during his sojourn is undoubtedly one of his most significant skills, and at the same time a symptom of his capacity to understand and to deal with the American environment".¹⁴

Difficulties in communication could be expected to have an effect on many aspects of adjustment to life in the United States. One might expect, for example, that students who speak and understand English easily, would have less trouble than others in establishing and maintaining social relation with Americans and in comprehending things going on around them.

Selltiz, in discussing studies of foreign students, said that Niyekawa in 1952 commented that among Japanese students in Hawaii, inability to communicate in English often led to feelings of inferiority and depression. Selltiz also reports that students rated by their interviewer as having no difficulty in English scored higher than those rated as having some difficulty on a composite index of satisfaction. Sewell and Davidson in 1961 found that Scandinavians at an American University who had good command of English showed better academic adjustment and greater satisfaction with their stay than those whose English was less fluent.¹⁵

¹⁴Ibid., p. 82

¹⁵Selltiz, C. and others, Articles on Social Relations of Foreign Students in the United States, (University of Minnesota 1963) p. 255

Of the differences in cultures that impede and distort communication, presumably language and value systems are the most important. Simply by virtue of culture contrast and the attendant difficulties in communication, the foreign student is likely to have major problems of adjustment to cope with.¹⁶

Beals in her study with Mexican students stated:

"The greatest initial adjustment problems of the Mexican students unquestionable is linguistic".¹⁷

In the same study one of the students reported the following:

"Inadequacy in English not only created academic difficulties but was the cause of loneliness. I could not communicate very well with American students, and it was very frustrating".¹⁸

Beebe in her study of foreign students in Greater New York, stated:

"Almost every one in New York City who deals with foreign students, and indeed the students themselves, rank language problems near the top of the list".¹⁹

Hyp. 1 : Among the Latin American Students' Wives, those with the best command of the English language will demonstrate a higher level of adjustment than will those with a lower level of English language proficiency.

¹⁶Smith, Brewster M., "Cross-Cultural Education as a Research Area", Journal of Social Issues, vol. 12, N.1 (1956), p. 5.

¹⁷Beals, op. cit., p. 60

¹⁸Beals, op. cit., p. 61.

¹⁹Beebe, George A., "A Study of Foreign Students in Greater New York", A Preliminary Report, Greater New York Council for Foreign Students, N. Y., July, 1955, p. 20.

Social Class Status Variable

Besides language, a number of investigators have suggested that considerations of status may be important determinants of the reaction and adjustment of a foreign student.

Foreign students suffer "status shock" upon their arrival in another country, status variables are more important than other variables.²⁰

In this matter, it could happen that girls who come from social groups in which they are accustomed to doing things at home by themselves, would take house responsibilities of daily life here with much more content than the ones who come from families of the upper class. This last group has grown up with all kinds of comforts and luxuries. Possibly they continue with the same standard of living when married and therefore, it is hard for them to change their way of life. In the case of wives from the lower class, differences may be still stronger for them due to differences of doing things, ways of living and kind of conveniences they had at home in comparison with what they have found here.

It would be more logical to think that the middle class, who come from families whose parents made their livelihood from modest salaries might be the ones who would have less difficulties of adjustment, since they are accustomed to struggle to reach a goal, but also are used to working and operating a home more nearly like the U. S. housewife.

²⁰Selltiz, op. cit., p. 85.

In Latin American countries, class distinctions have sharper boundaries and more overt recognition than in the United States. Status is associated with certain experiences and roles. Low social status is associated with manual labor, for instance. To have servants is a necessary validation of high social status.

In traditional terms, social status depends in descending order upon inherited wealth, family background, participation in the power structure, education and occupation.²¹

Hyp. 2: Those Latin American students' wives who come from the middle social class will show better adjustment than will either lower or upper class wives.

Education Variable

Another important factor to consider is education. Although advances in education have been substantial in Latin America, this does not necessarily affect women. Only a small percentage of the university students are girls. In Brazil, for example, 19 percent of the university enrollment is women; Chile, with 40 percent, is one of the exceptions.

Among the groups of Latin American students' wives, there is variation in level of university education. Perhaps the ones with more education find it easier to overcome the problem of language, of communication, of learning new ways of doing things and accepting new ways of

²¹Beals, op. cit., p. 41

doing things and accepting new ways of living. At the same time, this group may well feel more frustrated and unhappy because they are not able to take advantage of the education facilities in this country. They see the opportunities that women have in this country and naturally they would like to be in the same position. Maybe some of them even have had the opportunity of working outside the home and they would like to have this experience here if money or somebody to take care of the children would be available to substitute for them.

Hyp. 3 : Those Latin American Students' Wives who have a lower level of educational background will have a higher level of adjustment than will those wives with higher educational levels.

Financial Variable

In Latin American countries, economic level is related to status, and in the current study, it was considered important in the adjustment of the student's wife.

With respect to economic situation, it could be said that most of the students who come to this country have positions in their home countries which permit them and their families to have an average living of middle class according to the standards of their own countries.

When a student is sent to this country to do further studies, he is generally supported by his own government, international organizations, exchange programs. In a few cases, some come on their own. The type of scholarship

received varies from country to country and from program to program. Many students are not provided with funds for bringing their families, but they still do it. Their economic level will depend upon the sources of money for living and extra sources such as salary from home or family help. But most student families have budget closely and carefully if their income is to support them.

Families who live in a very limited budget are not only restricted to the minimum elements for living, but the wife cannot compete with others in the kinds of foods, clothes, trips, and things that she buys. This could easily make her discontented and unsatisfied. Her complaints may be against her husband, whose fault it was to come to this country under such conditions. Relationship problems of husband and wife could easily arise because of the economic situation.

A reduced standard of living may add to the student's feeling that his status has been impugned, his importance minimized, and his opportunities reduced by transplantation to this country.²²

Hyp. 4 : Among Latin American students' wives, those who rate their husbands' income as sufficient will have a higher adjustment level than those who rate their finances as insufficient.

Friendship Variable

One of the measures of adjustment to a society or culture ought to be the extent to which a person makes contact with

²²DuBois, op. cit., p. 97.

others also operating in that society or culture--whether these are natives of the host culture or other sojourners also having to deal with the new culture.

In either case, the students' wives would have social support and have someone to turn to either to learn from how best to cope with a particular problem or else to commiserate with over unsuccessful coping and so support one another for further encounters with the host culture.

Therefore, a gross measure of number of friends in the culture should give some indication of level of adjustment.

Hyp. 5: Among Latin American students' wives, those who have the most friends in this country will have a higher adjustment level than those with fewer friends.

U-Curve of Adjustment

Researchers have identified a number of stages in the process of adaptation to a new culture. Investigators have suggested that persons entering a new culture go through four phases of adjustment:

1. The 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. This usually is the case with a newcomer to a culture. He is simply observing the new sights and experiences having an exciting adventure as a result of being free of responsibility. His predominant mood is of curiosity, surprise, and interest. Since he is not yet involved in American life,

he can disassociate himself from anything unpleasant, and is likely to feel quite well satisfied.

2. The Involvement Phase - in which he tries to find a place for himself within his life, in the course of which he meets and struggles with many problems of adjustment. Now he has to begin to learn how to exist and operate in the new culture. Facing reality, he can easily develop negative reactions which sometimes cannot be stopped and so tend to prolong his period of maladjustment.

Beals and Humphrey, talking about Mexican students' adjustment phases, found that at this phase of involvement frustrations are experienced and morale declines. They report that if a student is in this country long enough, he will pass through this adaptive phase and enter a coming-to-terms phase. And, if the adjustment is positive, attitude and morale improve, as does his personal adjustment.²³

3. The Coming-to-Terms Phase - in which he has to come to terms in some way with his environment and has established a fairly stable pattern of behavior. It is a period in which he effects at least a partial solution of his problems and the longer he is in the new culture, the better adjusted he tends to be.

²³Beals, op. cit., p. 59

4. The pre-departure phase - a period just before his return home. Usually his morale is high at this state. However, he now has to face the fact that he has to work out a transition between the ways he has become accustomed to in the host country, and those to which he will return. Problems of home readjustment now come to the fore.²⁴

During the last decade many researchers have recorded the adjustment process of foreign students, as reflected by level of satisfaction scores, as a U-shaped curve. The anticipation of coming to the United States, in which the trip itself will give them status, plus the anticipated novelties and excited expectations of the trip and new country brings the initial satisfaction of the student to a very high level. As he becomes involved with the culture and faces realities, many frustrations and tensions arise and his level of satisfaction drops quite a bit. If he is to eventually adjust to the new culture, he reaches eventually a trough reflecting his adjustment difficulties and a low level of satisfaction and he begins to "come-to-terms" with American culture, making whatever adjustments he can and solving at least part of his problems with the help around him. If his visit lasts long enough for him to come-to-terms with American ways and ideas, he may reach and maintain a reasonable level of satisfaction.²⁵

²⁴Selltiz, Claire and others, op.cit., p. 59.

²⁵The Foundation for Research of Human Behavior, Training Foreign Nationals in the United States, (Ann Arbor, Mich., 1956).

Hyp. 6: Among Latin American students' wives, the level of adjustment for the group of wives will approximate the U-curve of adjustment over time.

Discrepancies Between Home and U. S. in Who Performs Certain Role Behaviors

Gullahorn indicates that moving into a new culture may be interpreted as a cycle of adult socialization occurring under conditions where previous socialization into the original culture may both help and hinder in the new learning context.²⁶

As a consequence of previous socialization at home, a student wife learns value orientation which provides her a framework of role obligations. She learns what it means to be a "wife" or a "mother" in her own culture. Expectations attached to her role of wife and mother, however, may be defined differently when she enters another culture. Her new role as a student wife often is a new one and its behaviors hardly defined; she does not know what is expected of her. In addition, her roles of wife and mother are subject to change in many ways in the new culture. Also, the part her husband plays in relation to these roles may change.

Upon being transplanted to a new situation, she finds that deeply ingrained habits associated with the simple aspects of daily living often must be modified or abandoned and new ones acquired. Family solidarity is one of the

²⁶Gullahorn, John T. and Gullahorn, Jeanne E., "An Extension of the U-Curve Hypothesis", The Journal of Social Issues, vol. 19, No. 3 (July 1963), p. 34.

strongest traditional values and sources of aid in such situations for Latin Americans. Ideally, her home and life had been close to relatives, members of the extended family including parents, siblings, uncles, aunts, and so on. All of these relatives are supposed to help her and share with her in many common activities as members of an extended family. Big decisions which affect the family are made under the influence of close relatives. In Latin America, "the small immediate family consisting only of husband, wife, and children and isolated from most other kinsmen is still an anomaly even in urban life".²⁷

This lack of material and moral support from the extended family could influence the wife's degree of satisfaction during her stay in the United States and make her adjustment more difficult.

To pay attention to the concept of role is important here because in a strange environment a feeling of enthusiasm, feeling of frustration, adequacy feelings or guilt feelings with respect to certain activities or situation arises. James Bayton says that those feelings are considerably determined by one's reaction to role. He defines role as "composed of the duties and obligations that society or some segment of society, places upon a person in a given situation". He also

²⁷Gilllin, John P., "Social Changes in Latin America Today", Some Signposts for Policy, Council on Foreign Relations, (New York, Harper and Brothers, 1960), p. 33.

stated four dimensions of role:²⁸

1. Role expectations - what society, or family prescribes for the individual. The pattern of duties which society says the wife and husband should perform.
2. Role conception - how the given individual defines his or her own role.
3. Role-acceptance - the synthesis of role expectations and role concept. One's role-conception may or may not approximate the duties, demands, and obligations represented in the role-expectations established by society.
4. Role-performance - how well one actually performs or carries out the duties or obligations inherent in his or her designated role.

Conflict exists when one's role-conception is sharply at variance with society's role demands. A foreign wife could hardly be expected to be enthusiastic and happy about her role if her conception of what it should be is quite different from the demands made on her by the new society.

The wife's traditional role still governs her life. A good wife is a woman of her home, one who takes care of the children and keeps herself busy with the housework. For doing her duties, she counts on the help of maids and relatives. Few married women work outside the home, and even then, relatives are available for help. It is natural to

²⁸ Bayton, James, "Psychological Analysis of the Group Interviews with Young Homemakers", Howard University, Washington, D. C., June 1964. (Mimeographed).

think that adjustment to physical work of living in this country would not be easy for them. The Latin American wife may overestimate the mechanical services that she will find in the United States. Here, housework is mechanical in comparison with the kinds of conveniences she has at home, but it still requires the ability to operate the home equipment, and mainly, she must do things herself since domestic employees are not available in this country. Petty adjustments to housekeeping customs can be annoying. Differences of diet, ways of cooking, cleaning the house, doing shopping, taking care of the children, doing laundry, etc. may not be easy to handle and could create conflicts for both husband and wife.

At the same time, her husband's life has altered drastically. He must devote himself to his studies as much as possible. This becomes most of his life. He does not have the free time to play with the children or visit with his wife that he may have had formerly. Or the time he has free to perform these behaviors may be drastically altered--not being home at meal time to visit, but having to do this in the evening late. He has needs and problems of his own that he is attempting to cope with in the best manner possible.

What comes out of this process that husband and wife are going through together and separately is often a new alignment or arrangement of responsibilities. Where the husband formerly may handled the finances of the family,

the wife may find herself responsible for them, for example.

The closer the allotment of the various role responsibilities comes to approximating that back home, the easier should be the adjustment of the family to life in the new culture. Or, if the wife's expectations were that these responsibilities would change in a particular way, and these expectations are closely met, then again the adjustment should be less of a problem than where these expectations are not met.

Hyp. 7 : Among Latin American students' wives, those who are operating with less discrepancy between traditional home roles and the new roles in the U. S. will have a higher level of adjustment than those with greater discrepancy between these roles.

SUMMARY OF HYPOTHESES

To this point, the process of adjustment through which a foreign visitor goes has been identified, and the supposed adjustments of the student's wife when she moves to a foreign country with her husband. It was assumed that she must learn to live and move in an unfamiliar cultural environment where she must speak a strange language, become acquainted with new customs, adapt herself and her family to a different diet, etc. She may find these problems trivial or severe, she may find the foreign experience a source of great satisfaction or one of deep discomfort. In other words, she is subject to different kinds of adjustment, many she shares

with her student husband, but some she must face alone.

In summary, the hypotheses developed for this study are:

Hypothesis 1: Among the Latin American students' wives, those with the best command of the English language will demonstrate a higher level of adjustment than will those with a lower level of English language proficiency.

Hypothesis 2: Those Latin American students' wives who come from the middle social class will show better adjustment than will either lower or upper class wives.

Hypothesis 3: Those Latin American students' wives who had the lower level of educational background will have a higher level of adjustment than those wives with higher educational levels.

Hypothesis 4: Among Latin American students' wives, those who rate their husbands' income as sufficient will have a higher adjustment level than those who rate their finances as insufficient.

Hypothesis 5: Among Latin American students' wives, those who have the more friends in this country will have a higher adjustment level than those with fewer friends.

Hypothesis 6: Among Latin American students' wives, the level of adjustment for the group of wives will approximate the U-curve of adjustment over time.

Hypothesis 7: Among Latin American students' wives, those who are operating with less discrepancy between traditional home roles and new roles in the United States will have a higher level of adjustment, than those with greater discrepancy between these roles.

CHAPTER III

METHODOLOGY

Data were gathered in a questionnaire completed during a personal interview with each respondent.

Items in the questionnaire were translated to Spanish and Portuguese, the two languages used in the countries of Latin America included in the sample. This was done to encourage the respondents to cooperate and to make the job easier for them.

DEVELOPMENT OF THE INSTRUMENT

Items were formulated and selected which were specifically related to each of the seven factors to be studied. The questionnaire consisted of 27 questions. The first part requested information about the interviewer's age, number of years married, number and age of children, and occupation of husband.

The second part solicited data on family background, knowledge of English, education background, economic support, number of friends, length of time in this country, and adjustment.

Adjustment

Adjustment was the dependent variable to be related to each one of the independent variables. Adjustment was

measured by four questions (see Appendix "A", questions No. 21, 22, 23, and 24) of emotional reaction: feeling of loneliness, homesickness, feeling of well being or depression, and evaluation of her own experience in this country. Each respondent was asked to place herself on four-point scale of "not at all" to "very much" for each one of the four questions. The responses on these four questions were combined to make up the adjustment index. Only the "very much" responses were used in constructing the index. If, for example, the respondent marked the loneliness scale as "very much", then this response was counted as an evidence of lack of adjustment. The index was:

Checked all four scales "very much" = non-adjusted
 Checked three scales "very much" = little adjusted
 Checked two scales "very much" = fairly well adjusted
 Checked one or no scales "very much" = well adjusted

The Independent Variables

Language

Language was measured by four questions: knowledge of English language before coming, English learned while here, ability to read English, and ability to use mass media (TV and radio). Responses were rated on a three-point scale of "not at all" to "good" for each one of the four questions. In addition to this the researcher personally evaluated the knowledge of English while the respondents were filling out the questionnaire. She asked questions using both languages.

Switching from Spanish or Portuguese to English, she proceeded to rate the women on a three-point scale: "no knowledge" to "very well". The self-score of the wives and the score of the researcher were combined. "Not at all" or "not fluent" responses were scored 0. "Some" were scored 1. And "Good" responses were scored 2. Totals for each person were computed and then the average, rounded to the nearest whole number, was taken as the final English language fluency rating of fluent (2), sufficient (1), and not fluent (0).

Status

Four questions were asked of the wives to measure status (social class): size of place of origin, occupation of father, education of father, experience of travel of any member of the family, and if parents owned or rented a house. Responses were categorized in three groups to determine three social classes: lower, middle and upper. The three categories were:

Lower: --Place of origin: small size town, (from less than 1000 up to 4999 population),
 --Father with elementary education.
 --Father occupation: clerk, accounting, government employee of small town, laborer.
 --No travel
 --Rented a house

Middle: --Place of origin: medium size city (from 5000 to 9999 population).
 --Father with high school education.
 --Father occupation: teacher, public officer of middle or large size city.
 --Travel in the same country.
 --Rented or owned a house.

Upper: --Place of origin: medium or large city.
 --Father education: high school or university.
 --Father occupation: liberal profession, lawyer,
 physician, engineer, manager or owner of big
 business.
 --Travel abroad.
 --Owned one or more houses.

To relate social class to "adjustment", the average level of adjustment of each social class group was taken.

Education

To measure education, a question on the highest level of education completed was asked. Each respondent rated her education level on a three-step scale: elementary, high school and university.

To relate education to "adjustment" the average level of adjustment of each level of education group was taken.

Economic

Economic level was measured by three questions: (1) what the student family income was according to five categories ranging from \$100 to \$500 or more per month; (2) how adequate the income received was in the opinion of the wife; and (3) how their present economic situation compared with their economic situation when they were back home. Responses were rated either "sufficient" and "insufficient" income. Responses of "not adequate income", receiving from \$100 to \$300, "worse off here than at home" and the like were classified as "insufficient" category. "Adequate income", receiving from \$301 to \$500 or more, "same or better off", were classified in the "sufficient" category.

Friendship

To measure friendship, the group was asked the number of friends they had in this country. They were advised to consider only persons with whom they could share their problems and happiness. Responses were placed in four categories: (1) the group that had none, or one friend, (2) the group who had two to three friends, (3) the group who had 4 or 5 friends, and (4) the group who had 6 or more friends. The average level of number of friends of each group was related to adjustment categories.

Length of Time

A question on how long they had been in this country in terms of days, months, and years was asked of the wives. Responses were placed in four groups: (1) the ones who had been here from 1 to 6 months, (2) the ones who had been here from 7 to 12 months, (3) the ones who had been here from 13 to 24 months, and (4) the ones who had been here from 25 to 36 months.

The average level of adjustment of each group was taken to compare on adjustment.

Role Expectations

The last part of the questionnaire included questions relating the role expectations. Three sets of items were used for twenty-five husband-wife activities (See Appendix "B"). They fell into five groups: children control and care, household tasks, social activities, economic activities,

and husband-wife relationships. The items were:

1. Who does the activity at home?
2. Who does the activity while in the United States?
3. Who should do the activity while in the United States?

The purpose of the first and second questions was to compare her role at home (first response) and her role at Michigan State University. The third question was asked to determine what the wives' expectations of role were here.

Respondents were asked to select one of the following possible choices as to "who is responsible for the activity":

- A. Normally the wife does the activity.
- B. Normally the husband does the activity.
- C. Normally both do the activity, or the one who is present in the situation.

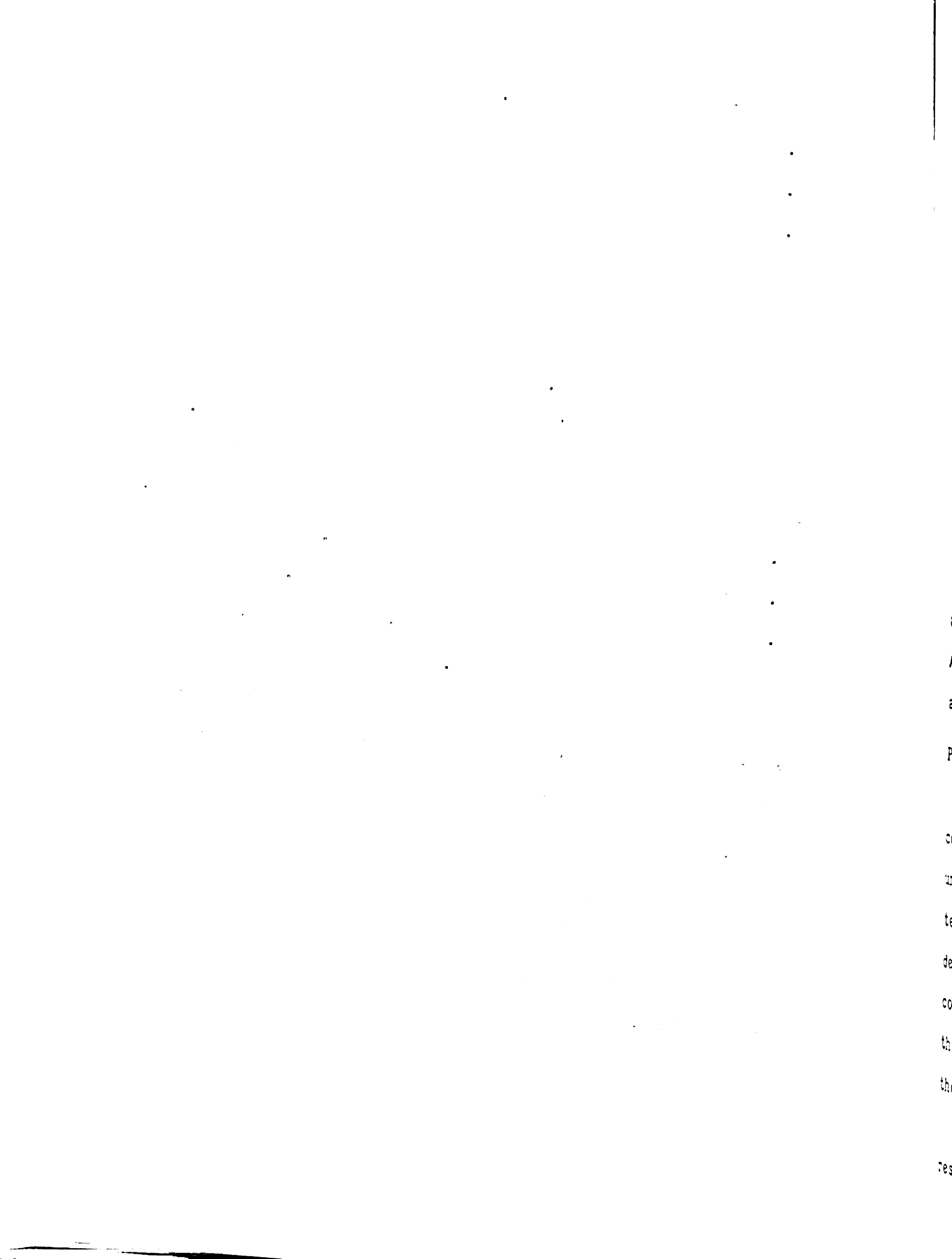
Values were assigned to the possible combinations of the A, B, and C choices, as indicators of the number of role changes in each one of these three directions:

No change:

A to A = 0
B to B = 0
C to C = 0

Change in the direction of increased responsibility on the part of the wife:

C to A = W
B to A = W
B to C = W



Change in the direction of increased responsibility on the part of the husband:

A to B = H
A to C = H
C to B = H

The percentage of the total number of changes in each of the five areas of activities in relation to questions 1 and 2 gave role performance and in relation to questions 2 and 3 gave role expectations. Rating first the wife's expectations for her husband's role performance in each group of activities against his role performance as she reported it, and second, the wife's expectations for her own role performance in each group of activities against her report of her actual role performance, areas of conflict were determined. Areas of role conflict were then looked at in relation to adjustment level.

PRETEST

Native-language judges were used to substantiate the content of the instrument and to assure the simplicity and understanding in the three languages. The questionnaire was tested with four non-Latin American students' wives, to determine if answers to the questions as stated could be coded, and if the questions could be clearly understood by the respondents. The wives were from Puerto Rico, Canada, the Philippines and the United States.

After the data were coded from the four students' wives, results were discussed with members of the committee. The

pretest resulted in minor changes such as restating a few questions and reducing from 8 to 5 the number of items on each one of the five role-groups of activities. The list of the activities are in the Appendix "B".

SELECTION OF THE SAMPLE

Through the cooperation of the Foreign Student Advisor of Michigan State University, a list of the foreign students was obtained from which names and addresses of the subjects were taken.

The participants were screened to meet three criteria:

1. To be a wife of a student from any of the Latin American countries at Michigan State University.
2. To be from any of the Spanish or Portuguese speaking countries.
3. To have lived in residence at Michigan State University (on or off campus) from one month to three years.

The sample consisted of thirty-five Latin American students' wives at Michigan State University: 20 from Spanish background countries and 15 from a Portuguese background country.

Eleven countries were represented in the sample, with a large participation of Brazilian wives. They accounted for 15 out of 35, or 43 percent. The natural inference would be that Brazil could represent a disproportionate weight in the total sample. However, Brazil accounts for a

half of South America in both size and population.

The sample was concentrated in the married housing apartments of the University.

Appointments were by telephone. During the interview, the researcher was able to (1) explain the purpose of the study, (2) clarify instructions as the respondent filled out the questionnaire, and (3) personally evaluate the English knowledge the wives had.

The women were very receptive when they knew that the questionnaire was in their own language and that the interviewer knew how to speak that language.

Generally, the husband was present when the interview was held. To avoid his influence in the answers and to have his cooperation, the researcher explained to both, husband and wife, at the beginning, the importance of the study and the necessity for getting the wife's own experience in the answers. This could avoid as much as possible the influence of the husband in answering the questions.

The length of the visit, including time for completing the questionnaire, varied from one hour to one and a half hours. The average length was one hour and fifteen minutes.

CHAPTER IV

FINDINGS

CHARACTERISTICS OF THE WIVES AND FAMILIES

The ages of the wives ranged from twenty-one to forty-one years, the majority were between twenty-three and thirty years.

The number of years of marriage ranged from one to fifteen years. Among the group of Brazilians, there were four couples who had been married less than a year.

The number of children in each family ranged from one to six. There were eight couples with no children. The age of the children ranged from less than a year to thirteen years old. Seven couples had no child less than a year old.

The majority of the husbands were teachers, economists, and managers. A number of other professions such as lawyers and biologists were also represented.

COMPARISON OF ADJUSTMENT TO THE INDEPENDENT VARIABLES

In this part a comparison of adjustment to each one of the independent variables was made to determine the influence of six factors in the adjustment process of the group of Latin American students' wives. No comparison was statistically significant. However, some trends were evident when the data were compared graphically.

The first and main assumption was that "there was a difference of adjustment among the group of Latin American students' wives". To test the hypothesis, the wife was asked to rate herself on each of the four measures with reference to four levels of adjustment, as given on page 28.

Missing their country and family ties were their main complaints. They also expressed feelings of loneliness because of the lack of friends. They had only few close friends with whom to share difficulties and happiness. Many said that they experienced a feeling of depression most of the time. Some of them reported the opportunity of coming to this country and felt it was worthwhile.

Members of the group differed in their feeling of homesickness, loneliness, moral, and enjoyment of their stay. The group varied on level of adjustment as shown in Table 1.

Table 1.- Level of Adjustment of Students' Wives

Level of Adjustment	Number of Wives	Percent	Adjustment Score (average mean)
Very well adjusted	6	17	88
Fairly well adjusted	15	43	68
Little or somewhat adjusted	10	29	40
Non-adjusted	4	11	16
TOTAL	35	100	16-88

Only 17 percent of the total group rank very well-adjusted. The majority ranged from non-adjusted to little or somewhat, and fairly well adjusted.

Language

Among the Latin American students' wives, those with the best command of the English language will demonstrate a higher level of adjustment than will those with a lower level of English language proficiency.

As the hypothesis was stated, it was expected that a command of the English language might be an important factor in the students' wives adjustment. Each Latin American student's wife was asked to rate herself on a four-step scale: knowledge of English before coming, English learned while here in this country, ability to read English and ability to use the mass media.

In addition to this, the researcher personally evaluated the knowledge of the language while the respondents were filling out the questionnaire. She rated them on a three-point scale. (See Table 2).

The researcher's evaluation and the self-rating of each wife were combined into a single score which represented the estimation of English fluency.

The command of English varied from 1 (fluent) to three (nothing or no fluency). (Table 2).

Table 2.- Wives' English language fluency level

Language Level	Number of Wives	Percent
Fluent	5	14
Sufficient	10	29
Nothing (no fluency)	20	57
TOTAL	35	100

Some of the wives had studied English before coming to this country other than what they had learned in high school. Only 25 percent had studied English in high school. These courses consisted of reading and translating English lessons. Private schools teach English all way through high school in most Latin American countries, but just a few of these women attended this type of school.

According to the data, half of the wives had not taken advantage of the classes offered for foreign students' wives at Michigan State University. Because of their lack of command of English, most of them did not read books, magazines or newspapers written in English which could have given them something to do in their free time and also could have brought them into the culture and given them opportunities to learn and understand the country. The only media they were using was television. They liked television and said it had helped them with the language. Thirty-three percent of them felt they had learned some English from

television.

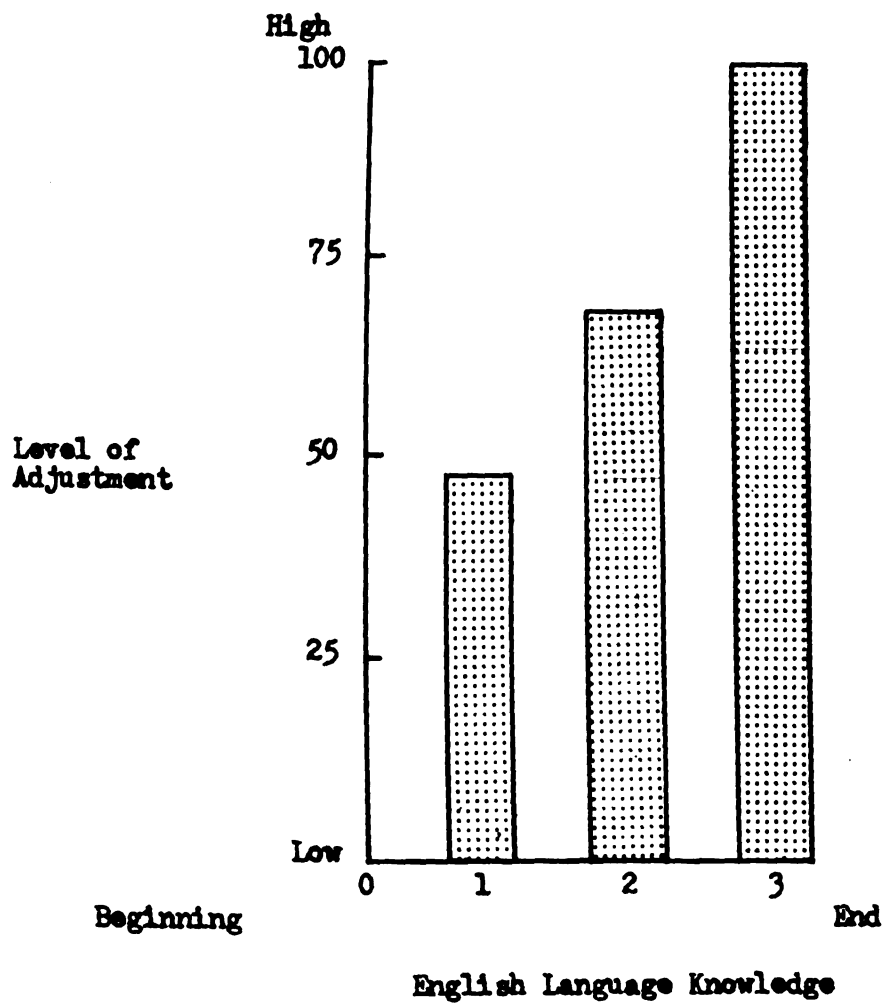
It was found that language was not a statistically significant variable in the adjustment of Latin American students' wives. This may have been due to the smallness of the sample or the rating of English based on a single interview and self-rating may have resulted in classifying some wives incorrectly and this might have obscured the possible relations of English facility and the adjustment measures.

When language facility was plotted against self-rating of adjustment in a graphic form (Fig. 1), there was a difference in the average level of adjustment among the group who did not know English at all, the one that knew a little, and those who knew English fluently. The first two groups did not reach the level of fairly well adjusted. The last group, the smallest, rated very well adjusted. Findings of other investigators, as reported in Chapter II, showed a positive relationship between adjustment and command of English language.

It would seem that even though the subjects do not have to go to school regularly, still language would be necessary to deal with the new environment, and that if the wives knew English they would have been able to overcome some of the difficulties they met during the process of adaptation, despite the non-significant findings here.

Figure 1

ADJUSTMENT AS A FUNCTION OF ENGLISH LANGUAGE FLUENCY AMONG
LATIN AMERICAN STUDENTS' WIVES



1 = Nothing	N (20)
2 = Sufficient	(10)
3 = Fluently	(5)

Status

Those Latin American students' wives who come from the middle social class will show better adjustment than will either lower or upper class wives.

Items used to determine social class were: (1) size of place of origin, (2) occupation of the father, (3) education of the father, and (4) whether parents owned or rented a house. The scores, as was explained in Chapter III, were combined in one single score to estimate social class.

The number of wives in each group was as shown in Table 3.

Table 3.- Social class categories of wives.

Status Social Class	Number of Wives	Percent
Upper social class	13	37.1
Middle social class	18	51.4
Lower social class	4	11.5
TOTAL	35	100

Lower class wives, generally came from a small town (from less than 1000 to 4999 population). Their fathers were clerks, accounting or government employees with small salaries. They did not own a house. The father had little formal education, and the members of the family did not

travel.

The wives from the middle class came from small or middle sized cities (from 5000 to 9999 population). Their fathers were professional teachers, public officers of middle or large cities, or accountants or managers in business. Sometimes they rented or owned a house. The ones who traveled did so in the same country, but not abroad.

The upper class usually came from either medium or large cities. Some fathers were capitalists who owned or managed a farm or a big business. Other fathers were physicians, lawyers, or engineers. The ones who traveled abroad did it for business and pleasure.

Relationship of these indices of social class to adjustment are shown in a graphic form. (Fig. 2). The members of lower or upper class groups tended to be below the middle on adjustment, while the middle class group rated well above that point.

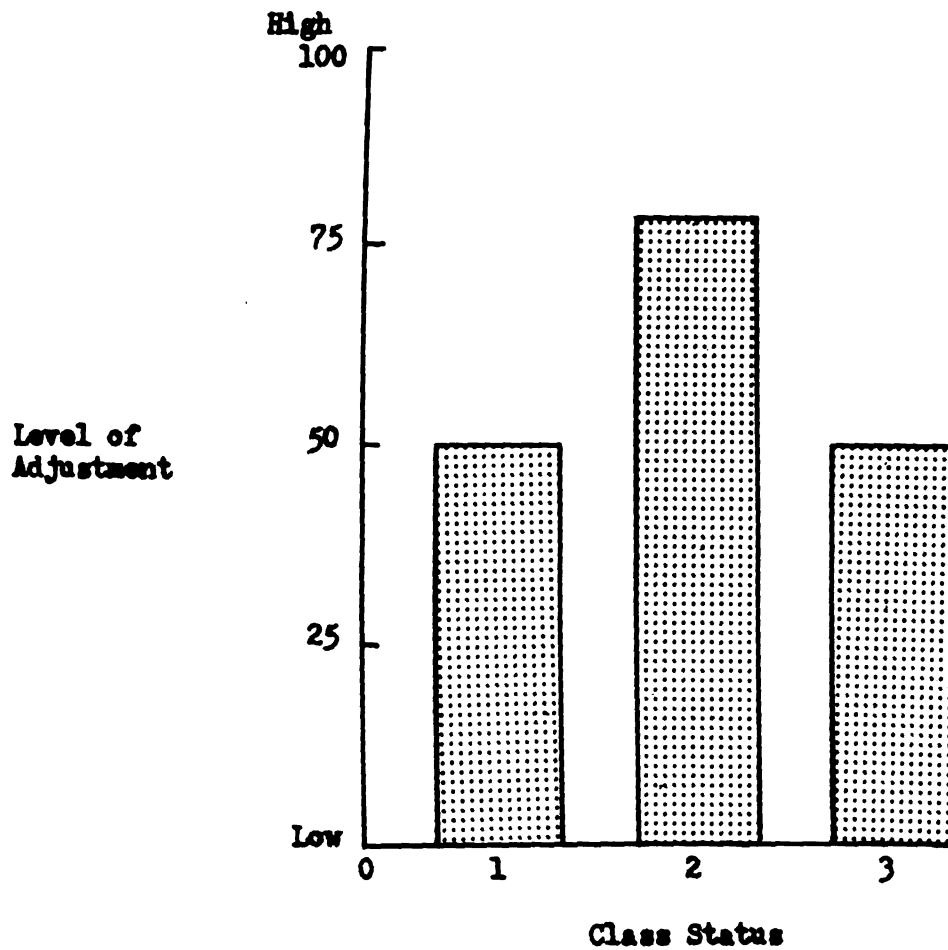
Education

Those Latin American students' wives who had the lower level of educational background will have a higher level of adjustment than those wives with higher educational level.

The hypothesis was that the lower the level of education of the wife, the higher her adjustment level. To test this hypothesis, each Latin American student wife was asked what was the highest level of education she had completed. She rated her education level on a three-step

Figure 2

ADJUSTMENT AS A FUNCTION OF FAMILY OF ORIGIN CLASS STATUS OF
LATIN AMERICAN STUDENTS' WIVES



	<u>N</u>
1 = Lower Class	(4)
2 = Middle Class	(18)
3 = Higher Class	(13)

scale. The number and percent of wives completing the three levels of education are shown in Table 4.

Table 4.- Educational level of the wives.

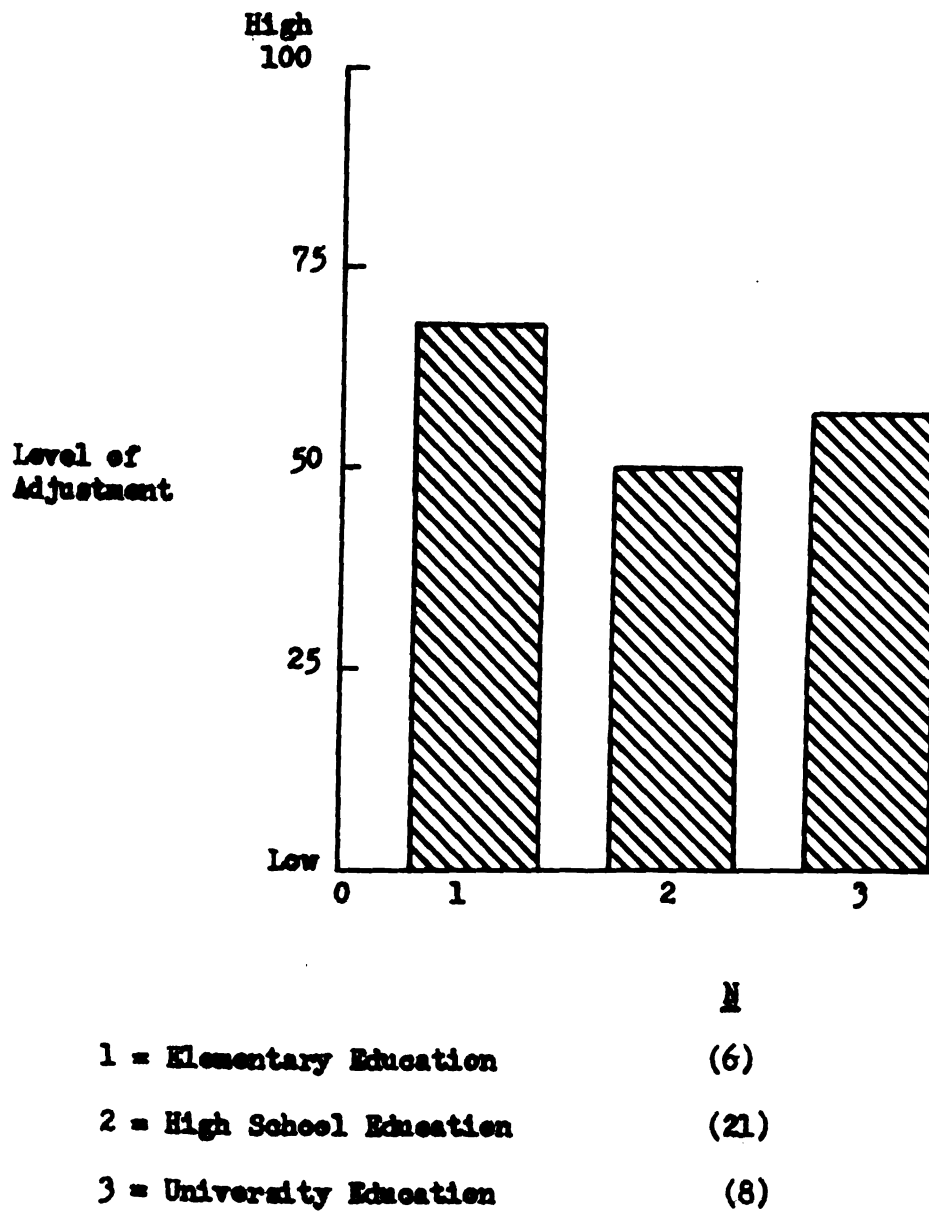
Highest grade completed	Number of wives	Percent of wives (N = 35)
University education	8	22.9
High School education	21	60.0
Elementary education	6	17.1
TOTAL	35	100.0

To find out the relationship of the educational level of the Latin American students' wives to their level of adjustment, the percentage of each group was compared with the self-rating levels of adjustment. The results were put in a graphic form (Fig. 3). The group of wives with elementary education had a better index of adjustment than the ones with high school or university education.

It could be inferred that the ones with lower education might have most easily accepted their obligations and role of being a homemaker while their husbands go to school in this country. It might have happened that for this group the only aspirations had been to serve and love their families. On the other hand, the ones with higher education, aware of the opportunities offered in this country, frequently expressed the desire to go to school here. If this

Figure 3

**ADJUSTMENT AS A FUNCTION OF LEVEL OF EDUCATION OF LATIN
AMERICAN STUDENTS' WIVES**



eager desire could not become a reality because of money problems or lack of help to take care of the family, it might have caused frustrations for those more educated wives.

Finance

Among Latin American students' wives, those who rate their husbands' income as sufficient will have a higher adjustment level than those who rate their finances as insufficient.

The fourth hypothesis was that the economic factor had an effect on adjustment.

A series of questions dealing with the economic situation was asked. First, each wife was asked what the student family's income was. These replies were grouped into five categories, ranging from \$100 to \$500 per month.

Secondly, they were asked how adequate this income was. Third, they were asked how their present economic situation when they were back home. All these scores were combined into a single score representing the economic situation of the students' wives and their families. Levels of income and number of wives in each group are shown in Table 5.

Table 5.- Wives' estimates of foreign students family income

Level economic	Number of wives	Amount received	
		Percent	per month(US\$)
Sufficient	20	57.1	400-500
Insufficient	15	42.9	100-300
TOTAL	35	100.0	100-500

Three of them (8 percent) said they were better off here than at home; 57 percent or 20 said their financial situation was about the same; and thirty-four percent or 12 said it was worse. This last group had an income between \$100 and \$300 per month.

The financial situation was not a statistically significant variable of adjustment in this study, although it had been in other studies with foreign students. When the score economic level was compared with the self-rating of adjustment in a graphic form (Fig. 4), money was a factor of adjustment of difference only for the group of non-adjusted wives. Seventy-five percent of the population of this group were rated as having insufficient income.

Friendship

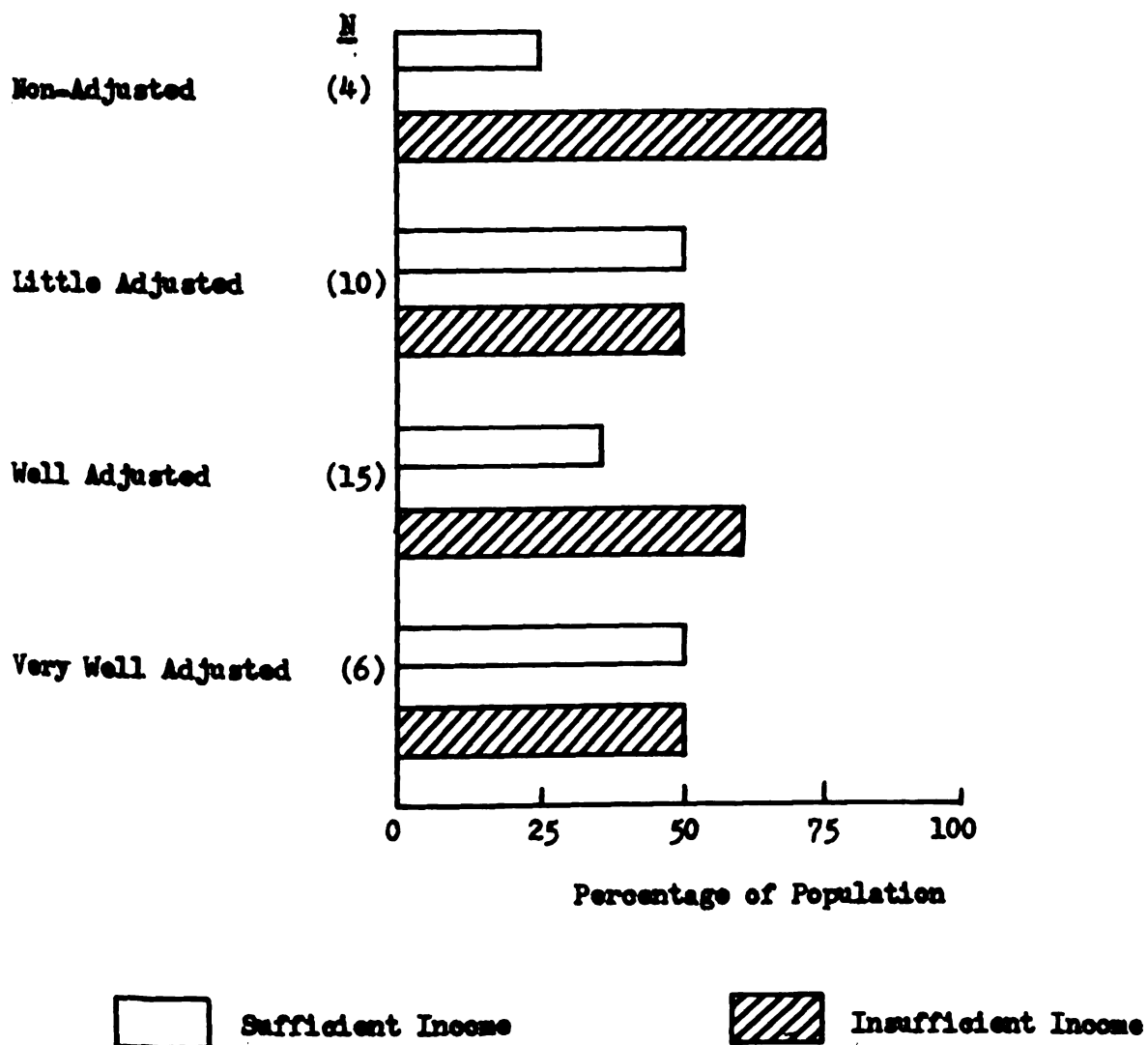
Among Latin American students' wives, those who have the more friends in this country will have a higher adjustment level than those with fewer friends.

The assumption was that the ability to make friends in this country could affect the kind of adjustment of the Latin American students' wives. To test this hypothesis, the wives were asked how many persons, outside the family, they considered close to them in this country.

The data showed that the number of friends was limited to no more than ten for any one wife in the whole group. Of the four girls who were in the group of non-adjusted wives, three had only one close friend. The greatest number of

Figure 4

**ADJUSTMENT AS A FUNCTION OF FAMILY INCOME ADEQUACY AS
PERCEIVED BY LATIN AMERICAN STUDENTS' WIVES**



friends of this group was two, and this was true of only few cases. Of the ten wives who belonged to the little adjusted group, eight had from two to three friends, only one had more than three, and the other one had only one friend. In the group of fifteen well-adjusted wives, twelve had a maximum of five friends. Two had three friends and one had four.

In the last group of six very well adjusted wives, their friendships ranged from four to ten, with four with five to ten friends and two with four. In this group no one had less than four friends. Through conversation, it was also found that friends cluster by "language affinity". Little interaction between Spanish and Portuguese speaking groups existed. In general, they tended to associate with persons of the same language. Furthermore, the Brazilians were also very much grouped by regions of their country.

In general, friendship appeared to be of some importance in the adjustment of the Latin American students' wives.

Length of time in the United States

Among Latin American students' wives, the level of adjustment for the group of wives will approximate the U-curve of adjustment over time.

It was found that 35.2 percent of the total group had been here less than six months, that 38.2 had been here from six months to a year, that 20.6 had been here up to two years, and 6 percent had been here three years.

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In relation to the time factor, the experience of this group tend to support the U-curve hypothesis described earlier with its four phases of different levels of satisfaction. As shown in Fig. 5, persons started with a very high level of satisfaction when they had just arrived or been here a very short length of time. Then they dropped down quite a bit and when they had more than two years in this country, or closer to departure date, seemed to express again greater adjustment.

Discrepancies between role performances

Latin American students' wives who are operating with less discrepancy between traditional home roles and the new roles in the United States will have a higher level of adjustment than those with greater discrepancy between these roles.

Role expectations was another variable that was explored in the present study. The hypothesis was that the group of Latin American students' wives who were operating with less discrepancy between traditional and new role at Michigan State University would have less role conflict and, therefore, fewer difficulties of adjustment.

To test the hypothesis, the wife was asked three questions (listed on page 32) in terms of three choices, A, B, C, (also listed on page 32) to determine if there was any role responsibility change and in what direction.

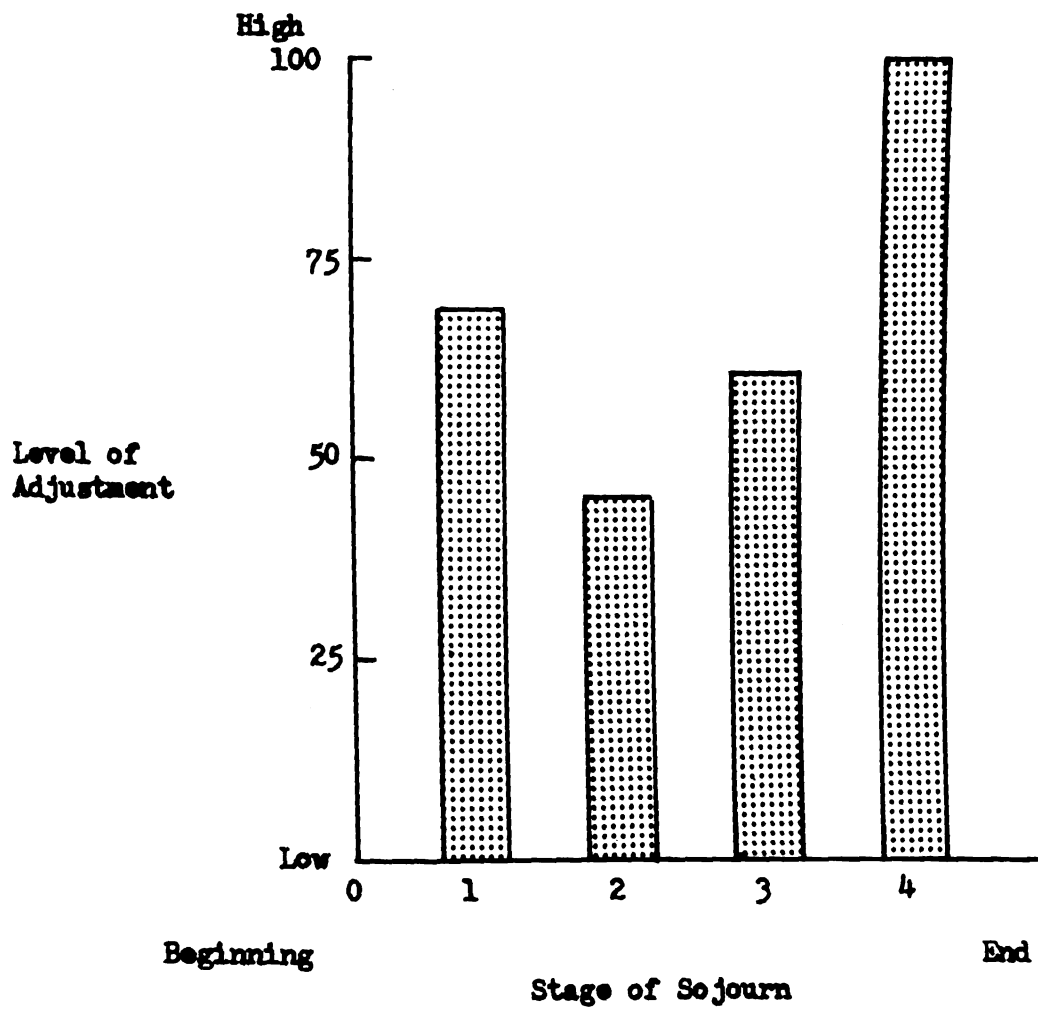
Values were assigned to the possible combinations of the A, B, and C choices, as indicators of the number of

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Figure 5

ADJUSTMENT OF LATIN AMERICAN STUDENTS' WIVES AS A FUNCTION OF
TIME SPENT IN THE UNITED STATES



1 = 0 to 6 months 2 = 7 to 12 months 3 = 13 to 24 months 4 = 25 to 36 months
N = (12) (13) (7) (2)

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role responsibility changes in each one of these three directions: no change, change in the direction of the husband, and change in the direction of the wife as was explained in Chapter III.

Rating first the wife's expectations of her husband's role against her report of his actual role performance, and second, the wife's expectations of her own role against her report of her actual role performance, areas of conflict were determined. No general index was attempted. Instead, each class of activities was compared with adjustment.

Children control and care

With respect to child care activities, changes in husbands' responsibilities were shown especially on items number 1 - teaches children what is correct behavior; 3 - dresses and/or bathes the children; and 5 - cares for sick children. The last one indicates that the husband here does much more in taking care of the children when they are sick than he does at home. It can be inferred that because the majority of wives did not know the language, they expect the husband to be the one to call the doctor, explain the trouble, report progress, and get medicines, when any member of the family is ill. This dependency on the husband could lead to conflicts and problems because the husband is not always at home or if he is, sometimes his work would not permit him to take this responsibility and he would be looking for his wife to go ahead and do it herself.

The student husband also takes more responsibility on item three than he did at home. One reason suggested by the interviews was that the wife is the one who spends all day with the children. At the end of the day she would be expecting some release and look for her husband to take this responsibility when he comes home. This inference was also supported by the wife's expectations for her husband with respect to item number two - that he spend more time playing with the children.

Changes in the wife's responsibilities in child care were shown in relation to item number four - helping the children with school work. The data also show that she was not only taking more responsibility but she had accepted this. Participation in school affairs may have other adjustment benefits for her. Wives with children of school age have more opportunity to learn about the school system, and through the school, to participate in community life while in this country. If she can have this chance she might become more familiar with the environment and a better adjusted person.

Household tasks

With respect to the five items of household tasks, it was found that husbands' responsibilities have changed specifically in reference to items 2 - washes dishes; 3 - cleans the house; 4 - does the laundry, and 5 - shops groceries. In this group of activities, the husband is tak-

ing much more responsibility than he is accustomed to at home. The analysis of the data shows that wives expect these changes, with the exception on item number four - doing the laundry. They often expressed that laundry was something they liked to do themselves because it is one of the few moments when they can go away from the children and house and visit with their various friends.

Social activities

The next analysis is on social activities. Few husbands were joining in social activities with the wife and family. The wife complains that she is the only one who planned recreational activities and that many times she is alone, without the participation of the husband. It can be inferred that the school work keeps the husband busy and that the wife is very much at home, with no social activities, no recreation. Boredom does not help the wife to adjust.

Economic activities

In reference to economic activities, more changes were in the direction of the wife taking more responsibilities with the money than she did at home. However, the data also showed that she had not expected this, nor accepted that she should have this responsibility. Apparently she would like her husband to be the one who manages the money. The only item on which she was accepting more responsibility was in item number one - to earn money. Many of them have had the opportunity to earn some money working as baby sitter, part-

time secretary, store clerk, etc. This has given them certain economic independence that they liked and would wish to continue having.

Husband-Wife Relationships

In the last group of activities, on wife and husband relationships, it was found that the changes involving both husband and wife had been taking place. Data showed that the husband was doing less in reference to items one and two - adjust schedules of work, and show affection. Wives alone are taking the responsibility of adjusting their schedule to the husbands' school work. The wife thought both should do it. Wives also complained that neither one is doing too much in showing affection for the other, but that the husband cares much less for this. They said they would like very much for their husbands to be more affectionate.

On the other hand, data showed she is taking more responsibility driving the car. She would like much more independence in this way.

In summary, data showed role conflicts in several areas. When the results were put in a graphic form (Fig. 6), three areas call the attention as primary conflict areas. They are: (1) Household tasks in which the husband is taking much more responsibility than he is expected to by his wife. On the other hand, the wife feels guilty since she is taking less of a part here than she expected. (2) The area of social activities, an area that seems of serious concern.

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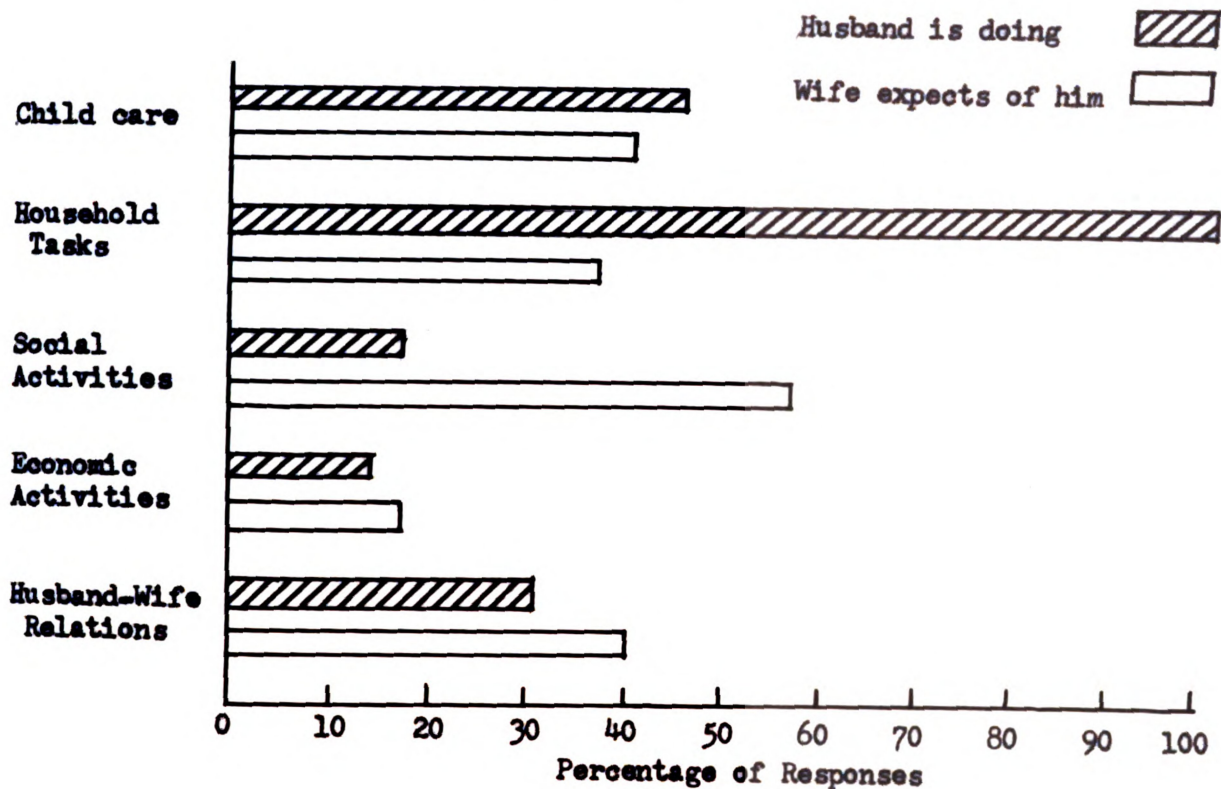
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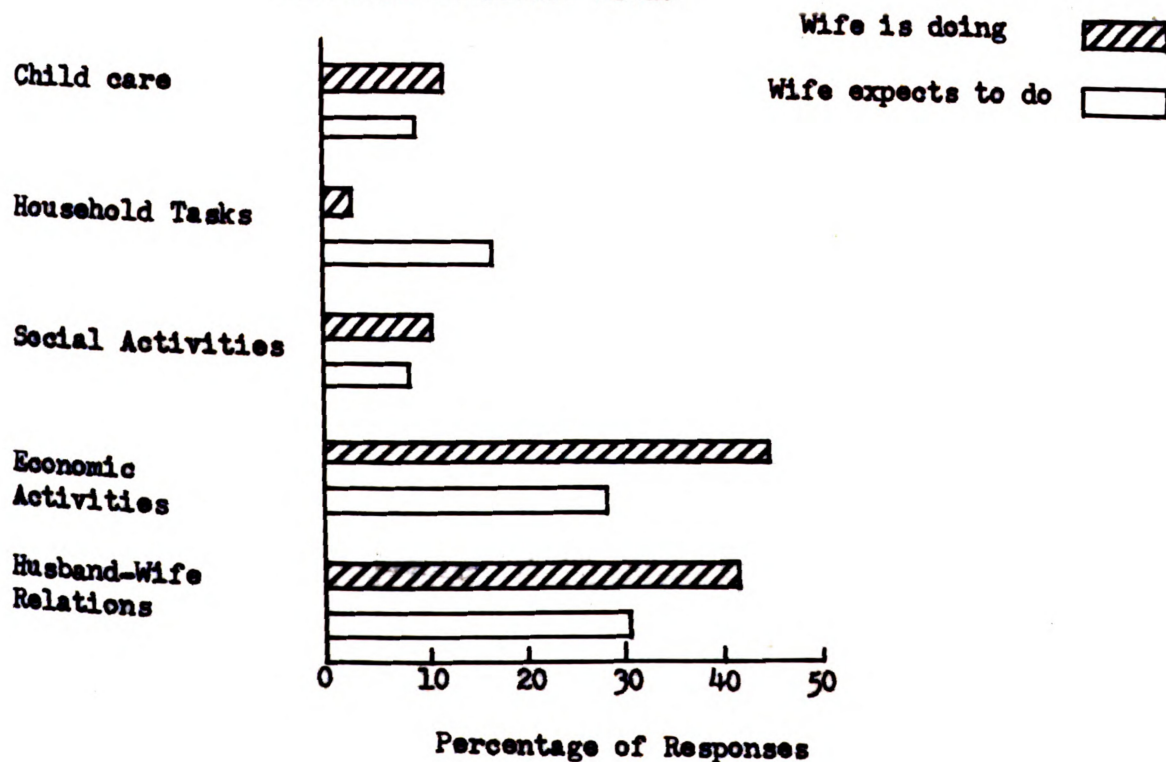
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Figure 6

DEGREE OF CONGRUENCY WIFE'S EXPECTATIONS FOR HUSBAND'S
ROLE BEHAVIOR AND HER PERCEPTION OF HIS ROLE BEHAVIOR



DEGREE OF CONGRUENCY, WIFE'S ROLE EXPECTATIONS VS. PERFORMANCE, LATIN
AMERICAN STUDENTS' WIVES



It would be the case that either the wife is demanding much more than her husband can do, or that he is doing nothing to spend some time with his wife and family. Either situation would lead to dissatisfaction and unhappiness for the wife. (3) The area of husband and wife relationship in which an imbalance between role expectation and role performance occurred.

CHAPTER V

CONCLUSIONS

This chapter will include a brief summary of the findings of the study, and implications and conclusions that can be derived from the findings. It also includes some of the additional areas of research suggested by this study, and general recommendations for international training programs.

SUMMARY OF THE FINDINGS

Conclusions based on the findings of the present study can only be stated as tentative.

This study focused on seven factors which could affect the process of adjustment of the Latin American students' wives. There could be many other factors, but the study was reduced to the seven. The selection was not prompted by the belief that these are the only variables but that they had special importance in accounting for adjustment in cross-cultural exchange.

The evidence uncovered by the focused interview and questionnaire pointed toward the existence of problems of adjustment. Only 17 percent of the wives considered themselves to be well adjusted. There were some indications of the influence of the seven factors of language facility,

social class, finances, education, friends, length of stay in the United States, and differences in role expectations, in the adjustment process of the group of students' wives in the study, even though none was statistically significantly associated with adjustment level (See Appendix "C").

Some observations may be made about the population of the Latin American students' wives at Michigan State University:

1. The students' wives who did know the English language had a skill that could help them in their over-all adjustment to live in the United States. The number with this level of English proficiency was very small in the group. The majority of them had no English when they came to this country and had no interest in learning the language while here.

2. Students' wives who come from lower or upper social classes tended to have more difficulties of adjustment than did the middle class group. Even though the majority came from middle class families, there were representatives of the other two social class groups. This variable might warrant further study using larger samples from each class.

3. The level of education also showed some effect on adjustment. Those with lower education tended to be better adjusted than the ones with high school or university education.

4. The group with very limited economic resources tended to be less well adjusted. Some 75 percent of the non-adjusted group were on a very limited budget. Some of them received

less than \$200 and a maximum of \$300 per month to support an average family of four members.

5. The establishment of supportive interpersonal relationships appears to be relevant in the adjustment of the students' wives. Friendships tend to cluster among their own language and nationality groups. Each woman seems to develop few friends.

6. During the second stage of adjustment, described on the U-curve as when the need for help is most imperative, it is then they start to take responsibilities on their own and try to cope with the many frustrating aspects of everyday life and existence.

7. The students' wives who found the least discrepancy between their traditional back home and the new roles at Michigan State University tended to have fewer role conflicts during their life in the United States and therefore fewer difficulties of adjustment. This adjustment demands role changes of both husband and wife. Some role changes had occurred for both husband and wife. However, the directions of these changes not always had satisfied the expectations of the wife. Conflicts of role performance and role expectations caused frustrations in certain areas due to the demands on the new situation and the rigidity of wanting to meet the situation in the same way they did at home.

IMPLICATIONS FOR FUTURE RESEARCH

This study has implications for counselor of foreign students at the university and personnel who select extension students to go abroad to study and research.

The literature on foreign student adjustment abounds with the importance of the study of the problems of adjustment of the foreign student himself. With the increasing number of married students coming to this country, it is imperative to conduct more research on the wives' adjustment problems as part of the sojourner family and part of the total environment affecting the success or failure of the student himself. This study supports the idea that the adaptation process of wives is very complex process in which a number of factors help to determine the success or failure of their experience in the United States. Factors such as social background and previous experiences are sources of conflicts that Latin American students' wives face while in this country. However, the hypothesis in this study needs to be tested in larger populations that are more representative of foreign students' wives.

For further research, the same general kind of study might be undertaken (1) with foreign students' wives from other countries to determine if the Latin American students' wives have unique problems, and (2) with the wives of students from this country to determine if their problems are similar.

It is also recommended that the same kind of study might be repeated with a larger sample in order to get some significance and not only tendencies as were shown in the current study.

Undoubtedly there are more than just the seven factors studied here which could affect the adjustment of Latin American students' wives in a foreign country. Some factors such as religious affiliation, number and age of children, ethnic group, might be suggested. It would be meaningful: (1) to repeat the study with additional and revised questions, and (2) to administer a similar questionnaire to husband as well as wife to determine the congruency of problems. If possible both should be filled at the same time to avoid the influence of husband on the wife's answers.

The present study suggests serve clues, then, for the basis for deeper and more detailed investigation in problem areas.

Since this study was the first with foreign students' wives, these conclusions must be viewed as tentative. They confined to the Latin American students' wives at Michigan State University.

IMPLICATIONS FOR INTERNATIONAL TRAINING PROGRAMS

1. Extension workers who select staff for foreign study need to be aware that husband and wife both should know that cultural differences demand willingness to change

in order to smooth the multiple problems of adjustment in a foreign country. Wives should be alert to the need to learn English in order to be able to manage every-day life problems and to take advantage of many things which could benefit themselves and their families.

Personnel responsible for foreign students in the host country should be aware that to offer classes to the wives at the university had not been enough until they recognize the importance that lack of English knowledge isolates them from contacts within the culture and limits their ways of making friends and getting information they need.

2. An orientation program for the extensionist and his wife before leaving the native country is important. Wives should have a clear understanding of the purpose of the trip and know what some of the expectations from her as a student wife will be. A movie on "the life of the students' wives on campus" could be offered for this purpose.

Husbands should know that help for the wife with the housework is important, but so is his spending some time in recreation with the family. Wives often expressed their feeling of frustrations and anxiety because of their husbands' lack of interest on recreation and demonstrations of affection.

3. The experience of other extensionists who had been in this country with their families should be drawn upon. They would be invited (both husband and wife) to talk to the departing group about the main problems they faced in a

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foreign country, what they did and did not do in the different situations. Particularly the everyday problems of the wife should be dealt with.

4. North American wives, if possible, could talk to the group. Wives of U. S. Embassy personnel or other programs should be invited to share their experiences with the group and tell them what were the cultural differences that upset them the most. This would help bring out cultural differences.

5. Wives as well as husbands should be aided to adjust to the host country. The wife should recognize her potential to be an ambassador from her country and use her potentials for the benefit of the exchange programs.

6. A group of leaders should be set up to help in this adjustment. Look for them among the group of students' wives at campus. Volunteer foreign and North American wives who had discovered ways of adapting to national and local traditions could be good help.

And finally, personnel responsible for extension training programs should be aware that one of the main objectives of the extension training programs overseas should be to pursue not only professional improvement but a better understanding and good will among the people of the world. The roles of woman as an extensionist's wife, mother and citizen, should not be ignored in the accomplishment of this goal. She needs help when abroad to understand the life and culture of the United States if she is to help reach this goal.

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APPENDIX "A"

INSTRUMENT USED IN THIS STUDY

Form 1 - Questionnaire in English

Form 2 - Questionnaire in Spanish

Form 3 - Questionnaire in Portuguese

No. _____

1. Age _____
2. Length of marriage _____
3. Number of children _____
4. Age of children _____
5. Occupation of husband at home _____
6. In what type of area have you lived most of your life? (Check the one that applies)
 - () a. Farm
 - () b. Village (less than 999 population)
 - () c. Small city (1,000 to 4,999 population)
 - () d. Middle-sized city (5,000 to 9,999 population)
 - () e. Large city (10,000 or more)
7. What is your father's occupation? _____
8. What is your father's education (check only the highest level of education)
 - () a. Completed university
 - () b. Completed high school
 - () c. Completed elementary school
9. Have any members of your family (parents or siblings) traveled abroad? _____ If so, where? _____
10. Do your parents own or rent their home? _____
11. How much training in English did you have before you came to the United States?
Formal school training (years) _____
Other (specify) _____ Years _____
12. Have you attended classes in English language since you have been in the United States?

13. Do you regularly read any U. S. newspaper written in English? _____
If so, which ones? _____
14. Do you regularly read any U. S. magazines written in English? _____
If so, which ones? _____
15. Have you read any English language books? _____ How many? _____
16. Do you feel that you understand adequately TV and radio programs?

17. What is the highest level of education that you have completed?
(Check only the highest)
- () a. Graduate of a university
- () b. Graduate of a high school
- () c. Graduate of elementary school
18. How much income on the average do you receive monthly from all sources?
- () a. Between \$100 and \$199 per month
- () b. Between \$200 and \$299 per month
- () c. Between \$300 and \$399 per month
- () d. Between \$400 and \$499 per month
- () e. \$500 or more
19. Do you feel the amount you receive is adequate? Yes _____ No _____
20. Would you say you are better off, as well off, or worse off financially than you were at home?
- Better _____ Same _____ Worse _____
21. Have you ever felt homesick while in the United States?
- Very much () Much () Some () Not at all ()
22. Have you ever been lonely while in the United States?
- Very much () Much () Some () Not at all ()

23. If you look back over your stay in the United States and consider all aspects of it, how much have you enjoyed it?
- Very much () Much () Some () Not at all ()
24. How have you felt most of the time during your stay in this country?
- () a. Usually in low spirit
- () b. Neither in low or high spirit
- () c. Usually in high spirit
25. How long have you been in the United States?
- a. Years _____
- b. Months _____
- c. Days _____
26. How many persons do you consider close friends in this country?
- Number _____

27. Use one of the three letters given below to fill the columns for answering the questions given in the chart.

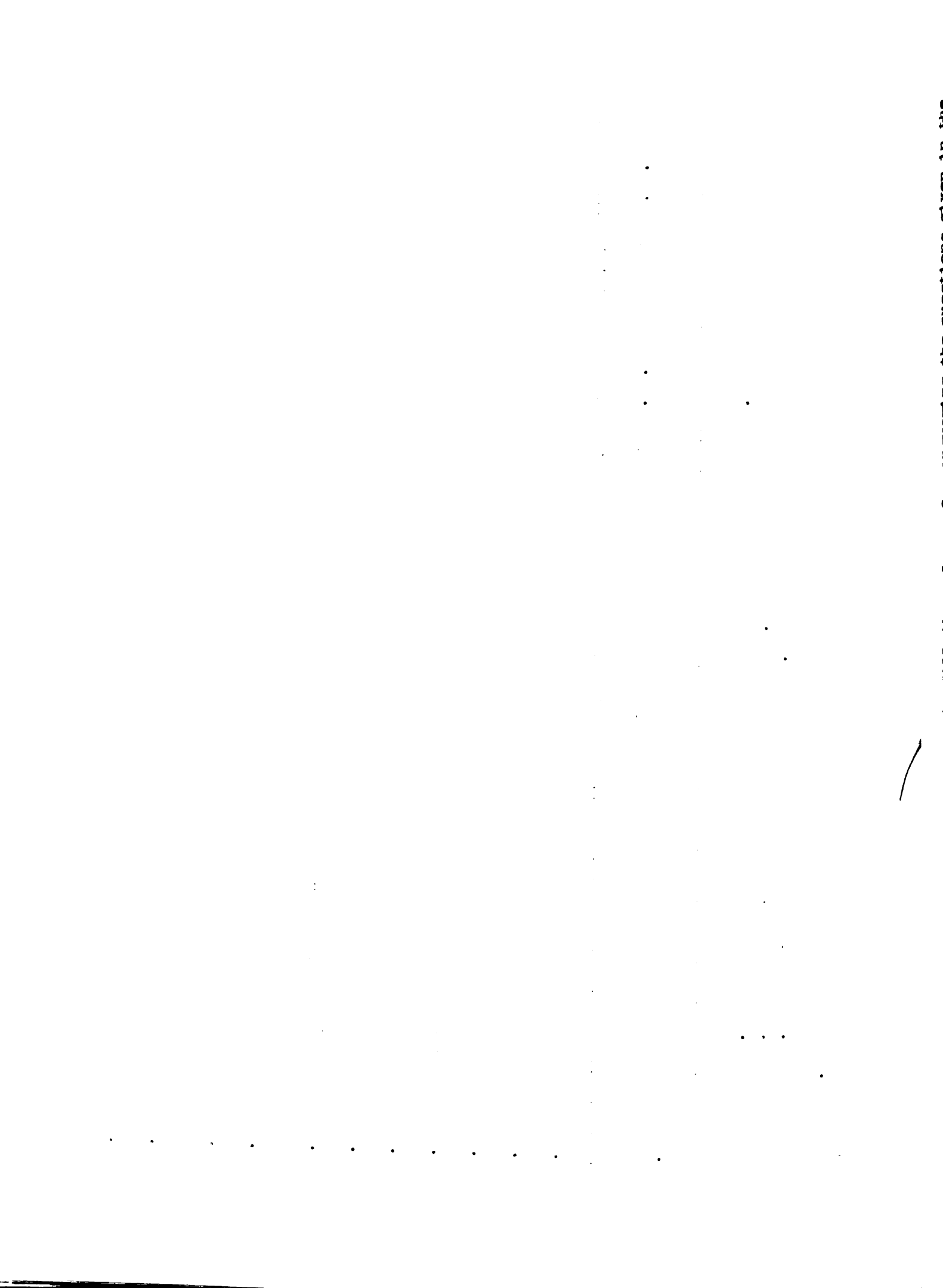
- A. the wife does the activity herself.
- B. the husband does the activity himself.
- C. wife and husband or the one who is present in the situation.

No.	ITEMS	Who does this at home? Who does this in the U. S.? Who should do this in the U. S.?			
		A, B, C,	Reasons	A, B, C,	Reasons
1.	Teaches children what is correct behavior				
2.	Cook meals				
3.	Plans recreational activities for the family				
4.	Earns money for the family				
5.	Adjusts schedules or activities to demands in work or school				
6.	Plays with the children				
7.	Washes the dishes				
8.	Decides who should be invited at home				
9.	Decides how the money should be spent				
10.	Shows affection for adult members of family in presence of others				
11.	Dresses and/or bathes the children				

27. Use one of the three letters given below to fill the columns for answering the questions given in the chart.

- A. the wife does the activity herself.
- B. the husband does the activity himself.
- C. wife and husband or the one who is present in the situation.

No.	ITEMS	Who does this at home? Who does this in the U. S.?				Who should do this in the U. S. ?	
		A, B, C.	Reasons	A, B, C.	Reasons	A, B, C.	Reasons
12.	Cleans the house						
13.	Attends PTA school meetings						
14.	Handles the money						
15.	Writes letters at home or business						
16.	Helps children with school work						
17.	Does the laundry						
18.	Takes children to extra-curricular activities						
19.	Opens account at the bank						
20.	Makes major decisions affecting the family						
21.	Cares for sick children						
22.	Shops for groceries						



27. Use one of the three letters given below to fill the columns for answering the questions given in the chart.

- A. the wife does the activity herself.
- B. the husband does the activity himself.
- C. wife and husband or the one who is present in the situation.

No.	ITEMS	Who does this at home? Who does this in the U.S.? Who should do this in the U. S. ?			
		A, B, C.	Reasons	A, B, C.	Reasons
23.	Takes children to church on Sunday				
24.	Plans and saves money for goods to take home				
25.	Drives a car				

No. _____

1. Edad _____
2. ¿Cuántos años hace que está casada? _____
3. Número de hijos _____
4. Edad de sus hijos _____
5. Ocupación de su esposo en su país _____
6. ¿En dónde ha vivido Ud. la mayor parte de su vida? (marque la letra que indique)
 - () a. Finca o Hacienda
 - () b. Villa (menos de 999 habitantes)
 - () c. Ciudad pequeña (1,000 a 4,999 habitantes)
 - () d. Ciudad de tamaño medio (5,000 a 9,999 habitantes)
 - () e. Ciudad grande (10,000 o más habitantes)
7. ¿Cuál es la ocupación de su padre?
8. ¿Cuál es el grado de educación que su padre completó?
 - () a. Completó estudios universitarios
 - () b. Completó estudios de secundaria o normal
 - () c. Completó estudios de escuela elemental
9. ¿Algún miembro de su familia, padres o hermanos, ¿han viajado al exterior? _____ En caso afirmativo, ¿a dónde? _____
10. ¿Es la casa de sus padres propia o alquilada? _____
11. ¿Tenía Ud. algún conocimiento del idioma inglés antes de venir a los Estados Unidos?

Sí _____ No _____

 - a. ¿Lo estudió como idioma en alguna escuela? Sí _____ No _____ ¿Cuántos años? _____
 - b. Otros (especifique) _____ ¿Cuántos años? _____
12. ¿Ha estudiado o está estudiando el idioma inglés ahora? Sí _____ No _____

13. ¿Lee Ud. con regularidad periódicos escritos en inglés? Sí___ No___
En caso afirmativo, ¿cuáles? _____
14. ¿Lee Ud. con regularidad revistas escritas en inglés? Sí___ No___
En caso afirmativo, ¿cuáles? _____
15. ¿Ha leído Ud. libros escritos en inglés durante su estadía aquí?
Sí___ No___ En caso afirmativo ¿cuántos? _____
16. ¿Entiende Ud. los programas en inglés de televisión y radio? Sí___
No___
17. ¿Cuáles son los estudios que Ud. hizo? (marque el que le corresponda)
() a. Completé estudios universitarios
() b. Completé estudios de secundaria o escuela normal
() c. Completé escuela primaria o elemental
18. ¿Cuál es el promedio total de dinero que su familia recibe mensualmente, tomando en cuenta todas las fuentes de ingreso?
() a. Entre \$100 y \$199 por mes
() b. Entre \$200 y \$299 por mes
() c. Entre \$300 y \$399 por mes
() d. Entre \$400 y \$499 por mes
() e. \$500 o más
19. ¿Considera Ud. que la cantidad de dinero que recibe es suficiente?
Sí___ No___
20. ¿Considera Ud. que su situación económica es la misma, mejor o peor que la que tenía en su país?
Misma___ Mejor___ Peor___
21. ¿Ha echado de menos su patria?
Muchísimo___ Mucho___ Algo___ No___
22. ¿Se ha sentido Ud. sola aquí en los Estados Unidos?
Muchísimas veces___ Muchas veces___ Algunas veces___ Nunca___

23. Pensando en su permanencia en los Estados Unidos y considerando todas sus experiencias en este país, ¿diría Ud. que le ha gustado?

Muchísimo _____ Mucho _____ Algo _____ Nada _____

24. ¿Cómo se ha sentido en este país la mayoría del tiempo?

- () a. Usualmente abatida
() b. Indiferente
() c. Usualmente contenta

25. ¿Cuánto tiempo ha estado Ud. en este país?

Años _____

Meses _____

Días _____

26. ¿Cuántas personas considera Ud. que son sus íntimos amigos en este país?

Número _____

27. Use una de las letras (A,B,C,) para contestar cada una de las preguntas del siguiente cuadro:

- A. Normalmente la esposa hace la actividad ella misma
 B. Normalmente el esposo hace la actividad él mismo
 C. Normalmente esposa y esposo en conjunto, o el que de ellos se encuentra presente en la situación oportuna

No.	LISTA DE PREGUNTAS	Quién lo hace en su país?				Quién lo hace ahora en EE.UU.?		Quién debería hacerlo en EE.UU.?	
		A,B,C	Razones	A,B,C	Razones	A,B,C	Razones	A,B,C	Razones
1.	Enseña a los niños a comportarse bien								
2.	Cocina los alimentos								
3.	Planea las actividades de recreación para la familia								
4.	Gana dinero para la familia								
5.	Ajusta los horarios de trabajo y las obligaciones de los estudios								
6.	Juega con los niños								
7.	Friega la loza								
8.	Decide quien debe invitarse a la casa								
9.	Decide como debe gastarse el dinero								

27.

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- A. Normalmente la esposa hace la actividad ella misma
B. Normalmente el esposo hace la actividad él mismo
C. Normalmente esposa y esposo en conjunto, o el que de ellos se encuentre presente en la situación oportuna

No.	LISTA DE PREGUNTAS	Quién lo hace en su país?			
		A,B,C	Razones	A,B,C	Razones
		Quién lo hace ahora en EE.UU.?			
		A,B,C	Razones	A,B,C	Razones
19.	Tiene cuenta en el banco				
20.	Toma las mayores decisiones que afectan a la familia				
21.	Se encarga de llamar médico y adquirir medicinas cuando algún miembro de la familia está enfermo				
22.	Hace las compras				
23.	Lleva a los niños a la iglesia los domingos				
24.	Planea y guarda dinero para comprar cosas que se llevarán cuando regresen a su país				
25.	Maneja el carro				

No. _____

1. Idade _____
2. Há quanto tempo está casada? _____
3. Número de filhos _____
4. Idade dos filhos _____
5. Ocupação do marido em seu país _____
6. Em que tipo de lugar viveu a maior parte de sua vida (marque aquele que se aplica ao seu caso)
 - () a. Fazenda
 - () b. Vila (menos de 999 habitantes)
 - () c. Cidade pequena (entre 1.000 e 4.999 habitantes)
 - () d. Cidade tamanho médio (entre 5.000 e 9.999 habitantes)
 - () e. Cidade grande (10.000 habitantes ou mais)
7. Qual é (ou era) a ocupação do seu pai? _____
8. Qual é o nível educacional do seu pai? (marque apenas o nível mais alto)
 - () a. Completou curso universitário
 - () b. Completou o curso secundário
 - () c. Completou o curso primário
9. Algum membro da sua família (pais ou irmãos) já este no estrangeiro? _____ Em caso afirmativo, em que país (es)? _____
10. A casa em que moram os seus pais é própria ou alugada? _____
11. Que tipo de estudo de inglês fez antes de vir para os Estados Unidos? _____ Estudo formal em escola (anos) _____
Outros (especifique), anos _____
12. Frequentou aulas de inglês depois que chegou aos Estados Unidos?

13. Lê habitualmente algum jornal dos Estados Unidos escrito em inglês?
 _____ Em caso afirmativo, quais? _____
14. Lê habitualmente alguma revista dos Estados Unidos escrita em inglês?
 _____ Em caso afirmativo, quais? _____
15. Leu algum livro em inglês? _____ Em caso afirmativo, quantos? _____
16. Acha que entende bem os programas de TV e radio daqui? _____
17. Qual é o seu nível educacional? (marque apenas o nível mais alto)
- () a. Completou curso universitário
 - () b. Completou o curso secundário
 - () c. Completou o curso primário
18. Qual é a sua renda média mensal, proveniente de todas as fontes?
- () a. Entre 100 e 199 dólares por mês
 - () b. Entre 200 e 299 dólares por mês
 - () c. Entre 300 e 399 dólares por mês
 - () d. Entre 400 e 499 dólares por mês
 - () e. Entre 500 dólares ou mais por mês
19. Parece-lhe que a quantia recebida é bastante? _____
20. Diria que, sob o ponto de vista financeiro, sua situação aqui é a mesma, melhor ou pior do que em seu país?
- A mesma _____ Melhor _____ Pior _____
21. Já sentiu saudades de casa depois que chegou aos Estados Unidos?
 (marque o que se aplicar no seu caso)
- Muitíssimo _____ Muito _____ Alguma _____ Nenhuma _____
22. Tem se sentido solitária aqui nos Estados Unidos?
- Muitíssimo _____ Muito _____ Um pouco _____ Nada _____

23. Considerando a experiência que já tem de viver nos Estados Unidos e considerando todos os aspectos de sua permanência aqui, como diria que a aprecia?
- Gosta muitíssimo _____ Muito _____ Pouco _____ Muito pouco _____ De modo algum _____
24. Como tem se sentido durante a maior parte do seu tempo de permanência neste país?
- () a. Às vezes de ânimo abatido
- () b. Ânimo nem abatido nem elevado
- () c. Às vezes de ânimo elevado
25. Há quanto tempo está nos Estados Unidos?
- _____ Anos _____ Meses _____ Dias
26. Quantas pessoas considera vossos amigos muito íntimos neste país?
- Número _____

- A. A própria esposa exerce a atividade
B. O próprio esposo exerce a atividade
C. Esposa e esposo juntos ou um dos dois exerce esta atividade

No.	PERGUNTAS	Quem faz isso no seu país?		Quem faz isso nos Estados Unidos?		Quem deveria fazer isso nos Estados Unidos?	
		A, B, C,	Razões	A, B, C	Razões	A, B, C	Razões
1.	Ensina as crianças o comportamento correto						
2.	Faz a comida						
3.	Planeja atividades recreativas para a família						
4.	Ganha dinheiro para sustentar a família						
5.	Ajusta os planos ou atividades as exigências do trabalho doméstico ou da escola						
6.	Brinca com as crianças						
7.	Lava os pratos						
8.	Decide quem deve ser convidado para frequentar a casa						

27. Use uma das três letras abaixo para preencher as colunas de resposta as perguntas feitas no quadro.

- A. A própria esposa exerce a atividade
- B. O próprio esposo exerce a atividade
- C. Esposa e esposo juntos ou um dos dois exerce esta atividade

No.	PERGUNTAS	Quem faz isso no seu país?				Quem faz isso nos Estados Unidos?		Quem deveria fazer isso nos Estados Unidos?	
		A, B, C,	Razões	A, B, C,	Razões	A, B, C,	Razões	A, B, C,	Razões
9.	Decide como o dinheiro deve ser gasto								
10.	Mostra afeto para com os membros adultos da família em presença de outros								
11.	Veste e/ou da banho nas crianças								
12.	Limpa a casa								
13.	Va as reuniões de Pais e Professores na escola								
14.	Maneja o dinheiro								
15.	Escreve cartas para casa ou cartas de negócios								
16.	Ajuda as crianças nos trabalhos escolares								

27. Use uma das três letras abaixo para preencher as colunas de resposta as perguntas feitas no quadro.

- A. A própria esposa exerce a atividade
B. O próprio esposo exerce a atividade
C. Esposa e esposo juntos ou um dos dois exerce esta atividade

No.	PERGUNTAS	Quem faz isso no seu país?				Quem faz isso nos Estados Unidos?		Quem deveria fazer isso nos Estados Unidos?	
		A, B, C	Razões	A, B, C	Razões	A, B, C	Razões		
17.	Lava a roupa								
18.	Lê as orlações as atividades extra-curriculares								
19.	Abre conta bancária								
20.	Toma as decisões mais importantes que afetam a família								
21.	Toma conta das orlações quando estão doentes								
22.	Compra mantimentos								
23.	Lê as orlações a igreja nos domingos								
24.	Planeja e economiza dinheiro para a aquisição de coisas a serem levadas para o país de origem do respondente								
25.	Dirige automovel								

APPENDIX "B"

LIST OF FIVE GROUPS OF ROLE ACTIVITIES

ROLE ACTIVITIES

I. Children Control and Care:

1. Teaches children what is correct behavior
2. Plays with the children
3. Dresses and/or bathes the children
4. Helps children with school work
5. Cares for sick children

II. Household tasks:

1. Cooks meals
2. Washes dishes
3. Cleans the house
4. Does the laundry
5. Shops groceries

III. Social Activities:

1. Plans recreational activities for the family
2. Decides who should be invited at home
3. Attends PTA school meetings
4. Takes children to extra-curricular activities
5. Takes children to church on Sundays

IV. Economic Activities:

1. Earns money for the family
2. Decides how the money will be spent
3. Handles the money
4. Opens account at the bank
5. Plans and saves money for goods to take home

V. Husband and Wife Relationships:

1. Adjusts schedules or activities to demands in work or school
2. Shows affection for members of the family
3. Writes letters home or business
4. Makes major decisions affecting the family
5. Drives a car (to be independent)

APPENDIX "C"

TABLES OF STATISTICAL ANALYSIS

Table 1.- English Language Facility Related to Adjustment Level, Latin American Students' Wives.

Mean	ADJUSTMENT LEVEL			Totals
	0 - 4 Non-Adjusted	5 Fairly Well Adjusted	6 - 9 Very Well Adjusted	
No Fluency	8 (7.5)	10 (8.8)	4 (3.3)	22
Fluent	4 (4.4)	4 (5.2)	5 (3.3)	13
Totals	12	14	9	35
$\chi^2 = 1.73$ Not Significant				

Categories of the different variables have been collapsed to provide an adequate N in each cell for statistical.

Table 2.- Social Class Status Related to Adjustment, Latin American Students' Wives.

Social Class	ADJUSTMENT LEVEL		Totals
	0 - 4 Non-Adjusted	5 - 9 Adjusted	
Lower	7 (8)	15 (13)	22
Upper	7 (5)	6 (7)	13
Totals	14	21	35
$\chi^2 = .27$ Not Significant			

Table 3.- Education Level Related to Adjustment, Latin American Students' Wives.

Education Groups	ADJUSTMENT LEVEL		Totals
	0 - 4 Non-Adjusted	5 - 9 Adjusted	
Elementary - High School	9 (7.5)	13 (14.5)	22
University	3 (4.5)	10 (8.5)	13
Totals	12	23	35
$\chi^2 = .49$ Not Significant			

Table 4.- Financial Level Related to Adjustment, Latin American Students' Wives.

Monthly Income Groups	ADJUSTMENT LEVEL		Totals
	0 - 4 Non-Adjusted	5 - 9 Adjusted	
\$100 - 299	6 (8)	8 (6)	14
\$300 or more	14 (12)	7 (9)	21
Totals	20	15	35
$\chi^2 = .12$ Not significant			

Table 5.- Comparison of who performs a role behavior at home versus who performs it in the United States, Latin American student-husbands and their wives.

Adjustment Level	O=No Changes	W=Wife changes	H=Husband changes	Totals
Adjusted	8 (7.8)	5 (6.4)	12 (10.7)	25
Non-Adjusted	3 (3.1)	4 (2.5)	3 (4.2)	10
Totals	11	9	15	35
$\chi^2 = 1.89$ Not significant				

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