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Michigan State University PH.D. 1986

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ADJUSTMENT OF AFRICAN STUDENTS AT MICHIGAN STATE UNIVERSITY

By

David Chuka Okafor

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

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ABSTRACT

ADJUSTMENT OF AFRICAN STUDENTS AT MICHIGAN STATE UNIVERSITY

By

David Chuka Okafor

The general purpose of this study was to examine the adjustment processes and experiences of African students enrolled during the spring and summer terms of 1985 at Michigan State University (MSU). The specific purposes were to identify the adjustment problems of African students at MSU and to examine the extent to which these problems were related to students' background characteristics.

The sample consisted of 210 African students from 12 African countries. Selection was based on the fact that chosen countries had to have individual populations of five or more students enrolled at MSU during spring and summer terms, 1985. The instruments used were a background information questionnaire and a modified version of the Foreign Student Problems Check List.

Methodology employed were descriptive statistics of mean and standard deviation for each adjustment problem to determine the nature, scope, and variation in responses, and chi-square tests which also examined the relationship between the degree of difficulty of each adjustment problem and background characteristics.

Results of the analysis indicated that, as a whole, most African students at MSU did not experience very serious adjustment problems. Nevertheless, a considerable number of them cited some very serious problems in certain areas of adjustment. The areas include emotional, personal, and financial aspects of adjustment, while the social, academic, and religious aspects of adjustment gave the least problems.

The findings of the study also indicated that (a) educational background was found to be associated with difficulty in evaluating transferred course credits, having enough money for school expenses, and feeling homesick; (b) length of stay in the United States was found to be related to getting acquainted with the educational system as well as getting used to American food; (c) geographic sub-region was found to be associated with difficulty in getting dollar allocations from home country; and (d) source of financial support was found not to be related to high cumulative grade point average.

DEDICATION

To my mother, Dorothy Okafor,
and the affectionate memory of my late father,
Godwin Okafor,
who, through their quality examples, were my first teachers.

They taught me to be honest, diligent, and persevering,
for nothing worthwhile in life comes easy.

Simultaneously, they cautioned me to guard against personal interest
that undermines a life of service to my Creator
as well as to my fellow human beings.

ACKNOWLEDGEMENTS

I would like to begin these acknowledgements by quoting Tuso (1981):

> The road that leads to the conclusion of a dissertation, and, indeed, to the conclusion of graduate training itself, is narrow, often long, and at times tortuous. One cannot successfully come to the end of this road without owing a great deal to many individuals.

My greatest gratitude is due to Dr. Ted Ward, chair of my guidance committee and dissertation director. Words cannot adequately describe the impact he has made and continues to make in my life as my major professor and mentor. In addition, my profound appreciation to Dr. Frank Fear, committee member, whose clarity of thought and constructive suggestions stimulated my thinking and creativity; Dr. George Ferns, committee member, whose directives and dedication for quality academic work were very helpful in all stages of this research; and Dr. Charles Blackman, committee member, whose insightful comments and brainstorming suggestions were very useful throughout the period of this dissertation work. I am proud to say that they all gave me the best constructive guidance any doctoral student could ask for.

My special appreciation to all African students at Michigan State University, particularly those who willingly participated in the study. My high regard to five Nigerian graduate students who voluntarily sacrificed their precious time in order to make my data collection a huge success. They are Bessie Okafor, my wife; Samuel Adeyemo; Dare Aworuwa; Samuel Akinseinde; and Onoh Onoh.

My profound gratitude to Michigan State University's Office of International Students and Scholars and to the World Evangelical Fellowship for their assistance in providing funds for part of the completion of my course work.

Special appreciation is due to Dr. Chikezie Ahia for being a significant inspiration toward my higher education. Also, my thanks to the Reverend and Mrs. Wayne Amsler and to Mr. and Mrs. Duane Skinner for their moral and prayerful encouragements during the most difficult periods of our stay in Michigan.

Finally, my highest regard to my wife Bessie and our three children, Okechukwu, Chiedum, and Ndidiamaka, for their consistent endurance, understanding, and sacrifices throughout the period of my academic program.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

The influx of students across national territories has a long historical tradition. The history of study abroad and cross-cultural education in general dates as far back as the Fourth Century, B.C. While students gathered in Egypt, Babylon, and Israel at the peak of these civilizations to study for the priesthood, groups of young men from various nearby lands came to study at schools of philosophy and rhetoric in Athens (Cieslack, 1955). Rome replaced Athens as the major learning center of the world after the fall of Greece. Students came from all provinces of the Roman Empire to be educated for administrative functions (Metraux, 1952).

During the medieval period, the flow of international students was nearly halted because intellectual inquiry and aesthetic ideals were debased, but the Twelfth Century ushered in the rise of modern universities such as those at Salerno, Bologna, Paris, Montpellier, and Oxford (Cieslack, 1955).

During the Twentieth Century, the United States emerged as a political and economic power with prestige and admiration from both friends and foes. It was at this point that European universities ceased to be the sole centers of higher learning for international students (Tuso, 1981). Consequently, Americans channeled considerable funds into scientific technology and applied research. Their ingenuity and creativity immensely enhanced the quality of academic institutions and made possible the development of unique technical research facilities, particularly for science. All these factors contributed to making the United States an attractive center for great numbers of international students.

UNESCO's statistical report (1982) showed that in 1979 approximately 900,000 students were studying abroad. The breakdown of foreign students distributed in the five leading host countries is as follows: (a) United States, 286,340 students or 34.2%; (b) France, 112,042 students or 13.4%; (c) Soviet Union, 62,942 students or 7.5%; (d) West Germany, 57,421 students or 6.9%; and (e) United Kingdom, 56,774 students or 6.8%. It is estimated that about 185 individual countries represented by these foreign students.

According to 1983/84 data, the countries representing the highest numbers of foreign students in American academic institutions as (a) Taiwan, 21,960 students; (b) Iran, 20,360 students; (c) Nigeria, 20,080; (d) Malaysia, 18,150; and (e) Canada, with 15,150 students in American institutions. The state of California has the largest share of the total enrollment with 47,246 foreign students, while the state of Alaska has the smallest share with 203 foreign students. Engineering, business, and mathematics/computer science top the list of academic fields international students pursue (Open Doors, 1983/84).

Statistics further indicate that in spite of the current global economic crisis, foreign student enrollment will continue to increase. It is predicted that the current number of international students studying in United States' colleges and universities could double by 1990 (Newsweek, 1982).

In view of these facts, international students continue to face numerous and endless adjustment problems. Dunnett (1981), of the National Association for Foreign Student Affairs, stated:

> Not only have U.S. institutions of higher education been indifferent to the adjustment problems of foreign students, they have also given little attention to such problems as the relevancy of American educational programs for the developing world. (p. 11)

Usually a considerable amount of attention is given to newly-arrived students from abroad: airport greetings by college officials, teas, receptions,

invitations to visit homes, appearances at local Rotary Clubs, and so forth. But when the cheering has stopped, when the business of the semester/quarter gets underway, when class assignments are given, quizzes administered, examinations graded, the foreign student often feels that s/he is in an unfriendly, almost hostile and uncaring environment (Cable, 1974). No matter how sincere and intelligent the foreign student and no matter how prepared s/he and the college may be, the problems encountered are myriad (Connolly, 1967). As one foreign student advisor clearly emphasized, foreign students face an unfamiliar academic system, new kinds of examinations, language, finances, relationships with other students, housing, and so forth (Putnam, 1960). It is suggested that often one of the biggest obstacles impeding satisfactory adjustment of international students is instructors' lack of awareness that they are dealing with a special kind of human being--one with different cultural backgrounds, attitudes, and special needs (Cable, 1974). Foreign students should be seen beyond a mere bunch of empty vessels to be filled with information and theories. Their needs cannot be reduced only to technicalities such as housing, English proficiency, and visas. Foreign students belong to rich cultures that often extend thousands of years behind them. They need to be understood and recognized as people whose experience and culture are crucial in building international dialogue and understanding (Fasheh, 1984).

Purpose of the Study

The general purpose of this study is to examine the adjustment processes and experiences of African students enrolled during the spring and summer terms of 1985 at Michigan State University. The specific purposes of the study are:

1. to identify the adjustment problems of African students enrolled during the spring and summer terms of 1985 at Michigan State University;

2. to examine the extent to which adjustment problems of African students at Michigan State University are related to selected demographic factors: family income (in home country), educational background before coming to the United States, size of family (in home country), environment of up-bringing, length of previous job experience, orientation programs received, and traveling experience;

3. to examine the extent to which adjustment problems of African students at Michigan State University are related to their contemporary experiences and conditions: levels of academic achievement, academic classifications, sources of financial support, personal and social lives, length of stay in the United States, age, marital status, gender, and religion:

4. to examine the extent to which adjustment problems of African students at Michigan State University are related to their geographic sub-regions; and

5. to offer, on the basis of the findings, suggestions and recommendations that will enhance the alleviation of adjustment problems and difficulties of African students at Michigan State University; and insofar as relevant to other African students at major United States public universities.

Operational Definition of Concepts

Since the demographic variables under investigation are categorized into some conceptual arrangements, it is essential to establish a baseline of definitions for each concept. For the purpose of this study, therefore, these concepts are defined as follows:

1. family income: the estimated annual income of the family in the home country;

2. educational background: the extent of educational training received prior to arrival in the United States. It includes primary, secondary, and university levels of educational training;

3. size of family: the number of people that make up the family in the home country. This includes father, mother, and immediate brothers and sisters;

4. environment of up-bringing: whether the environment in which one spent the most part of his/her early life was rural with a population of less than 5000 residents or urban with a population of more than 5000 residents;

5. length of previous job experience: number of months or years one had been employed in his/her home country before coming to the United States;

6. pre-departure orientation: the extent to which pre-information and knowledge about American culture and system of education played a role on adjustment experience;

7. traveling experience: the extent of traveling outside one's home country before coming to the United States;

8. G.C.E.: general certificate of education, the equivalent of secondary education;

9. secondary school education: the acknowledged link between primary and university (college) education;

10. technical education: the aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge (National Policy on Education, 1978-79); and

11. polytechnic education: a post-secondary education that prepares students for middle-level technical manpower needs.

Research Questions

1. What is the nature and scope of adjustment problems of African students enrolled during the spring and summer terms of 1985 at Michigan State University?

2. To what extent are adjustment problems of African students at Michigan State University related to selected demographic factors?

   The specific questions are:

   2.1 To what extent are adjustment problems related to educational backgrounds?

   2.2 To what extent are adjustment problems related to environment of upbringing.

   2.3 To what extent are adjustment problems related to marital status?

   2.4 To what extent are adjustment problems related to gender characteristics?

3. To what extent are adjustment problems related to contemporary experiences and conditions of African students at Michigan State University?

3.1 To what extent are adjustment problems related to sources of financial support?

3.2 To what extent are adjustment problems related to academic classifications?

3.3 To what extent are adjustment problems related to grade point average?

3.4 To what extent are adjustment problems related to length of stay in the United States?

3.5 To what extent are adjustment problems related to orientation programs received?

4. To what extent are adjustment problems of African students at Michigan State University related to geographic sub-regions?

Conceptual Framework

The concept of adjustment was originally a biological one and was a cornerstone in Darwin's (1859) theory of evolution. In biology the term commonly employed was adaptation. Darwin maintained that only those species most fitted to adapt to the hazards of the physical world survived.

The biological concept of adaptation has been borrowed by psychologists and renamed adjustment. Adjustment and adaptation together represent a functional prospective for viewing and understanding human and animal behavior. That is, behavior is seen as having the function of dealing with or mastering demands that are made upon an individual by his/her environment (Lazarus, 1969).

The conceptual framework of this study will focus on the relationship among three cross-cultural education variables: length of stay, amount of exposure, and degree of adjustment and attitude change. The theoretical model used for this conceptual analysis is the one developed by Al-Banyan (1980).

Cross-cultural education, like many terms in social sciences, has no uniformity of definition. Smith (1956) identified it as "a process of learning and

adjusting." In other words, cross-cultural education is the reciprocal process of learning and adjustment which occurs when individuals sojourn for educational purposes in a society that is culturally foreign to them, normally returning to their own society after a limited period of time. Siegel (1956), on the other hand, used the concept of interchangeability with that of acculturation: "The sojourn of foreign students in a host country, whatever special characteristics it may have, is clearly an instance of what the anthropologists have labeled acculturation." Likewise, Herman and Schild (1960) described cross-cultural education as "a process characterized by the change in perception, in evaluation, and in action occurring in individuals socialized in one culture as a result of their sojourn for educational purposes in a foreign culture."

According to Al-Banyan (1980), these definitions suggest a number of ways of viewing the foreign students' experiences in a cross-cultural context. He argues that (a) the international student has an explicit educational purpose. This purpose distinguishes him/her from both the tourist and the immigrant; (b) the international student is exposed to the norms and values of the host country during his/her stay, since unlike the tourist he is compelled, as Smith (1956) pointed out, to reach a point of co-existence with the host culture for the duration of his/her stay; and (c) the host culture is "foreign" to the visiting student. This means s/he enters a situation which is new to him/her, and the "cultural norms learned at home no longer are relevant to this new situation." To achieve his/her educational objectives, the foreign student has to develop mental attitudes and patterns of behavior compatible with and congruent to the modes of living in the new culture.

The foregoing discussion provides the basis for identifying three key variables: length of stay, exposure, and adjustment. This leads to emphasis on

the specific relationships between these variables and changes in attitudes of foreign students toward their traditional cultural values.

Length of Stay

The effect of length of stay is considered to have an important impact on attitude change in two fashions: (a) it has a direct impact on attitude change, that is, the simple fact of an individual living in a new culture over a period of time may arouse motivation for re-evaluation based on passive observation alone; and (b) for attitude change to be effected by the variables of exposure and adjustment, there must be a minimum period of time in which they may operate. Coelho (1958) maintained that the duration of foreign educational experience is a crucially important variable in cultural learning, that the student's orientations to his/her reference groups would show increasingly differentiated responses with increasing length of sojourn

To illustrate this further, several authors argued that there are three phases involved in attitude change of foreign students. First comes a spectator phase during which the student observes life around him/her, taking part in it superficially but not becoming actively involved. The second phase is characterized by an effort on the part of a student to find a place for him/herself in the new environment and to define a new and complex social order whose structure is so different from that of his/her home culture. In the third phase, the student comes to terms with the new environment and establishes stable patterns of behavior. This phase seems to mark a turning point in adjustment from old to new (Beals & Humphrey, 1957; Coelho, 1958; Seltiz et al., 1963).

Exposure

Al-Banyan (1980) argues that,

> While exposure and adjustment obviously are interrelated, there is reason to separate them analytically, at least to begin with. Since adjustment logically presupposes exposure and because, unlike adjustment, some amount of exposure is automatic by virtue of the student's merely being in a host country. With the assumption that a foreign student is situated between and within two cultural environments, one may conclude that in the new environment the student may inevitably have to engage in behaviors inconsistent with the attitudes and behavioral modes which s/he has developed in the home environment. (p. 8)

This incongruity between presently required behaviors and previously acquired attitudes is likely to create some degree of psychological disequilibrium. While the nature of this disequilibrium is of some interest, the concern here is with its resolution, that is, with the outcomes of the behavior-attitude incongruity and its relevance to changes in attitude.

If the foregoing assumption is correct, the theory of cognitive dissonance is of significance since the incongruity between international students' behavior and their attitudes is a special case of a dissonant relationship. In A Theory of Cognitive Dissonance, Festinger (1957) summarized dissonance theory as follows:

> (1) There may exist dissonant or "non-fitting" relations among cognitive elements; (2) the existence of dissonance gives rise to pressures to reduce the dissonance and to avoid increases in dissonance; (3) manifestations of the operation of these pressures include behavior changes, changes of cognition, and circumspect exposure to new information and new opinions. (p. 31)

Dissonance theory holds that when an individual's behaviors are incongruent with his/her attitudes the individual will experience a psychological disequilibrium called dissonance that can be dissolved by various ways. One of the most direct ways involves simply changing attitudes so that they are consistent with behaviors (Rosenberg et al., 1960). This would seem to be the path of least resistance for a foreign student. Since s/he must yield to the behavioral demands of the new culture in order to fulfill effectively his/her primary

objective of being there, subsequent dissonance-reducing attitude changes follow almost out of necessity. To go in the other direction, that is, to revise behaviors back to their original consistency with home cultural attitudes, would be tantamount to withdrawal and to compartmentalization. In other words, to separate new behaviors and old attitudes into unrelated systems certainly would become not only an awkward but unnecessary strain over long periods of time.

A shift of attitudes in a direction consistent with behavior gains momentum, and here the effects of exposure are most direct (Al-Banyan, 1980). Considering Festinger's (1957) assertion that "if a person is trying to reduce dissonance by changing some opinion held, then that person will be very receptive to communications attempting to influence him/her in that direction." Thus, while an international student's exposure to a new way of life leads to dissonance-arousing situations, exposure may also become an effective mechanism for dissonance reduction.

The opportunities for exposure are numerous. Providing that the student does not isolate him/herself from the new surroundings since the need to establish oneself requires the student to learn appropriate attitudes and behaviors, certain kinds of exposure are inevitable. The student's need to understand the new language, for example, leads him/her to engage in conversation with natives of the host country. Feelings of loneliness lead the student to read newspapers and magazines, watch television, etc. The student may be invited to home visits or social functions. If single, s/he may date. In all cases, there is ample opportunity for the student to receive large doses of another cultural way of life, ranging from watching a commercial show on television to a deep personal relationship. Social scientists interested in the area of international student experiences argue that foreign experiences serve as a catalytic force, that many of those who have had assured their families and

friends before they left for abroad that they would not stray from their homeland values as had others who preceded them had conceded, upon returning, that they, too, had changed (Useem & Useem, 1955).

Adjustment

In analyzing the definition of cross-cultural education, the importance of viewing an international student from the perspective of a stranger was briefly inferred; in this context, it becomes essential for the student to learn the required behavior of the host country. To achieve educational goals, a new cultural assimilation becomes inevitable. In other words, once exposed to the new behavioral demands of the host country, a visiting student must either adjust or withdraw and, assuming behavioral adjustments are made, cognitive adjustments must follow to reconcile new norms with former ways of thinking. Behavioral guidelines and cognitive maps developed in the home culture in many cases prove to be irrelevant or inadequate devices for coping with the changed situation (Al-Banyan, 1980).

How does this preceding discussion relate to attitude change? There is an argument that the formation and modification of attitudes are closely tied to the interplay between adjustment and learning (Smith, 1956). The learning required for effective adjustment draws a student into ever-greater familiarity with the flow of life in the new environment. As the student comes to know what is necessary for effective coping in a host country--and why that is so--the student's cognitive base for appraising his/her homeland broadens into many theretofore untouched areas. With these evaluative capacities expanded, so also are the possibilities for attitude change.

Katz and Stolend (1959) listed the components of an attitude as affective, cognitive, and conative. The affective component refers to the emotion or

feeling attached to an attitude object. This component is the central aspect of the attitude; since it is most closely related to the evaluation of the object, it is the affective element which differentiates attitudinal evaluation and intellectual appraisal. The cognitive component refers to a person's knowledge or beliefs (correct or incorrect) about an object. This can vary from knowledge of some minimal cue necessary to define the object to a full and detailed description of the object and beliefs about it. The conative component refers to a person's behavioral readiness to respond to an object (Katz & Stolend, 1959).

These components of attitudes are regarded as both distinctive and interrelated, for to evaluate an object or symbol of that object, some cognitive processes are necessary. The object must be recognized and must be related at least simply to other objects or beliefs (Katz & Stolend, 1959). Conversely, a person may have beliefs about various objects and aspects of his/her world, but these are not attitudes unless an attribution of good or bad qualities accompanies the specific beliefs. Similarly, neither can belief about nor evaluation of an object be established as a developed attitude without a concurrent conative component, that is, without the individual's experiencing some degree of impulse to respond behaviorally to the object.

This interrelatedness of attitude component provides a basis for inference concerning attitude change. That is, one may conjecture in the other. For instance, a change in the cognitive component brought about by exposure to new information about the attitude object may motivate an individual to reevaluate, i.e., change his/her attitude toward that object. Or, if changed circumstances require that the person change his/her behavior (conative component) toward an object, the person may ultimately be motivated to change both the affective and cognitive components of his/her attitude toward this object.

These reflect attitudinal changes that were inferred in the discussion of the three independent variables of this study and form the basis of the theoretical framework. As a foreign student's stay is extended, as s/he is exposed to more aspects of a new culture, as s/he adjusts thoughts, feelings, and actions to meet new environmental demands, the student's attitudinal structure is subjected to powerful inputs. As time goes on, the impact of exposure and the demands of adjustment make their influence felt and attitude begins to change. It is within this context of the international student's experiences that the design of the conceptual framework of this study is built.

Al-Banyan's (1980) theoretical relationship within these variables--length of stay, amount of exposure, degree of adjustment, and attitude change--follow this sequence (see Figure I).

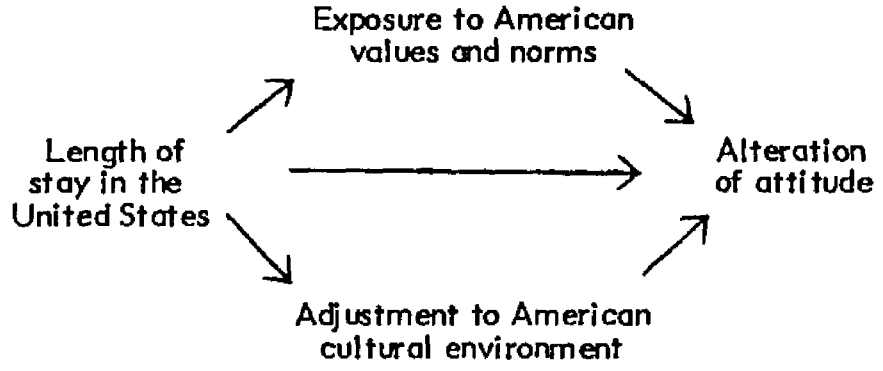


Figure I: Al-Banyan's (1980) attitude change sequence.

This conceptual schema is an intervening model; that is to say that the two variables of adjustment and exposure are viewed as intervening variables which would either increase or reduce the relationship between the independent variable, length of stay, and the dependent variable, attitude change. This implies that the effect of length of stay on an international student's attitudes

toward his/her home cultural values would be conditioned by both exposure and adjustment. If the student is frequently exposed to American cultural values and norms through contacts with American people and participation in American life and becomes better adjusted during his/her stay, the relationship between length of stay and attitude change should be stronger; if the exposure is infrequent and adjustment is poor, the relationship would weaken or disappear.

Significance of the Study

Each year a great number of African students come to study in American colleges and universities and have a great many adjustment problems. Statistics reveal that during the 1960-61 academic year, which was the epoch of political freedom to most African countries, the number of African students studying in the USA was 2,831. During the 1983-84 academic year, this number jumped to 41,690 (Adam, Julian, & Laan, 1983-84). The increase in numbers of African students in the United States along with foreign student population growth are shown in Table 1.1. The increasing number of African students, therefore, suggests re-examination of their adjustment problems and difficulties towards reducing them.

On this basis, the significance of this study derives from the following outcomes:

1. information on the nature and scope of adjustment difficulties facing African students at Michigan State University in order to provide practical suggestions;

2. additions to the data base to Michigan State University's heads of departments, admissions' officials, administrators, instructors, foreign student counselors and advisors, as well as others interested in promotion of the welfare of foreign students in general.

Table I.I
Number of African Students in the United States and Foreign Student Population, 1954/55 - 1983/84

Year	Foreign Students Total	African Students	Percentage Total
1954/55	34,232	1,234	3.6
1959/60	48,486	1,959	4.0
1964/65	82,045	6,855	8.4
1969/70	134,959	7,607	5.6
1974/74	154,580	18,400	11.9
1979/80	286,340	36,180	12.6
1983/84	338,890	41,690	12.3

Source: Adam, Julian, and Laan, Open Doors, pp. 14-15.

3. useful information for African home governments and their educational attaches overseas and also for prospective African students studying in the United States in order that they may prepare themselves adequately and plan accordingly prior to their arrival here.

4. increased awareness, understanding, and level of appreciation for adjustment problems facing African students on American campuses;

5. increased level of understanding and acceptance of other peoples' cultural uniqueness, thereby advancing international relations and cooperation;

6. additions to the existing knowledge concerning the problems of international students in general; and

7. basis for further research toward reducing adjustment problems of foreign students.

Definition of Terms

Definitions of major terms in this study are shown below.

Acculturation: the process whereby an individual or a group acquires the cultural characteristics of another through direct contact and social interaction.

Adjustment: the technique whereby an individual responds to changes in his/her environment by altering responses to keep behavior appropriate to new environmental demands.

African students: those students currently enrolled at Michigan State University whose country of origin is one of those on the African continent, excluding the Republic of South Africa (Tuso, 1981).

Analysis: breaking up of a whole into its fundamental component parts in order to understand the essential features.

Assimilation: a state in which an individual has come to accept his/her new cultural environment and no longer feels like an outsider (Pruitt, 1978).

Cross-cultural education: the reciprocal process of learning and adjustment that occurs when individuals sojourn for educational purposes in a society that is culturally foreign to them, normally returning to their own society after a limited period of time (Smith, 1956).

Population and Sample

The target populationof this study consists of all African students at Michigan State University. The sample was 210 students from 12 selected African countries. The selction of these nations was based on the fact that the selected countries had to have individual populations of five or more students who enrolled during the spring and summer terms of 1985 at Michigan State University.

Delimitation

Since it is not feasible to include every African student in the United States in the study, it becomes necessary to delimit the study to a selected group of African students at Michigan State University for management purposes.

1. The subjects of the study will be limited to a selected group of African students who enrolled during spring and summer terms, 1985, at Michigan State University.

2. The inquiry of the study will be limited to information on selected demographic background and contemporary conditions and experiences of the students.

3. The information obtained in the study will be restricted by the nature and scope of the instruments employed.

Limitation

The generality of the study is limited because the research is specifically delimited to a selected group of African students at one major United States university. The findings, however, can be generalized with caution to all African students at major United States public universities.

Organization of the Study

An outline of the study concerning the analysis of adjustment process in the case of African students at Michigan State University is as follows. Chapter I contains the background of the study, the purpose of the study, operational definitions of concepts, research questions, hypotheses, conceptual framework, significance of the study, definitions of terms, delimitations, and limitations of the study. Chapter II presents a review of related literature pertinent to the problem under consideration.

Chapter III presents the methodology of the study, purpose of the study, population and sample, source of instruments, pilot test, data collection, and treatment data.

Chapter IV contains the statistical results and a discussion of the findings. Chapter V presents a summary, conclusions, and recommendations for program implementation and for further research.

CHAPTER II

REVIEW OF THE LITERATURE

Chapter II is divided into seven major sections containing a review of the literature related to this study. The topic areas included in the review are studies on (a) African students on American campuses, (b) stage-patterns of international students' adjustment, (c) "U" and "W" curve hypotheses, (d) international students' nationalities as a factor in adjustment, (e) educational adjustments of international students, and (f) health difficulties of international students, as well as (g) a summary.

Studies on African Students on American Campuses

Hanson (1972), in his doctoral study at the University of Michigan, statistically analyzed the data collected in 1961 by the International Institute of Education to determine factors associated with academic achievement of African students in the United States. Among personal factors, marital status and country of origin were found to be associated with academic achievement, while gender, age, and length of stay in the United States were not associated with academic achievement. Among educational factors, academic class, field of study, indecision concerning course selection, courses with no future occupational application, difficulty with studies, and self-evaluation of academic success compared to other foreign students were found to be related to academic achievement. Proficiency in English language (i.e., self-assessed) and satisfaction with educational programs in the Untied States were not found to be

significant. Financial factors were found to be unrelated to academic achievement. Furthermore, size and locations of academic institutions were found to be related to academic achievement among African students.

In an attempt to identify the major variables pertaining to scholastic factors related to academic achievement of Nigerian students in the United States, Ohuche (1967) carried out a study of 1882 Nigerian students in the United States during the 1966-67 academic year. Of the total number, 1426 were undergraduates and 456 were graduate students. the findings indicated that there was no significant difference between academic achievement and previous educational background (as measured by grades in the school certificate examination) and source of financial support or location where undergraduate education was obtained (whether in the USA or elsewhere). The study indicated, however, that undergraduates who completed the Higher School Certificate (HSC) for two years of additional schooling after secondary school performed better academically than those who did not.

In another study of African students, Clark (1963) surveyed Ghanian students in the United States with the aim of investigating their cross-cultural academic experiences. The findings discovered that those students with government scholarships performed better academically than those who did not have government scholarships, that married students were more satisfied with their grades than unmarried students, and that those students enrolled in accredited institutions performed better academically than those in non-accredited institutions. The study also revealed that those 30 years of age or older were more satisfied with their grades than those under 30 years of age and that those students with the advanced level of the General Certificate of Education (GCE) or its equivalent performed better academically than those with

fewer qualifications. Finally, the author found that those in the last two phases of cultural adjustment were more successful than those in the first two phases.

In his study of adaptation by African students on American campuses, Pruitt (1978) found that the major difficulties facing African students included weather changes, communication, discrimination, depression, tiredness, and homesickness. With time, the study maintained, most of these problems diminished, although fatigue and depression were persistent problems. Pruitt (1978) also reported that a large number of the African students were satisfied with their educational experiences in the United States, while only a few of them felt comfortable with the American value system, dating practices, climate, friendship, and food. It was indicated that Nigerians and government-sponsored students responded with above-average adjustment, while self-supported and Ethiopian students reported below-average adjustment. Finally, the study showed that the majority of the respondents were negative toward religious practices while in the United States.

Essien (1975) at Kansas State University investigated the interactions, perceptions, and attitudes of male Nigerian students toward the United States. The results reported that most of the respondents did not interact freely with Americans. However, the students interacted more freely with black Americans than with white Americans. In general, the study showed that the students had friendly attitudes toward Americans. Family ties among Americans, the study suggested, were weaker in the United States than in Nigeria. Lastly, the students were satisfied with Americans' personal characteristics.

In another study Arubayi (1979) of Kansas State University identified problems as perceived by Nigerian students. The findings reported that identified problems included financial difficulties. Respondents who obtained their undergraduate degrees from universities abroad reported more problems,

and, except in financial aid, undergraduates had more problems than graduates. The study also revealed that female students had more problems than their male counterparts; and Moslem respondents experienced more problems than Christians in the areas of academic records, the English language, and personal and social activities. Finally, Arubayi reported that those students in the field of humanities had more problems, while those in veterinary medicine experienced few problems.

Students on Stage-Patterns of International Students' Adjustment

Many social scientists in the area of cross-cultural education have written considerably about "stage-patterns" of adjustment in foreign cultures. Adler (1975) viewed the adjustment of a sojourner as a transitional experience reflecting a movement from a stage of low self- and cultural-awareness to a state of high self- and cultural awareness. The author described five phases through which a sojourner goes during the adjustment process:

1. a contact phase characterized by excitement and euphoria during which the individual views the new environment ethnocentrically, is more attuned to cultural differences;

2. a disintegration phase marked by tension, confusion, alienation, depression, and withdrawal, during which cultural differences increasingly become noticeable and interpersonal prediction is deflated;

3. a reintegration phase which is characterized by a strong rejection of the second culture, defensive projection of personal difficulties, limitation of relationships to fellow nationals, and an existential choice to regress to earlier phases or to move closer to resolution and personal growth;

4. an autonomy stage marked by increasing sensitivity, skill and understanding of the host nationals and culture, and (perhaps overestimated) feelings of expertise); and

5. an independence stage marked by a cherishing of cultural differences and relativism; behavior that is expressive, creative, mutually trusting, and sensitive; and, most important, increased self- and cultural-awareness enabling the individual to undergo

> further life transitions and to discover additional ways to explore human diversity. (p. 13)

Significantly, it should be observed that Adler's stages have strong resemblance to Oberg's (1960) stages. Nevertheless, the self-actualizing nature of Adler's final transitional step indicates that the individual who has reached the final stage should be better prepared for a third cross-cultural adaptation. In contrast, Oberg's stages make no explicit prediction of facilitated adjustment in future cross-cultural experiences.

Church (1982) adds these comments:

> Stage models of sojourner adjustment encounter inherent conceptual and methodological difficulties in classifying individuals. Is the order of stages invariant? Must all stages be passed through or can some be skipped by some individuals? In order to classify individuals, key indicators of each stage are needed, indicators that may vary with the culture of origin or be indicative of more than one stage, reflecting superficial adjustment in an early stage but a true "coming-to-terms" with the new culture in a later stage. Such difficulties must be resolved if stages of adjustment are to be predictive and useful for other than post hoc, descriptive purposes. (p. 541)

In his description of the transitional phenomenon, Oberg (1960) outlined four stages of the experience.

1. first, a "honeymoon" characterized by fascination, elation, and optimism lasting from a day to less than six months, depending on how soon the reality of everyday coping and communication with the new culture begins;

2. a second stage characterized by hostile and emotionally-stereotyped attitudes toward the host country and increased association with fellow sojourners;

3. a third stage called a "recovery" stage which is characterized by increased language knowledge and ability to get around in the new culture, a better attitude toward the host people, and an increased sense of humor; and

4. a fourth stage when adjustment is about as complete as possible, anxiety is largely gone, and new customs are accepted and enjoyed. (p. 177)

Contributing further on the topic, Dubois (1956) argued in favor of five phases which she described as the following:

1. a spectator phase characterized by psychological detachment from the new experience. things happen to the visitor which s/he notes as expected, strange, or novel. while the experience may be interesting, exciting, confusing, or even humiliating, the visitor is protected from serious distress or major influence since s/he is not yet personally involved in the new scene;

2. an adaptive phase marked by active involvement in the problem of adjustment to the life of the host country. Adjustive stresses become prominent and the visitor tries out his/her repertoire of adjustive strategies and tactics. During this time, the sojourner first begins to participate and engage in the network of values, customs, and habits prevalent in the host country. Adjustment stresses, whether minor or major in intensity, are felt significantly during this period;

3. a coming-to-terms phase that sets in when adaptive issues raised for the individual during the preceding phase are brought into an equilibrium. This period may be characterized either by marked positive or negative attitudes or by objective judgments of the host country. If the equilibrium is charged with negative affect toward the host country, overt criticisms and verbal aggressiveness may be more freely expressed than in the earlier phases;

4. a predeparture phase that sets in shortly before the sojourner leaves the host country. The need of returning home gains a new ascendancy in the awareness of the individual. S/He may look toward home with a sense of expectancy or apprehension, and s/he may attempt to prepare the way by renewing contacts with the homeland if they have been allowed to lapse during the sojourn abroad. It may also be assumed that during this phase, s/he sees the host country and the sojourn period with a somewhat altered perspective; and

5. a readjustment phase suggesting that upon return to his/her home country, the individual who has studied abroad may again face a series of readjustments to interpersonal relations, to the social changes that may have occurred during his/her absence, and to life changes. (p. 66)

The transitional process which occurs in the cross-cultural experience is a depth experience with significant outcomes. Expanding on this point, Adler (1975) had the following to say:

> The transitional process marks the growth and development of personality along with a number of dimensions. At the perceptual level, it represents the movement of personality through a symbiotic state of single reality awareness and acceptance of the interdependence of many realities. Emotionally, the transition marks the change from dependence on reinforcements to independence, while in the largest sense of self-concept, it is the change from monocultural to an intercultural frame of reference. Significantly, transitional experiences can be essential to a working through of self-concept. The tensions and crises of change demand that the individual answer the confusions of life experiences with a reaffirmation of his or her uniqueness as an individual in relationship to others. (p. 13)

The transitional experience is, finally, a journey into the self. Paradoxically, the more one is capable of experiencing new and different dimensions of human diversity, the more one learns of oneself. such learning takes place when a person transcends the boundaries of ego, culture, and thinking. As interactions across barriers of human existence increase and as the world comes closer to the physical realities of "the global village," better understanding of exchange experiences will hopefully broaden the challenges to ethnocentrism, chauvinism, and nationalism (Adler, 1975).

Studies on "U" and "W" Curve Hypotheses

The concept of "U" shaped curves was originated by Lysgaard (1955) during his study of adjustment processes of 200 Norwegians who had been in the United States for educational purposes for 0-6 months, 6-18 months, and 18 months and over. Using various items indexing professional, educational, and social adjustment, Lysgaard found that "good" adjustment was reported by the first and third groups, while the second group was found to be "less well" adjusted. The central focus of the concept was that adjustment is a process over time and that

> Adjustment is felt to be easy and successful to begin with, then follows a crisis in which one feels less well adjusted, somewhat lonely, and unhappy; finally one begins to feel better adjusted again, becoming more integrated into the foreign community. Or, to put it differently, the author suggests that adjustment as a process over time operates at increasingly more intimate levels of contact with

> the community visited. The need for more intimate contact, however, makes itself felt before one is able to achieve such contact and for some time; therefore, one may feel "lonely" and maladjusted. (p. 47)

The "U" curve hypothesis, however, has not been supported by all cross-cultural investigators. Selby and Woods (1966), in a study of 68 non-European foreign students at Stanford University, observed that both academic and social morale rise and fall with the stages of the academic year rather than in a "U" curve. Golden (1973), in his psychiatric study of American junior year abroad students, indicated a similar pattern.

Becker (1968) found support that the "U" curve may be more relevant for sojourners from Europe than from developing countries. Similarly, a large scale international study of foreign students in 11 countries (Hull, 1978; Klineberg & Hull, 1979) broke up the length of stay factor into several different variables (i.e., number of problems reported, personal depression, loneliness, homesickness, etc.), but concluded that there was almost no cross-sectional support for the "U" curve concept.

In response to the adjustment processes of sojourners over time, Gullahorn and Gullahorn (1963) proposed an extension of the "U" curve to a "W" curve, since the cycle of adjustment in the host country is followed by a cycle of readjustment upon the foreign student's return home. In other words, sojourners often undergo a reacculturation process--a second "U" shaped curve in their home environments similar to the ones experienced abroad (Church, 1982). Pictorially, a "W" shaped curve looks like Figure 2.1.

Unlike the "U" shaped curve, the "W" shaped curve has been regularly cited as a good way of examining the adjustment process. It is one of the few concepts generally shared by virtually all professionals involved in cross-cultural education, rivaling only "culture shock" as a well known starting point for

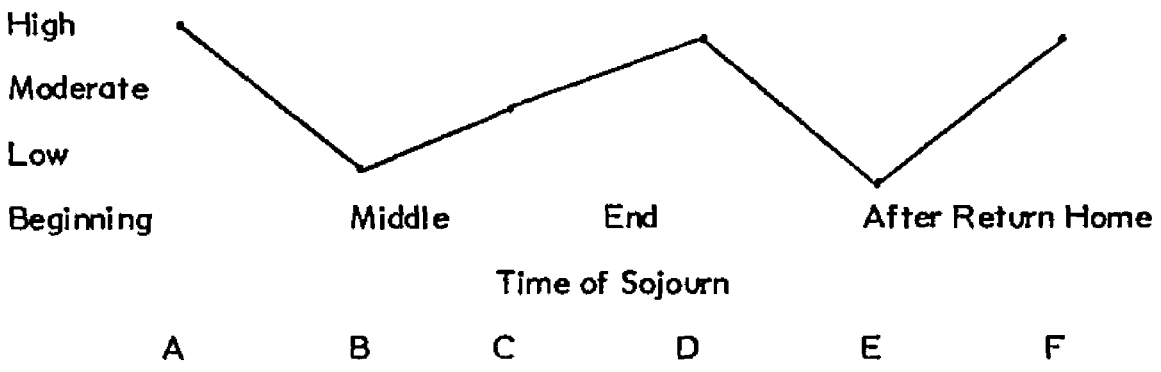


Figure 2.1. Feelings of satisfaction with sojourn (Brislin, 1981).

analyzing sojourners' experiences (Brislin, 1981). Some investigators have given clever names to areas of the curve which summarize typical adjustment patterns. Trifonovitch (1977a) names point A the "honeymoon stage" during which excitement and enthusiasm with new experiences leads to tremendous feelings and satisfaction. Point B occurs when "hostility" or "crisis" begins, since sojourners become frustrated with their inability to solve problems in a familiar manner. During this time, criticism toward the host country begins. At point C, "humor" becomes evident as sojourners begin to adjust. They can now laugh at the mistakes they used to make and can accept new challenges with more lightheartedness. When they reach point D, they feel "at home," comfortable, and able to meet day-to-day problems with efficiency. Trifonovitch suggests that part of the upswing in mood may be due to their excitement about returning home. At point E, however, "reverse culture shock" is experienced. People feel alienated and confused; they should fit into the home culture, but do not. Friends and relatives have gotten married and changed their locations, reorganization has taken place at work, one's neighborhood has had a facelift, and not everyone is interested in sharing from the new ideas acquired during the sojourn. The returnees learn to cope with these problems, however, and at point F have made a readjustment.

In view of the "W" shaped curve hypothesis, Klineberg and Hull (1979) analyzed long-term experiences of foreign students and sojourning professors, and they found no evidence for a "W" curve. According to this study, reported experiences varied greatly, marked much more by individual differences than by a set of responses generalizable to many people. Klineberg and Hull observed that the downswing from point A to point B was not continually evident, which means that there could not possibly be a move up to point C. Half of the picture is totally eliminated.

On differences of opinion regarding the "W" curve hypothesis, Brislin (1981) suggests that it is interesting to speculate why Gullahorn and Gullahorn (1963) could summarize results through the curve and Klineberg and Hull (1979) could not. One possibility stems from the time of data collection, according to Brislin. The first study was done in the late 1950s, the second in the late 1970s. Changes sojourners' preparation have taken place. In addition, sojourners are now better prepared for adjustment difficulties and do not experience severe downswings in mood. Since the 1950s, hosts have become more accustomed to sojourners. They may not react to sojourner mistakes so intensely and may even make minor modifications to accommodate them. Further, as more sojourners travel abroad, there are more countrymen to consult during difficult periods and more professional resources such as foreign student advisors' offices, etc. (Brislin, 1981).

Studies on International Students' Nationalities as a Factor in Adjustment

A considerable number of studies have been carried out on the area of nationality as a factor that facilitates or inhibits the adjustment process. Lysgaard (1955), Scott (1956), and Swell and Davidsen (1961) conducted individual studies on the adjustment experiences of Scandinavian students in the United

States. The findings revealed that these students had minimal adjustment problems. In contrast to these findings, Bennett, Passin, and McKnight (1958), in a study of Japanese students in America and Japan, observed that the Japanese had more difficulties adjusting.

Sharma (1971) surveyed 748 non-European graduate students in selected universities in the state of North Carolina to identify and analyze problems experienced by these students. Academic, social, and personal problems were assessed in terms of adjustment difficulty and duration. Difficulties in understanding lectures, participating in class discussions, and preparing oral and written reports, all language-related, were the most serious academic problems. The most serious personal difficulties concerned homesickness, housing, funds, food, and companionship with the opposite sex. Long-term social problems concerned American social customs, making friends, and being accepted in social activities.

Gaither and Griffin (1971) on their study of international students at the University of Tennessee observed that English proficiency was the single most important problem for foreign students at the university. According to the findings of the study, English constituted 60% of the students' difficulties followed by finances with 55%.

Johnson (1971) using the same data collected by Gaither and Griffin (1971) found different results. A four-choice response was available for each item: "very important problem," "important problem," "sometimes a problem," and "not a problem." Since a relatively small percentage indicated English proficiency as "very important," and since the response for both finances and language did not differ significantly from those of domestic students, he concluded with Walton (1967) that a foreign student must be approached as "more student than foreign." It must be noted, however, that in the questionnaire given to domestic students,

the item "English language proficiency" was changed to read "ability to communicate effectively."

A sizeable number of studies has been carried out not only on the problems of foreign students in the United States as a sub-group, but also on the basis of individual nationalities. Cross-cultural education literature has indicated that although foreign students do share some common experiences during their adjustment process, there are also certain adjustment problems peculiar to some national groups. Reiff (1972) used a modified questionnaire developed by Gaither and Griffin (1971) to survey a large sample of the foreign students at the University of Georgia. He found that over half of the total sampled identified English language proficiency and finances as major problems. Analyzing the results, the researcher compared responses of Chinese and Indian students apart from those of other international students since these two nationalities together formed one-third of the foreign students on the campus during the time of the survey. Comparing the responses using percentages, he found that the Chinese most frequently noted English language as a major problem, while the Indians most frequently noted finances and dating as most difficult problem areas.

Guglielmino and Parkins (1975) used a modified version of the questionnaire developed by Reiff (1972) to survey 210 foreign students at the University of Georgia. The percentage of respondents who identified potential problems was used to identify the top five problems most often noted by Chinese, Indian, and other international students. The Chinese students most often noted problems of (a) English proficiency, (b) racial or religious discrimination, (c) homesickness, (d) separation from family in the home country, and (e) unfriendliness of people from the community. The Indian students, on the other hand, most often noted the following: (a) finances, (b) dating of the opposite sex, (c) separation from family in the home country, (d) homesickness, and (e) housing. For other

respondents, the top five problem areas were (a) finances, (b) lack of good friends, (c) English proficiency, (d) homesickness, and (e) separation from family. In general, more Chinese than Indian students identified the questionnaire items as actual problems than either the Indians or the other respondents did.

Similar studies have focused on identifying the problems of particular national groups. Using questionnaires and adaptive capacity scales on the Minnesota Multiphasic Personality Inventory, Klein et al. (1971) found that the great disparity between cultural lifestyles caused Asian students at the University of Wisconsin particular adjustment difficulties, with social isolation (often self-imposed) a major problem. Jarrahi-Zadeh and Eichman (1970) surveyed Middle Eastern students at the University of North Carolina and discovered that their primary problems tended to involve social adaptation with finances an often-noted problem area.

Church (1982), in his recent extensive review of cross-cultural education literature, pointed out that studies that examine differences in the adjustment of sojourners from different nationalities often make reference to "cultural distance." With this concept in view, most writers assume that adjustment will be more difficult for visitors coming from home cultures that are very different from the host culture (Beck, 1963; David, 1971; Morris, 1960). Empirical studies have generally supported this claim (e.g., Hull, 1978).

When national origin or any other variable is examined as a determinant of sojourner adjustment, however, it is important to distinguish different indices of adjustment. Four adjustment indices (nature and extent of social interaction with host nationals, general adjustment, attitudes toward the host country, and sojourner satisfaction) have been most frequently discussed in the literature. The results relating national origin to social interaction and general adjustment (generally the number of problems endorsed) are quite consistent (Church, 1982).

Although it is not possible to rank order all geographical areas or national groups, Canadians and West Europeans are consistently found to be more socially involved with United States' nationals and to report fewer adjustment problems. On the contrary, students from the Far East are least involved socially and report the greatest number of adjustment difficulties. Indians, Black Africans, Latin Americans, and Middle Easterers appear to fall in between these two extremes (Deutsch, 1970; Forstat, 1951; Galtung, 1965; Hassan, 1962; Hegazy, 1968; Hull, 1978; Shepard, 1970).

Studies on Educational Adjustments of International Students

In the Darwinian doctrine world of "survival of the fittest," academic anxiety becomes an endemic reality of the college experience. The anxiety is accentuated by the prevailing atmosphere of competition and is further compounded by personal, financial, social, and situational circumstances. Frequently, vulnerable and often ignored victims of this experience are international students. Connolly (1967), in his article on international students, put it this way, "No matter how sincere and intelligent the foreign student, and no matter how prepared he and the college may be, the problems encountered by these students are myriad and enormous."

During the process of educational adjustment, one of the most often barriers confronting foreign students is communication (English proficiency). Cable (1974) wrote an article on foreign students in the United States in which he stated that communication poses a real problem to foreign students. He further maintained that learning a second language in adulthood constitutes a great complication. It involves not only the mastery of the language, but also complex, subtle, ambiguous, irregular paralinguistic features such as idioms, humor, facial and bodily expressions, or the lack of them (Huang, 1977). Learning

to speak, read, write, and think in English is an awe-inspiring task, even for students who have had extensive English training before coming to the United States.

Sharma (1971) studied the academic problems experienced by non-European foreign graduate students enrolled in selected universities in the state of North Carolina. The academic difficulties experienced by these students were arranged according to degree of severity from maximum to minimum:

1. participating in class discussion (maximum severity),
2. giving oral reports,
3. understanding lectures,
4. taking appropriate courses that satisfy your objectives,
5. taking notes in class,
6. preparing written reports,
7. taking standardized tests such as the Graduate Records Exam,
8. writing essay-type examinations,
9. understanding the American educational system,
10. understanding examination procedures,
11. competing with American students for grades,
12. maintaining satisfactory academic records,
13. understanding textbooks,
14. taking objective tests,
15. using libraries effectively, and
16. getting adequate credit for academic work done outside the United States (minimum severity). (p. 109)

The findings also indicated that those identified problems that are on top of the list in terms of severity took a longer period of time to be resolved. The following is a list of academic problems arranged according to length of time

taken in their resolution, from maximum to minimum, as experienced by foreign graduate students:

1. giving oral reports (maximum time);
2. participating in class discussions;
3. taking notes in class;
4. taking appropriate courses that satisfy your objectives;
5. preparing written reports;
6. understanding lectures;
7. writing essay-type examinations;
8. competing with American students for grades;
9. understanding the American educational system;
10. understanding textbooks;
11. taking standardized tests such as the Graduate Records Exam, Millar Analogy Test, etc.;
12. maintaining satisfactory academic records;
13. understanding examination procedures;
14. using libraries effectively;
15. taking objective tests; and
16. getting adequate credit for academic work done outside the United States (minimum time). (p. 113)

The study further revealed that personal adjustment, source of financial support, field of study, and academic classification were factors in academic adjustment of these foreign graduate students.

Foreign students in the United States experience a variety of academic difficulties (DuBois, 1956; Selltiz et al., 1963). Students from the Middle East tend to be more severely handicapped in adjusting both academically and socially (Al-Sharma, 1959; Mills, 1967; Zain, 1965). In another study carried out by Hagey (1968), more than 69% of the sampled students rated themselves as less than

adequate in English competence. International students who experience academic problems express more dissatisfaction with their sojourn (Gezi, 1965).

In their article reporting a study involving Middle Eastern students, Hagey and Hagey (1974) indicated that the students themselves showed that the American system of education, with its complex registration procedures, pre-enrollment advising, testing methods, and the entire structure of course requirements and prerequisites could create a major source of difficulties for foreign students. They were frequently unfamiliar with objective tests and had considerable difficulty expressing themselves in the English language.

Han (1975) investigated the goals and problems of Far Eastern graduates at the University of Southern California and attempted to identify problems these students encountered. The findings suggested that Japanese students, in particular, encountered the most problems in their academic work and that all groups had difficulty with English. Classroom discussions, term papers, group activities, note taking, comprehension of lectures, examinations, class assignments, and obtaining superior grades were other major factors identified as related to English. Some of these academic difficulties reflect the multiplicity of problems facing international students. As one foreign student advisor wisely warned, "You face an unfamiliar academic system, new kinds of examination, new language, finances, relationships with other students, housing, etc." (Putnam, 1960).

Maxwell (1974) suggested that the all-pervasive problem of the foreign student is time. Students for whom English is a second language need to spend more time coping with study assignments, reading, thinking, and writing. Little time is left to "play" or relax. International students are also under a state of tension and anxiety during their initial period of stay. They are constantly attentive and strive for the "right" way to express themselves. Compounding

these linguistic and emotional problems are the academic rituals which must be learned.

According to Maxwell (1974), professors who use academic jargon and idioms confuse students who are trying to understand new technical terms and to learn to take notes in English. Lecturers with idiosyncratic speech patterns (dialect speakers, mumblers, and so on) are difficult even for native English speakers to understand. Multiple choice examinations, especially those of the "best answer" type, are probably the most difficult exam format for foreign students, as they have rarely had practice taking this kind of course exam before. Shyness and fear of acting inappropriately may discourage foreign students from approaching instructors, asking for help or for extra time to complete exams.

Cable's (1974) view on international students' educational adjustment is that since the students have diverse backgrounds in formal academic training, abilities, and native environments, and given the multiplicity of American educational institutions which train foreign students, there is obviously no one, simple approach that will be applicable to all. The author argues that the institution, major university, small private liberal arts college, or community/junior college must face squarely this reality:

> Foreign students pose real and different problems to each instructor, that some, perhaps many instructors, are not cable of handling, and that the success or failure of these students may be in large measure related to the quality and kind of instructions they receive. (p. 40)

Cable went on to say that one of the major problems facing international students in their educational adjustments is instructors' lack of awareness that they are dealing with a special kind of human being, one with different backgrounds, attitudes, interests, and special needs. Foreign students often have a difficulty articulating precisely what they feel is lacking in a classroom, but

frequently complain of an instructor's seeming lack of commitment, faculty unawareness of international students' fears and timidity, and teachers' inability to establish rapport with these students. Kahne (1976) pointed out that it is rarely recognized that Americans learn less about people who visit them than the people who are doing the actual visiting. He made this point clearer with this statement:

> Africans, for example, not uncommonly have aristocratic and nobility heritages. This is occasionally recognized on campuses, but in the large urban sprawls in which many of the large urban American universities exist, Africans are usually treated the way laborers and ghetto blacks are usually treated; their insistence on a reasonable degree of deference is quite often taken as some variety of faulty contact with reality, paranoia, or other indication of psychopathology. (p. 38).

Cable (1974) indicated that face-to-face meetings with instructors (professors) and students, whether in a seminar room or a coffee shop, give an international student a feeling of recognition. In this more intimate environment, the student is a known quantity. The anonymity of the large lecture hall is "another arena" to one who is already unsteady and unsure. The author also stated that these students are pleased when an instructor takes the trouble to learn and correctly pronounce their names. Like all students, foreign students appreciate recognition both in and out of classrooms.

Kahne (1976) asserted that characterizing and stereotyping international students as a bunch of individuals who have come to American academic institutions to pick up some intellectual groceries does impede students' academic objectives as well as their educational development. Huang (1977) on his article on campus mental health expressed the view that multinational campuses in developed nations should be seen as a vehicle for global understanding and appreciation of one another. He contended that

> It is as fallacious to accept the notion that people can be brought together by physical proximity alone as it is to argue that human nature is basically good and unselfish. The fact is physical proximity can tear people farther and farther apart unless efforts are made to prevent this and to facilitate mutual understanding and good will. Failure to win friends on a multiracial, multinational campus today is to court distrust, bigotry, greed for profit, and lust for conquest in this world today and tomorrow. (p. 218)

On the academic achievement of international students, Thompson (1951), in examining the academic records of 681 foreign students at Ohio State University, found that 240 earned degrees at various levels (30 received Bachelors' degrees, 148 Masters' degrees, and 62 Doctor of Philosophy degrees), while 203 of the total number were still in the process of earning degrees. As a result of this inquiry, he concluded that this rate of success of international students was impressive and remarkable, notwithstanding the language and cultural difficulties which they had encountered. He further indicated that at no time had the grade point averages (GPA) of foreign graduate students been recorded below 3.32 (B = 3.00). Studies done during succeeding years indicated even better academic performances by student sojourners.

An attempt has been made to compare the academic performance of foreign students in the United States with that of the host country students. Porter's (1962) study at the University of Washington supported the view that international students achieved at higher levels than their American counterparts. Mestenhauser (1961) reported that although the foreign students' academic achievement at some institutions of higher learning has been of "uneven quality," by and large these students' achievement was better than their American counterparts. Cieslak's (1955) study has this to say, "The academic performance of foreign students as a group in American colleges and universities compares very favorably with that of American students." Of the 92 academic institutions which responded to questions regarding the academic performance of

foreign students in comparison to that of their American counterparts, 53 said that it was about the same, 32 indicated that it was "better than the general scholastic average," and seven reported that it was "below the general scholastic average" (Cieslak, 1955).

Studies on Health Difficulties of International Students

Extensive studies have been carried out mainly by health professionals on the causes and consequences of health abnormality among international students. Nickelly, Sugita, and Otis (1964) conducted a study on "Adjustment and Mental Health Attitudes in Foreign Students" at the University of Illinois. According to the findings of the study, during a three-year period the number of foreign students who visited the University Mental Health Clinic was double the number of American students in proportion to their enrollment. The study indicated that over 80% of the foreign student patients mentioned "somatic" complaints such as headache, insomnia, fatigue, muscular pains, and gastro-intestinal discomfort. The research further stated that the number of foreign student patients diagnosed as having a "psychophysiological reaction" was about twice the average for all student patients seen during the same period of time.

Ward (1962) hypothesized what he called "foreign student syndrome." This concept argues that the somatic complaints of foreign students are characterized by vague physical complaints, a passive withdrawn attitude, and a general dishevelled appearance. Ward's thesis which has considerably influenced subsequent investigations further asserts that international students tend to somatize their problems in order to avoid what he referred to as "loss of face" and to permit them to attend clinics for medical reasons rather than psychotherapy.

Later, Selby and Woods (1966), Ichikawa (1966), and Zunin and Rubin (1967) accented the somatic phenomenon in attempting to analyze neuropsychiatric disorders among foreign students. The stress on the somatic phenomenon and neuropsychiatric disorders led Zunin and Rubin (1967) and Rouben (1967) to attribute such behavior to stresses brought on by cultural shifts with difficulties in communication, academic achievement, finances, and social behavior. Selby and Woods (1966), on the other hand, saw university aspects as contributing foreign students' emotional problems. As a result, these last two authors called for a better understanding of the effects of the university milieu upon international students.

Rice (1974), in his study of foreign students' health center visitations at the University of Northern Colorado, found that over 78% of all international students sampled had visited the health center less than five times during the academic year. These findings, he reported, seemed to show that international students in general were not overly excessive in health center visitation. The author, however, indicated that there does appear to be a substantial group (nearly 22%) who do excessively visit the center. It is this group that is responsible for higher foreign student visitation rates and for perhaps the generalized assumption formulated by university health center officials.

Rice further revealed that, for the most part, previous studies regarding foreign students' somatization and general health problems has had three weaknesses which have tended to make any external validity highly dubious. The three weaknesses were the following: (a) many of the studies were carried out in high pressure universities where the very make up of the international student body might not be congruent with that of all foreign students studying in the United States; (b) research has intended to focus on one or two geographical foreign groups, thus excluding the foreign ;student body as a whole for the basis

of comparison; and (c) most of the investigations have taken place wholly within one institution. Therefore, one would have to question whether such behavior might not be a product of a particular environmental press and thus not representative of a universal international student population. In support of Rice's (1974) view, two other health experts have this to say,

> Most foreign student research pertaining to health centers has been conducted in the form of case studies which have not only focused on a very small number but have concentrated only on the excessive neuropsychiatric visitor. (Jarrahi-Zadeh and Eichman, 1970, p. 82)

In a similar context, Cole, Allen, and Green (1980) examined five health center records in search of evidence to support the "foreign student syndrome" concept. However, they failed to find any evidence in support of such a claim. They concluded their investigation with these words, "It is possible that Western physicians may have misinterpreted and labeled as pathological the normal behavior of members from other cultures."

Furnham and Trezise (1983), while studying the mental health of foreign students, identified three major factors contributing to the health difficulties of international students in general. These are (a) there are stresses that confront anybody living in a foreign culture such as racial discrimination, language problems, accommodation difficulties, separation reactions, dietary restrictions, financial stress, misunderstanding, and loneliness; (b) there are difficulties that face all late adolescents and young people whether they are studying at home or abroad as this is a time of considerable vulnerability when a young person attempts to become emotionally independent, self-supporting, productive, and a responsible member of society; and (c) there are academic stresses when students are expected to work very hard, often under poor conditions, with complex materials. It is, therefore, not surprising that many foreign students suffer poorer mental health that natives, as they often suffer additional stress.

Furthermore, Rouben (1967), in his article on Middle Eastern student on American campuses, argued that English language proficiency problems, speed reading and comprehension of material content can become a big problem to the newly-arrived student who is not used to speed reading and comprehension. This incompetence usually leads to overwork, inadequate sleep, lack of recreational activities, self-defeating feelings, depression, and eventually the realization of eminent failure. The author maintained that foreign students' emotional crisis can result from academic failure. An international student is more afraid of academic failure than his/her American counterpart. This, he stated, is because an international student has to account for his/her academic achievement to the academic advisor, the immigration office, the home government or sponsor, the parents, and to him/herself. Studies have shown that a disastrous "loss of face" constitutes a leading cause of suicide among foreign students (Seiden, 1966). The disastrous consequences for foreign students' academic failure is described this way,

> The international student might be an accomplished scholar or a recognized professional in his own country. But his present academic failure could spell doom. He may not be able to sustain the shame and humiliation if he were sent back with his educational aspirations unfulfilled. (Huang, 1977, p. 217).

In an attempt to address the issue of how to reduce health adjustment difficulties of student sojourners on American campuses, Williamson (1982), in her article on impediments to health care for foreign students, indicated that it is a common error by persons in a dominant culture to stereotype others, that is, expecting that all international students think, believe, and behave in the same manner. she pointed out that the old "they all look alike" mentality greatly obstructs the effective provision of individualized and adequate health care services to these students.

Williamson (1982) further asserted that the automatic assumption that one's beliefs and attitudes toward providing health care services to foreign students are correct and superior (ethnocentricism) should be corrected in order to establish a rapport with foreign clients. Similarly, Miller and Harwell (1983) summarized their study on health problems of international students at the University of Toledo by advising that major efforts need to be made to educate foreign students about the importance of personal health, health care services in America, and the use of medicine. Only as these students experience good health will they become comfortable in their academic environment while in the United States.

Summary

This chapter was a review of the literature concerning African students on American campuses, stage-patterns of adjustment, "U" and "W" curve hypotheses, nationality as a factor in adjustment, educational adjustments of international students, and studies on health difficulties of international students.

Adjustment processes of African students in the United States is a vital area that merits empirical investigation in order to minimize cultural alienation which is a common phenomenon to all international students, particularly those from non-European countries. Therefore, since the studies done on AFrican students in the United States are both scant and underdeveloped, it became imperatively necessary to review related literature on international students in general with a primary focus on their cross-cultural adjustments.

The review has, therefore, revealed the magnitude of adjustment problems confronting foreign students. It also showed that in spite of these numerous and

adverse circumstances of cultural adjustment, international students in the United States have steadily maintained impressive academic achievement.

CHAPTER III

DESIGN AND METHODOLOGY

The design and methodology of this study included the following major areas: (a) purpose of the study, (b) population and sample, (c) source of instruments, (d) pilot test, (e) data collection, and (f) treatment of data.

Purpose of the Study

The general purpose of this study is to examine the adjustment processes and experiences of African students enrolled during the spring and summer terms of 1985 at Michigan State University. The specific purposes of the study are:

1. to identify the adjustment problems of African students enrolled during the spring and summer terms of 1985 at Michigan State University;

2. to examine the extent to which adjustment problems of African students at Michigan State University are related to selected demographic factors: family income (in home country), level of education acquired before coming to the United States, size of family (in home country), environment of up-bringing, length of previous job experience, orientation programs received, and traveling experience;

3. to examine the extent to which adjustment problems of African students at Michigan State University are related to their contemporary experiences and conditions: levels of academic achievement, academic classifications, sources of financial support, personal and social lives, length of stay in the United States, age, marital status, gender, and religion;

4. to examine the extent to which adjustment problems of African students at Michigan State University are related to their geographic sub-regions;

5. to offer, on the basis of the findings, suggestions and recommendations that will enhance the alleviation of adjustment problems and difficulties of African students at Michigan State University, and insofar as relevant to other African students at major United States public universities.

The findings of 10 statistical tests of relationship between 10 background characteristics of the respondents and levels of difficulty in adjustment were repoted in this study. The characteristics were (a) educational background, (b) source of financial support, (c) academic classification, (d) grade point average, (e) length of stay in the United States, (f) environment of upbringing, (g) effectiveness of orientation program received, (h) marital status, (i) gender, and (j) geogrphic-cultural sub-region.

Population and Sample

Shelby and Woods (1960), Sanders (1961), and Ford (1969), to mention but a few, have indicated that foreign students in the United States, irrespective of their countries of origin, pass through a process of adjustment to some degree. In view of this, the target population of this study consisted of all African students at Michigan State University.

The sample of the study were 210 African students at Michigan State University. The countries selected for the study were 12 of the 31 different African nations. Selection was based on the fact that participating countries had to have individual populations of five or more students enrolled during the spring and summer terms of 1985 at Michigan State University. The 12 countrie were: Botswana, Egypt, Ethiopia, Ghana, Kenya, Liberia, Nigeria, Sudan, Tanzania, Tunisia, Swaziland, and Zimbabwe (see Appendix A for the geographical locations of these countries).

There were two groups of African students not included in the study: (a) those who had spent less than six months in the United States during the time of the study and (b) those who were taking courses in English language proficiency as a requirement during the period of this research investigation. Information

about African students at Michigan State University as related to this study was obtained through the assistance of MSU's foreign students' office.

Source of Instruments

The two major instruments used in this study were (a) a personal demographic questionnaire constructed by the researcher in order to be congruous to the purpose of the study and (b) a modified version of the Santos' (1959) Foreign Student Problem Check List to identify adjustment difficulties of the students. During the instrument development stage of the research, the investigator thought of using a standardized problem check list such as the Michigan International Student Problem Inventory by Porter (1962) or Mooney's (1950) Problem Check List since their validity and reliability have been tested. In addition, using either of these check lists would involve less time and effort on the part of the researcher than creating his own. However, there was question as to whether either of the check lists would be valid and congruous for the purpose of the study. On this basis, the decision was made to use a modified version of the Santos (1959) check list because it was considered more appropriate and efficacious for this kind of empirical inquiry.

All 63 items making up the questionnaire for this study were closed-ended in nature. The items were constructed so that the maximum time spent in responding to the questions would not exceed 35 minutes (see Appendix D for the items).

Hillway (1956) suggested that in order to obtain personal information from the subjects, demographic items should possess the following characteristics: (a) the information must be brief, (b) the information must be otherwise inaccessible to the investigator, (c) the subject inquired about must be important enough to justify the time and effort involved, (d) the questions must secure factual data,

(e) each item must be expressed in understandable and familiar terms, (f) the questionnaire must be arranged in a logical sequence so as to take only a minimum of the respondent's time, and (g) clear instructions must be included.

Babbie (1973) similarly emphasized that the questionnaire items should be precise and relevant so that each respondent knows exactly what the researcher wants in response. He noted that in the interest of being unambiguous, precise, and relevant, the investigator should avoid long and complicated items in order that respondents should read items quickly, understanding their intent, and select or provide answers without difficulty.

On the Foreign Student Problem Check List, Peters and Farwell (1959) indicated that check lists are valuable when well constructed because they lead to thoughts about choices for answering items that respondents might have overlooked had they not been presented. The authors also pointed out that check lists are particularly valuable for those individuals who have a difficult time expressing themselves in their own words. Peters and Farwell suggested, however, that check lists should be carefully and appropriately worded to ensure understanding on the part of respondents.

The modified version of the Foreign Student Problem Check List used in this study was based on Santos' (1959) check list which, in turn, was based on Peterson and Neumeyer's (1948) problem check list. The modification was done because of the new level of awareness about the needs and problems of global students in the United States with particular reference to students from Asia, Africa, the Middle East, and Latin America.

Initially, Peterson and Neumeyer had 28 items in their check list. Eleven of these items were classified as academic problems, seven as financial problems, and ten as social or personal problems. Respondents could check each

item as being very important, important, or minor importance, or of no importance.

Santos' (1959) check list consisted of 39 items which were so arranged that related items were grouped according to problem areas. Each item could be checked as being very great trouble, trouble, little trouble, or no trouble.

The problem list for this study has the same 39 items which were modified for the purpose of this study. The items were classified according to related questions. The classifications were as follows: items 1-13 were grouped as academic problems, items 14-22 as financial problems, items 23 and 24 as personal problems, items 25-28 as religious problems, items 29-31 as emotional problems, and items 32-39 as social problems. These classifications, however, were not labeled as such in the questionnaire. Respondents could check each item as being a most serious problem, less serious problem, least serious problem, or not a problem. A Cronbach's reliability coefficient for this questionnaire was 0.88, indicating that the questionnaire was consistent for this particular sample (see Appendix E).

Pilot Test

For the purpose of ensuring minimum error and bias on the instrument used for the study, the instrument was pilot tested on six African students at Michigan State University for its appropriateness and validity. Suggestions and recommendations from this pilot testing were given considerable attention in finalizing the instrument.

The investigator forwarded the questionnaire and a statement of the purpose of the research to the chairperson of the Committee on the Rights of Human Subjects for clearance at MSU. This clearance was necessary since the

study involved human subjects. Approval was granted to administer the instrument.

Data Collection

On June 29, 1985, six research assistants distributed the questionnaires using the hand-delivery and pick-up method. The questionnaire was accompanied by a special letter co-signed by the researcher's dissertation director and the researcher. This letter explained the purpose of the study and instructions for completing the questionnaire. Respondents were advised not to write their names on the questionnaire in order to maintain their anonymity (see Appendix B for a copy of the letter). Completed questionnaires were picked up on July 3, 1985. According to Babbie (1973), the hand-delivery and pick up method of distribution yields a higher rate of return while also reducing costs. As shown in Table 3.1, of the 210 questionnaires distributed, 186 were completed and returned which gave a total return of 89%. Kerlinger (1973) recommended a response rate of at least 85%, and Wierman (1975) suggested that 75% should be the minimum rate of return.

Table 3.1
Number and Percentage of Students Involved in the Distribution and Return of Questionnaires According to Four Geographic Sub-Regions

Geographical Sub-Region	Questionnaires Distributed	Questionnaires Returned	
		Number	Percentage
North Africa	76	64	84
West Africa	63	56	89
East Africa	47	44	94
Southern Africa	24	22	92
TOTALS:	210	186	89

Treatment of Data

Data from each of the six problem areas (academic, financial, personal, emotional, religious, and social), together with demographic data, were transferred to computer laboratory forms. These were key-punched, verified, and analyzed through the use of the Statistical Package for the Social Sciences (SPSS) at Michigan State University. Since the problem check list had four possible levels of adjustment difficulty for each item, weights of 1, 2, 3, and 4 were assigned individually to checks made for the spaces representing not a problem, least serious problem, less serious problem, and most serious problem.

Descriptive statistics of mean and standard deviation for each adjustment problem were used to determine the nature, scope, and variation in responses. Chi-square tests were used to examine the relationship between the degree of difficulty of adjustment problems and 10 background characteristics. Data were presented in tables in Chapter IV showing the number of cases, percentages of frequencies, means, standard deviations, and actual significant levels of chi-square tests.

Summary

The study was aimed at examining the adjustment processes and experiences of African students who enrolled during the spring and summer terms of 1985 at Michigan State University. Participants in the study were 210 students from 12 different African countries. Each country had a population of five or more students enrolled full-time at MSU at the time of the study.

The measuring instrument used was a modified version of an instrument used by Santos (1959) in his study of the problems faced by international students at Indiana University. The questionnaire was distributed by six research assistants using the hand-delivery and pick-up technique. Returns yielded a

combined response rate of 89%. The data collected were key-punched and verified so as to obtain descriptive and inferential statistics.

CHAPTER IV

RESULTS OF THE DATA ANALYSIS

The general purpose of this study was to examine the adjustment processes and experiences of African students enrolled during the spring and summer terms of 1985 at Michigan State University (MSU). The specific purposes were to identify the adjustment problems of African students at MSU and to examine the extent to which the adjustment problems were related to students' background characteristics. Among the background characteristics were 10 selected variables as stated in Chapter III, the findings of which are reported in this chapter. These variables include educational background, source of financial support, academic classifications, grade point average, length of stay in the United States, environment of upbringing, orientation program received, marital status, gender, and geographic sub-region.

Research Questions

1. What are the nature and scope of adjustment problems of African students enrolled during the spring and summer terms of 1985 at Michigan State University?

2. To what extent are the adjustment problems of African students at Michigan State University related to selected demographic factors?

3. To what extent are the adjustment problems related to contemporary experiences and conditions of African students at Michigan State University?

4. To what extent are the adjustment problems of African students at Michigan State University related to geographic sub-regions?

Characteristics of the Subjects in the Sample

The following are some of the characteristics of the subjects in the sample. There were a total of 186 respondents included in this study, of which 76.9% were male and 23.1% were female. As to the age of respondents, 60.2% were 32 years of age or younger and 39.8% were 33 years of age or older. As to marital status, 33.9% were single, 45.7% were married with spouses here, and 19.9% were married with spouses in their home countries. One respondent, however, did not indicate his/her marital status. In terms of religion, 2.7% were African traditional religionists, 28.5% were Moslem, 65.1% were Christian, and 3.8% had other religions. In terms of geographical sub-regions of respondents, 34.4% were from North Africa, 31.1% were from West Africa, 23.7% from East Africa, and 11.8% from Southern Africa.

As to subjects' environment of upbringing, 30.6% were raised in rural settings, 31.2% were raised in small towns, and 38.2% were raised in large cities. Regarding educational backgrounds of respondents prior to their arrival in the USA, 42.5% obtained educational training less than the Bachelor's degree, 43.0% obtained Bachelor's degrees, and 14.5% obtained Master's degrees. In terms of students' length of employment in home countries before coming to the USA, 45.7% had been employed for less than three years, 23.7% had been employed for three to five years, and 30.6% had been employed for more than five years. Concerning subjects' sources of financial support, 11.8% were being supported either through scholarships or graduate assistantships by Michigan State University; 28.0% were being supported either by family or through personal effort; 11.8% were being supported by the United States government; 12.9% were being supported by private agencies, organizations, or foundations; and 35.5% were being supported by their home governments.

Regarding respondents' lengths of stay in the United States, 38.1% had been here for less than two years, 32.8% had been here for two to four years, and 29.0% had been here for more than five years. On students' academic classifications, 21.0% were undergraduates, 28.5% were enrolled in Master's degree programs, and 50.5% were doctoral students. Finally, in terms of cumulative grade point average of respondents, 7.5% had 0-2.84 GPAs, 29.0% had 2.85-3.24 GPAs, and 63.4% had GPAs between 3.25 and 4.00.

Results

The results of data analysis are reported according to each adjustment area. Three types of tables are presented for the purposes of interpretation of the results. They are (a) tables of percentage distribution of responses according to four levels of difficulty: (1) not a problem, (2) least serious problem, (3) less serious problem, and (4) most serious problem; (b) tables of actual levels of significance; and (c) tables of means and standard deviations of subgroups when chi-square statistics are significant at the level of significance (α) of 0.05.

The percentage distribution of responses indicates the proportion of students who were facing a particular problem according to each level of difficulty. The means and standard deviations indicate the overall average problem in each problem area and the variability of responses. The range of means for 39 adjustment problem items is from 1.47 to 2.94 which generally indicates that African students at Michigan State University do not face very serious adjustment problems. Nevertheless, some serious problems were cited in certain areas of adjustment. The actual probability is the probability of no relationship between students' background characteristics and adjustment difficulty. A star (*) indicates that the relationship is significant at the α = 0.05 level.

Academic Adjustment

A total of 13 areas of academic adjustment problems were considered in this study. Table 4.1 shows the percentage distribution of responses, means, and standard deviations for each item. A total of 186 students responded to 13 items related to academic adjustment problems. The lowest and highest means of academic adjustment difficulty within the 13 areas of academic adjustment were

Table 4.1
Percentage Distribution of Responses According to Academic Adjustment Items (n = 186)

Item Number and Name	1(%)	2(%)	3(%)	4(%)	Mean	S.D.
25. Registration	58.1	17.7	11.3	12.9	1.79	1.08
26. Understanding lectures	66.1	17.7	10.2	5.9	1.56	0.90
27. Understanding textbooks	67.2	19.9	11.3	1.6	1.47	0.76
28. Giving oral reports in class	51.6	26.9	13.4	8.1	1.78	0.96
29. Reciting in class	50.5	25.8	14.0	9.7	1.83	1.00
30. Writing term papers	53.2	24.2	14.5	8.5	1.77	0.96
31. Using the library	58.6	24.7	12.4	4.3	1.62	0.86
32. Understanding examination procedures	55.9	19.4	11.8	12.9	1.82	1.08
33. Acquainted with U.S. educational system	36.6	23.1	19.4	21.0	2.25	1.16
34. Transferring course credits	43.0	18.8	13.4	24.7	2.20	1.23
35. Competing for grades	58.8	19.9	10.8	15.6	1.88	1.12
36. Taking appropriate courses	44.1	20.4	22.6	12.9	2.04	1.05
37. Getting adequate counseling services	43.0	26.9	13.4	16.2	2.04	1.11
ALL ITEMS:	52.4	22.0	13.7	11.9	1.85	1.02

1.47 and 2.25, respectively. The relatively low range of means indicates that, generally, most African students at Michigan State University faced less serious problem with academic adjustment. As a whole, 52.4% of respondents indicated that they did not face any academic adjustment problems. However, some students (11.9%) reported that they encountered very serious academic adjustment problems.

As shown in Table 4.1, the variation in means of difficulty in various academic adjustment areas indicates that students faced different degrees of difficulty in different areas of academic adjustment. Some difficult adjustment problems cited were unfamiliarity with the United States' educational system (mean of 2.25), not getting adequate evaluation of transferred credits (mean of 2.20), not getting adequate counseling services (2.04), and taking courses that were not appropriate to the needs of one's home country (2.04). The less difficult problems include competing for grades with American students (mean of 1.88), reciting in the classroom (1.83), understanding examination procedures (1.82), course registration (1.79), and delivering oral reports (1.78). Students faced the least difficulty in using the library (1.62) and understanding lectures (1.56) and textbooks (1.47).

Tests of relationships. The results of chi-square tests of relationship between difficulty level of 13 academic adjustment problems and students' 10 background characteristics are presented in Tables 4.2 and 4.3. A total of 30 tests indicated that there were significant relationships between levels of difficulty of academic adjustment and background characteristics at a level of significance of 0.05. The results were discussed according to problem areas.

Table 4.2
Actual Levels of Significance of Chi-Square Tests of Relationship Between Level of Academic Adjustment Difficulty and Students' Background Characteristics

Item # and Name		Educat. Bckgrnd.	Financial Support	Academic Classif.	Grd. Pt. Average	Length of Stay
25.	Registration	.57	.51	.78	.61	.11
26.	Understanding lectures	.59	.02*	.09	.13	.65
27.	Understanding textbooks	.10	.49	.05*	.00***	.10
28.	Giving oral reports in class	.89	.58	.01**	.14	.20
29.	Reciting/class	.38	.74	.09	.50	.40
30.	Writ. term prs.	.23	.06	.03*	.03*	.10
31.	Using library	.12	.13	.00***	.07	.44
32.	Understanding exam. prcds.	.18	.09	.42	.00***	.45
33.	Acquainted w/ U.S. educ. sys.	.19	.16	.00***	.00***	.00***
34.	Transferring course credits	.01*	.52	.00***	.00***	.05*
35.	Competing for grades	.41	.80	.00***	.00***	.18
36.	Taking approp. courses	.09	.96	.84	.27	.21
37.	Getting adequate counseling services	.84	.78	.30	.06	.06

* = significant at $\alpha = 0.05$
** = significant at $\alpha = 0.01$
*** = significant at $\alpha = 0.001$

Table 4.3
Actual Levels of Significance of Chi-Square Tests of Relationship Between Level of Academic Adjustment Difficulty and Students' Background Characteristics

Item # and Name		Environ./ Upbring.	Orientat. Program	Marital Status	Gender	Geograph. Sub-Rgn.
25.	Registration	.55	.99	.01**	.04*	.07
26.	Understanding lectures	.63	.16	.15	.05*	.03*
27.	Understanding textbooks	.32	.27	.05*	.12	.01**
28.	Giving oral reports in class	.19	.17	.85	.00***	.13
29.	Reciting/class	.17	.20	.97	.08	.23
30.	Writ. term prs.	.14	.70	.01**	.99	.04*
31.	Using library	.02*	.74	.39	.24	.55
32.	Understanding exam. prcds.	.49	.55	.08	.51	.91
33.	Acquainted w/ U.S. educ. sys.	.28	.89	.39	.08	.29
34.	Transferring course credits	.03*	.09	.06	.37	.11
35.	Competing for grades	.30	.18	.13	.33	.27
36.	Taking approp. courses	.01**	.16	.54	.28	.02*
37.	Getting adequate counseling services	.62	.49	.13	.92	.42

* = significant at $\alpha = 0.05$
** = significant at $\alpha = 0.01$
*** = significant at $\alpha = 0.001$

Registration. The overall mean of 1.79 for registration adjustment difficulty indicates that, in general, most African students do not face serious problems in this area. However, some students (12.9%) indicated that they faced very serious problems in registration. Chi-square tests showed that there were relationships between registration adjustment difficulty and marital status as well as students' gender. Tables 4.4 and 4.5 show the subgroup means of registration adjustment difficulty according to marital status and gender of the students.

Table 4.4
Subgroup Means of Difficulty in Registration According to Students' Marital Status

Marital Status	n	Mean	S.D.
Single	63	1.66	0.95
Married (spouse living here)	85	1.73	1.01
Married (spouse living in home country)	37	2.19	1.37
TOTALS:	185	1.79	1.08

Table 4.5
Subgroup Means of Difficulty in Registration According to Students Gender

Gender	n	Mean	S.D.
Female	43	1.72	1.03
Male	143	1.81	1.10
TOTALS:	186	1.79	1.08

The subgroup means according to marital status indicate that married students with spouses living in their home countries (mean of 2.19) faced greater difficulty in registration than married students with spouses living here (mean of

1.73) or single students (1.66). The subgroup means according to gender indicate that male students (mean of 1.81) had more problems with registration than female students (1.72).

Understanding lectures. The overall mean of difficulty in understanding lectures was 1.56, indicating, generally, that most African students did not face serious problems in understanding lectures. Only 5.9% indicated that they faced very serious problems in this area. Chi-square tests showed that financial support, gender, and geographic sub-region were related to difficulty of understanding lectures.

Table 4.6
Subgroup Means of Difficulty in Understanding Lectures According to Financial Support

Source of Financial Support	n	Mean	S.D.
MSU scholarship/assistantship	22	1.14	0.35
Family/personal support	52	1.58	0.10
United States government	22	1.59	1.10
Private agency/organization/foundation	24	1.29	0.55
Home government	65	1.77	0.93
TOTALS:	186	1.56	0.90

Subgroup means according to students' sources of financial support shown in Table 4.6 indicate that those students who received home government financial support faced greater difficulty in understanding lectures (mean of 1.77) than did those students who received financial support from other sources (1.45).

Table 4.7
Subgroup Means of Difficulty in Understanding Lectures According to Gender of Students

Gender	n	Mean	S.D.
Female	43	1.67	1.09
Male	143	1.52	0.83
TOTALS:	186	1.56	0.90

The subgroup means shown in Table 4.7 indicate that female students (mean of 1.67) faced slightly greater difficulty in understanding lectures than male students (1.52).

Table 4.8
Subgroup Means of Difficulty in Understanding Lectures According to Geographic Sub-Region

Geographic Sub-Region	n	Mean	S.D.
North Africa	64	1.53	0.80
West Africa	56	1.63	1.02
East Africa	44	1.34	0.64
Southern Africa	22	1.91	1.20
TOTALS	186	1.56	0.90

The subgroup means shown in Table 4.8 indicated that students from Southern Africa (mean of 1.91) faced greater problems in understanding lectures than students from East Africa (1.34), North Africa (1.53), or West Africa (1.63).

Understanding textbooks. The overall mean of 1.47 of the difficulty in understanding textbooks was the smallest mean among the means of difficulty of the 39 problem areas included in the study. In general, this indicates that

understanding textbooks was not at all a problem for most African students. However, 1.6% of them indicated that understanding textbooks was a very serious problem for them. Further tests showed that students' academic classification, grade point average, marital status, and geographic sub-region were related to difficulty in understanding textbooks.

Table 4.9
Subgroup Means of Difficulty in Understanding Textbooks According to Students' Academic Classification

Academic Classifications	n	Mean	S.D.
Bachelor's degree candidate	39	1.72	0.92
Master's degree candidate	53	1.57	0.86
Doctoral candidate/other	94	1.32	0.57
TOTALS:	186	1.47	0.76

As shown in Table 4.9, subgroup means indicate that difficulty in understanding textbooks was greater for undergraduate students (mean of 1.72) than for Master's candidates (1.57) or doctoral students (1.32).

Table 4.10
Subgroup Means of Difficulty in Understanding Textbooks According to Cumulative Grade Point Average

Grade Point Average	n	Mean	S.D.
0.00 - 2.84	14	1.64	0.84
2.85 - 3.24	54	1.87	0.95
3.25 - 4.00	118	1.27	0.55
TOTALS	186	1.47	0.76

As shown in Table 4.10, subgroup means indicate that students with lower cumulative grade point averages (less than 3.24) had greater difficulty in understanding textbooks (mean of 1.82) than did students with higher cumulative grade point averages (mean of 1.27).

Table 4.11
Subgroup Means of Difficulty in Understanding Textbooks According to Students' Marital Status

Marital Status	n	Mean	S.D.
Single	63	1.59	0.73
Married (spouse living here)	85	1.38	0.72
Married (spouse living in home country)	37	1.49	0.87
TOTALS:	185	1.47	0.76

The subgroup means shown in Table 4.11 indicate that single students (mean of 1.59) faced greater difficulty in understanding textbooks than married students (1.41).

Table 4.12
Subgroup Means of Difficulty in Understanding Textbooks According to Students' Geographic Sub-Region

Geographic Sub-Region	n	Mean	S.D.
North Africa	64	1.59	0.75
West Africa	56	1.38	0.78
East Africa	44	1.32	0.56
Southern Africa	22	1.68	0.99
TOTALS:	186	1.47	0.76

As shown in Table 4.12, subgroup means indicate that Southern African students (mean of 1.68) had greater difficulty in understanding textbooks than students from East Africa (1.32), West Africa (1.38), or North Africa (1.59). By combining sub-regions, the subgroup means indicate that North and Southern African students (mean of 1.61) had greater difficulty in understanding textbooks than East and West African students (1.35).

Oral reporting. The overall mean of difficulty in oral reporting was 1.78, indicating that, in general, most African students did not face serious problems in oral reporting. However, 8.1% of the students reported that they had very serious problems in oral reporting. Chi-square tests showed that students' academic classification and gender were related to difficulty in oral reporting.

Table 4.13
Subgroup Means of Difficulty in Oral Reporting According to Students' Academic Classification

Academic Classifications	n	Mean	S.D.
Bachelor's degree candidate	39	2.23	1.22
Master's degree candidate	53	1.64	0.79
Doctoral candidate/other	94	1.67	0.89
TOTALS:	186	1.78	0.96

As shown in Table 4.13, the subgroup means indicate that undergraduate students (mean of 2.23) seem to face greater difficulty in oral reporting than graduate students (1.66).

Table 4.14
Subgroup Means of Difficulty in Oral Reporting According to Gender of Students

Gender	n	Mean	S.D.
Female	43	2.23	1.21
Male	143	1.64	0.83
TOTALS:	186	1.78	0.96

The subgroup means shown in Table 4.14 indicate that degree of difficulty in oral reporting differed according to respondents' gender. Female students (mean of 2.23) had greater difficulty in oral reporting than male students (1.64).

Classroom reciting. The overall mean of difficulty in classroom reciting of 1.83 indicates that, in general, most African students did not face serious problems in classroom reciting. However, 9.7% reported that they had very serious problems in classroom reciting. Further statistical tests showed no significant relationship between level of difficulty in classroom reciting and students' background characteristics.

Writing term papers. The overall mean of difficulty in writing term papers of 1.77 indicates that, in general, most African students had no serious problems in writing term papers. However, 8.5% of the respondents reported that they encountered very serious problems in writing term papers. Chi-square tests showed that students' academic classification, grade point average, marital status, and geographical sub-region were related to difficulty in writing term papers.

Table 4.15
Subgroup Means of Difficulty in Writing Term Papers According to Students' Academic Classification

Academic Classifications	n	Mean	S.D.
Bachelor's degree candidate	39	2.15	1.18
Master's degree candidate	53	1.74	0.86
Doctoral candidate/other	94	1.47	0.91
TOTALS:	186	1.78	0.98

As reported in Table 4.15, the subgroup means indicate that doctoral students (mean of 1.68) faced fewer problems in writing term papers than Master's students (1.74) or undergraduate students (2.15). Undergraduate students had the greatest difficulty in writing term papers.

Table 4.16
Subgroup Means of Difficulty in Writing Term Papers According to Cumulative Grade Point Average

Grade Point Average	n	Mean	S.D.
0.00 - 2.84	14	2.21	0.89
2.85 - 3.24	54	2.00	1.99
3.25 - 4.00	118	1.62	0.90
TOTALS	186	1.77	0.98

The subgroup means shown in Table 4.16 indicate that there was a relationship between difficulty in writing term papers and cumulative grade point average. The lower the cumulative GPA, the higher the difficulty in writing term papers. Students in the lowest range of cumulative GPA faced greater difficulty in writing term papers (mean of 2.21) than students in the

medium and highest ranges of cumulative GPA (means of 2.00 and 1.62, respectively).

Table 4.17
Subgroup Means of Difficulty in Writing Term Papers According to Students' Marital Status

Marital Status	n	Mean	S.D.
Single	63	1.73	0.95
Married (spouse living here)	85	1.82	1.00
Married (spouse living in home country)	37	1.76	0.98
TOTALS:	185	1.78	0.98

As shown in Table 4.17, the subgroup means indicate there was a relationship between difficulty in writing term papers and students' marital status. Results indicate that married students with spouses living here (mean of 1.82) faced greater difficulty in writing term papers than married students without spouses (1.76) and single students (1.73).

Table 4.18
Subgroup Means of Difficulty in Writing Term Papers According to Students' Geographic Sub-Region

Geographic Sub-Region	n	Mean	S.D.
North Africa	64	1.98	1.03
West Africa	56	1.66	1.01
East Africa	44	1.50	0.79
Southern Africa	22	2.00	0.98
TOTALS:	186	1.77	0.98

Table 4.18 shows different subgroup means which indicate that Southern African students (mean of 2.00) and North African students (1.98) faced greater problems in writing term papers than West African students (1.66) or East African students (1.50).

Using the library. The overall mean of 1.62 for difficulty in using the library indicates that, in general, most African students did not have serious problems in using the library. Only 4.3% of the respondents indicated that they encountered very serious problems. Chi-square tests showed that students' academic classification and environment of upbringing were related to their difficulty in using the library.

Table 4.19
Subgroup Means of Difficulty in Using the Library According to Students' Academic Classification

Academic Classifications	n	Mean	S.D.
Bachelor's degree candidate	39	2.13	1.08
Master's degree candidate	53	1.57	0.80
Doctoral candidate/other	94	1.45	0.71
TOTALS:	186	1.62	0.86

As shown in Table 4.19, the subgroup means indicate decreasing degree of difficulty in using the library as academic classification moves to higher levels. Undergraduate students (mean of 2.13) had greater difficulty in using the library than both Master's (1.57) and doctoral candidates (1.45).

Table 4.20
Subgroup Means of Difficulty in Using the Library According to Students Environment of Upbringing

Environment of Upbringing	n	Mean	S.D.
Rural village	57	1.63	0.92
Small town	58	1.85	0.90
Large city	71	1.44	0.75
TOTALS:	186	1.62	0.86

The subgroup means shown in Table 4.20 indicate that there were different degrees of difficulty in using the library for different environments of upbringing. Those students who were brought up in small towns (mean of 1.85) faced greater difficulty in using the library than either the students brought up in rural villages (1.63) or those brought up in large cities (1.44).

Understanding examination procedures. The overall mean of 1.82 of difficulty in understanding examination procedures indicates that, in general, most African students face few serious problems in understanding examination procedures. However, 12.9% reported that they encountered very serious problems in understanding examination procedures. Further tests showed that cumulative grade point average was related to difficulty in understanding examination procedures.

As shown in Table 4.21, the subgroup means varied slightly across the three subgroups. Students with cumulative grade point averages below 3.24 (mean of 2.15) faced greater difficulty in understanding examination procedures than those with cumulative GPAs of higher than 3.24 (1.63).

Table 4.21
Subgroup Means of Difficulty in Understanding Examination Procedures According to Cumulative Grade Point Average

Grade Point Average	n	Mean	S.D.
0.00 - 2.84	14	2.14	1.10
2.85 - 3.24	54	2.15	1.14
3.25 - 4.00	118	1.63	1.01
TOTALS	186	1.82	1.08

Getting acquainted with the United States' educational system. The overall mean of 2.25 of difficulty in getting acquainted with the United States' educational system was the highest within academic adjustment areas. The low mean indicates that, in general, most African students did not face many serious problems in getting acquainted with the U.S. educational system. However, relative to problems in other areas of academic adjustment, this was the most serious problem faced by African students with 21% of them indicating that they confronted very serious problems in getting acquainted with the United States' educational system. Further statistical tests indicated that students' academic classification, cumulative GPA, and length of stay in the USA were related to their difficulty in getting acquainted with the United States' educational system.

Table 4.22
Subgroup Means of Difficulty in Getting Acquainted with the United States' Educational System According to Students' Academic Classification

Academic Classifications	n	Mean	S.D.
Bachelor's degree candidate	39	2.87	1.24
Master's degree candidate	53	2.17	1.12
Doctoral candidate/other	94	2.03	1.06
TOTALS:	186	2.25	1.16

The subgroup means shown in Table 4.22 indicate that the difficulty level African students face in getting acquainted with the United States' educational system decreases as their levels of academic classification move to higher levels. Undergraduate students (mean of 2.87) faced greater difficulty in getting acquainted with the United States' educational system than did Master's (2.17) or doctoral students (2.03).

Table 4.23
Subgroup Means of Difficulty in Getting Acquainted with the United States' Educational System Procedures According to Cumulative Grade Point Average

Grade Point Average	n	Mean	S.D.
0.00 - 2.84	14	2.86	1.35
2.85 - 3.24	54	2.57	1.22
3.25 - 4.00	118	2.03	1.05
TOTALS	186	2.25	1.16

As shown in Table 4.23, the subgroup means indicate that those students with lower cumulative grade point averages faced greater difficulty in getting acquainted with the United States' educational system than those students with higher cumulative GPAs.

The subgroup means shown in Table 4.24 indicate decreasing difficulty in getting acquainted with the United States' educational system as length of stay in the USA increases. Students who had been in the USA for less than one year (mean of 2.79) faced much greater difficulty than those students who had been here for more than five years (1.60) in getting acquainted with the United States' educational system.

Table 4.24
Subgroup Means of Difficulty in Getting Acquainted with the United States' Educational System According to Length of Stay in the USA

Length of Stay in the USA	n	Mean	S.D.
Less than one year	33	2.79	1.11
1-2 years	38	2.55	1.11
2-3 years	32	2.47	1.16
3-4 years	29	2.07	1.13
4-5 years	29	1.72	1.03
More than five years	25	1.60	0.96
TOTALS:	186	2.24	1.16

Transferring course credits. The overall mean of 2.20 of difficulty in transferring course credits from home country educational institutions to Michigan State University indicates that, in general, most African students did not face many serious problems in transferring course credits. However, 24.7% (the highest in academic adjustment) indicated that they encountered very serious problems related to transferring course credits. Chi-square tests showed that students' educational background, academic classification, cumulative grade point average, length of stay in the USA, and environment of upbringing were related to difficulty in transferring course credits.

As shown in Table 4.25, subgroup means indicate that students with different educational backgrounds faced different degrees of difficulty in transferring course credits. Those who graduate from polytechnic colleges (mean of 3.24) faced the greatest difficulty in transferring course credits as compared to students with other qualifications. Graduates of teacher and technical training institutions and secondary school graduates (means of 2.31 and 2.41, respectively) encountered the fewer difficult problems, while holders of the

Table 4.25
Subgroup Means of Difficulty in Transferring Course Credits According to Students' Educational Background

Educational Background	n	Mean	S.D.
G.C.E. or secondary equivalent	10	1.90	1.20
Teacher training/technical training	13	2.31	1.32
Secondary school	37	2.41	1.26
Polytechnic college	17	3.24	1.15
Bachelor's degree	80	2.01	1.21
Master's degree	27	1.96	1.02
TOTALS:	184	2.20	1.24

General Certificate of Education (GCE, mean of 1.90), Bachelor's degrees (2.01), and Master's degrees (1.96) encountered the least difficult problems in transferring course credits.

Table 4.26
Subgroup Means of Difficulty in Transferring Course Credits According to Students' Academic Classification

Academic Classifications	n	Mean	S.D.
Bachelor's degree candidate	39	2.95	1.28
Master's degree candidate	53	2.00	1.22
Doctoral candidate/other	94	2.00	1.11
TOTALS:	186	2.20	1.23

As shown in Table 4.26, the subgroup means indicate that undergraduate students (mean of 2.95) faced greater difficulty in transferring course credits than did graduate students (2.0).

Table 4.27
Subgroup Means of Difficulty in Transferring Course Credits According to Cumulative Grade Point Average

Grade Point Average	n	Mean	S.D.
0.00 - 2.84	14	2.71	2.27
2.85 - 3.24	54	2.80	1.22
3.25 - 4.00	118	1.86	1.12
TOTALS	186	2.20	1.23

The subgroup means presented in Table 4.27 indicate that students with lower cumulative grade point averages (less than 3.24 with a mean of 2.79) encountered more difficult problems in transferring course credits than did those students with higher cumulative GPAs (more than 3.24 with a mean of 1.86).

Table 4.28
Subgroup Means of Difficulty in Transferring Course Credits According to Length of Stay in the USA

Length of Stay in the USA	n	Mean	S.D.
Less than one year	33	2.48	1.35
1-2 years	38	2.37	1.17
2-3 years	32	2.25	1.39
3-4 years	29	2.14	1.19
4-5 years	29	1.86	1.03
More than five years	25	1.96	1.21
TOTALS:	186	2.20	1.24

The subgroup means shown in Table 4.28 indicate that the degree of difficulty in transferring course credits decreases as the length of stay in the USA increases. However, the degree of difficulty increases for those students whose length of stay exceeds five years.

Table 4.29
Subgroup Means of Difficulty in Transferring Course Credits According to Students Environment of Upbringing

Environment of Upbringing	n	Mean	S.D.
Rural village	57	2.37	1.28
Small town	58	2.52	1.22
Large city	71	1.80	1.12
TOTALS:	186	2.20	1.23

The subgroup means shown in Table 4.29 indicate that there were differences in the degree of difficulty in transferring course credits for different environments of upbringing. Students who were brought up in small towns (mean of 2.52) faced greater difficulty than those who were brought up in rural villages (2.37) or those brought up in large cities (1.8).

Competing for grades. The low overall mean of 1.88 of difficulty in competing for grades with American students indicates that, in general, African students faced little difficulty in competing for grades. However, 15.6% of the respondents reported that they encountered very serious problems in competing for grades. Further tests showed that students' academic classification and cumulative grade point average were related to difficulty in competing for grades.

Table 4.30
Subgroup Means of Difficulty in Competing for Grades According to Students' Academic Classification

Academic Classifications	n	Mean	S.D.
Bachelor's degree candidate	39	2.56	1.21
Master's degree candidate	53	1.74	1.06
Doctoral candidate/other	94	1.68	1.02
TOTALS:	186	1.88	1.12

The subgroup means shown in Table 4.30 indicate that undergraduate students (mean of 2.56) faced greater difficulty in competing for grades with American students than did Master's (mean of 1.74) or doctoral (1.68) students. The results indicate that the higher the level of study, the lesser the difficulty in competing for grades.

Table 4.31
Subgroup Means of Difficulty in Competing for Grades According to Cumulative Grade Point Average

Grade Point Average	n	Mean	S.D.
0.00 - 2.84	14	2.57	1.22
2.85 - 3.24	54	2.24	1.18
3.25 - 4.00	118	2.64	1.01
TOTALS	186	1.88	1.12

As shown in Table 4.31, the subgroup means indicate that those students whose cumulative grade point averages were highest (3.25 to 4.00 with a mean of 2.64) faced greater difficulty in competing for grades than those students whose

cumulative GPAs were lowest (0.00 to 2.84 with a mean of 2.57) or in the middle (2.85-3.24 with a mean of 2.24).

Taking appropriate courses. The relatively high overall mean of 2.04 of difficulty in taking appropriate courses that satisfy personal, professional, and national development objectives indicates that, in general, most African students faced relatively more problems in this area as compared to other academic adjustment areas. Of these students, 12.9% indicated that they encountered very serious problems in taking appropriate courses. Chi-square tests showed that environment of upbringing and geographic sub-region were related to difficulty in taking appropriate courses.

Table 4.32
Subgroup Means of Difficulty in Taking Appropriate Courses According to Students' Environment of Upbringing

Environment of Upbringing	n	Mean	S.D.
Rural village	57	2.44	1.13
Small town	58	1.93	1.02
Large city	71	1.82	1.03
TOTALS:	186	2.04	1.09

As shown in Table 4.32, the subgroup means indicate that students who were brought up in rural villages (mean of 2.44) faced greater difficulty in taking appropriate courses as compared to students who were brought up in small towns (1.93) or in large cities (1.82).

Table 4.33
Subgroup Means of Difficulty in Taking Appropriate Courses According to Students' Geographic Sub-Region

Geographic Sub-Region	n	Mean	S.D.
North Africa	64	2.00	1.24
West Africa	56	1.89	1.19
East Africa	44	2.20	1.42
Southern Africa	22	2.23	1.25
TOTALS:	186	2.04	1.32

As shown in Table 4.33, the subgroup means indicate that East and Southern African students (mean of 2.21) faced greater difficulty in taking appropriate courses than North (2.00) or West (1.89) African students.

Counseling services. The relatively high overall mean of 2.04 of difficulty in getting adequate counseling services indicates that, in general, most African students faced relatively more problems in this area than in other academic adjustment areas, with 16.7% reporting that they encountered very serious problems in getting adequate counseling services. Further statistical tests, however, did not show any significant relationship between the 10 background characteristics and difficulty in getting adequate counseling services. The results indicate that all students faced the same kinds of problems in getting adequate counseling services with the same degrees of difficulty, regardless of their background characteristics.

Financial Adjustment

A total of nine areas of financial adjustment problems were considered in the study. Table 4.34 illustrates the percentage distribution of responses, means,

and standard deviations for each item. A total of 186 students responded to nine items related to financial adjustment problems. The lowest and highest means of financial adjustment difficulty within the nine areas of financial adjustment were 1.75 and 2.94, respectively. The relatively low range of means indicates that, generally, most African students at Michigan State University faced few serious problems in financial adjustment. As a whole, 40.97% indicated they did not face any financial adjustment problems. Nevertheless, some students (27.76%) reported that they encountered very serious financial adjustment problems.

As shown in Table 4.34, the variation in means of difficulty in various financial adjustment areas indicates that students faced different degrees of difficulty in different areas of financial adjustment. Some difficult adjustment problems were cited in the areas of finding part-time jobs (mean of 2.94), insufficient money for school expenses (2.82), and permission to find out outside the campus because of immigration laws (2.75). Less difficult problems include getting dollar allocations from home country (mean of 2.63), currency exchange (2.14), and finding little time to do class work due to part-time job (1.95). Students faced least difficulty in finding eating facilities within one's budget limitation (mean of 1.93), extending visa without spending much money (1.77), and finding adequate housing within one's budget limitation (1.75).

Table 4.34
Percentage Distribution of Responses According to Financial Adjustment Items (n = 186)

Item Number and Name		1(%)	2(%)	3(%)	4(%)	Mean	S.D.
38.	Dollar allocation	31.9	15.7	9.7	42.7	2.63	1.32
39.	Currency exchange	48.6	11.9	16.2	23.2	2.14	1.25
40.	Extending visa	57.0	18.8	14.0	10.2	1.77	1.04
41.	School expenses	25.8	12.4	16.1	45.7	2.82	1.26
42.	Part-time job	22.6	10.8	17.2	49.5	2.94	1.23
43.	Part-time job permit	32.8	5.9	14.5	46.8	2.75	1.34
44.	Little time for class work	51.1	16.7	18.8	13.4	1.11	0.95
45.	Adequate housing	53.2	25.3	14.5	7.0	1.75	0.95
46.	Eating facilities	45.7	26.9	16.1	11.3	1.93	1.04
	ALL ITEMS:	40.97	13.24	13.62	27.76	1.99	1.17

Tests of relationship. The results of chi-square tests of relationship between difficulty level of the nine financial adjustment problems and students' 10 background characteristics are presented in Table 4.35 and 4.36.

A total of 11 tests indicated that there were significant relationships between the level of difficulty in financial adjustment and background characteristics at the level of significance of 0.05. The results will be discussed according to problem areas.

Table 4.35
Actual Levels of Significance of Chi-Square Tests of Relationship Between Level of Financial Adjustment Difficulty and Students' Background Characteristics

Item # and Name	Educat. Bckgrnd.	Financial Support	Academic Classif.	Grd. Pt. Average	Length of Stay
38. Dollar allocation	.44	.03*	.26	.86	.22
39. Currency exchange	.97	.32	.88	.10	.00***
40. Extending visa	.29	.34	.78	.14	.26
41. School expenses	.00***	.01**	.17	.99	.02*
42. Part-time job	.64	.43	.32	.25	.16
43. Part-time job permit	.36	.29	.16	.36	.77
44. Little time for class work	.86	.51	.16	.07	.19
45. Adequate housing	.76	.73	.59	.85	.00***
46. Eating facilities	.26	.10	.30	.92	.75

* = significant at α = 0.05
** = significant at α = 0.01
*** = significant at α = 0.001

Table 4.36
Actual Levels of Significance of Chi-Square Tests of Relationship Between Level of Financial Adjustment Difficulty and Students' Background Characteristics

Item # and Name	Environ./ Upbring.	Orientat. Program	Marital Status	Gender	Geograph. Sub-Rgn.
38. Dollar allocation	.85	.80	.83	.87	.00***
39. Currency exchange	.92	.15	.72	.08	.06
40. Extending visa	.34	.19	.08	.64	.18
41. School expenses	1.0	.06	.42	.41	.05*
42. Part-time job	.24	.56	.23	.41	.25
43. Part-time job permit	.80	.19	.05*	.64	.51
44. Little time for class work	.97	.00***	.40	.58	.03*
45. Adequate housing	.43	.90	.08	.24	.80
46. Eating facilities	.88	.07	.21	.82	.22

* = significant at $\alpha = 0.05$
*** = significant at $\alpha = 0.001$

Getting dollar allocation from home country. The relatively high overall mean of 2.63 suggests, in general, that most African students faced serious problems in getting dollar allocations from their home countries. In terms of percentages , 42.7% of them reported that they faced very serious problems related to getting their dollar allocations. Chi-square tests showed that source of financial support and geographical sub-region were related to level of difficulty in getting dollar allocations from home countries.

Table 4.37
Subgroup Means of Difficulty in Getting Dollar Allocation from Home Country According to Source of Financial Support

Source of Financial Support	n	Mean	S.D.
MSU scholarship/assistantship	22	2.63	1.44
Family/personal support	52	2.96	1.27
United States government	22	1.68	1.09
Private agency/organization/foundation	24	2.91	1.35
Home government	65	2.62	1.25
TOTALS:	186	2.63	1.32

As shown in Table 4.37, the subgroup means indicate that students who were self-supporting or received financial support from their families (mean of 2.96) and those who were supported by private agencies, organizations, or foundations (2.91) faced greater difficulty in getting their dollar allocations, while students who received Michigan State University scholarships or assistantships (2.63) and those with home government scholarships (2.62) faced less difficulty. Those students who received financial support from the United States government (1.68) faced the least difficulty in getting their dollar allocations.

Table 4.38
Subgroup Means of Difficulty in Getting Dollar Allocation from Home Country According to Geographic Sub-Region

Geographic Sub-Region	n	Mean	S.D.
North Africa	64	2.39	1.24
West Africa	56	3.21	1.19
East Africa	44	2.40	1.42
Southern Africa	22	2.32	1.25
TOTALS:	186	2.63	1.32

As presented in Table 4.38, the subgroup means indicate that West African students (mean of 3.21) faced much greater difficulty in getting dollar allocations from their home countries than any other African students (2.38).

Losing money through currency exchange. The low overall mean (2.14) of the extent of problems related to losing money through currency exchange suggests, in general, that most African students did not face serious problems in this area of adjustment. However, 23.2% of the respondents reported facing very serious problems in currency exchange. Chi-square tests showed that only length of stay in the USA was related to extent of problem in currency exchange.

Table 4.39
Subgroup Means of Extent of Problem in Currency Exchange According to Length of Stay in the USA

Length of Stay in the USA	n	Mean	S.D.
Less than one year	33	1.56	0.97
1-2 years	38	2.16	1.26
2-3 years	32	2.66	1.38
3-4 years	29	2.48	1.09
4-5 years	29	1.79	1.18
More than five years	25	2.28	1.31
TOTALS:	186	2.14	1.25

As shown in Table 4.39, the subgroup means indicate that there was no regular pattern in the relationship between length of stay in the USA and the extent of currency exchange problems faced by students. The results suggest that those students who stayed in the USA between two and five years (mean of 2.57) faced more difficult problems in currency exchange, while those students

who stayed more than five years (2.28) or between one and five years (2.16) faced less difficult problems. Those students who stayed between four and five years (1.79) and those who stayed less than one year (1.56) faced the least difficult problems in currency exchange.

Getting visa extended without spending much money. The low overall mean of 1.77 of difficulty in getting one's visa extended without spending much money indicates, in general, that most African students faced few serious problems. However, 10.2% reported that they faced very serious problems in this area. Further tests showed no significant relationship existed between the 10 background characteristics and difficulty in getting one's visa extended; that is, most students faced the same degree of difficulty in getting visas extended without spending much money regardless of their background characteristics.

Having enough money for school expenses. The relatively high overall mean of 2.82 of difficulty in having enough money for school expenses indicates that, in general, African students faced serious problems of financial adjustment. In terms of percentage, 45.7% reported they faced very serious problems in having enough money for school expenses. Chi-square tests showed that educational background, source of financial support, length of stay in the USA, and geographic sub-region were related to degree of difficulty in having enough money for school expenses.

Table 4.40
Subgroup Means of Difficulty in Having Enough Money for School Expenses According to Students' Educational Background

Educational Background	n	Mean	S.D.
G.C.E. or secondary equivalent	10	2.30	1.25
Teacher training/technical training	13	2.85	1.41
Secondary school	37	3.60	0.73
Polytechnic college	17	3.00	1.12
Bachelor's degree	80	2.64	1.31
Master's degree	27	2.48	1.28
TOTALS:	184	2.82	1.26

As shown in Table 4.40, the subgroup means indicate that students who completed secondary education (mean of 3.60) faced very serious problems in having enough money for school expenses, while those who completed polytechnic (3.00) and teacher or technical training (2.85) faced fewer problems. Those who completed Bachelor's degrees (2.64), Master's degrees (2.48), and GCEs or secondary equivalents (2.30) faced the fewest problems.

Table 4.41
Subgroup Means of Difficulty in Having Enough Money for School Expenses According to Source of Financial Support

Source of Financial Support	n	Mean	S.D.
MSU scholarship/assistantship	22	3.27	1.28
Family/personal support	52	3.27	1.07
United States government	22	2.32	1.36
Private agency/organization/foundation	24	2.67	1.31
Home government	65	2.53	1.22
TOTALS:	186	2.82	1.26

As shown in Table 4.41, the subgroup means indicate that students who were self- or family-supported or those receiving financial support from Michigan State University (mean of 3.27) faced greatest difficulty in having enough money for school expenses, while those students who received financial support from private agencies, organizations, or foundations (mean of 2.67) and from home governments (2.53) faced less difficulty. Students supported financially by the United States government (2.32) had the least difficulty in having enough money for school expenses.

Table 4.42
Subgroup Means of Difficulty in Having Enough Money for School Expenses According to Length of Stay in the USA

Length of Stay in the USA	n	Mean	S.D.
Less than one year	33	2.12	1.29
1-2 years	38	2.87	1.33
2-3 years	32	2.84	1.19
3-4 years	29	3.34	0.97
4-5 years	29	2.62	1.21
More than five years	25	3.24	1.17
TOTALS:	186	2.82	1.26

As presented in Table 4.42, the subgroup means indicate that those students who had stayed in the USA between three and four years (mean of 3.34) and more than five years (3.24) faced the greatest difficulty in having enough money for school expenses, while those who had stayed between one and three years (2.86) and between four and five years (2.62) faced less difficulty. Those who had stayed in the USA for less than one year (2.12) had the fewest problems in having enough money for student expenses.

Table 4.43
Subgroup Means of Difficulty in Having Enough Money for School Expenses According to Geographic Sub-Region

Geographic Sub-Region	n	Mean	S.D.
North Africa	64	2.80	1.17
West Africa	56	3.07	1.19
East Africa	44	2.75	1.38
Southern Africa	22	2.36	1.36
TOTALS:	186	2.82	1.26

As shown in Table 4.43, the subgroup means indicate that West African students (mean of 3.07) faced the greatest difficulty in having enough money for school expenses, while North AFrican (2.80) and East African (2.75) students faced less difficulty. Southern African students (2.36) had the least difficulty with this problem.

Finding part-time jobs. The high overall mean of 2.94 of difficulty in finding part-time jobs indicates that, in general, most African students faced serious problems in this area. In terms of percentage, 49.5% reported that they encountered very serious problems. Further tests showed that no significant relationship existed between the 10 background characteristics tested and difficulty in finding part-time jobs; that is, most students faced the same degrees of difficulty in finding part-time jobs regardless of their background characteristics.

Permission to get part-time jobs outside the campus by immigration laws. The relatively high overall mean of 2.75 of difficulty on permission to get part-time jobs outside the campus indicates that, in general, African students had

serious problems of financial adjustment in this area. In terms of percentage, 46.8% reported that they had very serious problems in not being allowed to get part-time jobs outside the campus due to immigration laws. Chi-square tests showed that marital status was related to the degree of difficulty on permission to get part-time jobs outside the campus due to immigration laws.

Table 4.44
Subgroup Means of Difficulty of Permission to Get Part-Time Jobs Outside the Campus Due to Immigration Laws According to Marital Status

Marital Status	n	Mean	S.D.
Single	63	3.02	1.26
Married (spouse living here)	85	2.48	1.34
Married (spouse living in home country)	37	2.97	1.34
TOTALS:	185	2.76	1.33

As shown in Table 4.44, the subgroup means indicate that single students (mean of 3.02) had very serious problems of not being allowed to get part-time jobs outside the campus due to immigration laws, while married students with spouses in their home countries (2.97) had few problems, and married students with spouses living here had the fewest problems.

Finding little time to do class work because of part-time job. The relatively low overall mean of 1.95 of finding little time to do class work because of one's part-time job suggests that, in general, most African students did not face any serious problems in this area. However, some students (13.4%) reported very serious problems in finding little time to do class work because of part-time jobs. Chi-square tests showed that orientation programs received and geographic sub-regions were related to difficulty in finding little time to do class work because of part-time jobs.

Table 4.45
Subgroup Means of Difficulty in Having Little Time to Do Class Work Because of Part-Time Job According to the Orientation Program Received

Orientation Program	n	Mean	S.D.
Inadequate	32	2.28	1.37
Somewhat helpful	74	1.97	1.01
Very helpful	20	1.80	1.11
TOTALS:	186	2.02	1.13

As illustrated in Table 4.45, the subgroup means indicate that students who regarded the orientation program as inadequate (mean of 2.28) had greater difficulty in finding enough time to do class work because of part-time jobs, while students who considered the program somewhat helpful (1.97) had less difficulty, and those who viewed the program as very helpful had the least difficulty in finding time to do class work because of part-time jobs.

Table 4.46
Subgroup Means of Difficulty in Having Little Time to Do Class Work Because of Part-Time Job According to Geographic Sub-Region

Geographic Sub-Region	n	Mean	S.D.
North Africa	64	1.84	1.00
West Africa	56	2.02	1.10
East Africa	44	2.14	1.25
Southern Africa	22	1.68	1.17
TOTALS:	186	1.95	1.11

As shown in Table 4.46, the subgroup means indicate that East African students (mean of 2.14) faced greater difficulty in finding time to do class work

because of part-time jobs than any other African students (combined mean of 1.85).

Finding adequate housing. The low overall mean of 1.75 of difficulty indicates that, in general, most African students faced few serious problems in finding adequate housing within their budget limitations. However, seven percent cited finding adequate housing as a very serious problem. Chi-square tests showed that length of stay in the United States related to the degree of difficulty in finding adequate housing.

Table 4.47
Subgroup Means of Difficulty in Finding Adequate Housing According to Length of Stay in the USA

Length of Stay in the USA	n	Mean	S.D.
Less than one year	33	1.76	1.17
1-2 years	38	1.61	0.76
2-3 years	32	1.63	0.79
3-4 years	29	2.00	1.20
4-5 years	29	1.76	0.79
More than five years	25	1.84	0.94
TOTALS:	186	1.75	0.95

As shown in Table 4.47, the subgroup means suggested that students who had stayed in the USA from three to four years (mean of 2.00) reported greater difficulty in finding adequate housing, while students who had stayed for more than four years (1.80) and less than one year (1.76) reported less difficulty, and those who had stayed for one to three years (1.61) cited the least difficulty in finding adequate housing within their budget limitations.

Finding eating facilities within budget limitations. The low overall mean of 1.93 of difficulty in finding eating facilities within one's budget limitations indicates that, in general, most African students did not face serious problems in finding eating facilities within budget limitations. Nevertheless, 11.3% reported that they faced very serious problems. Further tests showed no significant relationship between the 10 background characteristics and difficulty in finding eating facilities; that is, most African students faced the same degree of difficulty in finding eating facilities within their budget limitations regardless of their background characteristics.

Personal Adjustment

Two areas of personal adjustment problems were included in this study. Table 4.48 shows the percentage distribution of responses, means, and standard deviations for each item. A total number of 186 students responded to the two items related to personal adjustment problems. The lowest and highest means of personal adjustment difficulty within the two areas of personal adjustment were 2.09 and 2.10, respectively. The relatively low range of means indicates that, generally, most African students at Michigan State University, faced few serious problems on personal adjustment. As a whole, 41.9% indicated that they did not encounter personal adjustment problems. Nevertheless, some students (14.25%) reported having very serious personal adjustment problems.

Table 4.48
Percentage Distribution of Responses According to Personal Adjustment Items (n = 186)

Item Number and Name	1(%)	2(%)	3(%)	4(%)	Mean	S.D.
47. American food	4013	21.5	27.4	10.8	2.09	1.05
48. Health facilities	43.5	20.4	18.3	17.7	2.10	1.15
ALL ITEMS	41.9	20.95	22.85	14.25	2.10	1.10

As shown in Table 4.48, the two means of difficulty in the two personal adjustment items were almost identical, indicating that, in general, most African students faced the two adjustment problems with the same degree of difficulty.

Tests of relationship. The results of chi-square tests of relationship between difficulty levels of the two personal adjustment problems and students' 10 background characteristics are presented in Tables 4.49 and 4.50. A total of three tests indicated that there were significant relationships between level of difficulty of personal adjustment and background characteristics at a level of significance of 0.05. The results will be discussed according to problem areas.

Table 4.49
Actual Levels of Significance of Chi-Square Tests of Relationship Between Level of Personal Adjustment Difficulty and Students' Background Characteristics

Item # and Name	Educat. Bckgrnd.	Financial Support	Academic Classif.	Grd. Pt. Average	Length of Stay
47. American food	.41	.12	.71	.28	.01**
48. Health facilities	.33	.73	.25	.07	.51

** = significant at α = 0.01

Table 4.50
Actual Levels of Significance of Chi-Square Tests of Relationship Between Level of Personal Achievement Adjustment Difficulty and Students' Background Characteristics

Item # and Name	Environ./ Upbring.	Orientat. Program	Marital Status	Gender	Geograph. Sub-Rgn.
47. American food	.64	.01**	.10	.58	.53
48. Health facilities	.84	.02*	.23	.46	.26

* = significant at α = 0.05
** = significant at α = 0.01

Getting used to American food. The overall mean of 2.09 of difficulty in getting used to American food indicates that, in general, most African students did not face serious problems in this area. Nevertheless, some students (10.8%) indicated that they encountered very serious problems in getting used to American food. Chi-square tests showed that there were relationships between difficulty in getting used to American food and length of stay in the United States as well as the orientation program the student received. Tables 4.51 and 4.52 illustrate the subgroup means of difficulty in getting used to American food according to length of stay in the USA and orientation program received.

Table 4.51
Subgroup Means of Difficulty in Getting Used to American Food According to Length of Stay in the USA

Length of Stay in the USA	n	Mean	S.D.
Less than one year	33	2.15	1.18
1-2 years	38	2.37	1.13
2-3 years	32	2.28	0.92
3-4 years	29	1.97	1.02
4-5 years	29	1.83	0.80
More than five years	25	1.76	1.13
TOTALS:	186	2.09	1.05

As shown in Table 4.51, subgroup means indicate that students who had stayed in the USA for one or two years (mean of 2.33) experienced greater difficulty in getting used to American food than those who had stayed for two to three years (2.13) or those who had stayed for three to four years (1.80).

Table 4.52
Subgroup Means of Difficulty in Getting Used to American Food According to the Orientation Program Received

Orientation Program	n	Mean	S.D.
Inadequate	32	2.31	0.97
Somewhat helpful	74	1.99	1.07
Very helpful	20	2.30	1.26
TOTALS:	186	2.12	1.08

As shown in Table 4.52, the subgroup means indicate that students who considered the orientation programs they received as adequate (mean of 2.31) and those who regarded their orientation programs as very helpful (2.30) reported that they faced greater difficulty in getting used to American food than those who considered the program somewhat helpful (1.99).

Health facilities. The overall mean of difficulty in finding adequate health care facilities was 2.10, indicating that, in general, most African students did not face very serious problems in finding adequate health care facilities. However, some students (17.7%) reported very serious problems in finding adequate health care facilities. Chi-square tests showed that orientation programs received was related to difficulty in finding adequate health care facilities.

Table 4.53
Subgroup Means of Difficulty in Finding Adequate Health Care Facilities According to the Orientation Program Received

Orientation Program	n	Mean	S.D.
Inadequate	32	2.72	1.17
Somewhat helpful	74	1.82	1.07
Very helpful	20	1.90	1.07
TOTALS:	186	2.06	1.15

As shown in Table 4.53, the subgroup means indicates that students who considered their orientation programs inadequate (mean of 2.72) encountered greater problems in finding adequate health care facilities than did students who said their orientation programs were very helpful (1.90) or those who regarded it as somewhat helpful (1.82).

Religious Adjustment

A total of four areas of religious adjustment problems were included in the study. Table 4.54 shows the percentage distribution of responses, means, and standard deviations for each item. A total of 186 students responded to four items related to religious adjustment problems. The lowest and highest mean of religious adjustment difficulty within the four areas of religious adjustment were 1.65 and 1.91, respectively. The relatively low range of means indicates that, generally, most African students at Michigan State University faced few serious problems on religious adjustment. As a whole, 57.3% reported that they did not encounter any religious adjustment problems.

Table 4.54
Percentage Distribution of Responses According to Religious Adjustment Items (n = 186)

Item Number and Name	1(%)	2(%)	3(%)	4(%)	Mean	S.D.
49. Housing without restrictions	57.0	20.4	11.3	11.3	1.77	1.04
50. Maintaining spiritual vitality	55.4	19.9	14.5	10.2	1.80	1.04
51. A friendly worship group	64.5	16.1	9.7	9.7	1.65	1.00
52. Racial and religious preferences	52.2	19.4	12.9	15.6	1.91	1.13
ALL ITEMS	57.3	19.0	12.1	11.6	1.78	1.05

As shown in Table 4.54, the variation in the means of difficulty in various religious adjustment areas indicates that students had different degrees of difficulty in different areas of religious adjustment. Slightly difficult adjustment problems cited were overcoming racial and religious preference (mean of 1.91) and maintaining spiritual vitality in campus life (1.80), while the least difficulty reported were renting housing without racial or religious restrictions (1.77) and finding a friendly worship group of one's own religion (1.65).

Tests of relationship. The results of chi-square tests of relationship between the difficulty level of four religious adjustment problems and students' 10 background characteristics are presented in Tables 4.55 and 4.56.

Table 4.55
Actual Levels of Significance of Chi-Square Tests of Relationship Between Level of Religious Adjustment Difficulty and Students' Background Characteristics

Item # and Name	Educat. Bckgrnd.	Financial Support	Academic Classif.	Grd. Pt. Average	Length of Stay
49. Housing without restrictions	.61	.76	.10	.96	.60
50. Maintaining spiritual vitality	.15	.95	.43	.07	.50
51. A friendly worship group	.71	.13	.01**	.00***	.47
52. Racial and religious preference	.08	.14	.02*	.55	.32

* = significant at α = 0.05
** = significant at α = 0.01
*** = significant at α = 0.001

A total of five tests indicated that there were significant relationships between the level of difficulty in religious adjustment and background

characteristics at a level of significance of 0.05. The results will be discussed according to problem areas.

Table 4.56
Actual Levels of Significance of Chi-Square Tests of Relationship Between Level of Religious Adjustment Difficulty and Students' Background Characteristics

Item # and Name	Environ./ Upbring.	Orientat. Program	Marital Status	Gender	Geograph. Sub-Rgn.
49. Housing without restrictions	.13	.74	.29	.10	.11
50. Maintaining spiritual vitality	.57	.42	.21	.33	.69
51. A friendly worship group	.42	.24	.20	.03*	.04*
52. Racial and religious preference	.44	.67	.59	.35	.10

* = significant at $\alpha = 0.05$

Finding housing without racial and religious restrictions. The low overall mean of 1.77 indicates, in general, that most African students faced few serious problems finding housing without racial or religious restrictions. However, 11.3% indicated that they faced very serious problems in finding housing. Chi-square tests showed that there were no significant relationships between the 10 background characteristics and the level of difficulty students faced in finding housing without racial or religious restrictions; that is, regardless of their background characteristics, most African students faced this problem with the same level of difficulty

Maintaining spiritual vitality. The low overall mean of 1.80 indicates that, in general, most African students did not find very serious problems in maintaining spiritual vitality in campus life. However, 10.2% of them reported that they faced very serious problems in this area. Further tests showed no significant relationship between all 10 background characteristics and degree of difficulty in maintaining spiritual vitality in campus life; that is, regardless of their background, most African students faced this problem with the same degrees of difficulty.

Finding a friendly worship group. The lowest overall mean of 1.65 among religious adjustment problems indicates that, in general, most African students had few problems in finding friendly worship groups of their own religions. However, 9.7% reported that they faced very serious problems in this adjustment area. Further tests showed that academic classification, cumulative grade point average, gender, and geographic sub-region were related to the degrees of difficulty students had in finding friendly workshop groups of their own religions.

Table 4.57
Subgroup Means of Difficulty in Finding a Friendly Worship Group According to Students' Academic Classification

Academic Classifications	n	Mean	S.D.
Bachelor's degree candidate	39	2.03	1.29
Master's degree candidate	53	1.57	0.93
Doctoral candidate/other	94	1.53	0.88
TOTALS:	186	1.65	1.00

As shown in Table 4.57, the subgroup means indicates that undergraduate students (mean of 2.03) faced greater difficulty in finding friendly worship groups than did graduate students (1.54).

Table 4.58
Subgroup Means of Difficulty in Finding a Friendly Worship Group According to Cumulative Grade Point Average

Grade Point Average	n	Mean	S.D.
0.00 - 2.84	14	2.21	1.37
2.85 - 3.24	54	2.00	1.18
3.25 - 4.00	118	1.42	0.77
TOTALS	186	1.65	1.00

As shown in Table 4.58, the subgroup means indicate that students with lower cumulative grade point averages faced greater difficulty in finding friendly worship groups than did those with higher cumulative GPAs. The means of degree of difficulty for students with cumulate GPAs of less than 2.84, of between 2.85 and 3.24, and of greater than 3.25 were 2.21, 2.00, and 1.42, respectively.

Table 4.59
Subgroup Means of Difficulty in Finding a Friendly Worship Group According to Gender

Gender	n	Mean	S.D.
Female	43	1.86	1.23
Male	143	1.58	0.92
TOTALS:	186	1.64	1.00

The subgroup means, as presented in Table 4.59, indicate that female students (mean of 1.86) faced greater difficulty in finding friendly worship groups than did male students (1.58).

Table 4.60
Subgroup Means of Difficulty in Finding a Friendly Worship Group According to Geographic Sub-Region

Geographic Sub-Region	n	Mean	S.D.
North Africa	64	1.83	1.02
West Africa	56	1.45	0.93
East Africa	44	1.54	0.95
Southern Africa	22	1.82	1.18
TOTALS:	186	1.65	1.00

The subgroup means, as shown in Table 4.60, indicate that North and Southern African students (means of 1.83 and 1.82, respectively), faced greater difficulty in finding friendly worship groups than did East and West African students (1.54 and 1.45, respectively).

Overcoming racial and religious preference. The low overall mean of 1.91 of difficulty in overcoming racial and religious preference indicates that, in general, most African students did not face serious problems in this area of adjustment. However, 15.6% reported that they faced very serious problems in overcoming racial and religious preference. The mean and percentage indicate that overcoming racial and religious preference was the greatest problem among all religious adjustment problems included in this study. Further tests showed that only academic classification was related to the difficulty in overcoming racial and religious preference.

Table 4.61
Subgroup Means of Difficulty in Overcoming Racial and Religious Preference According to Students' Academic Classification

Academic Classifications	n	Mean	S.D.
Bachelor's degree candidate	39	2.44	1.27
Master's degree candidate	53	1.57	0.93
Doctoral candidate/other	94	1.90	1.10
TOTALS:	186	1.92	1.13

As shown in Table 4.61, the subgroup means indicate that undergraduate students (mean of 2.44) faced the greatest difficulty in overcoming racial and religious preferences, while doctoral students (1.90) faced less difficulty, and Master's students (1.57) faced the least difficulty in overcoming racial and religious preferences.

Emotional Adjustment

A total of one area of emotional adjustment problems was considered in this study. Table 4.62 shows the percentage distribution of responses, mean, and standard deviation for each item. A total of 186 students responded to three items related to emotional adjustment problems. The rather high mean (2.69) indicates that, generally, most African students at Michigan State University felt homesick. As a whole, 35.5% of the students said they encountered the problem of feeling homesick. However, some students (23.1%) reported that they did not face the serious problem of feeling homesick.

Table 4.62
Percentage Distribution of Responses According to Emotional Adjustment Item (n = 186)

Item Number and Name	1(%)	2(%)	3(%)	4(%)	Mean	S.D.
55. Feeling homesick	23.1	22.0	19.4	35.5	2.67	1.18

Tests of relationship. Results of chi-square tests of relationship between difficulty levels of one emotional adjustment problem and students' 10 background characteristics are presented in Tables 4.63 and 4.64. A total of two tests indicated that there were significant relationships between level of difficulty of emotional adjustment and background characteristics at a level of significance of 0.05.

Table 4.63
Actual Levels of Significance of Chi-Square Tests of Relationship Between Level of Emotional Adjustment Difficulty and Students' Background Characteristics

Item # and Name	Educat. Bckgrnd.	Financial Support	Academic Classif.	Grd. Pt. Average	Length of Stay
55. Feeling homesick	.02*	.28	.34	.34	.58

* = significant at $\alpha = 0.05$
** = significant at $\alpha = 0.01$
*** = significant at $\alpha = 0.001$

Table 4.64
Actual Levels of Significance of Chi-Square Tests of Relationship Between Level of Emotional Adjustment Difficulty and Students' Background Characteristics

Item # and Name	Environ./ Upbring.	Orientat. Program	Marital Status	Gender	Geograph. Sub-Rgn.
55. Feeling homesick	.84	.23	.27	.00***	.13

*** = significant at α = 0.001

Feeling homesick. The overall mean of 2.67 of difficulty in feeling homesick indicates that, in general, most African students did not face any serious problems in this area. Nevertheless, some students (35.5%) said they had very serious problems of feeling homesick. Chi-square tests indicated that educational background and gender were related to the degree of feeling homesick.

Table 4.65
Subgroup Means of Feeling Homesick According to Students' Educational Background

Educational Background	n	Mean	S.D.
G.C.E. or secondary equivalent	10	2.40	1.08
Teacher training/technical training	13	2.77	1.17
Secondary school	37	3.05	0.10
Polytechnic college	17	3.06	1.30
Bachelor's degree	80	3.50	1.14
Master's degree	27	2.60	1.39
TOTALS:	184	2.67	1.18

As shown in Table 4.65, subgroup means indicate that students who completed Bachelor's degrees before coming to the United States (mean of 3.50) reported the greatest difficulty in overcoming feelings of homesickness, while students who completed polytechnic (3.06) or secondary education (3.05) reported less difficulty. Students who completed teacher or technical training (2.77) as well as those who completed Master's degrees (2.60) and General Certificates of Education or their equivalent (2.40) cited the least difficulty in overcoming feelings of homesickness.

Table 4.66
Subgroup Means of Degrees of Feeling Homesick According to Gender

Gender	n	Mean	S.D.
Female	43	3.30	1.01
Male	143	2.48	1.42
TOTALS:	186	2.67	1.34

As illustrated in Table 4.68, subgroup means suggested that female students (mean of 3.30) experienced greater difficulty in overcoming feelings of homesickness than did male students (2.48).

Social Adjustment

A total of eight areas of social adjustment problems were examined in this study. Table 4.67 shows the percentage distribution of responses, means, and standard deviations for each item. A total of 186 students responded to eight items related to social adjustment problems. The lowest and highest means of social adjustment difficulty within the eight areas of social adjustment were 1.54 and 2.17, respectively. The relatively low range of means indicates that, generally, most African students at Michigan State University faced few serious

problems on social adjustment. As a whole, 48.9% indicated that they did not face any social adjustment problems. Notwithstanding, some students (10.8%) said that they had experienced very serious social adjustment problems.

As illustrated in Table 4.67, the variation in the means of difficulty in various social adjustment areas indicates that students encountered different degrees of difficulty in different areas of social adjustment. Some difficult adjustment problems were reported in the area of American value system (mean of 2.17), being accepted in social groups outside the campus (2.16), and making personal friends with American students (2.09). Less difficulty adjustment problems were cited as feeling welcome at campus social functions (1.84), being accepted in a friendly social group (1.84), and making personal friends of other foreign students (1.73). Students encountered the least difficulty in participating freely in athletics and extracurricular activities on campus (1.68) and having too many social engagements which interfere with studies (1.54).

Table 4.67
Percentage Distribution of Responses According to Social Adjustment Items (n = 186)

Item Number and Name	1(%)	2(%)	3(%)	4(%)	Mean	S.D.
56. Being accepted outside campus	39.2	25.3	16.1	19.4	2.16	1.15
57. Feeling welcome at campus functions	45.7	31.2	16.7	6.5	1.84	0.93
58. Being accepted in a friendly group	51.1	26.9	13.4	8.6	1.80	0.98
59. Friendship with American students	40.9	24.2	20.4	14.5	2.09	1.09
60. American value system	36.6	28.5	16.7	18.3	2.17	1.12
61. Friendship with other foreign students	55.9	24.2	11.3	8.6	1.73	1.07
62. Too many social engagements	61.3	25.8	10.8	2.2	1.54	0.77
63. Participating freely in athletics	61.3	25.8	10.8	2.2	1.54	0.77
ALL ITEMS:	60.8	18.8	12.4	8.1	1.68	0.98

Tests of relationship. The results of chi-square tests of relationship between difficulty levels of eight social adjustment problems and 10 students' background characteristics are presented in Tables 4.68 and 4.69.

Table 4.68
Actual Levels of Significance of Chi-Square Tests of Relationship Between Level of Social Adjustment Difficulty and Students' Background Characteristics

Item # and Name		Educat. Bckgrnd.	Financial Support	Academic Classif.	Grd. Pt. Average	Length of Stay
56.	Being accepted outside campus	.29	.29	.58	.17	.27
57.	Feeling welcome at campus functions	.21	.08	.78	.37	.87
58.	Being accepted in a friendly group	.73	.33	.61	.69	.11
59.	Friendship with American students	.49	.78	.19	.31	.19
60.	American value system	.18	.84	.36	.95	.55
61.	Friendship with other foreign students	.25	.40	.35	.50	.09
62.	Too many social engagements	.29	.73	.37	.00***	.05*
63.	Participating freely in athletics	.03*	.12	.83	.57	.80

* = significant at α = 0.05
*** = significant at α = 0.001

A total of 12 tests indicated that there were significant relationships between the levels of difficulty in social adjustment and background characteristics at the 0.05 level of significance. The results will be discussed according to problem areas.

Table 4.69
Actual Levels of Significance of Chi-Square Tests of Relationship Between Level of Social Adjustment Difficulty and Students' Background Characteristics

Item # and Name		Environ./ Upbring.	Orientat. Program	Marital Status	Gender	Geograph. Sub-Rgn.
56.	Being accepted outside campus	.19	.05*	.26	.81	.15
57.	Feeling welcome at campus functions	.09	.05*	.26	.33	.35
58.	Being accepted in a friendly group	.40	.42	.41	.06	.21
59.	Friendship with American students	.04*	.79	.26	.04*	.25
60.	American value system	.13	.21	.32	.10	.46
61.	Friendship with other foreign students	.34	.83	.35	.66	.92
62.	Too many social engagements	.05*	.02*	.16	.48	.84
63.	Participating freely in athletics	.00***	.04*	.37	.78	.04*

* = significant at $\alpha = 0.05$
*** = significant at $\alpha = 0.001$

Being accepted in social groups outside the campus. The overall mean of 2.16 of difficulty on being accepted in social groups outside the campus indicates that, in general, most African students faced serious problems in this area. However, some students (19.4%) indicated that they experienced very serious

problems in being accepted in social groups outside the campus. Chi-squares tests showed that there were relationships between difficulty in being accepted in social groups outside the campus and educational background, cumulative grade point average, length of stay in the United States, environment of upbringing, orientation program received, gender, and geographic sub-region.

Table 4.70
Subgroup Means of Difficulty in Being Accepted in Social Groups Outside the Campus According to the Orientation Program Received

Orientation Program	n	Mean	S.D.
Inadequate	32	2.75	1.11
Somewhat helpful	74	2.01	1.13
Very helpful	20	1.90	1.21
TOTALS:	186	2.18	1.18

As shown in Table 4.70, the subgroup means suggest that students who considered the orientation programs they received as inadequate (mean of 2.75) had greater difficulty in being accepted in social groups outside the campus than did students who regarded the programs as somewhat helpful (2.01) or those who considered it as very helpful (1.90).

Feeling welcome at campus functions. The low overall mean of 1.84 of difficulty in feeling welcome at campus functions indicates that, in general, most African students did not face serious problems in feeling welcome at campus functions. Nevertheless, 6.5% reported that they encountered very serious problems in this area. Chi-square tests showed that the effectiveness of the orientation programs received by students was related to their difficulty in feeling welcome at campus functions.

Table 4.71
Subgroup Means of Difficulty in Feeling Welcome at Campus Functions According to the Orientation Program Received

Orientation Program	n	Mean	S.D.
Inadequate	32	2.00	0.88
Somewhat helpful	74	1.82	0.93
Very helpful	20	1.70	0.80
TOTALS:	186	1.85	0.90

As shown in Table 4.71, the subgroup means indicate that students who considered the orientation programs they received as inadequate (mean of 2.00) faced greater difficulty in feeling welcome at campus functions than did those students who considered their orientation programs somewhat (1.82) or very (1.70) helpful.

Being accepted in a friendly group. The low overall mean of 1.80 of difficulty in being accepted in a friendly group indicates, in general, that most African students did not face serious problems in being accepted in friendly groups. However, 8.6% reported that they encountered very serious problems. Subgroup comparisons showed no significant relationship existed between the 10 background characteristics and degree of difficulty in being accepted in a friendly group; that is, regardless of students' background characteristics, most of them faced this problem with similar degrees of difficulty.

Making personal friends with American students. The low overall mean of 2.09 of difficulty in making personal friends with American students indicates that, in general, most African students did not have serious problems in this area of social adjustment. Nevertheless, there were some students (14.5%) who reported that they faced very serious problems in making personal friends with

American students. Further tests showed that environment of upbringing and gender were related to the degree of difficulty in making personal friends with American students.

Table 4.72
Subgroup Means of Difficulty in Making Personal Friends with American Students According to Students' Environment of Upbringing

Environment of Upbringing	n	Mean	S.D.
Rural village	57	2.16	1.01
Small town	58	2.21	1.07
Large city	71	1.93	1.16
TOTALS:	186	2.09	1.09

As reported in Table 4.72, the subgroup means indicate that students who were brought up in small towns (mean of 2.21) faced greater difficulty in making personal friends with American students than did those who were brought up in rural villages (2.16) or in large cities (1.93).

Table 4.73
Subgroup Means of Difficulty in Making Personal Friends with American Students According to Gender

Gender	n	Mean	S.D.
Female	43	2.33	1.25
Male	143	2.01	1.03
TOTALS:	186	2.09	1.09

As shown in Table 4.73, the subgroup means indicate that female students (mean of 2.33) faced greater difficulty in making personal friends with American students than did male students (2.01).

Becoming used to American value system. The low overall mean of 2.17 of difficulty in becoming used to the American value system indicates that, in general, most African students did not face serious problems in this area of social adjustment. However, 18.3% reported that they had very serious problems in this area. Chi-square tests showed that there were no significant relationships between the 10 background characteristics and degree of difficulty in becoming used to the American value system. That is, regardless of students' background characteristics, they faced this problem with an equal degrees of difficulty.

Making personal friends with other foreign students. The low overall mean of 1.73 of difficulty in making personal friends with other foreign students indicates that, in general, most African students did not face serious problems in this area of social adjustment. However, 8.6% reported that they faced very serious problems in this area. Chi-square tests showed that there were no significant relationships between the 10 background characteristics and degree of difficulty in making personal friends with other foreign students. That is, regardless of students' background characteristics, they faced this problem with equal degrees of difficulty.

Having too many social engagements. The low overall mean of 1.54 for the extent of the problem of having too many social engagements which interfere with studies indicates that, in general, most African students faced few serious problems in this area of social adjustment. Only 2.2% of the respondents indicated that they had very serious problems. Chi-square tests showed that cumulative grade point average, length of stay in the United States, environment of upbringing, and orientation program received were related to the extent of the problem of having too many social engagements which interfere with studies.

Table 4.74
Subgroup Means of Extent of Problem of Having Too Many Social Engagements which Interfere with Studies According to Cumulative Grade Point Average

Grade Point Average	n	Mean	S.D.
0.00 - 2.84	14	1.29	0.61
2.85 - 3.24	54	1.80	0.74
3.25 - 4.00	118	1.45	0.78
TOTALS	186	1.54	0.77

As shown in Table 4.74, subgroup means indicate that students who had between 2.85 and 3.24 cumulative grade point averages (mean of 1.80) reported greater problems in having too many social engagements which interfere with studies than did students who had between 3.25 and 4.00 cumulative GPAs (1.45) or those whose cumulative GPAs were between 0.00 and 2.84 (1.29).

Table 4.75
Subgroup Means of Extent of Problem of Having Too Many Social Engagements which Interfere with Studies According to Length of Stay in the USA

Length of Stay in the USA	n	Mean	S.D.
Less than one year	33	1.33	0.60
1-2 years	38	1.40	0.64
2-3 years	32	1.59	0.71
3-4 years	29	1.76	0.91
4-5 years	29	1.59	0.78
More than five years	25	1.64	0.10
TOTALS:	186	1.54	0.77

As illustrated in Table 4.75, subgroup means indicate that students who had been in the United States for three or four years experienced the greatest problem (mean of 1.76) of having too many social engagements which interfere with students than did students who had been here for more than five years (1.64), for four to five years (1.59), for two or three years (1.59), for one or two years (1.40), and for less than one year (1.33).

Table 4.76
Subgroup Means of Extent of Problem of Having Too Many Social Engagements which Interfere with Studies According to Students' Environment of Upbringing

Environment of Upbringing	n	Mean	S.D.
Rural village	57	1.79	0.92
Small town	58	1.41	0.65
Large city	71	1.44	0.69
TOTALS:	186	1.54	0.77

As shown in Table 4.76, the subgroup means indicate that students who were brought up in rural villages (mean of 1.79) experienced the greatest problem of having too many social engagements which interfere with their studies as compared to students who were brought up in large cities (1.44) or in small towns (1.41).

Table 4.77
Subgroup Means of Extent of Problem of Having Too Many Social Engagements which Interfere with Studies According to the Orientation Program Received

Orientation Program	n	Mean	S.D.
Inadequate	32	1.94	0.88
Somewhat helpful	74	1.61	0.89
Very helpful	20	1.35	0.59
TOTALS:	186	1.65	0.86

As shown in Table 4.77, the subgroup means indicate that students who considered the orientation programs their received as inadequate (mean of 1.94) reported greater problems in having too many social engagements which interfere with studies than did students who said their orientation programs were somewhat helpful (1.61) or those who regarded it as very helpful (1.35).

Participating freely in athletics and extracurricular activities. The low overall mean of 1.68 of difficulty indicates that, in general, most African students encountered few serious problems in participating freely in athletics and extracurricular activities. Nevertheless, 8.1% reported that they had very serious problems. Chi-square tests showed that educational background, environment of upbringing, orientation programs received, and geographic sub-region were related to the level of difficulty in participating freely in athletics and extracurricular activities.

Table 4.78
Subgroup Means of Difficulty in Participating Freely in Athletics and Extracurricular Activities According to Students' Educational Background

Educational Background	n	Mean	S.D.
G.C.E. or secondary equivalent	10	1.70	1.16
Teacher training/technical training	13	1.46	0.78
Secondary school	37	1.92	1.06
Polytechnic college	17	1.53	0.52
Bachelor's degree	80	1.73	1.03
Master's degree	27	1.33	0.79
TOTALS:	184	2.68	0.98

As shown in Table 4.78, subgroup means indicate that students who completed secondary education before coming to the United States (mean of 1.92) had the greatest difficulty in participating freely in athletics and extracurricular activities, while students who completed Bachelor's degrees (1.73) or General Certificates of Education or equivalent (1.70) reported less difficulty. Students who completed polytechnic training (1.53), teacher or technical training (1.46), and those who completed Master's degrees (1.33) cited the least difficulty in participating freely in athletics and extracurricular activities.

Table 4.79
Subgroup Means of Difficulty in Participating Freely in Athletics and Extracurricular Activities According to Students' Environment of Upbringing

Environment of Upbringing	n	Mean	S.D.
Rural village	57	2.09	1.18
Small town	58	1.54	0.80
Large city	71	1.47	0.83
TOTALS:	186	1.68	0.98

As illustrated in Table 4.79, the subgroup means indicate that students who were brought up in rural villages (mean of 2.09) had greater difficulty in participating freely in athletics and extracurricular activities than did students who were brought up in small towns (1.54) or those who were brought up in large cities (1.47).

Table 4.80
Subgroup Means of Difficulty in Participating Freely in Athletics and Extracurricular Activities According to the Effectiveness of the Orientation Program Received

Orientation Program	n	Mean	S.D.
Inadequate	32	2.09	1.20
Somewhat helpful	74	1.60	0.91
Very helpful	20	1.20	0.41
TOTALS:	186	1.66	0.97

As illustrated in Table 4.80, the subgroup means suggest that students who considered the orientation programs they received as inadequate (mean of 2.09) had more difficulty participating freely in athletics and extracurricular activities than did those who described the program as somewhat helpful (1.60). Those students who described the program as very helpful (1.20) had the least difficulty in this area of social adjustment.

Table 4.81
Subgroup Means of Difficulty in Participating Freely in Athletics and Extracurricular Activities According to Geographic Sub-Region

Geographic Sub-Region	n	Mean	S.D.
North Africa	64	1.47	0.85
West Africa	56	1.57	0.85
East Africa	44	2.07	1.19
Southern Africa	22	1.77	0.97
TOTALS:	186	1.60	0.98

As shown in Table 4.81, the subgroup means indicate that students from East Africa (mean of 2.07) experienced greater difficulty in participating freely

in athletics and extracurricular activities, while students from Southern Africa (1.77) experienced less difficulty. Students from West Africa (1.57) and those from North Africa (1.47) experienced the least difficulty in participating freely in athletics and extracurricular activities.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The influx of students across national territories has a long historical tradition. The history of study abroad and cross-cultural education in general dates as far back as the Fourth Century, B.C. While students gathered in Egypt, Babylon, and Israel at the peak of these civilizations to study for the priesthood, groups of young men from various nearby lands came to study at schools of philosophy and rhetoric in Athens (Cieslack, 1955). Rome replaced Athens as the major learning center of the world after the fall of Greece.

During the Twentieth Century, the United States emerged as a political and economic power with prestige and admiration from both friends and foes. It was at this point that European universities ceased to be the sole centers of higher learning for international students (Tuso, 1981). Consequently, Americans channeled considerable funds into scientific technology and applied research. Their ingenuity and creativity immensely enhanced the quality of academic institutions and made possible the development of unique technical research facilities, particularly for science. All these factors contributed to making the United States an attractive center for great numbers of international students. UNESCO's statistical report (1982) showed that in 1979 approximately 900,000 students were studying abroad. Statistics further indicate that in spite of the current global economic crisis, foreign student enrollment will continue to increase. It is predicted that the current number of international students

studying in United States' colleges and universities could double by 1990 (Newsweek, 1982).

In view of these facts, international students continue to face numerous and endless adjustment problems. Dunnett (1981), of the National Association for Foreign Student Affairs, stated:

> Not only have U.S. institutions of higher education been indifferent to the adjustment problems of foreign students, they have also given little attention to such problems as the relevancy of American educational programs for the developing world. (p. 11)

It is suggested that often one of the biggest obstacles impeding satisfactory adjustment of international students is instructors' lack of awareness that they are dealing with a special kind of human being, one with different cultural backgrounds, attitudes, and special needs (Cable, 1974). Foreign students should be seen beyond a mere bunch of empty vessels to be filled with information and theories. Their needs cannot be reduced only to technicalities such as housing, English proficiency, and visas. Foreign students belong to rich cultures that often extend thousands of years behind them. They need to be understood and recognized as people whose experience and culture are crucial in building international dialogue and understanding (Fasheh, 1984).

Purpose of the Study

The general purpose of this study is to examine the adjustment processes and experiences of African students enrolled during the spring and summer terms of 1985 at Michigan State University. The specific purposes of the study are:

1. to identify the adjustment problems of African students enrolled during the spring and summer terms of 1985 at Michigan State University;

2. to examine the extent to which adjustment problems of African students at Michigan State University are related to selected demographic factors: family income (in home country), educational background before coming to the United States, size

of family (in home country), environment of up-bringing, length of previous job experience, orientation programs received, and traveling experience;

3. to examine the extent to which adjustment problems of African students at Michigan State University are related to their contemporary experiences and conditions: levels of academic achievement, academic classifications, sources of financial support, personal and social lives, length of stay in the United States, age, marital status, gender, and religion;

4. to examine the extent to which adjustment problems of African students at Michigan State University are related to their geographic sub-regions; and

5. to offer, on the basis of the findings, suggestions and recommendations that will enhance the alleviation of adjustment problems and difficulties of African students at Michigan State University, and insofar as relevant to other African students at major United States public universities.

Subjects

The target population of this study consisted of all African students at Michigan State University. The sample was 210 students from 12 African countries. The selection of these nations was based on the fact that countries had to have individual populations of five or more students enrolled at Michigan State University during the spring and summer terms of 1985.

The following were some characteristics of the subjects in the sample. There were a total of 186 respondents included in this study, of which 76.9% were males and 23.1% were females. As for the age of respondents, 60.2% were 32 years of age or younger and 39.8% were 33 years or age or above. As to marital status, 33.9% were single, 45.7% were married with spouses living here in the United States, and 19.9% were married with spouses living in their home countries.

Methodology

The research instrument used in this study was a questionnaire which contained closed-ended questions. The questionnaire was administered by six research assistants using a hand-delivery and pick-up method. Prior to the administration of the questionnaire, a pilot test was conducted to ensure minimum error and bias in the instrument.

The descriptive statistics of mean and standard deviation for each adjustment problem were used to determine the nature, scope, and variation in the responses. Chi-square tests were used to examine the relationship between degrees of difficulty of adjustment problems and 10 background characteristics. Data were presented in tables showing number of cases, percentages of frequencies, means, standard deviations, and actual significance levels of chi-square tests.

Information for Knowledge Base

Based on the findings of this study, background characteristics such as marital status, gender, academic classification, environment of up-bringing, and geographic sub-region were found to be associated with difficulty in academic adjustment, while length of stay in the United States, educational background, source of financial support, and orientation programs received were not associated with difficulty in academic adjustment. With the exception of gender, these findings are similar to those found by Hanson (1972) in his doctoral study on academic achievement of African students on American campuses.

The author found that among personal factors, marital status and country of origin were associated with academic achievement. He also found that among educational factors, academic classification, field of study, courses with no future occupational application, difficulty with studies, and self evaluation of

academic success compared to other foreign students were related to academic achievement, while financial factors were found to be unrelated to academic achievement.

Regarding cumulative grade point average and source of financial support of African students at Michigan State University, this study revealed that there is no significant relationship between cumulative grade point average and source of financial support. The findings also confirmed the results of the study by Ochuche (1967) on academic achievement of Nigerian students in the United States. His study showed that there was no significant relationship between academic achievement and source of financial support.

According to the findings of the present study, female African students at MSU had more academic, social, and personal adjustment problems than their male counterparts. These findings are similar to those found by Arubayi (1979) in his study on identified problems perceived by Nigerian students enrolled in the regents' system of Kansas.

On financial adjustment difficulties, the results of this study showed that African students at MSU, particularly those from West African countries, experienced severe financial difficulties. These results are also similar to those reported in Arubayi's (1979) study of Nigerian students. According to the findings of his study, financial difficulties were among the problems most often identified by the respondents. Furthermore, his study reported that undergraduate students encountered more problems than graduate students. The same results were found in the present study concerning undergraduate and graduate African students at Michigan State University.

Homesickness was found to be among the more serious problems faced by African students at MSU. This confirms the findings of Pruitt (1978) who reported in his study that the major difficulties encountered by African students

United States included homesickness, verbal communication, depression, and weather changes. Similar results were also reported in the study done by Sharma in 1971 in which he examined adjustment problems of foreign, non-European graduate students in North Carolina universities.

According to the findings of this study, African students at MSU had problems in getting acquainted with the United States' educational system. Hagey and Hagey (1974) reported similar results. The authors concluded that the American system of education was a major difficulty confronting foreign students in the United States.

Another academically-related problem cited by African students at MSU was in the area of obtaining counseling services. Idowu (1985), in his study on counseling Nigerian students in United States' colleges and universities, reported that students failed to seek professional help and that less than two percent of the Nigerian student population had ever had contact with counseling centers. Both of these findings indicated that Nigerian students in particular and African students in general were having adjustment problems related to obtaining counseling services.

The findings of the present study also reveal that married students with spouses in the United States experienced fewer adjustment problems than did married students with spouses in home countries. Similar results were reported by Pruitt (1978) who found that a majority of married students indicated that having a spouse in the United States was very useful in providing needed emotional support and encouragement during the period of the adjustment process. He also found that African students in the United States had problems in getting part-time jobs as well as obtaining job permits from immigration authorities. Other results of the Pruitt study suggested that pre-departure knowledge about the United States had positive effects on the adjustment process

of African students. These findings were supported by the results of the present study.

Findings

Research Question 1: What is the nature and scope of the adjustment problems of African students enrolled during the spring and summer terms of 1985 at Michigan State University?

A total of 186 African students who were studying at Michigan State University during the spring and summer terms of 1985 responded to 39 items related to their adjustment problems. A four-point Likert scale was used to measure the degree of difficulty of each adjustment problem: (1) not a problem, (2) least serious problem, (3) less serious problem, and (4) most serious problem.

Table 5.1
Ranked Means of Adjustment Difficulty and Percentages of Students Who Faced Very Serious Adjustment Problems According to Adjustment Area

Adjustment Area	Mean	%
Emotional	2.67	35.5
Personal	2.10	14.3
Financial	1.99	27.8
Social	1.88	10.8
Academic	1.85	11.9
Religious	1.78	11.6

The low means of adjustment difficulty shown in Table 5.1 indicate that, in general, most African students who were studying at Michigan State University did not experience serious adjustment problems in all the selected areas of adjustment. However, there were some students who faced very serious problems in each adjustment area. The means also indicate that African

students faced greater difficulty in the areas of emotional, personal, and financial problems. They experienced lesser difficulty in the area of social, academic, and religious problems.

Responses to individual items related to some adjustment problems were also analyzed. The problems were then rearranged into three groups according to ranks of means of degree of difficulty of each problem. Thirteen problems were classified into each of the three groups: more difficult problems, less difficult problems, and least difficult problems.

Table 5.2
Ranked Means of Adjustment Difficulty and Percentages of Students Who Faced Very Serious Adjustment Problems: The More Difficult Problems

Item Name and Number		Mean	%
42.	Finding part-time job	2.94	49.5
41.	Having enough money for school expenses	2.82	45.7
43.	Getting part-time job permit	2.75	46.8
55.	Feeling homesick	2.67	35.5
38.	Getting dollar allocation from home country	2.63	42.7
33.	Getting acquainted with U.S. educational system	2.25	21.0
34.	Transferring course credits	2.20	24.7
60.	Becoming used to American value system	2.17	18.3
56.	Being accepted in social groups outside campus	2.16	19.4
39.	Losing money through currency exchange	2.14	23.2
48.	Finding health care facilities	2.10	17.7
59.	Making personal friends with American students	2.09	14.5
47.	Getting used to American food	2.09	10.8

There were variations in the means of degrees of difficulty of various adjustment problems, indicating that African students experienced different degrees of difficulty with different kinds of adjustment problems. Among the more difficult problems shown in Table 5.2, students experienced higher difficulty in finding part-time jobs, having enough money for school expenses, getting part-time job permits, feeling homesick, and getting dollar allocations from their home countries. However, they experienced lower difficulty with getting acquainted with the U.S. educational system, transferring course credits, becoming used to the American value system, being accepted in social groups outside the campus, losing money through currency exchange, finding health care facilities, making personal friends with American students, and getting used to American food.

Among the lesser difficulty problems shown in Table 5.3 that African students experienced high difficulty with were getting counseling services, taking appropriate courses,having little time for class work due to part-time jobs, finding eating facilities within their budget limitations, overcoming racial and religious preferences, and competing with American students for grades. However, they experienced low difficulty in feeling welcome at campus functions, reciting in class, understanding examination procedures, maintaining spiritual validity, being accepted in friendly groups, and registration.

Table 5.3
Ranked Means of Adjustment Difficulty and Percentages of Students Who Faced Very Serious Adjustment Problems: The Difficult Problems

Item Name and Number		Mean	%
37.	Getting counseling services	2.04	16.7
36.	Taking appropriate courses	2.04	12.9
44.	Having little time for class work	1.95	13.4
46.	Finding eating facilities within budget limitations	1.93	11.3
52.	Overcoming racial and religious preferences	1.91	12.9
35.	Competing with American students for grades	1.88	15.6
57.	Feeling welcome at campus functions	1.84	6.5
29.	Reciting in class	1.83	9.7
32.	Understanding examination procedures	1.82	12.9
50.	Maintaining spiritual vitality	1.80	10.2
58.	Being accepted in a friendly group	1.80	8.6
25.	Registration	1.79	12.9

As shown in Table 5.4, among the least difficult problems the African students experienced were high difficulty in presenting oral reports, finding housing without racial and religious restrictions, getting their visas extended without spending much money, writing term papers, finding adequate housing, and making personal friends with other foreign students. They experienced the least difficulty in participating freely in athletics, and extracurricular activities, finding friendly worship groups, using the library, understanding lectures, having too many social engagements, and understanding textbooks.

Table 5.4
Ranked Means of Adjustment Difficulty and Percentages of Students Who Faced Very Serious Adjustment Problems: The Least Difficult Problems

Item Name and Number		Mean	%
28.	Presenting oral reports	1.78	8.1
49.	Finding housing without religious restrictions	1.77	11.3
40.	Getting visa extended	1.77	10.2
30.	Writing term papers	1.77	8.5
45.	Finding adequate housing	1.75	7.0
61.	Making personal friends with other foreign students	1.73	8.6
63.	Participating freely in athletics	1.68	8.1
51.	Finding a friendly worship group	1.65	9.7
31.	Using the library	1.62	4.3
26.	Understanding lectures	1.56	5.9
62.	Having too many social engagements	1.54	2.2
27.	Understanding textbooks	1.47	1.6

Research Question 2: To what extent are the adjustment problems of African students at Michigan State University related to selected demographic factors?

There were 10 background characteristics included in this study, five of which were classified as demographic factors: gender, marital status, environment of upbringing, educational background, and effectiveness of orientation program.

Chi-square tests were used to examine the relationship between those demographic factors and the degrees of difficulty of all 39 adjustment problems. These tests showed that gender was related to difficulty in registration,

understanding lectures, presenting oral reports, finding adequate worship groups, feeling homesick, and making personal friends with American students.

Marital status was found to relate to difficulty in registration, understanding textbooks, writing term papers, and getting part-time job permits.

Environment of upbringing was found related to difficulty in using the library, transferring course credits, taking appropriate courses, making personal friends with American students, having too many social engagements, and participating freely in athletics and extracurricular activities.

Educational background was found to be related to difficulty in transferring course credits, having enough money for school expenses, feeling homesick, and participating freely in athletics and extracurricular activities.

One's orientation program received was found to be related to difficulty in getting used to American food, finding health care facilities, having little time for class work due to part-time job, being accepted in Social groups outside the campus, feeling welcome at campus functions, having too many social engagements, and participating freely in athletics and extracurricular activities.

Research Question 3: To what extent are the adjustment problems related to contemporary experiences and conditions of African students at Michigan State University?

There were four background characteristics included in this study which were classified as contemporary experiences and conditions of African students at Michigan State University. These factors were source of financial support, academic classification, length of stay in the United States, and cumulative grade point average.

Chi-square tests showed that source of financial support was related to difficulty in understanding lectures, getting dollar allocations from one's home country, and having enough money for school expenses. The academic

classification of students was found to be related to difficulty in understanding textbooks, presenting oral reports, writing term papers, using the library, getting acquainted with the U.S. educational system, transferring course credits, competing with American students from grades, finding friendly worship groups, and overcoming racial and religious preferences.

One's length of stay in the United States was found to be related to difficulty in getting acquainted with the U.S. educational system, transferring course credits, getting used to American food, losing money through currency exchange, having enough money for school expenses, and finding adequate housing.

Cumulative grade point average was found to be related to difficulty in understanding textbooks, writing term papers, understanding examination procedures, getting acquainted with the U.S. educational system, transferring course credits, competing with American students for grades, finding friendly worship groups, and having too many social engagements.

Research Question 4: To what extent are the adjustment problems of African students at Michigan State University related to geographic-cultural sub-regions?

The subjects of this study were students who came from 12 African countries which were, later, regrouped into four sub-regions: North Africa (Egypt, Sudan, Tunisia), West Africa (Ghana, Nigeria, Liberia), East Africa (Ethiopia, Kenya, Tanzania), and Southern Africa (Botswana, Swaziland, Zimbabwe).

Chi-square tests showed that students from different sub-regions faced the same adjustment problems with different degrees of difficulty. Specifically, it was found that geographical sub-regions were related to difficulty in understanding lectures, understanding textbooks, writing term papers, taking

appropriate courses, getting dollar allocations from home countries, having enough money for school expenses, having little time for class work due to part-time jobs, and finding friendly worship groups.

Conclusions

The following conclusions were drawn, based on the findings of this study. Nevertheless, these conclusions should only be interpreted to reflect, specifically, the characteristics of African students of Michigan State University. They may be generalized to other African students in United States with caution.

1. In general, most African students at MSU do not experience very serious adjustment problems. Nevertheless, a considerable number of them experience very serious problems in certain areas of adjustment. The areas include emotional, personal, and financial aspects of adjustment, while social, academic, and religious aspects of adjustment give the fewest problems.

2. The most severe academic problems concern familiarity with the United States educational system, evaluation of transferred course credits, and taking appropriate courses to meet the needs of one's home country. They have the least severe problems in understanding textbooks, understanding lectures, and use of the library.

3. The most severe financial problems concern finding part-time jobs, having enough money for school expenses, and obtaining part-time job permit from the immigration office. Their least severe problems concern finding adequate housing within their budget limitations, extending their visas without spending much money, and finding eating facilities within their budget limitations.

4. In the area of personal and emotional problems, African students at MSU were found to have difficulties in getting used to American food and feeling homesick.

5. The most serious religious problems for African students at MSU concern overcoming racial and religious preferences and maintaining spiritual vitality in campus life. Their least severe problems concern finding friendly worship groups of their own religions and finding housing without racial or religious restrictions.

6. Their most severe social problems concern becoming used to the American value system, being accepted in social groups outside the campus, and making personal friends with American students. Least severe problems in this area concern participating freely in athletics and extracurricular activities.

7. As a whole, the most severe adjustment problems are finding part-time jobs, having enough money for school expenses, obtaining part-time job permits, feeling homesick, and getting dollar allocations from their home countries. The least severe adjustment problems are understanding textbooks, finding health care facilities, and being accepted in social groups outside campus.

8. Female African students experience greater difficulty in understanding lectures, presenting oral reports, finding friendly worship groups, feeling homesick, and making personal friends with American students than do male students.

9. Single African students experience greater difficulty in obtaining part-time job permits than do married students. Married students, however, experience greater difficulty in writing term papers. Generally, married students with spouses here experience less difficulty in these adjustment problems than do married students with spouses in home countries.

10. In general, African students who were brought up in large cities encounter less difficulty with adjustment problems than those brought up in small towns and rural villages.

11. African students who completed polytechnic education, secondary school education, and teacher/technical training experience greater difficulty in transferring course credits than do those students who completed General Certificates of Education, Bachelor's degrees, or Master's degrees.

12. African students who perceived the orientation programs they received as inadequate experience greater difficulty than those who perceived the program as somewhat or very helpful in getting used to American food, being accepted by social groups, and participating freely in athletics and extracurricular activities.

13. African students who received financial support from family, personal, or agency sources experience greater difficulty in getting dollar allocations from their home countries. They also experience greater difficulty in having enough money for school expenses than those students who received financial support from their home or the United States' government.

14. African undergraduate students experience greater difficulty than graduate students in understanding textbooks, presenting oral reports, writing term papers, becoming acquainted with the U.S. educational system, and using the library.

15. African students who have been in the United States for less than three years were found to have greater difficulty in becoming acquainted with the United States' educational system and in getting used to American food.

16. African students whose cumulative grade point averages were higher than 3.24 experience the least difficulty in academic adjustment problems than do students whose cumulative GPAs are lower.

17. Students from Southern Africa experience greater problems than other African students in understanding lectures and textbooks, and taking appropriate courses. North African students experience greater difficulty in writing term papers and finding friendly worship groups. Students from East Africa experience greater difficulty in finding enough time for class work when they have part-time jobs, while students from West Africa experience greater difficulty in getting dollar allocations from their home countries and in having enough money for school expenses.

18. The demographic data provided by respondents indicate that the majority of African students at MSU are males, married, below 32 years of age, graduate students, Christians, and from either north or west Africa.

Recommendations

For Program Implementation

Although the findings and conclusions made in this study were based on a sample of African students at Michigan State University, some recommendations, can be generalized to other foreign students in American institutions of higher learning. Based on the findings of the study, the following recommendations are made for program implementations.

1. The findings of this study revealed that undergraduate African students had more problems getting adequate evaluations of transferred course credits than did their graduate counterparts. This fact calls for evaluative mechanisms whereby course credits earned from non-degree academic institutions outside the United

States can be weighed on their individual merits since some of these institutions may vary significantly in their academic orientations and statuses.

2. The study showed that African students had problems becoming acquainted with the U.S. educational system and that these problems were related to students' grade point averages. The application of these findings can be extended to other foreign students on American campuses There is a need, therefore, for individual home governments and/or sponsoring agencies to provide an adequate pre-departure knowledge base about the U.S. educational system to prospective foreign students. These efforts can be further augmented by American campuses' counseling centers and services.

3. According to the results of the study, some African students experienced greater difficulty in taking appropriate courses that satisfy personal. professional, and national development objectives. Individual home governments, through their ambassadorial education attaches in the United States, should endeavor to update their respective students with information regarding currentlv needed knowledge and skills in both public and private sectors of their national development. In addition, African students' academic advisors should have basic knowledge about current national manpower needs of their students' countries so that they are able to advise more appropriately in this area.

4. The findings of the study indicated that a large number of African students faced financially-related problems, particularly in the area of getting dollar allocations from their home countries. To minimize these problems, one needs to take into account the current foreign exchange squeeze which confronts most developing nations. Nevertheless, African governments, especially those in West Africa, should endeavor to alleviate the financial hardships of their students at United States' colleges and universities by responding promptly to their financial needs.

5. The study showed that a majority of respondents cited prohibitions by immigration law which prevented them from working part-time outside campus as a major problem. Since this experience is a national phenomenon to foreign students in general, more financial aid in the form of fellowships. graduate assistantships, and work study programs will be of immense help to these students

6. Homesickness was found to be another major problem facing a large proportion of the respondents in this study. Since academic institutions may not be able to do much to solve this kind of problem, African students' unions and individual country students' unions existing on campuses can be useful resources and networks to provide emotional support and solidarity in this direction.

7. The results of the study indicated that some African students had difficulty in being socially accepted outside the campus. To some extent, length of stay may be associated with social acceptability in a new environment. In addition, offices of international students and scholars on many U.S. campuses do serve as links by providing lists of local community volunteer programs interested in foreign students' friendships.

8. The findings of the study showed that those African students who perceived the orientation programs they received as very helpful experienced fewer adjustment problems than did those who perceived the program as inadequate or who had no orientation program. This calls for a joint effort on the part of individual home countries as well as American colleges and universities in providing needed pre-departure and on-arrival orientation programs for foreign students. The emphasis of such programs can be focused on new environmental adjustment techniques and coping strategies including the educational system, exam taking procedures, socio-cultural values, food, and difficulties commonly encountered by foreign students while studying in the United States.

For Further Research

International students' adjustment to foreign educational institutions is a complex phenomenon. The study of this phenomenon is limitless and challenging. The following research recommendations are neither exhaustive nor conclusive, but are those that seem most related to the central focus of the present study.

1. The study showed that, in general, female African students experienced greater adjustment difficulties than did their male counterparts. Further studies of this kind are necessary in order to determine variables which are contributory to the maladjustment experience of female African students.

2. Contrary to the common assumption that the longer one stays in a foreign culture, the more s/he is assimilated into its norms, the findings of this study revealed that there was no relationship between African students' length of stay in the United States and their getting used to American cultural values. It would be informative, therefore, if a similar study of another group of African students and a comparable group of other foreign students in the United States would be carried out to determine whether the same conclusions will be drawn.

3. Another important finding of the present study was that undergraduate African students encountered more adjustment problems than did graduate students, particularly in academic

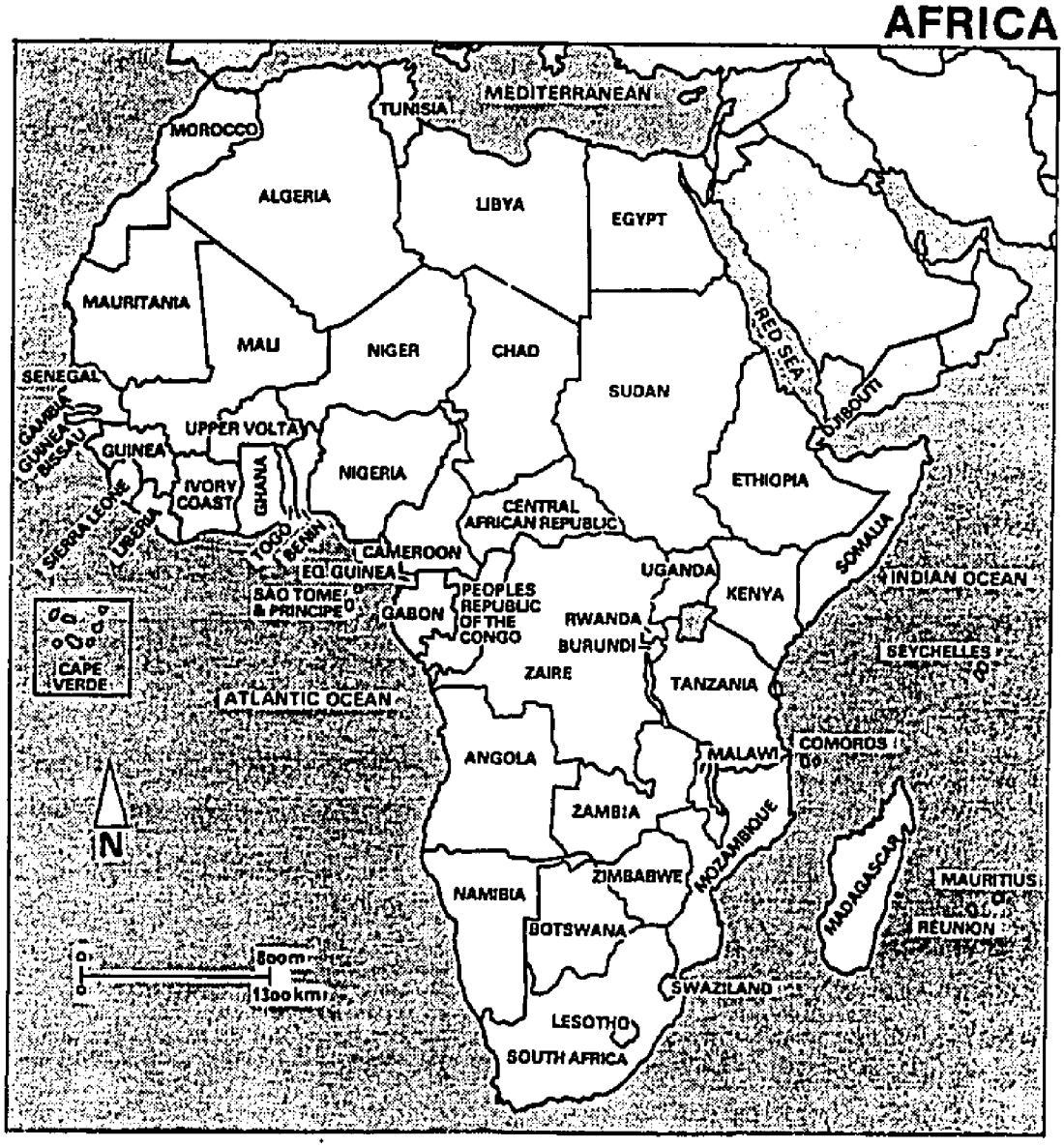
areas. Further studies in this regard are needed to establish the adjustment patterns of undergraduate and graduate students in the United States. The findings of such investigations may assist international student counselors to respond more accurately to the adjustment needs of these groups of students.

4. Since this study was exploratory in nature, concerning adjustment difficulties facing African students at Michigan State University, its findings provide a stepping stone for more comprehensive studies in this area at other colleges and universities in the United States.

APPENDICES

APPENDIX A

MAP OF AFRICA SHOWING THE GEOGRAPHICAL LOCATIONS OF COUNTRIES INVOLVED IN THE STUDY



NOTE: Upper Volta is now called Burkina Fasso.

Map of Africa source: Maps on File, 1983.

APPENDIX B

INSTRUCTION LETTER FOR QUESTIONNAIRE

808 G Cherry Lane
East Lansing, Michigan 48823

Dear Fellow African:

I am an African graduate student in the Department of Educational Administration at Michigan State University. You would share the view that African students face numerous adjustment problems during their study in the United States which tend to obstruct their chances for success.

I have already spoken to many of you about my doctoral dissertation which attempts to identify the adjustment difficulties of African students currently enrolled at Michigan State University, and to make on the basis of the findings necessary recommendations toward eliminating them. I was impressed to note that most of you whom I spoke to expressed the need for such a study and assured of their maximum cooperation.

The enclosed questionnaire is conveniently designed in multiple choice questions, so that it would not take very much of your time to complete. The aim of this research is purely academic and not political. The information you provide will be treated confidentially, and you will remain anonymous. A copy of my dissertation will be placed in the Michigan State University library so that any interested individual can have the access to read the findings.

For this common cause, may I request your assistance in completing the questionnaire at your earliest convenience.

Your kind help and cooperation will be greatly appreciated.

Sincerely yours,

Dr. Ted Ward
Disseration Director
Professor in the Department of
Educational Administration

David Chuka Okafor
An African Graduate Student

APPENDIX C

LETTER OF APPROVAL FROM MSU
COMMITTEE ON RESEARCH INVOLVING HUMAN SUBJECTS

MICHIGAN STATE UNIVERSITY

UNIVERSITY COMMITTEE ON RESEARCH INVOLVING
HUMAN SUBJECTS (UCRIHS)
238 ADMINISTRATION BUILDING
(517) 355-2186

EAST LANSING • MICHIGAN • 48824

May 6, 1985

Dr. Ted Ward
Educational Administration

Dear Dr. Ward:

Subject: Proposal Entitled, "Identify the Adjustment Difficulties of African Students Currently Enrolled at Michigan State University"

I am pleased to advise that I concur with your evaluation that this project is exempt from full UCRIHS review, and approval is herewith granted for conduct of the project.

You are reminded that UCRIHS approval is valid for one calendar year. If you plan to continue this project beyond one year, please make provisions for obtaining appropriate UCRIHS approval prior to May 6, 1986.

Any changes in procedures involving human subjects must be reviewed by the UCRIHS prior to initiation of the change. UCRIHS must also be notified promptly of any problems (unexpected side effects, complaints, etc.) involving human subjects during the course of the work.

Thank you for bringing this project to my attention. If I can be of any future help, please do not hesitate to let me know.

Sincerely,

Henry E. Bredeck
Chairman, UCRIHS

HEB/jms

cc: Mr. David Chuka Okafor

APPENDIX D

INSTRUMENTS CONTAINING PERSONAL BACKGROUND DATA AND FOREIGN STUDENT PROBLEMS' CHECKLIST

Please answer by checking (✓) one of the following questions about yourself. Do not add your name. These answers will remain anonymous.

1. Age

_____ (a) Less than 22 years of age
_____ (b) 23-27 years
_____ (c) 28-32 years
_____ (d) 33-37 years
_____ (e) 38 or more years of age

2. Gender

_____ (a) Female
_____ (b) Male

3. Marital status

_____ (a) Single
_____ (b) Married (spouse here with you)
_____ (c) Married (spouse in home country)
_____ (d) Other

4. Home country

_____ (a) Botswana
_____ (b) Egypt
_____ (c) Ethiopia
_____ (d) Ghana
_____ (e) Kenya
_____ (f) Nigeria
_____ (g) Liberia
_____ (h) Sudan
_____ (i) Swaziland
_____ (j) Tanzania
_____ (k) Tunisia
_____ (l) Zimbabwe

5. What is your academic classification?

_____ (a) Bachelor's
_____ (b) Master's
_____ (c) Doctoral
_____ (d) Other

6. What is the highest level of formal education attained by your parents?

Father			Mother	
_____	(a)	No formal school	(g)	_____
_____	(b)	Less than primary six	(h)	_____
_____	(c)	Primary six completed	(i)	_____
_____	(d)	Middle school completed	(j)	_____
_____	(e)	Secondary or technical school completed	(k)	_____
_____	(f)	University graduate	(l)	_____

7. What is the approximate annual income of your parents?

_____ (a) Less than $3,000
_____ (b) $3,000-$4,999
_____ (c) $5,000-$9,999
_____ (d) $10,000-$14,999
_____ (e) $15,000-$20,000
_____ (f) More than $20,000

8. How many brothers and sisters do you have?

_____ (a) None
_____ (b) Less than three
_____ (c) Three-five
_____ (d) Five-seven
_____ (e) More than seven

9. How would you describe the environment in your home country where you grew up?

_____ (a) Rural village
_____ (b) Small town
_____ (c) Large city

10. What is the highest level of academic training you received in your home country before coming to the United States?

_____ (a) Less than secondary school
_____ (b) G.C.E. or secondary equivalent
_____ (c) Teacher training/technical training completed
_____ (d) Secondary school completed
_____ (e) Polytechnic college completed
_____ (f) Bachelor's degree
_____ (g) Master's degree

11. What is the commonly used language of classroom instruction in your home country?

_____ (a) Language of birth
_____ (b) English language
_____ (c) Other

12. How much traveling outside your home country have you done before coming to the United States?

_____ (a) None
_____ (b) Some
_____ (c) A lot

13. How long had you been employed in your home country prior to arrival in the United States?

_____ (a) Less than one year
_____ (b) One-three years
_____ (c) Three-five years
_____ (d) Five-seven years
_____ (e) Seven-nine years
_____ (f) More than nine years

14. Where did you obtain orientation service about the American culture and system of education?

_____ (a) None
_____ (b) Home country
_____ (c) United States
_____ (d) Other

15. How would you describe the orientation service?

_____ (a) Not applicable
_____ (b) Inadequate
_____ (c) Somewhat helpful
_____ (d) Very helpful

16. What is your religious preference?

_____ (a) African traditional religion
_____ (b) Islam
_____ (c) Christianity
_____ (d) Other

17. What is the major source of your financial support while in the United States?

_____ (a) MSU scholarship or assistantship
_____ (b) Family or personal support
_____ (c) United States government
_____ (d) Private agency, organization, or foundation
_____ (e) Home government (including institutions of higher learning in home country)

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

_____ (a) Six months-one year
_____ (b) One-two years
_____ (c) Two-three years
_____ (d) Three-four years
_____ (e) Four-five years
_____ (f) Five or more years

19. Indicate the broad area of your study?

_____ (a) Agriculture
_____ (b) Business and management
_____ (c) Education
_____ (d) Engineering
_____ (e) Health professions
_____ (f) Humanities
_____ (g) Natural and life sciences
_____ (h) Social sciences
_____ (i) Other

20. What is your current grade point average?

_____ (a) 0.0 - 2.84
_____ (b) 2.85 - 3.24
_____ (c) 3.25 - 4.00

21. How often do you make use of MSU's counseling services?

_____ (a) Never used the services
_____ (b) Don't have knowledge of the services
_____ (c) Only when in serious problem
_____ (d) Very often

22. In what kind of housing have you lived during most of your stay in the USA?

_____ (a) Off-campus apartment or room
_____ (b) Dormitory
_____ (c) Married student University apartment
_____ (d) Other

23. Name your most favorite leisure time activity in the United States.

_____ (a) Reading or writing letters
_____ (b) Participating in sports or spectator at athletic events
_____ (c) Traveling
_____ (d) Watching television or listening to music and radio
_____ (e) Attending parties and social events
_____ (f) Other

24. With whom do you associate most frequently outside class?

_____ (a) With American students
_____ (b) With foreign students (excluding Africans)
_____ (c) With American students as well as other nationalities
_____ (d) With fellow African students
_____ (e) Other

(PLEASE CONTINUE ON THE NEXT PAGE.)

Foreign Student Problems Checklist

DIRECTIONS: This is a checklist of problems commonly faced by foreign students while studying in the United States. The list includes problems of studying, selecting courses, adjusting to new environments, money, relating to other people, social life, health, and religion.

Please read the list carefully and pick out the problems that you consider most serious, less serious, least serious, and not a problem. Put a check (X) on the appropriate spaces provided at the end of each item.

		Not a Problem	Least Serious Problem	Less Serious Problem	Most Serious Problem	
25.	Getting registered					25
26.	Understanding lectures					26
27.	Understanding textbooks					27
28.	Giving oral reports in class					28
29.	Reciting or speaking in class					29
30.	Writing term papers					30
31.	Using the library					31
32.	Understanding examination procedures					32
33.	Getting acquainted with the American educational system					33
34.	Getting adequate evaluation of transferred credits					34
35.	Competing with American students for grades					35
36.	Taking appropriate courses that satisfy personal, professional, and national development needs					36

		Not a Problem	Least Serious Problem	Less Serious Problem	Most Serious Problem	
37.	Getting adequate counseling services					37
38.	Getting dollar allocation from home country					38
39.	Losing money through currency exchange					39
40.	Getting visa extended when need arises					40
41.	Having enough money for school expenses					41
42.	Having hard time finding part-time job					42
43.	Not being allowed to work part-time outside the campus by immigration law					43
44.	Finding little time to do class work because of part-time job					44
45.	Finding adequate housing within budget limitations					45
46.	Finding eating facilities within budget limitations					46
47.	Getting used to American food					47
48.	Finding adequate health care services and hospitalization facilities					48
49.	Finding housing without racial or religious restrictions					49

		Not a Problem	Least Serious Problem	Less Serious Problem	Most Serious Problem	
50.	Maintaining spiritual vitality in campus life					50
51.	Finding a friendly worship group of own religion					51
52.	Overcoming racial and religious preference					52
53.	Falling in love with an American or another foreign student					53
54.	Finding suitable dates					54
55.	Feeling homesick					55
56.	Being accepted in social or recreational groups away from campus					56
57.	Feeling welcome at campus functions					57
58.	Being accepted in a friendly group					58
59.	Making personal friends with American students					59
60.	Becoming used to the American value system					60
61.	Making personal friends with other foreign students					61
62.	Getting too many social invitations which interfere with studies					62
63.	Participating freely in athletics and extracurricular activities					63

APPENDIX E

CRONBACH'S RELIABILITY COEFFICIENT

CRONBACH'S RELIABILITY COEFFICIENT

$$\text{Reliability} = \frac{n}{n-1}\left(1 - \frac{\sum_{i+1}^{K} S_i^2}{S^2}\right)$$

$$= \frac{186}{185}\left(1 - \frac{44.55}{351.2}\right)$$

$$= 0.88 \text{ , where}$$

n = sample size

S_i^2 = variance of ith item

S = variance of total score of each respondent

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