

SAUDI STUDENTS IN THE UNITED STATES:  
A STUDY OF THEIR  
ADJUSTMENT PROBLEMS

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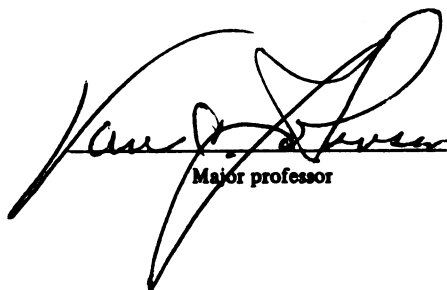
SAUDI STUDENTS IN THE UNITED STATES:  
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## ABSTRACT

### SAUDI STUDENTS IN THE UNITED STATES: A STUDY OF THEIR ADJUSTMENT PROBLEMS

By

Abdulrahman I. Jammaz

This study investigated the nature and extent of the adjustment problems of Saudi students to American education and culture while they were enrolled at colleges and universities in the United States during the academic year of 1971-72.

The following were specific purposes of the study:

1. To identify and analyze the nature and extent of the social, personal, and academic difficulties of the Saudi students in the United States of America.
2. To test the degree of association between adjustment to life in the United States and the following variables: age, marital status, academic classification, previous employment before coming to this country, urbanization, type of college, duration of stay, major field of study, and academic difficulties.



The research sample was comprised of 400 Saudi male students who were studying in the United States during the academic year of 1971-72. The major instrument used in the study was a questionnaire. A total of 345 completed questionnaires were received.

In describing the social, personal, and academic difficulties of the students, percentage or descriptive analysis was deemed more appropriate for the presentation of such data. The one-way analysis of variance and the analysis of variance for overall regression were employed in testing the association between adjustment and the previously mentioned variables. Both statistical techniques were considered significant at the .01 level.

Within the limitations of the study, the following conclusions were drawn:

1. A high degree of association was found between age of the students and their adjustment to life in the United States. The younger students were more adjusted than the older students.
2. A high degree of association was found between marital status and adjustment of the students. The married students were considerably less adjusted than unmarried students.
3. No significant association was found between level of study and adjustment of the Saudi students in the United States.

4. A high association was found between previous employment and adjustment in the host culture. The previously employed students were significantly less adjusted than those students who were not employed before coming to the United States.
5. No significant association was found between place of residence in Saudi Arabia and the adjustment of Saudi students in America.
6. A high degree of association was found between the size of the college and adjustment of the students to life in the United States. Students attending small colleges were better adjusted than students attending large institutions.
7. A low association was found between duration of stay and adjustment to life in America.
8. A high degree of association was found between the students' major fields of study and their adjustment to the American scene. Students majoring in Sciences and Engineering were more adjusted than those who were specializing in Humanities and Social Studies.
9. A high degree of association was found between academic difficulties and adjustment of the students to the new environment. Students facing great

Abdulrahman I. Jammaz

academic difficulties were considerably less adjusted than students who had little academic difficulty.

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## CHAPTER I

### RATIONALE OF THE STUDY

#### Introduction

The phenomenon of a young person who sets out to study in a foreign land is by no means new. The first recorded history of student travel for secular education is found during the Golden Age of Greece. "By the fourth century, B.C., young men from various nearby lands were coming to study at the schools of philosophy and rhetoric in Athens."<sup>1</sup>

Here in the United States, the number of international students in American colleges and universities has grown from 30,462 students in 1951-52<sup>2</sup> to over 130,000 in 1970.<sup>3</sup>

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<sup>1</sup>August G. Benson, Foreign Students in U.S. Higher Education (East Lansing: Michigan State University, [no date]), p. 1.

<sup>2</sup>Edward C. Cieslak, The Foreign Student in American Colleges (Detroit: Wayne University Press, 1955), p. 25.

<sup>3</sup>Kuk Bom Shin, "The Post Graduation Residency Plans of Korean Students Attending Selected Universities in Michigan," (unpublished Ph.D. dissertation, Michigan State University, 1972), p. 1.

The student who comes to live and study in a new environment, foreign to his own, is a recipient of many and wide experiences. As a person, the foreign student stimulates and is stimulated by others in a chain of mutual interaction in the social life of the new land. He responds to various stimuli, sometimes utilizing his previously devised modes of meeting the problems of life but often he may have to devise new means of adjustment in the new environment. As a student, he may master the skills and knowledge he set out to learn; on the other hand "he may find that the training offered him is not what he was seeking, or that he is unable to meet the demands of his course of study"<sup>4</sup> which may hinder his adjustment in the new culture.

#### Statement of the Problem

The research studies concerning foreign students in the United States indicate that there is no well-established body of theory on the cross-cultural education of international students in a host society. Sewell and Davidsen (1961) were quick to point out that "there is no well-established body of theory about cross-cultural educational processes available on the

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<sup>4</sup>Claire Selltiz, June R. Christ, Joan Havel, and Stuart W. Cook, Attitudes and Social Relations of Foreign Students in the United States (Minneapolis: University of Minnesota Press, 1963), p. 3.

basis of which a set of meaningful hypotheses can be formulated and tested."<sup>5</sup> Scientific understanding of cross-cultural education necessitates the development of such a theory. Yet, very little is known about the factors which have direct effect upon foreign students' adjustment in their host culture.

(Several research studies pointed out that cultural dissimilarities make adjustment more difficult.<sup>6</sup> In their efforts to adjust to their role in the host society, foreign students encounter "some aspect of American life that complicates the adjustment process."<sup>7</sup> ) In this context, the proposed study of Saudi students in the United States presented an opportunity (1) to investigate and analyze their social, personal, and academic difficulties and (2) to examine possible correlations between personal, social, and academic variables and the students' degree of adjustment to life in the United States.

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<sup>5</sup>William H. Sewell and Oluf M. Davidsen, Scandinavian Students on an American Campus (Minneapolis: University of Minnesota Press, 1961), p. 5.

<sup>6</sup>Herbert Passin and John W. Bennett, "The American Educated Japanese, Part I and II," The Annals of the American Academy of Political and Social Science, CCXCV (September, 1954), 83-107; R. S. Zajone, "Aggressive Attitudes of the 'Strangers' as a Function of Conformity Pressures," Human Relations, 1952, p. 5.

<sup>7</sup>Benson, op. cit., p. 17.

### Purpose of the Study

The general purpose of the study is to investigate the nature and extent of the adjustment problems of the Saudi students to American education and culture while they are enrolled at the colleges and universities of the United States during the academic year, 1971-72.

The specific purposes of the study may be summarized as follows:

1. To obtain some information about the academic, social and personal difficulties of Saudi students in the United States. Accordingly, it was decided to collect some factual information on the nature and the amount of difficulties encountered in their acculturation experiences and their attitudes toward these experiences. Thus, attention will be focused on the nature of difficulties encountered in college work, language skills, and faculty relationships. Also, emphasis will be placed on problems of accommodation, acquaintance with American life and families, extra-curricular and leisure time activities, friendships with Americans and other international students, experience of possible color or race discrimination, and combating feelings of home-sickness.
2. To determine the degree of association between adjustment to life in the United States and the



following variables: (1) age; (2) marital status; (3) academic classification, i.e., graduate or undergraduate; (4) previous employment before coming to the United States; (5) urbanization, i.e., village/town or city/large city; (6) type of college, i.e., small or large; (7) duration of stay; (8) major field of study and (9) academic difficulties.

3. To determine the degree of association between adjustment to life in the United States and success in college work.

#### Need for the Study

The pursuit of learning beyond the boundaries of one's own country is as old as learning itself, and Saudi Arabia has long adopted the policy of sending students to study abroad, especially in the United States of America. Almost all of the American-educated students have returned to Saudi Arabia and filled key positions in almost every profession. Since World War II, the Saudi government has granted numerous scholarships for studying abroad. The number of these scholarships has varied according to the needs of the various ministries and the educational institutions in the country. The largest shares were assumed by the Ministry of Education and the two state universities--University of Riyadh and King Abdul-Aziz

University. The official statistics of the Ministry of Education<sup>8</sup> indicated that the number of students abroad in 1969-70 was 1,990 students, of whom 978 students were in the United States.

Because of the great differences between the Arab culture and the American culture, many of the Saudi students encounter great difficulties in adjusting to the latter culture. An inquiry into the adjustment problems of Saudi students is suggested by some alarming statements that have been made on the basis of different writers' personal experiences with Saudi students. For example, an American educator (Mangat-Rai) wrote about Saudi students abroad in the Educational Forum (November, 1964),

. . . many Saudi students have been sent abroad to universities for higher education and, on the whole, their experience has been unhappy. They first have to spend a year or more in learning the language and making good the deficiencies of their own school education. Then, so different is the background from which they come, they find it difficult to adjust to their new environment. They feel isolated, inferior, and miserable. The proportion of failures has been high.<sup>9</sup>

The Saudi Arabian Educational Mission in the United States reported many cases of social isolation and problems of

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<sup>8</sup>The Statistical Year Book (Ministry of Education, Saudi Arabia, 1970), pp. 259-75.

<sup>9</sup>Mangat-Rai, "Mission to Arabia," Educational Forum, November, 1964, pp. 57-61.

adjustment incurred by Saudi students. Some returned to Saudi Arabia after only a few days in America, and some had to discontinue their studies due to nervous breakdown. It seems appropriate that a study be conducted to examine closely the adjustment problems which Saudi students encounter during their sojourn in the United States.

The proposed study can also be justified on grounds other than the above. ( The findings of the study will hopefully prove invaluable to future Saudi students studying in this country, in terms of helping them to adjust to their host culture.) In addition, the Ministry of Education, the institutions of higher education in Saudi Arabia as well as in this country, and the Saudi Arabian Educational Mission in America supervising and sponsoring the education of Saudi students in the United States can render a much more appropriate service to these students if the findings of this study are made known to them.

Finally, it is the hope of the investigator that the data on the adjustment problems encountered by Saudi students studying in this country will (make a definite contribution to the field of cross-cultural education in general.) It is hoped that this study will stimulate more creative efforts by other writers, especially in the field of cross-cultural education, to do more research and studies in this area, so that the international

student could find his sojourn in the host country more pleasant and satisfying rather than a dissatisfying and disappointing one. If this study can stimulate more research in this direction, it will have more than achieved its purposes.

### General Design

#### Sample

The sample was made up of Saudi students who are studying in scattered areas of the United States. A random sample of 400 Saudi students was drawn from the total population of 921 Saudi students studying in American higher institutions during the academic year of 1971-72.

#### Nature of Data

The following procedures were used to implement the study:

1. A questionnaire was developed to collect information concerning the social, personal, and academic experiences of the Saudi students in the sample. The questionnaire attempted to secure the information needed ranging from personal data about the students to examining their acculturation experiences during their stay in the United States. It also attempted

to obtain the basic data needed to determine the association between adjustment to life in the United States and the variables mentioned earlier.

2. An extensive review of the literature.
3. An informal interview with some of the officials at the Saudi Arabian Educational Mission in America.
4. A subjective analysis of the researcher's own experience while enrolled at an American university for a period of more than five years.

### Statistical Analysis

A variety of statistical techniques were used in this study. Percentage statistics were employed to examine data relating to the first purpose of the study. In regard to the second purpose, one-way analysis of variance and the analysis of variance for overall regression were employed to test the degree of association between adjustment to life in America and the variables mentioned earlier.

### Definition of Terms

Saudi Arabia.--Kingdom of; it is one of the Arab states covering the largest part of the Arabian Peninsula.

Saudi Student.--A student who is enrolled at an American college or university but is a citizen of Saudi Arabia.

Foreign Student.--A student who is enrolled at an American college or university but is a citizen of a country other than the United States of America.

### Organization of the Study

An introduction to the study, a statement of the problem, need of the study, the purpose of the study, a brief statement of the general design of the study, definition of terms, and overview of the study are presented in Chapter I.

The literature related to the adjustment problems of international students and their attitudes toward their host culture is extensively reviewed and presented in Chapter II.

The general design of the study is presented in Chapter III. Construction of the instrument, description of the sample, collection of data, and the statistical treatment of these data are included in this chapter.

The results of the analysis are presented in Chapter IV.

Conclusions, summary, and recommendations are presented in Chapter V.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

Several research studies have been conducted on the status of foreign students in the United States, on the problems which emanate from their sojourn, and on the effect of such sojourns on these students and their societies.<sup>1</sup> Among these studies, and most pertinent to the purposes of the present study, are those conducted on different nationality groups of foreign students in the United States. Notable among such studies was the work of the Committee on Cross-Cultural Education of the Social Science Research Council. This committee sponsored studies dealing with four groups of nationals: Japanese, Mexican, Indian, and Scandinavian students in America.<sup>2</sup>

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<sup>1</sup>Khalil I. Gezi, The Acculturation of Middle Eastern Arab Students in Selected American Colleges and Universities (New York: American Friends of the Middle East, 1959), p. 1.

<sup>2</sup>M. B. Smith, "A Perspective for Further Research on Cross-Cultural Education," The Journal of Social Issues, XII (1956), 56-58.

In this chapter, general studies on international students and studies of students from specific cultural backgrounds will be reviewed.

### Studies of Global Scope

In her classical work Foreign Students and Higher Education in the United States, Dr. Cora DuBois<sup>3</sup> reported that (language was a factor of primary importance in adjustment to life in the foreign country.) DuBois pointed out that the constructive adjustment of a foreign student to his host culture requires that he has a healthy self-esteem and that "a foreign sojourn should not diminish it. Rather foreign study should enhance an individual's self-esteem, deepen it, and broaden it."<sup>4</sup>

Dr. DuBois postulates that foreign students go through distinct adjustment phases during their sojourn in the host environment. These phases are (1) the spectator phase; (2) the adaptive phase; (3) the coming to terms phase; and (4) the pre-return phase.

(DuBois concludes that foreign students have various needs according to their various cultural backgrounds.) She stated that "certain needs exist for constructive leadership and for fact-finding that extend

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<sup>3</sup>Cora DuBois, Foreign Students and Higher Education in the United States (Washington, D.C.: American Council on Education, 1956).

<sup>4</sup>Ibid., p. 39.



beyond individual campuses and might be undertaken by one or another of the associations of professional groups."<sup>5</sup>

Morris,<sup>6</sup> analyzing the national status of 318 foreign students at the University of California at Los Angeles, found that they suffered "status shock." The study attempted to discover, among other things, the association between national status and the attitudes of these foreign students toward the United States. The students were asked to rank their own countries with France, India, Japan, Mexico, and the United States on three criteria: standard of living, cultural standards, and political standards. The students were also asked to rank their countries as they think Americans would rank them.

The main conclusion of the study is that when a student thinks that the image Americans hold of his country is lower than the one he holds of his country, he is likely to have negative attitudes towards the United States, especially if he is highly involved with his own country. On the other hand, when a foreign student feels that Americans rank his country higher

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<sup>5</sup>Ibid., p. 196.

<sup>6</sup>Richard T. Morris, National Status in Foreign Students' Adjustment (Minneapolis: The University of Minnesota Press, 1960), pp. 58-140.

than he does, he is more likely to hold favorable attitudes towards the United States.

Perhaps the most comprehensive study conducted on foreign students in general was that made by Selltiz and her associates.<sup>7</sup> The study consisted of two parts. Study 1 was conducted in October, 1954, while Study 2 was carried out in April, 1955, as a follow-up to Study 1. The sample included students from Western Europe, Asia, Latin America, Middle East, and Africa.

As to the objectives of the study, the author indicated that "a background of interest in the attitudes of members of different ethnic groups towards each other . . . led us to focus on the nature and extent of association among foreign students and citizens of the host country and on the relation between such association and attitudes towards the host country."<sup>8</sup> The focus of the second study was that of evaluating the effectiveness of a summer orientation program for foreign students who come to the United States on certain government grants. The goals of the program led the authors to an interest in questions of foreign students' adjustment which had not been considered in the first study.

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<sup>7</sup>C. Selltiz, J. Christ, J. Havel, and S. Cook, Attitudes and Social Relations of Foreign Students in the United States (Minneapolis: The University of Minnesota Press, 1963).

<sup>8</sup>Ibid., p. 4.

Specifically, the two studies sought to answer the following questions:

(1) What factors--and especially what environmental conditions--influence the development of social relations between foreign students and members of the host country? (2) What effects do these social relations have on foreign students' attitudes toward the host country and its people? (3) What are the effects of a preliminary orientation period designed to ease the students' transition to their new situation?<sup>9</sup>

In addition to the above questions, which considered the effect of orientation on students' adjustment and on their social relations, the investigators set out to answer such questions as

Do students who have closer and/or more extensive contacts with Americans experience fewer difficulties in adjusting to their new academic situation or to life in an American community than those who have less contact with Americans? Are they less likely to be homesick, more likely to be in good spirits?<sup>10</sup>

With these questions in mind, the authors hypothesize that foreign students who developed wider and more intimate social relations with Americans would show more favorable attitudes toward the United States than those who had less contact and less intimate relations.

Many interesting, and sometimes surprising, findings were reported in this study.

1. There was a positive connection between foreign students' social relations with Americans and the ease of their adjustment during their sojourn.

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<sup>9</sup>Ibid., p. 6.

<sup>10</sup>Ibid., p. 11.

(Students who associated extensively with Americans and those who had close American friends scored higher on measures of adjustment than those who had less association with Americans or who did not have American friends) (The study also revealed that they were less homesick and were more satisfied with their academic progress than those students who have less association with Americans.) Surprisingly, the study revealed that facility with English had little bearing on ease of adjustment.

2. The study reported that the type of school a foreign student attended in the United States had no bearing upon his adjustment. In other words, whether he went to small, moderately large, or large school did not matter.
3. Selltitz and associates reported that foreign students who have more extensive interaction with Americans tend to see personal relations in the United States as being closer than do those who interact less with them. They also tend to be more approving of such aspects of American life as friendship and family patterns and the characteristics of Americans as individuals. There is also a strong association between having

one or more close American friends and liking American life, especially the aspects involving personal and social relations.

4. On the question of attitudes towards American values in general and democracy specifically, it was reported:

On more general consideration of democracy in the United States, most frequently mentioned as a strong point was the liberty of the individual; next most frequent were comments about the political system and about equality among people. The most frequently mentioned weak point was discrimination against minority groups; in both studies, this was mentioned by about a quarter of the students at the beginning of the year and by about a third in April.<sup>11</sup>

5. The authors reported that the most striking of their findings was that of the (national background.)

They stated:

(So far as we know, every study that has included students from different parts of the world and that had considered the question of social relations with Americans, has found that European students interact with Americans more extensively than do students from Asia. In some studies,<sup>12</sup>

. . . it has appeared also that Europeans were more likely to establish close friendships with Americans; this was not true in our studies.<sup>13</sup> >

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<sup>11</sup>Ibid., p. 173.

<sup>12</sup>Rose Goldsen, "Unpublished Memorandum on Foreign Students at Cornell University" (1955); Eugene Jacobson, H. Kumata, and Jeanne Gullahorn, "Cross-Cultural Contributions to Attitude Research," Public Opinion Quarterly, No. 24 (1960), 280-90.

<sup>13</sup>Selltiz and associates, op. cit., p. 246.

## Studies on National Groups

### Studies on Mexican Students

Beals and Humphrey,<sup>14</sup> in their study of Mexican students chose a sample consisting of all male students. There were five small groups in five colleges on the West coast of the United States. The students had a background of urban living and were essentially from middle-class or upper-class families. In this study, the author set out to analyze the attitudes and the adjustment problems of the Mexican students during their sojourn in the United States as well as after their return to Mexico.

After a rather extensive review of the Mexican culture and how it differs or resembles its American counterpart, the study addressed itself to the changes undergone by the Mexican students and their reactions and attitudes to America and their problems during their stay in the United States. Below are some of the findings reported by the authors:

1. The students were found to remain or even become more confirmed Mexican nationalists.

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<sup>14</sup>Ralph L. Beals and N. D. Humphrey, No Frontier to Learning: The Mexican Students in the United States (Minneapolis: University of Minnesota Press, 1957), pp. 97-98.

2. American democracy was regarded by the students as ideal and effective except when racial discrimination was discussed, which was strongly condemned by the students.
3. The data revealed that no sharp change occurred during the students' sojourn in the United States, with the exception that if a student was found to be critical upon his arrival, he was even more so upon his departure of his host country.
4. (Language difficulties were bothersome in social and academic adjustment, but language by itself did not prevent satisfactory academic and social adjustment. Most failures in adjustment were due either to deep-seated prior personality problems or to inadequate ability or academic preparation.)
5. The Mexican students remained convinced of the superiority of the Mexican life goals with their emphasis on spiritual and humanistic values.

The authors summed up their study findings in a very lucid and articulate manner, giving additional facts that are deemed worthy of extensive quotation.

In summary, some students, particularly those with technical and professional objectives, did not increase their knowledge of the United States or change their attitudes toward it, whether these were initially favorable or unfavorable. Such students by and large accomplished their educational

objectives and, on the whole, approved of their educational experience. This seemed true of even the most hostile. . . . Significantly, perhaps, those who showed the strongest rejection of the United States often also showed the strongest rejection of Mexico.

The majority of the students . . . came to the United States with less unfavorable attitudes. . . . Insofar as their attitudes altered and their knowledge increased, the changes were selective in nature. With growth of knowledge and understanding, many shifted from being hostile critics to being friendly critics. But they remained critics in some degree. High living standards, orderliness, the greater freedom of social relationships, the less restrictive aspects of American family life, child rearing, freedom for women, open class structure, and the widespread respect for the dignity of labor met with some and often considerable approval. Hostility toward government and business seemed reduced. . . . But perhaps the most general effect of the sojourn, whether a student was friendly or hostile, was the breaking down of stereotypes. Even if (the Mexican student) still considered American culture materialistic or our family life inferior, he learned that not all Americans or American values are materialistic and that the best examples of family life have good qualities. . . .

Finally, it may be observed that the areas in which the majority of our students were most favorably influenced during their stay in the United States are, by and large, areas in which Mexico is undergoing change and in which the students themselves felt they were changing even more rapidly than Mexico. . . .

Some of the students' reactions were conditioned by their social position and their beliefs about the home country. Those adhering most strictly to traditional values were the ones who least approved United States family life and the greater freedom for women and children. Those most committed to incorporating the Indian into Mexican society and diminishing class differences were the ones who were most apt to see the United States as a relatively classless society and also to be most critical of our treatment of the Negro. Those committed to the industrialization of Mexico were the most favorably inclined toward the United States economic system. To a noticeable degree, . . . the ideological and



socio-cultural position of Mexico influenced the areas in which favorable student responses were most apt to occur and . . . to be maintained after return.<sup>15</sup>

### Studies on Indian Students

Coelho in his book, Changing Images of America: A Study of Indian Students' Perceptions, analyzed the changes in the foreign students' images of their host and home countries during a prolonged sojourn abroad. The study also focused on the phenomenon of reference group relationship. The author hypothesized that "a foreign student's orientation to his reference group in the host culture would show increasingly differentiated response with increasing length of sojourn."<sup>16</sup>

The sample consisted of sixty students divided into four sub-samples according to length of sojourn in the United States. These "phases of acculturation" are as follows:

- Group #1: less than one week's sojourn in the new culture
- Group #2: 3 to 9 months' sojourn
- Group #3: 18 to 36 months' sojourn
- Group #4: 48 to 84 months' sojourn<sup>17</sup>

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<sup>15</sup>Ibid.

<sup>16</sup>George V. Coelho, Changing Images of America: A Study of Indian Students' Perceptions (Glencoe, Ill.: The Free Press, 1958), p. 14.

<sup>17</sup>Ibid., p. 21.

The sample was drawn mainly from the Indian student population in the greater Boston area.

Coelho noted that the adjustment of the Indian students tended to pass through these four phases in a U-shaped curve depending upon the duration of stay, with high adjustment during the first and last phases and a "crisis" in the middle. But he found that in the last months of their stay an entirely new phase of adjustment emerged, with the students becoming gradually "depoliticized," developing a "privatistic outlook."<sup>18</sup> He stated:

After four years, however (that is through phase 4), an entirely new pattern emerged. The Indian student becomes gradually depoliticized. Therefore, in some respects, he narrows once more his perspectives regarding his home culture and, to some extent, even the host culture. The Indian student develops in phase four . . . a privatistic outlook, that is, he becomes too narrowly preoccupied with problems of his personal adjustment to and acceptance in the host society. Once more, in self-defense, he begins to give generalized stereotypical descriptions of social groupings which are not of immediate concern to him in his world. His problem now is how he, as an individual, can avoid alienation in the host society.<sup>19</sup>

Finally, the author made the following observation concerning the phases and what happens in them:

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<sup>18</sup>See A. K. Singh, Indian Students in Britain: A Survey of Their Adjustment and Attitudes (New York: Asia Publishing House, 1963), pp. 90-115.

<sup>19</sup>Coelho, op. cit., pp. 102-03.

Psychologically speaking, in phase 3 but not before and not beyond, the Indian student expresses freely a more realistic criticism of some aspects of the home culture--a minimum precondition, it would seem, for healthy personal growth and national development in a free society. According to this argument, the apparent increase of unfavorable attitudes of the Indian student as a result of increasing length of exposure to the new educational experience reflects the development of a more independent and critical attitude of mind toward changing social institutions, both domestic and foreign, viewed in a broadly human and democratic perspective.<sup>20</sup>

Another study of Indian students was undertaken by R. Lambert and M. Bressler.<sup>21</sup> The sample consisted of nineteen students from the Indian sub-continent who were studying at the University of Pennsylvania. It included Pakistanis, Ceylonese as well as Indians. The authors while giving the title of their study as Indian Students on American Campus, nevertheless apologized to the other members of the sample.

The data were collected by individual and group interviews, questionnaires, and by participant observation of a member of the research team.

The major objective of the study was "an effort to determine the relationship between the cultural background of the Indian student and his adjustment in the

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<sup>20</sup>Ibid., p. 105.

<sup>21</sup>Richard D. Lambert and M. Bressler, Indian Students on an American Campus (Minneapolis: University of Minnesota Press, 1956).

United States."<sup>22</sup> The study discusses three different roles of the Indian student in the United States. These roles are: the student role, the tourist role, and the ambassador role.

In his tourist role, the Indian student made satisfactory adjustment to both faculty and fellow students. Their academic superiors ranked them higher in motivation than in performance.

In his tourist role, the Indian student perceived and interpreted American institutions in the context of their relevance to Indian culture, history, and aspirations, and anything out of this perspective was considered an imposition. This factor was said to be an important, primary determinant of the student's image formation about America. The author stated:

A full analysis of the development of subsequent coherent images from this crude beginning would require at the minimum some account of each student's personality, life history, perceptions, experiences enroute and in the United States, and his anticipations at return. The primary determinant of image formation, as revealed in our data, seems, however, to involve a process by which American institutional areas are perceived and interpreted in the context of their relevance to Indian culture, history, and aspirations. The mechanism of cultural reference is operative among all students and is applicable to all institutional areas throughout the sojourn, whether images of American life are derived from the media of mass communication or from direct observation. Other personality and behavior dimensions not relevant

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<sup>22</sup>Ibid., p. 3.

to the Indian culture usually assumed their chief significance as super impositions on this basic process. The emphasis of this here, therefore, is upon cross-cultural links; how the "Indianness" of the student affects his image of the United States.<sup>23</sup>

The important American values perceived by the Indian students were informality, friendliness, social mobility, egalitarianism, efficiency, and a desire for material comfort.

As an unofficial ambassador, the Indian student attempted to modify Americans' stereotype images of India, such as the caste system, child marriage, etc. The Indian student was found to be most sensitive to unfavorable remarks of Americans toward India and reacted defensively by exhibiting unfavorableness toward the United States.

Finally, the investigators reported that most Indian students during their first year are eager to meet a variety of Americans, with considerable reliance on institutional arrangements for such contacts, that is, International House, Sunday dinner invitations, American students, etc; during the second year, less reliance on institutions specifically serving foreign students, and expanded participation in general student activities; in the third year, greater selectivity and restriction of contacts with Americans to a few American friends.

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<sup>23</sup>Ibid., p. 55.

Singh pointed out that this study does not represent the Indian students because "The Indian students differ greatly in their social, economic and cultural backgrounds"<sup>24</sup> from the Singhalese and Pakistanis.

#### Studies on Middle Eastern Students

In his study "Turkish Engineering Students Studying in the United States," (Akhun<sup>25</sup> found that their previous training in the English language was inadequate to meet the demands of their course work. Insufficient funds and lack of time were also sources of great difficulties the Turkish students faced during their sojourn in the United States.) However, "lack of competency" in the use of English was the most serious problem.

In a study of a group of Middle Eastern Arab students conducted by Khalil Gezi,<sup>26</sup> attention was principally focused on the adjustment problems of the Arab students in the United States. Further, the objective of the study was to "determine the degree of association between adjustment and the following variables:

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<sup>24</sup>Singh, op. cit., p. 7.

<sup>25</sup>Iihan I. Akhun, "Turkish Engineering Students Studying in the United States" (unpublished Ph.D. dissertation, The University of Missouri, 1961), pp. 109-15.

<sup>26</sup>Gezi, op. cit., pp. 55-59.

pre-arrival acculturation, pre-arrival favorableness toward the United States, age, sex, academic program planned, marital status, type of college, duration of stay, American policy in the Middle East, national status and success in college."<sup>27</sup>

The sample consisted of sixty-two Arab students who were studying at some of the California colleges and universities.

Gezi found that there were forty-five out of sixty-two students who were apparently satisfied with their sojourn in the United States. This satisfaction was found to be associated with pre-arrival acculturation, pre-arrival favorableness toward the United States, age, academic program, accorded national status versus subjective status, and success in college work. The major adjustment problems of the Arab students seemed to fall in one of the following areas:

- (1. Social problems, such as ignorance of American social manners;
2. Economic problems, such as lack of funds;
3. Academic problems, such as inability to answer speed and objective tests;
4. Language problems, such as unfamiliarity with the American way of speaking English;

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<sup>27</sup>Ibid., p. 1.

5. Personal problems, such as shyness and frustration with American foreign policy in the Middle East.

In another study concerning the adjustment problems of the Iraqi students in America, Al-Shama<sup>28</sup> asked the Iraqi students to identify their own personal problems. Al-Shama found that the Iraqi students encountered the following problems in order of importance: living quarters, food, homesickness, finance, school work, social manners, child-birth control, sex, and language. But when the investigator asked the students to indicate the problems of other Iraqi students, as they appeared to them, they were reported as follows, in order of importance: sex, social manner, language, school work, finance, food, homesickness, living quarters, and child-birth control.

(Understanding English as spoken by Americans was at first a major problem for the Iraqi students. This is similar to what was reported by Gezi.<sup>29</sup> At least 68 per cent of the students ranked language difficulty as one of the three most important problems encountered by the Iraqis.) Sex to male students was considered as

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<sup>28</sup>Naeema Al-Shama, "Problems of Adjustment of Iraqi Students in the United States" (unpublished Ph.D. dissertation, Teachers College, Columbia University, 1959), pp. 52-107.

<sup>29</sup>Gezi, op. cit., pp. 57-59.



the most troublesome emotional problem. As for female students, the sex factor was the least disturbing. Instead, females ranked "homesickness" as the most disturbing factor in their adjustment in the United States).

#### Studies on European Students

Sewell and Davidson<sup>30</sup> report on a study of the problems of forty Scandinavian students at the University of Wisconsin. The aims of the study were to obtain information about the academic and social experiences of the students as well as their personality characteristics and socio-economic and religious backgrounds. The open-end interview technique was used as the means of collecting data. Below are some of the findings as reported by the authors:

1. The academic and social adjustment and attitudes of the students toward the United States seem to follow a developmental cycle, the first phase characterized by favorableness, followed later by less favorableness, and at the end of their sojourn by favorableness again. In this respect,

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<sup>30</sup>William H. Sewell and Oluf M. Davidssen, Scandinavian Students on an American Campus (Minneapolis: University of Minnesota Press, 1961).

the authors' findings are similar to those reported by other studies conducted on international students in the United States.<sup>31</sup>

2. As to the students' impressions of American culture and personality, the investigators reported that the Scandinavian students were selective in their criticism of the United States. They tended to view American family life, art, and politics as superficial. They (praised), however, the high standard of living, American industry and its efficiency in attaining this high living standard, the physical facilities of the schools, and the close relationship between students and their teachers.)
3. The Scandinavian students were highly successful in their academic work. While the Scandinavian graduate students did "exceptionally" well, the undergraduate students earned a slightly better grade-point average than did the entire undergraduate student population at the university. "In the eyes of their professors, the Scandinavian students were responsible and mature persons of excellent mental ability.

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<sup>31</sup>See Coehlo, op. cit., pp. 40-49; Singh, op. cit., p. 115.

They adjusted easily to the academic environment and made rapid academic improvement."<sup>32</sup>

Several variables contributed to their academic adjustment.

Students with good English language facility, who had extensive previous contact with the United States, whose prearrival and first impressions of the United States were favorable, who were leaders in their own country, who had high mental ability, whose orientation was primarily intellectual, whose sojourn purpose were not narrowly defined, who had little preoccupation with the home culture, whose personality adjustment indicated personal flexibility, freedom from defensiveness of self, and freedom from frustrations, who sought and used guidance when needed, and who did not suffer academic prestige loss tended to make a good academic adjustment.<sup>33</sup>

Two variables were consistently found to be related to sojourn outcomes: prestige and guidance. This implies, in general, the less the student had suffered loss of prestige and the more he had secured guidance, the better was the outcome of this educational sojourn.

In concluding their study, the authors observed that many of the important effects of the American experiences cannot be determined while the students are still in the United States.

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<sup>32</sup>Sewell and Davidsen, op. cit., p. 77.

<sup>33</sup>Ibid., p. 62.

Scott<sup>34</sup> attempted to discover how the differences in culture and educational system would affect the experience of fifty Swedish students. He found that Swedes faced a "certain shock" in spite of the similarity between their country and the United States. Sex was the top problem for the Swedish students. It produces more frustration and unhappiness for "young Swedish students in the United States than any other problem of adjustment." The students criticized sex (as being too "conservative"), race prejudice, and superficiality in America, but they admired the limitless opportunities for accomplishment in the American society.

(Academically, the students were annoyed by quizzes, examinations, term papers, and reports)s. Scott found that their academic adjustment tended to follow an L-shaped form in all the four phases of adjustment. These phases were: the "spectator" (brief period); the "adaptive" (two to five months); the "coming-to-terms" (never more than six months after arrival); and "pre-return."

Among other findings reported in the study are:

1. While young students learn most about America, the older students learn most about their fields of study.

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<sup>34</sup>Franklin D. Scott, The American Experiences of Swedish Students: Retrospect and Aftermath (Minneapolis: University of Minnesota Press, 1956).

2. ( The students reacted most favorably to the areas of freedom in American life, that is, friendly relations between professors and their students, classroom discussion and questioning, and ease and hospitality in social relations.<sup>35</sup> )

Another study on German students was undertaken by J. Watson and R. Lippitt.<sup>36</sup> The sample consisted of twenty-nine students who came to the United States as part of the leadership training program arranged by the United States government.

The researchers found that there were strong emotional tensions which apparently raised some hostilities. Some of the persistent problems were (linguistic) as well as (social), that is, (refusing to accept the influence of their professors, continuing Germans' stereotype about Americans, and continuing feeling on part of "everyone" of being not liked by the other. Causes of these problems sprang from both the "unfamiliarity" with the new culture and the "psychological unreadiness" of the German students to behave in the ways expected in the host society.

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<sup>35</sup> Ibid., pp. 120-22.

<sup>36</sup> Jeanne Watson and Ronald Lippitt, Learning Across Culture (Ann Arbor: The University of Michigan, 1956), pp. 18-85.

### Summary

From the foregoing research studies, it can be observed that these studies tend to fall into two categories: studies which deal with the adjustment problems of foreign students population, disregarding the boundaries of nationality; and studies which deal with the adjustment problems of international students from a single national group.

Each of these studies emphasizes some particular facets of the larger problem of international students on the campuses of American colleges and universities. International students must undergo what some social scientists call "cultural shock." In the process of their adaptation to the new environment, they encounter difficulties in finding accommodation, adjusting to American foods, participating in American social life, adjusting to social customs and habits, and combating feeling of homesickness. In addition to these social and personal problems, the foreign students encounter some academic difficulties such as understanding English (except English-speaking people), writing term papers, taking notes, participating in class discussions, understanding lectures, and adjusting to new examination methods.

Finally, each of these studies "decries the paucity of evaluative studies that could suggest

improvements and refinements or give standards and norms in order that the international interchange of students be made more effective and constructive."<sup>37</sup>

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<sup>37</sup>Edward C. Cieslak, The Foreign Student in American Colleges (Detroit: Wayne State University Press, 1955), p. 37.

## CHAPTER III

### GENERAL DESIGN AND METHODOLOGY

In this chapter, the design of the study is presented in four general sections: (1) the sample, (2) the development of the instrument, (3) collection of data, and (4) analysis procedures.

#### The Sample

After securing the names of all Saudi students enrolled at the American colleges and universities for the winter of 1972, a random sample of 400 students was drawn from the total population of 921 Saudi students. The sample was drawn by some of the official personnel at the Saudi Arabian Educational Mission in New York City. The students were selected through the random process of selecting every other name in the list of the Saudi students starting from the first name. A total of 7 female students (out of 11 females who were present in the United States at the time of this study) were included in the sample.



## The Development of the Instrument

### Preliminary Preparations

The present research started with the survey of related literature in the field of cross-cultural education. In addition, unpublished doctoral theses<sup>1</sup> which deal with similar research studies were reviewed and certain items of their instruments were used as points of departure in developing the questionnaire items for the present study. Finally, informal interviews with some officials at the Saudi Arabian Educational Mission in the United States, discussion of the intended project with some Saudi students at Michigan State University, and a subjective analysis of the writer's own experiences while enrolled at an American university for a period

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<sup>1</sup>John Porter, "The Development of an Inventory for Problems of Foreign Students" (unpublished Ph.D. dissertation, Michigan State University, 1962); U. Likitwongse, "A Study of the Problems Confronting Thai Students in American Colleges and Universities" (unpublished Ph.D. dissertation, Colorado State College, 1959); Naeema Al-Shama, "Problems of Adjustment of Iraqi Students in the United States" (unpublished Ph.D. dissertation, Teachers College, Columbia University, 1959); I. I. Akhun, "Turkish Engineering Students Studying in the United States" (unpublished Ph.D. dissertation, University of Missouri, 1961); Khalil Zain, "A Study of the Academic and Personal-Social Difficulties Encountered by a Selected Group of Foreign Students at the University of Oregon" (unpublished Ph.D. dissertation, University of Oregon, 1965); Shepart Edgbert, "The Acculturation of Foreign Students in Southern Colleges and Universities" (unpublished Ph.D. dissertation, University of Mississippi, 1970); K. Gezi, The Acculturation of Middle Eastern Arab Students in Selected American Colleges and Universities (American Friends of the Middle East, Inc., 1959).

of more than five years were of invaluable assistance in constructing the instrument used in this study.

### Pre-Test

After the draft questionnaire was completed, it was pre-tested on thirty Saudi students at Michigan State University and Delta College in Bay City, Michigan. Those students represented different groups such as different duration of stay, age, graduate-undergraduate, and married-unmarried. Only one female was included in this process. The main purpose of this pre-test was to discover any ambiguities of question-wording and to solicit the students' opinions and comments about describing the difficulties encountered in filling out the questionnaire. The students involved were asked about "open-ended" questions. Almost without exception, the students pointed out that "closed-ended" questions would be more desirable because they were "easier to fill out." Consequently, it was decided to construct almost all of the items in "multiple choice" type questions.

From comments and suggestions made by the students who took the pre-test, a few revisions were made in the questionnaire to make it more reliable and applicable to the intended purposes of the study.

A final draft of the questionnaire was revised and edited by Dr. Andrew Porter and three members of his staff at the Office of Research Consultation, College of

Education, Michigan State University. Finally, it was reviewed by the writer's advisor and the Chairman of his Guidance Committee, Dr. Van C. Johnson.

### Content of the Questionnaire

The questionnaire (see Appendix B) was designed to accumulate data concerning the social, personal, and academic experiences of the Saudi students while studying and living in the United States of America. There were two parts of the questionnaire.

Part one of the questionnaire dealt with information concerning major factors which may be related to the Saudi students' adjustment to life in the United States. These factors were age, sex, marital status, urbanization, previous employment in Saudi Arabia, type of college attended in the United States, duration of sojourn, academic program planned, academic classification, and success in college work.

The second part dealt with the students' personal, social, and academic experiences here in the United States and his opinions and attitudes toward these experiences. This portion of the questionnaire attempted to secure data concerning the following general areas: (1) pre-departure assistance, (2) arrival and orientation, (3) sources of financial support, (4) living conditions, (5) academic difficulties and the relationships with faculty and American students, (6) community involvement

and extra-curricular activities, and (7) an evaluation of their over-all social experiences during their sojourn in the United States of America.

After consultation with the Office of Research at the College of Education, Michigan State University, it was decided that questions 8 and 9 (see questionnaire, Appendix B) would serve as a criteria to determine whether a student had few or many academic problems. The responses were analyzed to discover the extent of his academic problems as well as to discover possible association between academic difficulties and adjustment to life in the United States.

Questions 17, 18, 19, 20, and 22 (see questionnaire, Appendix B) were designed to measure the student's adjustment to life in America. The expressed opinions of the student in answering these questions provided a criteria on which ratings were made to determine whether he had low or high adjustment score (see Appendix B).

#### Collection of Data

An initial contact was made with The Saudi Arabian Cultural Attache in which agreement was reached that he would send the questionnaires directly from his office to every student included in the sample. On March 24, 1972, the questionnaires were sent to 400 students throughout the United States. Each questionnaire was

accompanied by a letter explaining the nature of the study, instruction for completion, and a special appeal for the students to cooperate by completing the questionnaires and mailing them directly to the writer's address in East Lansing, Michigan. Although names were not requested, confidentiality was promised in the introductory letter.

On March 25, 1972, the writer began a trip for the purpose of visiting those areas in the United States where there was a major concentration of Saudi students. During this trip, the following universities were visited:

1. University of Oklahoma, Norman, Oklahoma
2. University of Arizona, Tucson, Arizona
3. Arizona State University, Tempe, Arizona
4. University of Southern California, Los Angeles, California
5. University of California, Berkeley, California
6. Portland State University, Portland, Oregon
7. University of Colorado, Boulder, Colorado

During these visits, the writer made personal contacts with the Saudi students and the purpose of the research, which was mentioned in the introductory letter, was explained to them. The writer encouraged and persuaded the students to complete the questionnaires and

return them to him personally or send them by mail if they preferred to do so. Also, many helpful comments were made as the result of such visits.

By the end of May, 1972, 358 of the 400 questionnaires sent had been returned. This return represented 89.5 per cent of the total of questionnaires distributed.

In view of the small number of female students who responded to the questionnaire--only 2 out of 7 female students--they were not included in the final analysis. Also, seven questionnaires were incomplete and four questionnaires arrived too late for inclusion in the study. Thus, 345 students or 86 per cent of the total sample of 400 were included in the final analysis. This percentage was considered adequate for the purpose of this research.

#### Analysis Procedures

One of the aims of the survey was to determine the association between certain variables and adjustment to life in America. These variables are: age, marital status, academic classification, previous employment before coming to this country, urbanization, type of college, duration of stay, and major field of study. The degree of association between academic difficulties and adjustment will also be tested.

One-way analysis of variance was used to determine the degree of association between the dependent factor "adjustment" and the previously mentioned variables. The association between adjustment and academic difficulties was determined by the use of analysis of variance for overall regression. Both statistical data were considered significant at the 0.01 level. For describing the social, personal, and academic experiences of the students, percentage or descriptive analysis was deemed more appropriate for the presentation of such data.

#### Summary

The purpose of this chapter has been to explain the general design and procedures used to fulfill the objectives of this study.

A description was given of the questionnaire (see Appendix B) which consisted of two parts. Part one was devoted to the general background of the students. Part two consisted of thirty-seven multiple-choice questions relating to various phases of the students' social, personal, and academic experiences.

An explanation of how the questionnaires were collected was mentioned. Also, an explanation of how the data would be treated was given.

The following chapter will be devoted to the analysis of the data gathered in this study.

## CHAPTER IV

### PRESENTATION OF DATA

The data gathered from the students' responses to the questionnaire will now be utilized to (1) describe the characteristics of the Saudi students in the United States; (2) analyze the social, personal, and academic experiences of the students during their sojourn in America; and (3) test possible association between adjustment to life in the United States and the following variables: age, marital status, academic classification, previous employment, urbanization, type of college, duration of sojourn, major field of study, and academic success in college.

#### Characteristics of the Saudi Students

As previously stated, the sample of this study consists of 345 male Saudi students who were studying in the United States during the academic year, 1971-72.

As indicated in Table 4.1, the majority (74 per cent) of the Saudi students in the sample were between 21 and 30 years of age. About 22.5 per cent were over 30



TABLE 4.1.--Distribution of the Sample According to Age.

Age-group	N	%
20 years or less	12	3.478
21-25 years	127	36.812
26-30 years	128	37.101
Over 30 years	78	22.609
Total	345	100.000

years old and only 3.5 per cent were 20 years old or younger. Table 4.1 presents the distribution of the sample according to age.

Of the total sample of the students, over 50 per cent were single, and 38.5 per cent were married and accompanied by their wives during their study in this country. Nine per cent of the subjects were also married but had left their wives in Saudi Arabia. Table 4.2 indicates the marital status of the students in the sample.

TABLE 4.2.--Distribution of the Sample According to Marital Status.

Marital Status	N	%
Married accompanied by wives	133	38.551
Married not accompanied by wives	32	9.275
Unmarried	180	52.174
Total	345	100.000

As for the academic status of the students, the majority of the students were studying toward graduate degrees. Table 4.3 shows the distribution of the sample according to their academic status.

TABLE 4.3.--Distribution of the Sample According to Academic Status.

Degree	N	%
Graduate		
M.A. and M.S.		
Ed.D. and Ph.D.	228	66.087
Undergraduate		
B.A. and B.S.	117	33.913
Total	345	100.000

Table 4.4 indicates that the students' sojourn in the United States varied from less than three months to more than five years.

TABLE 4.4.--Distribution of the Sample According to the Length of their Sojourn in the United States.

Duration of Sojourn	N	%
3 months or less	8	2.319
3 months to 1 year	22	6.377
1-2 years	47	13.623
2-3 years	72	20.870
3-4 years	45	13.043
4-5 years	70	20.290
Over 5 years	81	23.478
Total	345	100.000

The majority of the students (over 85 per cent) had full scholarships from the government of Saudi Arabia. Six per cent of the subjects were supported by private industrial organizations or foundations. Eight per cent of the students in the sample were financially supported through their own personal or family funds. Table 4.5 shows the distribution of the sample according to sources of financial support during their stay in America.

TABLE 4.5.--Distribution of the Sample According to Sources of Financial Support During Their Stay in America.

Source of Support	N	%
Government of Saudi Arabia	294	85.217
Private organizations or foundations	23	6.667
Personal or Family Funds	28	8.116
Total	345	100.000

Humanities and social sciences as a category claimed 59.7 per cent of the students. Over 40 per cent fall into the category of Science and Engineering. Table 4.6 presents the distribution of the sample according to these two categories.

TABLE 4.6.--Distribution of the Sample According to Their Field of Study.

Major Field	N	%
Humanities and Social Sciences	206	59.710
Science and Engineering	139	40.290
Total	345	100.000

Analysis of Social, Personal, and Academic  
Experiences of the Saudi Students

In this section, an attempt will be made to describe how the Saudi students responded to the various items of the questionnaire. The discussion will be focused on the social, personal, and academic experiences of the students which may play significant roles in their adjustment to life in the United States.

Orientation to the New  
Environment

Pre-departure orientation.--The students in the sample were asked to indicate the source of orientation they may have received prior to their departure from Saudi Arabia. A large number of the students (35.7 per cent) pointed out that they had no pre-departure orientation. The next highest percentage (30 per cent) was of those who had some advice from friends who had been in the United States. About 9 per cent received some assistance through the American Cultural Attaché and/or the American Information Centers. Nearly 12 per cent received the

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benefit of pre-departure orientation provided by the Department of Student Mission at the Ministry of Education. One student failed to respond to this question. Table 4.7 indicates the source of pre-departure orientation the students received.

TABLE 4.7.--Source of Pre-departure Orientation Received by the Saudi Students.

Source of Orientation	N	%
The American Information Centers	17	4.942
The American Cultural Attaché	16	4.651
Department of Student Mission	41	11.919
Advice from Friends	103	29.942
Other Forms of Orientation	44	12.791
No Pre-departure Assistance	123	35.756
Total	344	100.000*
No Answer	1	.290**

\* Percentage of the total students who responded to this question.

\*\* Percentage out of the total sample of 345 students.

The subjects were also asked to evaluate the pre-departure orientation program they may have received. As Table 4.8 reveals, 37.6 per cent of the students who responded to the question regarded their pre-departure orientation as being totally insufficient to prepare them for better adjustment in the host society. About 33 per cent indicated that the orientation program offered them

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TABLE 4.8.--Students' Evaluation of their Pre-departure Orientation.

Evaluation	N	%
Satisfied with their pre-departure orientation	82	29.078
Lacking in Academic Information	47	16.667
Lacking in Social Information	18	6.383
Lacking Information Concerning Personal Matters	29	10.284
Totally Insufficient	106	37.589
Total	282	100.000 <sup>*</sup>
No Answer	63	18.261 <sup>**</sup>

<sup>\*</sup> Indicates the total percentage of students who responded to the question.

<sup>\*\*</sup> Indicates percentage out of the total sample of 345 students.



prior to their departure was lacking in some aspect of adjustment. Only 29 per cent expressed their satisfaction with their pre-departure orientation. Sixty-three students (18 per cent of the total sample) gave no response to the question. This was the largest number failing to respond to any one question throughout the questionnaire.

Several students complained that their friends who had been in the United States tended to conceal the hardships and obstacles they had experienced during their sojourn in this country. "They do not show the other side of the coin," remarked one student. These students were also critical of information which led them to false expectations of what they would find in America.

Regarding arrival and orientation, it has been suggested in the quoted literature that the first confrontation of the international student with his new environment plays a significant role in his adjustment. Accordingly, upon their arrival to the United States, some foreign students receive special orientation programs designed to introduce them to the new campus environment as well as the surrounding area. In order to determine the extent and desirability of these programs, the students were asked to indicate the source of assistance they may have received when they first arrived in the United States. Table 4.9 summarizes the data concerning the source of assistance the students received upon their

TABLE 4.9.--Source of Orientation Received by the Students  
Upon Their Arrival in the United States.

Source of Orientation	N	%
Assistance from Saudi Cultural Attaché	37	10.725
Special Orientation Sessions for Foreign Students	75	21.739
Assistance from Saudi Students	115	33.333
Assistance from U.S. Students	19	5.507
Assistance from other Arab and Foreign Students	37	10.725
Little or no Orientation	62	17.971
Total	345	100.000

arrival in this country. Approximately 50 per cent of the students received some assistance from other fellow students, with the largest number (33.3 per cent) mentioning Saudi students as their chief source of orientation. About 22 per cent received some assistance through special orientation sessions for foreign students. Only 10 per cent of the students received some help from the Saudi Cultural Attaché in New York City. About 20 per cent indicated that they had little or no orientation when they first arrived in the United States.

The students were then asked to evaluate the orientation assistance they received upon their arrival to this country. Table 4.10 is concerned with such

TABLE 4.10.--Students' Evaluation of Their Orientation Assistance.

Evaluation	N	%
Sufficient	98	28.655
Somewhat Helpful	155	45.322
Insufficient	89	26.023
Total	342	100.000*
No Answer	3	.870**

\* Total percentage of students who responded to the question.

\*\* Percentage out of the total sample of 345 students.

evaluation. Of the 342 students who responded to the question, 28.5 per cent indicated that their orientation assistance was sufficient to meet the needs for better adjustment in the host society. Over 45 per cent stated that the orientation they received was helpful but that they felt more assistance was needed. Thirty-six per cent stated their dissatisfaction with the orientation they received when they first arrived in this country.

Many students were very critical of the Saudi Arabian Educational Mission in the United States and its passive role in terms of helping the newly-arrived students to get acquainted with the new environment.

### Accommodations

Upon arrival to the United States, most foreign students encounter the problem of finding suitable living accommodations. The type of living conditions in the new environment can easily mar the adjustment of the international student in his host culture or make his stay more enjoyable and his experience more fruitful.

The Saudi students in the sample were asked to describe the nature of their living accommodations while in America. Over 39 per cent of the students lived in college or university housing. This percentage is quite similar to the national survey (40 per cent).<sup>1</sup> Only 3 students (.870 per cent) lived in an international house, indicating the scarcity of this type of accommodation. Some students at Michigan State University suggested that the best type of accommodation would be an On Campus International House. One student cited Owen Graduate Center at Michigan State University as an example. He commented,

Take for example Owen Graduate Hall. It attracts both foreign and American students as well. It is not mainly a living center; it is a cultural center as well.

Over 50 per cent of the students lived in private apartments, while 9.5 per cent lived in private houses

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<sup>1</sup>U.S., Advisory Commission, Foreign Students in the United States--A National Survey (Washington, D.C.: Government Printing Office), p. 26.

or rooms. Table 4.11 presents the type of accommodation described by the students.

TABLE 4.11.--Type of Accommodations Described by the Saudi Students While in the United States.

Type of Accommodation	N	%
College or University Dormitory	83	24.058
College or University Apartment	52	15.072
International House	3	.870
Private Apartment House	174	50.435
Private House or Room	33	9.565
Total	345	100.000

In the questionnaire, the students were asked to indicate difficulties with their accommodation during their sojourn in this country. The main difficulties were high rents (15.6 per cent), lack of convenience (6.6 per cent), too much isolation from campus activities (4 per cent), conditions not conducive to study (5.8 per cent), lack of cooking facilities (2.9 per cent), and dissatisfaction with roommate situation (2.6 per cent). Over 62 per cent indicated their satisfaction with their living accommodations. This compares with 52 per cent who were satisfied with their housing condition in the national survey<sup>2</sup> (see Table 4.12).

<sup>2</sup>Ibid., p. 54.

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TABLE 4.12.--Students' Opinions Concerning Their Correct Living Conditions.

Opinion	N	%
Too Expensive	54	15.652
Lack of Convenience	23	6.667
Too Isolated from Campus	14	4.058
Not Conducive to Study	20	5.797
Lack of Cooking Facilities	10	2.899
Not Pleased with Roommate	9	2.609
Satisfactory	215	62.319
Total	345	100.000

For some single students who lived in college or university dormitories, holidays and vacations proved to be troublesome. During holidays and vacations, some students had to move to hotels and motels, thus facing unexpected expenditures. Others found great difficulties in getting meals due to the closing of their dormitories' cafeterias. "We simply cannot 'go home' during these holidays," stated one student.

#### Academic Difficulties

Perhaps academic adjustment is the most important single factor in determining the social adjustment of the international students. This factor is of the utmost importance for the educational authorities in Saudi Arabia who are sponsoring the overwhelming majority of the Saudi students in this country. For the Saudi students in the

United States, academic achievement would amply compensate for all the social and emotional deprivations they faced in this country.

Difficulties in language.--The students in the sample were asked to evaluate their proficiency in English at the time of their arrival in the United States.

Table 4.13 shows the students' evaluation of their English

TABLE 4.13.--Students' Evaluation of the Proficiency of Their English When They First Arrived in the United States.

Degree of Proficiency	N	%
No Difficulty	44	12.754
Academic Difficulty	60	17.391
Social Difficulty	20	5.797
Some Difficulty in all Situations	93	26.957
Great Deal of Difficulty	128	37.101
Total	345	100.000

at the time of their arrival in the United States. Over 12 per cent were satisfied with their English proficiency at the time of their arrival in this country. Over 37 per cent of the students indicated that they had a great deal of difficulty in any situation requiring English usage. Another 50 per cent expressed some degree of social and academic difficulties due to deficiency in English.

To discover the nature and extent of the academic difficulties encountered by the students, they were asked



to indicate on a checklist of seven items the degree of difficulty encountered in each item. Table 4.14 summarizes the responses of the students. About 26 per cent indicated that they had little or no great difficulty in understanding lectures. Twenty-four per cent faced little-to-great difficulty in participating in seminars and discussions. In expressing themselves orally, only 19 per cent of the Saudi students encountered great difficulty. This is a surprisingly small percentage compared to studies reported by other researchers.<sup>3</sup> About 37 per cent reported that they have some-to-great difficulty in writing essays and papers. Several factors contributed to such difficulty. Some students indicated that they were not accustomed to writing term papers and essays. Others stated that their previous academic training was inadequate for doing the school work required by the American higher learning institutions. Twenty-seven per cent of the students indicated that they had some-to-great difficulty in understanding references, textbooks, journals, etc.

Taking and organizing notes was a major problem for the Saudi students in the sample. Over 33 per cent indicated that they faced some-to-great difficulty in taking and organizing notes. Perhaps the reasons for such difficulty were (1) lack of adequate English, and (2) lack of knowledge in the techniques of taking and

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<sup>3</sup>A. K. Singh, Indian Students in Britain, p. 103.

TABLE 4.14.--Academic Difficulties Encountered by the Saudi Students While in the United States.

Variable	Great		Some		Little		None	
	N	%	N	%	N	%	N	%
Understanding Lectures	21	6.087	68	19.710	98	28.406	58	45.797
Participating in Seminars	16	4.638	67	19.420	122	35.362	140	40.580
Expressing Myself Orally	14	4.058	55	15.942	98	28.406	178	51.594
Writing Essays and Papers	57	16.522	69	20.000	142	41.159	77	22.319
Understanding References	19	5.507	74	21.449	92	26.667	160	46.377
Taking Notes	54	15.652	61	17.681	120	34.783	110	31.884
Using the Library	10	2.899	37	10.725	80	23.188	218	63.188

organizing notes. Some students complained that a major part of the tests came from lectures given in the class. Locating information in the library proved to be a minor problem for the Saudi students. Only 13 per cent indicated that they had some-to-great difficulty in using the library whereas 87 per cent stated that they had little or no difficulty in such matters.

A number of factors were associated with the students' academic difficulties: language handicaps, contrasts in educational methods and systems, inadequate previous academic training, and inability to write quickly while taking tests or notes could only compound the students' academic difficulties.

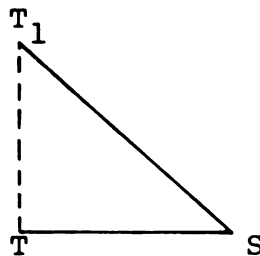
The students were asked to evaluate their academic progress while in the United States. Approximately 41 per cent rated their academic satisfaction as great. Forty per cent stated that they were moderately satisfied with their academic progress. About 12.5 per cent rated their academic progress as being slight. Only 6.4 per cent were totally dissatisfied with their academic experience while studying in this country. Table 4.15 presents the students' evaluation of their academic progress while in the United States.

Student-faculty relationships.--A part of the Arabic culture is the respect for elders and the submissive attitudes toward teachers in the United States. This

TABLE 4.15.--Students' Satisfaction with their Academic Progress While in the United States.

Evaluation	N	%
Great	141	40.870
Moderate	139	40.290
Slight	43	12.464
Not at all	22	6.377
Total	345	100.000

submissive attitude tends to make social and intellectual communication between students and faculty members more difficult. Based on a study of Indian students in Britain,<sup>4</sup> the following diagram illustrates this point.



The Saudi student does not perceive the faculty member on the same level T, but he perceives him on a higher level  $T_1$ . On the other hand, the faculty member,

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<sup>4</sup>Ibid., p. 106; W. Bennett, "Misunderstanding in Communication Between Japanese Students and Americans," Social Problems (April, 1956), 243-56.

based on his assumption that he is on the same level T, confuses the student, thus creating some difficulty in communication between the student and the faculty .

When students were asked to express their opinions concerning their relationships with faculty members inside the classroom, a majority (54 per cent) stated that faculty members were fair, interested in students, and willing to take extra time for needed explanation. Thirty-seven per cent indicated that faculty members were fair, but somewhat indifferent to the needs of individual students. About 8 per cent regarded faculty members as unfair and indifferent to the needs of individual students. Only two students indicated that some faculty members were fair while others were not. Three students did not respond to this question. Table 4.16 shows the students' perceptions of faculty members.

The students' relationships with faculty outside the classroom was also investigated. Table 4.17 describes that relationship. Over 44 per cent of the students have associated with faculty members in terms of socializing with them or receiving advice or counseling in non-academic situations. Another 28.6 per cent have not sought assistance from faculty outside the classroom but feel that faculty would be willing to help. Over 26.6 per cent indicated that they had no relationships with faculty members outside the classroom.

TABLE 4.16.--Students' Perception of Faculty Members.

Perception	N	%
Fair, Interested in Students	186	54.386
Fair, but Indifferent to Student Needs	127	37.135
Unfair and Indifferent to Students' Needs	27	7.895
Some Fair, Others are not	2	.585
Total	342	100.000*
No Answer	3	.870**

\* Percentage of students who responded to the question.

\*\* Percentage out of the total sample of 345 students.

TABLE 4.17.--Saudi Students' Relationships with Faculty Outside the Classroom.

Relationship	N	%
Socialized with Faculty	94	27.246
Received Counseling in Non-academic Situation	60	17.391
Feel Faculty would be Willing to Help	99	28.696
No Relationship	92	26.667
Total	345	100.000

Generally speaking, a large number of Saudi students in the sample have enjoyed a friendly personal relationship with their teachers. However, some students felt that faculty members should confer individually with students, should permit more time during tests, and should explain certain phraseology. Other students suggested that such privileges should be given only to the newly arrived students.

#### Leisure-Time Activities

The students were asked in the questionnaire to describe the activities which occupied their leisure time while studying in the United States. As Table 4.18 reveals, the activities which occupied the leisure time of the Saudi students were attending parties, dances and social events (49 per cent); attending concerts, plays and movies (35 per cent); watching television and listening to music and radio (67 per cent); traveling (42 per cent); participating in sports (30 per cent); and reading (44 per cent).

#### Friendships

This part of the study is an attempt to investigate the Saudi students' relationships with other students in the new environment, since friendship patterns may deeply affect the international student. The Saudi students in the sample were asked to identify the

TABLE 4.18.--Leisure Time Activities of Saudi Students in the United States.

Activity*	N	%
Attending Parties, Dances, and Social Events	169	48.986
Attending Concerts, Plays and Movies	122	35.362
Watching Television, Listening to Music and Radio	231	66.957
Traveling	146	42.319
Participating in Sports or Spectator at Athletic Events	105	30.435
Reading	152	44.058

\* In most cases, students indicated more than one response.



nationality of the students with whom they associated most frequently outside the classroom.

Eleven per cent of the students stated that they mostly associated with American students. About 17 per cent indicated that they associated most frequently with foreign and other Arab students, excluding Saudi students. A large number of students reported that they primarily associated with Saudi students. Another 39 per cent stated that they associated with American students as well as other nationalities. Table 4.19 indicates the association of Saudi students with other students.

TABLE 4.19.--Students With Whom Saudi Students Associate.

Associates	N	%
American Students	38	11.014
Foreign and Other Arab Students	58	16.812
Primarily Saudi Students	114	33.043
Americans as Well as Other Nationalities	135	39.130
Total	345	100.000

An effort was made to measure the extent of friendship between Saudi students and American students by examining certain activity relationships which may indicate close friendship or expectancy for friendship

to continue after graduation. The extent of friendship between Saudi students and American students is indicated in Table 4.20.

Twenty-three per cent of the Saudi students stated that they have visited or expect to visit their fellow American students. Over 8 per cent expected to write them after graduation.

Fifteen per cent indicated that they shared extra-curricular activities with American students but do not really expect this relationship to continue after graduation. Another 15 per cent stated that they shared extra-curricular activities with American students, have visited them in their homes, and expected to write to them after graduation. Twenty-seven per cent stated that they spoke occasionally with American students compared to only 10 per cent who indicated that they had no relationships with American students. Out of 345 students, only one student did not respond to this question.

Generally speaking, Saudi students expressed their satisfaction regarding their friendships with American students. Only 15 per cent indicated that they had difficulty in making friends with American students (see Table 4.27). Although American students are friendly, some Saudi students indicated that their friendships were shallow and superficial and tended to

TABLE 4.20.--Extent of Friendship Between Saudi Students and American Students.

Extent of Friendship	N	%
Have Visited or Expect to Visit in Their Homes	80	23.256
Expect to Write Them After Graduation	29	8.430
Share Extra-curricular Activities, Social Events and Discussions	53	15.407
Combination of the Above	53	15.407
Speak Occasionally	93	27.035
No Relationships	36	10.465
Total	344	100.000 <sup>*</sup>
No Answer	1	.290 <sup>**</sup>

<sup>\*</sup>Percentage of students who responded to the question.

<sup>\*\*</sup>Percentage out of the total sample of 345 students.

be on the verbal level but seldom went beyond that. A casual relationship rarely became a full-fledged friendship.

The students in the sample were asked if they think that the Saudi male student has any difficulty in making dates with American girls. Out of 327 students who responded to the question, 54.5 per cent replied "yes." The reasons given were of varied nature. Table 4.21 shows the reasons behind the difficulty in dating American girls. Approximately 32 per cent of the students indicated that the cultural barrier had great effect on boy-girl relationships. Twenty-five per cent stated that the language barrier was a determining factor in the difficulty to date American girls. It led many Saudi students to isolate themselves from Americans and to associate with only Saudi and other Arab students. About 8 per cent indicated that

TABLE 4.21.--Factors Which May Have Contributed to the Difficulty in Making Dates with American Girls.

Factor*	N	%
Lack of Interest on the Part of American Girl	66	19.130
Lack of Social Tact	105	30.435
Lack of Opportunity to Meet Girls	31	8.986
Language Barrier	87	25.217
Cultural Barrier	110	31.884

\* Many students stated more than one factor.

the lack of opportunities to meet American girls was one reason for such difficulty. Over 30 per cent stated that the reason for the difficulty was the fact that many Saudi students lack the social tact and polish which is needed in a boy-girl relationship. Only 19 per cent of the students indicated that the American girl's lack of interest in dating Saudi students was a major reason for such difficulty.

It may be added that many students who experienced difficulties with members of the opposite sex had come to this country with some wild expectations of meeting American girls too easily. Their friends who had been in the United States told them of their great sexual adventures in America and how successful they were in their endeavors. With this sex-obsessed attitude, some Saudi students, quite innocently, offend friendly American girls. Comments such as "fresh" or "too pushy" were very common.

#### Color or Race Discrimination

Saudi students were asked to indicate if they had experienced any color or race discrimination during their sojourn in the United States of America. Table 4.22 presents the responses of the students in regard to the nature of discrimination they had experienced in this country.

Twenty-three per cent of the students stated that unkind remarks concerning culture or religious background

TABLE 4.22.--The Nature of Discrimination Experienced by the Saudi Students During Their Sojourn in America.

Nature of Discrimination	N	%
Unkind Remarks Concerning Cultural Background	79	23.373
Refusal of Services	15	4.438
Unfriendliness	57	16.864
Being Excluded	10	2.959
Restriction in Housing	18	5.325
No Experience of Discrimination	159	47.041
Total	338	100.000*
No Answer	7	2.029**

\* Percentage of the students who responded to the question.

\*\* Percentage of the total sample of 345 students.

were the main forms of prejudice they had experienced in this country. Other forms of discrimination experienced by the students were refusal of services in restaurants (4.4 per cent), unfriendliness (17 per cent), exclusions from activities (3 per cent), and restriction in housing (5 per cent). A large number of the Saudi students (47 per cent) indicated that they had not experienced any form of discrimination while in the United States. Out of 345 students, 7 students did not respond to the question.

Although racial discrimination is highly subject to personal interpretation of the student involved, it also tends to be a disqualifying factor in the acquisition of desirable housing, in the accessibility of desired social contact, etc. There were a number of instances in which some Saudi students experienced situations that caused them a great deal of personal inconvenience and embarrassment. One student wrote:

Before I arrived in the United States, I thought discrimination was strictly against black people. Well, I am not black, my face is similar to yours, plain Arab student. At first, I stayed at the university dormitory, which at best was not very comfortable. I wanted to live off campus, so I went looking for a suitable apartment. I am not going to count how many times I was refused, but every time I went to see an advertised apartment, the manager would open the door, uncomfortably look at me for a split second, and slam the door in my face saying "sorry the apartment is gone." I know they were lying for I could see the shadow of hypocrisy clearly in their eyes. I had to go back to the dorm and live peacefully there.

Another student reported that an American girl was dancing with a number of students in rotation, and when he expressed his desire to dance with her, she apologized that she was tired, but after a few seconds she started dancing again. Such incidents, however, did not occur frequently and are at best equivocal evidence of actual discrimination. But they were constant reminders of the possibility of embarrassment and humiliation.

### Community Relationships

This study attempted to investigate the relationships of the students with the communities in which their universities or colleges were located. The students were asked to indicate their perceptions of the American public outside the college or university community. Their responses are summarized in Table 4.23. Twenty-two per cent

Table 4.23.--Students' Perceptions of the American Public Outside the University Community.

Perception	N	%
Warm, friendly, and Very Pleasant	77	22.319
Polite and Courteous	150	43.478
Restrained and Withdrawn	74	21.449
Cold, Unfriendly, and Unpleasant	44	12.754
Total	345	100.000

of the Saudi students in the sample perceived the American public outside the academic community as being warm, friendly, and very pleasant. Forty-three per cent of the Saudi students considered the American public as being polite and courteous. Over 21 per cent described the American people as restrained and withdrawn, and about 13 per cent felt that they were cold, unfriendly, and unpleasant.



The students were then asked about the nature of their social relationships with Americans outside the college or university community. Table 4.24 describes that relationship. The majority of the Saudi students

TABLE 4.24.--The Nature of the Students Social Relationships with the American Public Outside the College or University Community.

Nature of Social Relationships	N	%
Frequent Home Visits and Sharing Activities	51	14.783
Occasional Visits and Participation in Activities	163	47.246
No Home Visits, But Attendance of Group Activities	70	20.290
No Home Visits and No Attendance of Community Activities	61	17.681
Total	345	100.000

(62 per cent) indicated that the nature of their social contacts with Americans was to the extent of visiting them in their homes and participating in their community sponsored activities. Over 20 per cent of the students stated that they had no home visits but they participated in community activities. Slightly over 17 per cent reported no relationships with the American public outside the college or university community.

Students who expressed their dissatisfaction with their social contacts with the American people charged that Americans do not really like foreigners and are not interested in knowing about other countries. They are too much involved in their own business to pay much attention to others.

Generally speaking, social contact with members of the host country is highly effective in establishing good relationships and in aiding the international student to adapt to the environment of the new culture. A contributing factor in easing the Saudi student's adjustment in the new culture is deep and meaningful social contact with American families who have a sincere interest in him and who are willing to introduce the foreign student to the members of the family and acquaint him with community affairs.

On the other hand, formal and superficial contact with American families tends to make international students less satisfied with their relationships with the American people. One student expressed such dissatisfaction by saying:

I was invited by an American family through a host family program. I accepted the invitation and went to their place. There, I found three foreign students from different nationalities, and race, if I may add. I think he invited us to see three different specimens from three different nations, or at least this was the impression I had. Since then I never participated in the privilege of visiting American families in their homes.

### Students' Evaluation of Their Adjustment

This part of the study is concerned with the students' evaluation of their own adjustment during their sojourn in the United States. To discover the students' attitudes toward their own living conditions in this country, they were asked the following question: After your present experience of living and studying in the United States, would you advise an intimate friend or younger brother to come to this country to live and study under exactly the same conditions as you have? In reply to this question, over 66 per cent of the students stated that they would recommend such action. A variety of reasons were given to support their views:

It is a new experience, new environment, a challenge that Saudi Arab needs, not to mention the flexibility and democracy of American education compared to the rigid methods of education in Saudi Arabia.

It has been a great living experience, useful in both academic and social aspects. Coming from a close society like ours, studying and living here enlightens and widens the horizon of our thoughts. It dramatically increases the tolerance and understanding of other ideas and thoughts that are radically different from those of our culture.

It is a great social and intellectual experience. Integration of thoughts always produces the best. It helps a lot in the process of changing our society to the best.

Those students who would not recommend living and studying in the United States for their friends or younger brothers offered the following comments:

The American student comes to college with a grasp of the American educational system. I came to this country as a graduate student, I was faced with something called elective courses, required courses, prerequisite courses, credit hours, etc. All these things are quite unknown in Saudi Arabia and I had no appreciation of these matters. It left me frustrated, irritated, and sometimes amused.

Unless the student has a good English background as well as an excellent orientation program prior to his departure from Saudi Arabia, I would not advise him to come to this country. I suffered too much.

I am totally irritated by the great deal of propaganda directed against the Arabs in this country. The majority of the Americans still think we are primitive following our camels in the desert. It is quite difficult and frustrating to communicate with Americans when they do not believe you but believe what they saw on the late, late show about the Arabs and their harem. This certainly reflects on the student's studies and works as an obstacle to enjoying life here.

The students were then asked to describe their adjustment to life in the United States. As indicated in Table 4.25, approximately 26 per cent of the Saudi students

TABLE 4.25.--Students' Description of Their Adjustment to the New Environment.

Description	N	%
Very Easy Transition	89	25.797
Adjustment Took a Matter of Time	144	41.739
Adjustment Was Difficult and Frustrating	58	16.812
There Are Still Feelings of Uneasiness in the New Culture	54	15.652
Total	345	100.000

in the sample felt that they had very easy transitions, with little or no adjustment problems. Another 42 per cent of the students indicated that their adjustment to life in the United States took a matter of time before feeling at home and at ease in the new culture. About 17 per cent of the subjects stated that their adjustment to life in America was difficult and sometimes frustrating. And about 15 per cent of the students reported that they still had feelings of uneasiness and uncertainty in the new environment.

Despite some earnest efforts on the part of American higher learning institutions to provide the best educational and social experiences for international students in this country, difficulties of both an academic and social nature inevitably arise. Some of these difficulties arise because of the nature of American education and American communities, others because of the habits and customs of the foreign students themselves. The Saudi students were asked to identify what had been the most significant problem in their adjustment to life in this country. Table 4.26 summarizes the adjustment problems of the Saudi students in the United States. Several students marked multiple answers to this question.

The main problems which affected the adjustment of the Saudi students in the United States were the lack of

TABLE 4.26.--Adjustment Problems of the Saudi Students in the United States.

Problem	N	%
Language Problem	157	45.507
Ignorance of American Social Manners and Customs	92	26.667
Difficulty in School Work	74	21.449
Homesickness	73	21.159
Strange Foods	60	17.391
Difficulty in Making Friends with Americans	53	15.362
Sexual Problems	42	12.174
Financial Problems	32	9.275
Had No Problems	48	13.913

knowledge of English (45.5 per cent), ignorance of American social manners and customs (26.7 per cent), difficulty in school work (21 per cent), homesickness (21 per cent), strange foods (17 per cent), difficulty in making friends with Americans (15 per cent), sexual problems (12 per cent), and financial problems (9 per cent). About 14 per cent of the students indicated that they had no significant problems to report.

Finally, the students were asked to evaluate their overall satisfaction or dissatisfaction with their sojourn in the United States. Table 4.27 reveals that over 28 per cent of the Saudi students indicated their satisfaction

**TABLE 4.27.--Students' Evaluation of Their Overall Satisfaction or Dissatisfaction with Their Sojourn in the United States.**

Evaluation	N	%
Highly Satisfied	98	28.406
Generally Satisfied, But Occasionally Disappointments	142	41.159
Somewhat Dissatisfied with Social and Academic Experiences	71	20.580
Totally Dissatisfied	34	9.855
Total	345	100.000

with their sojourn in the United States. Forty-one per cent of the students stated that they were generally satisfied with their academic and social experiences while in this country. Over 20 per cent reported that they were somewhat dissatisfied with their sojourn in this country, and about 10 per cent stated that they were totally dissatisfied with their experiences within their new culture.

#### Analysis of Adjustment

Adjustment of the Saudi students to life in the United States was considered to reflect their overall satisfaction with this country. In this section, an attempt will be made to test the degree of association between adjustment of the students to their host society and the following variables: age, marital status, academic

classification, previous employment before coming to this country, urbanization, type of college, duration of stay, and major field of study. The degree of association between academic difficulties and adjustment to life in the United States will also be tested.

One-way analysis of variance was used to determine the degree of association between adjustment and each of the previously mentioned variables. The association between adjustment and academic difficulties was determined by the use of regression analysis. As indicated in Chapter III, the one-way analysis of variance and regression analysis were significant at the .01 level. Associations between adjustment and the previously mentioned variables are examined below.

#### Age and Adjustment

The students in the sample were divided into four age-groups ranging from 20 years or less to over 30 years of age. A one-way analysis of variance was computed to determine the degree of association between age and adjustment to life in this country. The results indicated that there was high association ( $p=.0005$ ) between the ages of the students and their adjustment in the new environment. Table 4.28 shows the results of this analysis.

Table 4.29 presents the means of adjustment for each age-group. This table reveals that the youngest age-group (20 years or less) had the highest adjustment score,



TABLE 4.28.--Analysis of Variance Table: Association  
Between Age and Adjustment to Life in the  
United States.

Source of Variation	d.f.	Mean Square	F	p less than
Age	3	93.92560562	7.84590	.0005*
Within Categories	341	11.97129498		
Total	344			

\* Denotes significance at the .01 level.

TABLE 4.29.--Means of Adjustment Scores: Association  
Between Age and Adjustment.

Age-Group	N	%	Means*	Standard Deviation
20 years or less	12	3.478	13.50	3.78
21-25 years	127	36.812	12.87	3.02
26-30 years	128	37.101	12.69	3.50
Over 30 years	78	22.609	10.68	3.98

\* Higher means indicate higher adjustment scores.

Adjustment Score: Maximum score = 18  
Minimum score = 04  
Mean score = 12.33

whereas the oldest age-group (over 30 years of age) had the lowest adjustment score.

These results contrast sharply with the findings reported by Gezi<sup>5</sup> in his study of the Arab students in America. Although Gezi reported significant association between age and adjustment, he stated that the older Arab students were more adjusted than the younger Arab students. Singh<sup>6</sup> also reported significant relationship between the age of Indian students in Britain and their adjustment. His findings were similar to the ones reported by this study. He pointed out that a greater percentage of "younger students were highly adjusted than older students." On the other hand, Sewell and Davidsen<sup>7</sup> in their study of Scandinavian students found that age was not significantly associated with the students' adjustment in the host society. Forstat<sup>8</sup> also reported that age had no significant relationship with adjustment.

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<sup>5</sup>K. I. Gezi, The Acculturation of Middle Eastern Arab Students, p. 43.

<sup>6</sup>Singh, op. cit., p. 96.

<sup>7</sup>W. Sewell and O. Davidsen, Scandinavian Students on an American Campus, p. 58

<sup>8</sup>R. Forstat, "Adjustment Problems of International Students," Sociology and Social Research, September, 1951, pp. 25-30.

### Marital Status and Adjustment

To test possible association between marital status and adjustment to life in the United States, the students were divided into three categories: (1) married students whose wives were with them in this country, (2) married students whose wives were left in Saudi Arabia, and (3) unmarried students. The results of one-way analysis of variance were significant at .0005 level. They are summarized in Table 4.30.

TABLE 4.30.--Analysis of Variance Table: Association Between Marital Status and Adjustment.

Source of Variation	d.f.	Mean Square	F	p less than
Marital Status	2	320.45519914	29.43685	.0005*
Within Categories	342	10.88619300		
Total	344			

\* Denotes significance at the 0.01 level.

As indicated in Table 4.31, married students were significantly less adjusted than unmarried students. Perhaps of greater significance was the fact that married students whose wives were left in Saudi Arabia were considerably more adjusted than married students who were accompanied by their wives during their study in the United

TABLE 4.31.--Means of Adjustment Scores: Association  
Between Marital Status and Adjustment.

Marital Status	N	%	Means *	Standard Deviation
Married, wife with you	133	38.551	10.62	3.62
Married, wife not with you	32	9.275	12.81	3.66
Unmarried	180	52.174	13.50	2.97

\* Higher means indicate higher adjustment scores.

Adjustment Score: Maximum = 18  
Minimum = 04  
Mean = 12.33

States. Studies on adjustment of international students<sup>9</sup> indicated that separation from wife and children is more likely to hinder adjustment of the married student. However, the findings of this study did not support such a statement.

#### Academic Classification and Adjustment

The present study attempted to test the assumption that international graduate students were better adjusted than undergraduate students.<sup>10</sup> A one-way analysis of variance was applied on the adjustment scores of both graduate and undergraduate students in this country. The

<sup>9</sup> Singh, op. cit., p. 97.

<sup>10</sup> P. J. Walton, "Research on Foreign Graduate Students," International, Educational, and Cultural Exchange, Winter, 1971.

results of the analysis are shown in Table 4.32. The F value of 0.01375 ( $p=.873$ ) indicated that there was no significant association between level of study and adjustment of the Saudi students in the United States.

TABLE 4.32.--Analysis of Variance Table: Association Between Academic Classification and Adjustment.

Source of Variation	d.f.	Mean Square	F	p less than
Level of study	1	.17497800	.01375	.873*
Within Categories	343	12.72248813		
Total	344			

\* Not significant at the 0.01.

#### Previous Employment and Adjustment

Before coming to the United States, over 51 per cent of the Saudi students were employed in Saudi Arabia. Most of them held some rather key positions in the structure of the government and other professions. They came to this country regarding themselves as persons of considerable status and importance. Most of these students became non-entities, lost in the crowd of anonymous foreigners in the American society. This loss of status put some emotional strain on the employed students which could cause their dissatisfaction with their sojourn in this country.

Table 4.33 shows the association between previous employment and adjustment to life in the United States. The

TABLE 4.33.--Analysis of Variance Table: Association Between Previous Employment and Adjustment.

Source of Variation	d.f.	Mean Square	F	p less than
Previous Employment	1	134.40596900	10.89972	.001*
Within Categories	343	12.33114413		
Total	344			

\* Denotes significance at the .01 level.

one-way analysis of variance showed that a statistically significant association (0.001) did exist between previous employment and adjustment.

Table 4.34 indicates that the previously employed students were considerably less adjusted than those students who were not employed before coming to the United States.

#### Urbanization and Adjustment

To determine the association between place of residence in Saudi Arabia and adjustment of the students to life in America, the students in the sample were divided into three categories: (1) those who came from rural areas, (2) those who came from villages or towns, and (3) those

TABLE 3.34.--Means of Adjustment Scores: Association  
Between Previous Employment and Adjustment.

Employment Status	N	%	Means *	Standard Deviation
Employed	176	51.014	11.72	3.70
Unemployed	169	48.986	12.96	3.31

\* Higher means indicate higher adjustment scores.

Adjustment Score: Maximum = 18  
Minimum = 04  
Mean = 12.33

students who came from cities or big cities. Only one student in the sample came from a rural area. This student was not included in the analysis. In the remaining two categories, the results of the analysis showed that place of residence in Saudi Arabia was not significantly associated with adjustment of the students in the United States. An F value of .92185 ( $p=.399$ ) was determined through the use of one-way analysis of variance. Table 4.35 presents the results of the association between place of residence in Saudi Arabia and adjustment of the students in this country.

TABLE 4.35.--Analysis of Variance Table: Association  
Between Place of Residence in Saudi Arabia  
and Adjustment.

Source of Variation	d.f.	Mean Square	F	p less than
Place of Residence	2	11.69997539	.92185	.399*
Within Categories	342	12.69177911		
Total	344			

\* Not significant at the .01 level.

#### Type of College and Adjustment

Selltiz and associates<sup>11</sup> stated that the size of the institution in which foreign students study can be a determining factor in their adjustment to life in the host society. Small colleges provide a warm and friendly atmosphere which tends to promote interaction of international students with Americans. On the other hand, large institutions tend to have a great number of students, a highly standardized routine, and fewer opportunities for primary relationships and personal attention which can be found in the small colleges.

To test this idea in regard to the Saudi students in the United States, the students were divided into two

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<sup>11</sup>Selltiz and associates, "The Effect of Situational Factor on Personal Interaction Between Foreign Students and Americans," pp. 33-34.



groups: (1) those students attending small colleges (under 6,000 students) and (2) those enrolled at large institutions (over 6,000 students). Table 4.36 indicates that the size of the institution and adjustment to life were significantly associated. The one-way analysis of variance was significant at .001 level.

TABLE 4.36.--Analysis of Variance Table: Association Between Adjustment of the Saudi Students and the Size of the Institution.

Source of Variation	d.f.	Mean Square	F	p less than
Type of College	1	148.55812122	12.08784	.001*
Within Categories	343	12.28988421		
Total	344			

\* Denotes significance at the .01 level.

Table 4.37 presents the means of adjustment scores for each group. It indicates that the students attending small colleges (22 per cent) were more highly adjusted than students attending large institutions, and it confirms the findings of Selltiz and associates.

#### Duration of Stay and Adjustment

The students were divided into seven groups, depending upon their first arrival in the United States. The one-way analysis of variance was computed to test the degree

TABLE 4.37.--Means of Adjustment Scores: Association Between Adjustment of the Saudi Students and the Size of the Institution.

Type of College	N	%	Means*	Standard Deviation
Under 6,000 Students	79	22.899	13.53	3.53
Over 6,000 Students	266	77.101	11.97	3.49

\* Higher means indicate higher adjustment.

Adjustment Score:   Maximum = 18  
                           Minimum = 04  
                           Mean     = 12.33

of association between duration of stay and adjustment to life in America. The results indicated that the degree of association (.029) found between adjustment and duration of stay was not statistically significant. This seems to be consistent with the hypothesis that duration of stay of an "international student in a host country in itself does not seem to be significant in association"<sup>12</sup> with his adjustment. Table 4.38 shows the results of the analysis.

Table 4.39 indicates three major trends in the adjustment of Saudi students in the United States. First, the least adjusted students were those who had been in this country for three months or less. Second, the adjustment of the students continued to increase steadily up to four years of stay. This contrasts with the findings of other

<sup>12</sup>Gezi, op. cit., p. 40

TABLE 4.38.--Analysis of Variance Table: Association  
Between Adjustment and Duration of Stay  
in the United States.

Source of Variation	d.f.	Mean Square	F	p less than
Duration of Stay	6	29.50125462	2.38153	.029*
Within Categories	338	12.38751739		
Total	344			

\* Not significant at the .01 level.

TABLE 4.39.--Means of Adjustment Scores: Association  
Between Adjustment and Duration of Stay  
in the United States.

Length of Stay	N	%	Means*	Standard Deviation
3 months or less	8	2.319	9.88	3.87
3 months to 1 year	22	6.377	12.27	3.34
1-2 years	47	13.623	12.45	3.76
2-3 years	72	20.870	12.03	3.94
3-4 years	45	13.043	13.91	3.08
4-5 years	70	20.290	12.19	3.18
Over 5 years	81	23.478	12.02	3.50

\* Higher means indicate higher adjustment score.

Adjustment Score:   Maximum = 18  
                           Minimum = 04  
                           Mean     = 12.33

studies which reported U-shaped curve of adjustment,<sup>13</sup> indicating high adjustment during the first and last phases of sojourn with a "crisis" in the middle. A J-shaped curve of adjustment was obtained in the present study. It is important to point out that most of the studies which reported U-shaped curves of adjustment were conducted on foreign students who were well acquainted with the English language prior to their arrival in the United States (e.g., Indian students). On the other hand, most Saudi students require at least a year to work through the severe problems they usually face in learning the English language. Third, there was a drop in the adjustment of the Saudi students after the fourth year of their stay in the United States. Coelho<sup>14</sup> also reported a similar trend in the adjustment of Indian students in the United States. He observed that after the third year (fourth for Saudi students) there was a decline in the adjustment of the students. The reason, he explained, was the fact that the Indian students had developed a "privatistic" outlook, that is, the students became too narrowly preoccupied with problems of

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<sup>13</sup>Singh, op. cit., p. 96.

<sup>14</sup>Coelho, op. cit., p. 88.

their personal adjustment, loss of contact with their native country, and worries about acceptance in the host culture.

#### Major Field of Study and Adjustment

To determine the association between the students' major fields of study and their adjustment in the host society, the students were divided into two groups, according to their areas of specialization. As indicated in Table 4.40, the one-way analysis of variance showed that a statistically significant association (.001) did exist between the students' major fields of study and their adjustment to life in the United States.

TABLE 4.40.--Analysis of Variance Table: Association  
Between Major Field of Study and Adjustment.

Source of Variation	d.f.	Mean Square	F	p less than
Major Field of Study	1	136.58772828	11.08236	.001*
Within Categories	343	12.32478332		
Total	344			

\*Denotes significance at the .01 level.

Table 4.41 presents the means of adjustment scores for each group. It indicates that students majoring in Sciences and Engineering were more adjusted than those who

TABLE 4.41.--Means of Adjustment Scores: Association  
Between Major Field of Study and Adjustment.

Major Field of Study	N	%	Means *	Standard Deviation
Humanities and Social Sciences	206	59.710	11.81	3.71
Sciences and Engineering		48.290	13.09	3.18

\* Higher means indicate higher adjustment scores.

Adjustment Score: Maximum = 18  
Minimum = 04  
Mean = 12.33

were specializing in Humanities and Social Sciences. Their means were 13.1 and 11.8, respectively.

#### Academic Difficulties and Adjustment

In order to measure the academic difficulties of the Saudi students in the sample, each subject was asked to indicate on a four point scale (see questions 8 and 9, Appendix B) the degree of his difficulty with each variable. The scale ranged from 4 (indicating great difficulty) to 1 (indicating no difficulty). In other words, higher scores indicated greater academic difficulties. On the other hand, higher scores on the adjustment scale (see questions 17, 18, 19, 20, and 22, Appendix B) indicated higher adjustment in the host society. Table 4.42 indicates the mean scores and standard deviations of both academic difficulty and adjustment to life in the United States.

TABLE 4.42.--Mean Scores and Standard Deviations of Both Academic Difficulty and Adjustment.

Variable	Mean	Standard Deviation
Academic Score	15.17	5.95
Adjustment Score	12.33	3.56

To test the association between academic difficulties and adjustment to life in the United States, the technique of analysis of variance for overall regression was employed. As Table 4.43 indicates, there was high association (.0005) between academic difficulties and adjustment to life in this country.

TABLE 4.43.--Analysis of Variance for Overall Regression of Academic Difficulty and the Dependent Variable Adjustment.

Source of Variation	d.f.	Mean Square	F	p less than
Regression	1	1289.42483206	143.8489	.0005*
Error	343	8.86374220		
Total	344			

\* Denotes significance at the .01 level.

Since the relationship between academic difficulty and adjustment to life was found to be statistically significant, a multiple regression between academic difficulties

and adjustment was computed. The data reveals that the academic difficulty score served as a fairly potent predictor of the students' adjustment to life in America. The resultant correlation coefficient  $R=.5436$  was significant at the .0005 level. These results are indicated in Table 4.44.

TABLE 4.44.--Multiple Correlation Coefficient: Academic Difficulty and Adjustment.

Variable	$R^2=.2955$	$R=.5436$	Partial Correlation Coefficient
	Regression Coefficient	Standard Errors of Coefficient	
Constant 0	17.2688		
Academic Score	- .3256	.0272	-.5436

#### Summary

In this chapter, the data on the characteristics of the Saudi students in America has been described and presented in table form. It was pointed out that the majority of the students were between 21 and 30 years of age (74 per cent), graduates (66 per cent), specializing in Humanities and Social Sciences (60 per cent), and financially supported by the Government of Saudi Arabia (85 per cent).

In addition, an attempt was made to discuss and analyze the social, personal, and academic experiences of the students while in the United States. Upon arrival on



the American scene, the students encountered certain social values and institutions which differed greatly from those of their past experiences. This chapter dealt with some aspects of American life that Saudi students repeatedly commented upon and that are therefore assumed to be relevant in their adjustment to life in this country.

Finally, factors affecting the adjustment of the students in America were also discussed. It was found that there was a high association between adjustment to life and the following variables: age, marital status, previous employment, size of college, major field of study, and academic difficulties. No significant association was found between adjustment and academic classification, urbanization, and duration of sojourn in the United States.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Generally speaking, cross-cultural studies usually have a dual purpose, one practical and the other theoretical. On the practical side, a basis for mutual understanding is provided through the comparison of similarities and differences between selected aspects of different cultures. On the theoretical side, cross-cultural studies provide a way of testing certain hypotheses about the basic law of human behavior by systematically observing similar types of behavior in widely varied social and cultural settings.

It may be remembered that the aims of this study have been two-fold. First, the survey intended to identify and analyze the social, personal, and academic difficulties of the Saudi students in the United States. And second, the survey attempted to investigate the role of some important variables which influenced the adjustment of the students in the host culture.

### Analysis of Social, Personal, and Academic Difficulties: Results and Discussion

Some of the major findings regarding social, personal, and academic difficulties of the students will be briefly discussed below.

#### Orientation

The major purpose of an orientation program is to ease the students' adjustment in the new environment. Without pre-departure orientation, some students are likely to suffer from the so-called "culture shock" which tends to cause a subjective feeling of loss and a sense of isolation and loneliness often called "homesickness."

Seventy-three per cent of the respondents reported that they had never had any type of pre-departure orientation or that the orientation was so poor and ineffective that they did not recognize it as such. The most widespread form of pre-departure orientation offered was given to the students by their friends who had been in the United States; 30 per cent of the students received this form of orientation.

Upon arrival in the United States, the principle form of orientation offered the newly arrived students also came from other Saudi students (33 per cent) who had been exposed to the new culture. Although this delayed initial establishment of rapport and immediate contact with the new culture (which would be advantageous),

assistance from other Saudi students seemed to alleviate the anxieties and tensions of the newcomers. Perhaps it is important to point out that only 10.7 per cent of the respondents received some orientation assistance from the Saudi Arabian Educational Mission in the United States, whose primary purpose is that of helping the Saudi students in this country.

#### Accommodations

The data revealed that the majority of the Saudi students (62 per cent) were satisfied with their housing arrangements. Few criticisms were directed toward high rents, lack of convenience, lack of cooking facilities, and the inconvenience of moving to temporary housing during holidays and vacations.

Over 39 per cent of the respondents lived in university housing. This percentage is almost identical to that of the national survey (40 per cent).

#### Academic Difficulty

To evaluate the students' adaptation to academic life in the United States, this study attempted to collect some information about the difficulties the students experienced in their college work.

A large number of respondents (37 per cent) stated that they had some-to-great difficulty in writing essays, papers, and reports. As has been previously mentioned,

several factors contributed to such difficulty. Some students stated that they were not accustomed to writing essays and term papers. Others indicated that their previous academic training was inadequate for doing the school work required by the American colleges and universities. Taking and organizing notes proved to be a major problem for the Saudi students in this country. Language handicaps and lack of knowledge in the techniques of taking and organizing notes may have contributed to this problem.

Although language was a major problem during the students' first few weeks in the United States, this was not as important at the time the study was conducted. (See Tables 4.13 and 4.26.)

When the Saudi students were asked how satisfied they were with their academic progress, 81 per cent reported being either "greatly" or "moderately" satisfied, and 19 per cent were either "slightly" or "totally" dissatisfied.

Those who were dissatisfied with their academic progress indicated that their school and faculty had values at variance with their own. Some claimed that certain aspects of education provided too much information which would not be used in one's own major field of study or that they were not interested in the fields emphasized in their program.

Concerning the students' attitudes toward their faculty members, over 54 per cent of the respondents perceived the American faculty members as fair and interested in the students. Over 27 per cent socialized with their teachers, and another 17 per cent received counseling and assistance from faculty in non-academic situations. Unaccustomed to give-and-take type of classroom relationship between students and their teachers, the Saudi students were puzzled with such a relationship.

#### Leisure Time Activities

For the international student there are a broad range of activities outside the classroom which form meaningful parts of his sojourn. The data revealed that the activities which occupied the respondents' leisure time were: (1) attending parties, dances, and social events; (2) attending concerts, plays, and movies; (3) watching television, listening to music and radio; (4) traveling; (5) reading; and (6) participating in sport events. (Table 4.18)

#### Friendships

Some studies have suggested that foreign students think of friendships in America as superficial. In an effort to identify the specific kind of behavior which might be the basis for such judgement, the students were asked to identify the nationality of the students with whom

they associated most frequently outside the classroom. They were also asked to identify the nature of their social relationships with American students.

The data revealed that a small percentage (11 per cent) of the students had primarily associated with American students. However, 39 per cent pointed out that they had associated with Americans as well as other nationalities.

Concerning the second question, 47 per cent of the students expected to visit or write to fellow American students. Many of these also indicated contacts with American students in extra-curricular activities. Thirty-seven per cent indicated that they either spoke occasionally or had no relationship with American students.

It has been previously suggested (Chapter IV) that some students find the Americans friendly but only in a superficial way. Perhaps the Saudi student fails to recognize that the American student does not know his Arabic background as well as the Saudi comes to understand the American milieu.

Concerning the students' relationships with the opposite sex, over 54 per cent indicated that the Saudi male student does have difficulty in dating American girls. The reasons for such difficulty were varied in nature. These included lack of interest on the part of American girls, lack of social tact, lack of opportunity to meet American girls, and the culture and language barriers.

For many Saudi students, dating custom was not only baffling, but it was an area of considerable maladjustment.

#### Color or Race Discrimination

It can be stated that no section of this country is completely free of this stigmatizing and degenerative practice. Fortunately, a large percentage (47 per cent) of the Saudi students stated that they had not experienced any form of discrimination during their sojourn in America. The forms of discrimination experienced by the Saudi students were (1) unkind remarks concerning the cultural or religious background, (2) refusal of services in restaurants and businesses, (3) being excluded from group activities, (4) unfriendliness, and (5) restriction in housing.

Undoubtedly, some students imagined themselves discriminated against because of their expectations and their misinterpretation of some incidents.

#### Community Relationships

This study attempted to investigate the students' relationships with the communities in which their colleges or universities were located. Generally, the students expressed favorable attitudes toward members of their respective communities. Only 12 per cent showed negative attitudes toward members of the host culture.



It has been suggested that more contacts with Americans and more participation in American life are likely to produce more favorable change in the students' impressions of the United States. The Saudi students were asked about the nature and extent of their contacts with Americans outside the college or university community. Over 62 per cent of the students indicated that they had visited American homes. (Table 4.24) The national survey showed that 81 per cent of the international students had experienced home visits.

Students who expressed their dissatisfaction with their social contacts pointed out that such contacts were very superficial and disappointing. They complained that cordial first acquaintance creates hope for something deeper that never materializes. To change the attitudes of foreign students, perhaps more than superficial contact is needed.

#### Students' Evaluation of Their Adjustment

The majority of the Saudi students were generally satisfied with their sojourn in the United States. (Table 4.27) The process of adapting to the new environment was considered by a large number of respondents to be a confrontation of several difficulties which required time for adjustment. (Table 4.25) The problems mentioned most often were language difficulty, ignorance of American

social manners and customs, difficulty in school work, and homesickness. (Table 4.26)

### Analysis of Adjustment: General Conclusions

In this section, an attempt was made to determine the degree of association between adjustment to life in the United States and the following variables: age, marital status, academic classification, previous employment before coming to this country, urbanization, type of college, duration of stay, major field of study, and academic difficulties.

The association between each variable and adjustment to life was tested by either one-way analysis of variance or by analysis of variance for overall regression. The .01 level was considered to be significant for such association.

#### Age

A high degree of association (.0005) was found between the age of the students and their adjustment to life in the United States. The younger students were more adjusted than the older students. (Table 4.29)

#### Marital Status

A high degree of association (.0005) was found between marital status and adjustment of the students. The findings indicated that married students whose wives were here in the United States were significantly less adjusted

than unmarried students. Married students tended to isolate themselves from the American social scene. It has been claimed that in some cases wives whose English is inadequate and whose educational background is limited hinder their husbands' studies and social contacts. This seemed to be true of most married Saudi students. (Table 4.31)

#### Academic Classification

A low association (.873) was found between year of study and adjustment of the Saudi students in the United States. (Table 4.32)

#### Employment

A high association (.001) was found between previous employment and adjustment in the host culture. The previously employed students were considerably less adjusted than those students who were not employed before coming to the United States. A number of factors were associated with the employed students, which put greater emotional strain on them and made their adjustment more difficult than that of the unemployed students. The majority of the employed students were married and accompanied by their wives in this country. Also, loss of status may have contributed to such maladjustment. (Table 4.34)

### Urbanization

No significant association (.399) was found between place of residence in Saudi Arabia and the adjustment of Saudi students in the United States. (Table 4.35)

### Type of College

A high degree of association (.001) was found between the size of the college and adjustment of the students to life in America. The data revealed that students attending small colleges were better adjusted than students attending large institutions. (Table 4.37)

### Duration of Stay

A low association (.029) was found between duration of sojourn and adjustment to life in this country. A J-shaped curve of adjustment was determined by this study, instead of the traditional U-curve mentioned earlier in this study (Chapter IV).

### Major Field of Study

A high degree of association (.001) was found between the students' major fields of study and their adjustment to the American scene. Students majoring in Sciences and Engineering were more adjusted than those who were specializing in Humanities and Social Sciences. (Table 4.41)

### Academic Difficulties

A high degree of association was found between academic difficulties and adjustment of the students in the new environment. The resultant multiple correlation of  $R=.5436$  was significant at the .0005 level. (Tables 4.42, 4.43, and 4.44)

### Implications and Recommendations

Based on the findings of the study and the suggestions offered by some Saudi students throughout the United States, the following recommendations are presented with the hope that they will have possible implications for facilitation of adjustment of Saudi students during their sojourn in the United States.

#### To the Ministry of Education and Other Educational Authorities In Saudi Arabia

1. There is a definite need for a comprehensive pre-departure orientation program for both government-sponsored and private students going to the United States. The system of American higher education, the nature of American culture, and the prospective problems which Saudi students will face during their sojourn in America should be given primary consideration. American natives in Saudi Arabia should be called upon to participate in the program. Native Saudis who have had the experience of studying in the

United States should also be invited to conduct a series of seminars in which the common problems encountered during their sojourn in America and possible solutions to these problems would be discussed. All the above activities should be conducted by the Department of Student Mission at the Ministry of Education.

2. The fact that many Saudi students indicated that their main academic difficulties were writing essays and papers, taking and organizing notes, and understanding lectures suggests that something should be done to alleviate problems stemming primarily from the difficulty in English. Undoubtedly, the English language presents a major obstacle for many Saudi students. Since the Ministry of Education has an English language institute, it is, therefore, recommended that most students should attend an intensive course in that institute for an appropriate period of time.
3. Brief pamphlets concerning the United States, its history, people, customs, social activities, and practices should be carefully selected for the prospective students to read.

To the Saudi Arabian Educational  
Mission in the United States

1. Upon arrival in the United States, a supplementary orientation program should be arranged for the newly arrived students. This orientation program should make the initial stage of the students' sojourn less complicated and less painful. It also tends to alleviate the "cultural shock" experienced by the students upon their first arrival in this country.
2. The Educational Mission should obtain detailed information regarding as many American colleges and universities as possible. This is to determine the best department and facilities in a certain field so that Saudi students can be placed in the proper colleges and universities.
3. An attempt should be made to keep the Saudi students well informed on news from Saudi Arabia. This would give the students a sense of closeness to their country and strengthen their identification with the homeland.

To American Colleges and Universities

The recommendations listed below are offered to improve services not only for Saudi students but all other nationalities as well.

1. American colleges and universities should provide an extensive orientation program about the academic system, the American culture, and the sub-culture of the local community.
2. American colleges and universities involved in the admission of students from abroad should send applicants a detailed, carefully planned, and clearly worded information bulletin not only on their requirements and courses of study but also about their communities, the type of life, weather, etc.
3. Special assistance should be given foreign students in the selection of their accommodations in order to avoid embarrassment and unpleasant experiences with the landlords in the community who oppose renting rooms or apartments to foreign students because of their race, color, or religious background.
4. Special temporary housing with dining facilities should be made available for students who remain on campus during holidays and vacations.
5. American colleges and universities which do not possess an international house should give serious consideration to the creation and maintenance of such a house. This house should serve as a



learning and living center for American students as well as other nationalities.

6. Foreign students should be given personal counseling by their academic advisors as well as by their Foreign Student Advisors.

#### Miscellaneous Recommendations

1. Because of the importance of social contacts with Americans, special efforts should be made to encourage American students to participate actively in international clubs and organizations.
2. The key findings of the present study should be made available to all Saudi students who contemplate study in the United States, the Department of Student Mission at the Ministry of Education in Saudi Arabia, and the Saudi Arabian Educational Mission in this country.

#### Problems for Further Research

- ✓1. It would be of great significance for a researcher to conduct a similar study on the adjustment of Saudi students in Europe.
2. It would be equally meaningful for a researcher to examine the re-adjustment of Saudi students after they complete their studies and return to Saudi Arabia. Aspects to be examined would include

changes in character and outlook of the student, difficulty in occupational adjustment, and the general contribution of the American sojourn to his international understanding.

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*See also In Search of Identity, by University of Minnesota Press, p. 116-117*

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## **APPENDICES**

## **APPENDIX A**

### **LETTER**

## APPENDIX A

## LETTER

Abdulranhman I. Jammaz  
1578-L Spartan Village  
East Lansing, Mich. 48823

Dear Friend:

I am a graduate student in the Department of Administration and Higher Education at Michigan State University. I am presently conducting a survey of the adjustment problems of the Saudi students in the United States. It is unfortunate that there is no definite and correct information about the conditions of Saudi students in this country. Therefore, the study is designed to understand some of the problems we face here, for like you, I am a Saudi student and have experienced many of the same difficulties. The aim of the study is also to find out some facts which may help in improving the facilities for coming generations of Saudi students. At least we would have a more realistic understanding of the situation.

The questionnaire contains mostly multiple choice type questions and should not take very much of your time to complete. When possible please select the ONE ANSWER which best expresses your opinion concerning the question. In some cases you may find it necessary to indicate more than one answer in order to give a more accurate expression.

I would like to thank you in advance for your cooperation and assistance. I hope that you will complete the questionnaire and return your responses in the enclosed envelope as soon as possible. Your views and opinions will be treated as entirely CONFIDENTIAL.

PLEASE MAKE THE STUDY A SUCCESS BY ANSWERING AND RETURNING THE QUESTIONNAIRE. THANK YOU.

Very truly yours,

Abdulrahman I. Jammaz



## **APPENDIX B**

### **QUESTIONNAIRE**

## APPENDIX B

## QUESTIONNAIRE

I. Please give the following information about yourself.

1. Age:

- ☐ a. 20 years or less
- ☐ b. 21 through 25 years
- ☐ c. 26 through 30 years
- ☐ d. Over 30 years

2. Marital status:

- ☐ a. Married, wife with you
- ☐ b. Married, wife not with you
- ☐ c. Unmarried

3. Academic classification:

- ☐ a. Graduate
- ☐ b. Undergraduate

4. Were you employed full-time before you came to the United States?

- ☐ a. Yes
- ☐ b. No

5. How would you describe the area in Saudi Arabia from where you came?

- ☐ a. Rural area
- ☐ b. Village or town
- ☐ c. City or large city

6. How large is the college or university you are now attending?

- ☐ a. Below 6,000 students
- ☐ b. Over 6,000 students

7. How long have you been in the United States?

- ☐ a. 3 months or less
- ☐ b. Between 3 months and 1 year
- ☐ c. Between 1 year and 2 years
- ☐ d. Between 2 years and 3 years
- ☐ e. Between 3 years and 4 years
- ☐ f. Between 4 years and 5 years
- ☐ g. More than 5 years

8. What is your major field of study? \_\_\_\_\_

9. What is your chief source of financial support while in the United States?

- ☐ a. Saudi Arabian government
- ☐ b. Private industry, organization or foundation
- ☐ c. Personal or family funds

II. Please check the one answer which best expresses your case or opinion concerning the question. In some cases you may find it necessary to indicate more than one answer in order to give a more accurate expression.

1. From which source did you receive pre-departure assistance and counseling?

- ☐ a. The American Information Centers in Saudi Arabia
- ☐ b. The Cultural Attache Office at the United States Embassy
- ☐ c. Department of Student Mission at the Ministry of Education or other organizations sponsoring your study in the United States
- ☐ d. Advice from friends who have been in the United States
- ☐ e. Other forms of pre-departure assistance
- ☐ f. No pre-departure assistance

2. How would you evaluate the pre-departure assistance you received?

- ☐ a. Sufficient to meet the needs
- ☐ b. Lacking in academic information
- ☐ c. Lacking in social information
- ☐ d. Lacking in information concerning use of money, purchasing and other personal matters
- ☐ e. Totally insufficient to prepare for adjustment to life in the United States

3. Upon arrival to the United States, to what extent were you assisted in becoming oriented to your campus environment?
- ☐ a. Assistance from the Saudi Cultural Attache in New York
  - ☐ b. Special orientation sessions for foreign students
  - ☐ c. Individual assistance from Saudi students
  - ☐ d. Individual assistance from United States students
  - ☐ e. Assistance from other Arab and foreign students
  - ☐ f. Little or no orientation assistance
4. How would you evaluate the amount of assistance you received as far as your personal adaptation to the new campus community?
- ☐ a. Sufficient to meet adjustment problems and to understand the new environment
  - ☐ b. Somewhat helpful, but more orientation was needed
  - ☐ c. Insufficient
5. Where have you lived during most of your stay in the United States?
- ☐ a. College or university dormitory
  - ☐ b. College or university apartment
  - ☐ c. International house
  - ☐ d. Private apartment house
  - ☐ e. Private house or room
6. Which of the following best describes your current living conditions?
- ☐ a. Too expensive
  - ☐ b. Lack of convenience
  - ☐ c. Too isolated from campus and activities
  - ☐ d. Not conducive to study
  - ☐ e. Lack of cooking facilities
  - ☐ f. Not pleased with roommate situation
  - ☐ g. Satisfactory
7. How would you rate your proficiency in English at the time of your arrival in the United States?
- ☐ a. Capable of meeting social and academic situations with no difficulty
  - ☐ b. Socially adequate, but difficulty in academic situations

## 7. Continued.

- \_\_\_\_\_ c. Adequate in academic situations, but some social difficulty
- \_\_\_\_\_ d. Some difficulty in both academic and social situations
- \_\_\_\_\_ e. A great deal of difficulty in all situations requiring English usage

/ 8. Below are some of the areas in which foreign students experience some difficulties. Please indicate the degree of difficulties you experience NOW in each area.

	Great	Some	Little	None
(a) Understanding lectures	-----	-----	-----	-----
(b) Participating in seminars/ discussions	-----	-----	-----	-----
(c) Expressing myself orally	-----	-----	-----	-----
(d) Writing essays and papers	-----	-----	-----	-----
(e) Understanding references/ textbooks/ journals, etc.	-----	-----	-----	-----
(f) Taking and organizing notes	-----	-----	-----	-----
(g) Locating information in the library	-----	-----	-----	-----

/ 9. How would you rate your satisfaction with your academic progress in the United States?

- \_\_\_\_\_ a. Great
- \_\_\_\_\_ b. Moderate
- \_\_\_\_\_ c. Slight
- \_\_\_\_\_ d. Not at all

/ 10. What is your opinion of your relationship with faculty members inside the classroom?

- \_\_\_\_\_ a. Faculty members are fair, interested in the students and willing to take extra time for needed explanation
- \_\_\_\_\_ b. Faculty members are fair, but somewhat indifferent to the needs of individual students
- \_\_\_\_\_ c. Faculty members are unfair and indifferent to the needs of individual students

/ 11. What is your relationship with faculty outside the classroom?

- \_\_\_\_\_ a. Have socialized with faculty members
- \_\_\_\_\_ b. Have received counseling from faculty in non-academic situations

11. Continued.

- ☐ c. Have not sought assistance outside of class, but feel that faculty would be willing to assist
- ☐ d. Have no relationship with faculty outside the classroom

12. How do you spend your leisure time in the United States?

- ☐ a. Attending parties, dances and social events
- ☐ b. Attending concerts, plays and movies
- ☐ c. Watching television or listening to music and radio
- ☐ d. Traveling
- ☐ e. Participating in sports or spectator at athletic events
- ☐ f. Reading
- ☐ g. Other, please specify \_\_\_\_\_

13. With whom do you associate most frequently outside classroom?

- ☐ a. With American students
- ☐ b. With foreign and other Arab students (excluding Saudi students)
- ☐ c. With Saudi students
- ☐ d. With American students as well as other nationalities

14. How would you measure the extent of your friendship with United States students?

- ☐ a. Have visited or expect to visit in their homes
- ☐ b. Expect to write to them after graduation
- ☐ c. Share extra-curricular activities, social events and discussions
- ☐ d. Speak occasionally
- ☐ e. No relationships

15. Do you think that Saudi male students have any difficulty in making dates with American girls?

- ☐ a. Yes
- ☐ b. No

If yes, which of the following factors contribute to such difficulty?

## 15. Continued.

- ☐ a. Lack of interest on the part of the American girl
  - ☐ b. Many Saudi students lack the social tact and polish which is needed in boy-girl relationships
  - ☐ c. Lack of opportunities to meet American girls
  - ☐ d. The language barrier leads many Saudi students to isolate Americans and to associate with only Saudi and other Arab students
  - ☐ e. The cultural barrier has also a great effect on boy-girl relationship
16. In which of the following ways have you experienced prejudice towards you or other Saudi students?
- ☐ a. Unkind remarks concerning cultural or religious background
  - ☐ b. Refusal of services in restaurants or business
  - ☐ c. Unfriendliness
  - ☐ d. Being excluded from group activities
  - ☐ e. Restriction in housing
  - ☐ f. No experience of prejudice
17. How do you perceive the American public outside the college or university community?
- ☐ a. Warm, friendly, and very pleasant
  - ☐ b. Polite and courteous
  - ☐ c. Restrained and withdrawn
  - ☐ d. Cold, unfriendly, and unpleasant
18. Which of the following would best describe the nature of your social relationships with members of the community outside the college or university?
- ☐ a. Frequent visits in homes and sharing in family activities
  - ☐ b. Occasional visits in homes
  - ☐ c. No home visits, but attendance of group activities sponsored by the community organizations
  - ☐ d. No home visits and no attendance of community activities

19. After your present experience of studying and living in the United States, would you advise an intimate friend or younger brother to come to this country to live and study under exactly the same conditions as yours?

\_\_\_\_\_ a. Yes  
 \_\_\_\_\_ b. No

Why \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

20. How would you describe your adjustment to life in America?

\_\_\_\_\_ a. Very easy transition, with little or no adjustment problems  
 \_\_\_\_\_ b. Adjustment took a matter of time before feeling at home and at ease in the new culture  
 \_\_\_\_\_ c. Adjustment was difficult and sometimes frustrating  
 \_\_\_\_\_ d. There is still feeling of uneasiness and uncertainty in the new environment

21. What has been the most significant problem in your adjustment to life in America?

\_\_\_\_\_ a. Ignorance of American social manners and customs  
 \_\_\_\_\_ b. Language use problems  
 \_\_\_\_\_ c. Difficulty in school work  
 \_\_\_\_\_ d. Homesickness  
 \_\_\_\_\_ e. Strange foods  
 \_\_\_\_\_ f. Difficulty to make friends with Americans  
 \_\_\_\_\_ g. Financial difficulty  
 \_\_\_\_\_ h. Sexual problems  
 \_\_\_\_\_ i. Other, please specify \_\_\_\_\_

22. How would you evaluate your over-all sojourn as a student in the United States?

\_\_\_\_\_ a. Very satisfactory, highly pleased with social and academic situations



## 22. Continued.

- \_\_\_\_\_ b. Generally satisfactory, but occasional disappointment
- \_\_\_\_\_ c. Somewhat dissatisfied with social and academic experiences
- \_\_\_\_\_ d. Totally dissatisfied



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