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**Adjustment difficulties and self-concept of academic ability
of East African and Far Eastern students attending selected
universities in the state of Michigan: A comparative study**

Wavomba, Patrick Tali, Ph.D.

Michigan State University, 1991

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ADJUSTMENT DIFFICULTIES AND SELF-CONCEPT
OF ACADEMIC ABILITY OF EAST AFRICAN AND FAR
EASTERN STUDENTS ATTENDING SELECTED UNIVERSITIES
IN THE STATE OF MICHIGAN: A COMPARATIVE STUDY

By

Patrick Tali Wavomba

A DISSERTATION

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ABSTRACT

ADJUSTMENT DIFFICULTIES AND SELF-CONCEPT OF ACADEMIC ABILITY OF EAST AFRICAN AND FAR EASTERN STUDENTS ATTENDING SELECTED UNIVERSITIES IN THE STATE OF MICHIGAN: A COMPARATIVE STUDY

By

Patrick Tali Wavomba

The purpose of this study was to investigate and compare adjustment difficulties and self-concept of academic ability of East African and Far Eastern students attending selected universities in the state of Michigan.

The study was to determine the student's background demographic characteristics, identify some of the difficulties foreign students encounter pertinent to their academic life/experience on Michigan university campuses, see how these adjustment difficulties relate to certain demographic characteristics of the students, determine how students' self-concept of academic ability relates to certain demographics and identify factors related to students' high or low concept of academic ability. Survey methods using questionnaires were employed in collecting data for this study. Two hundred questionnaires were distributed to a representative sample of both East African and Far Eastern students attending three selected Michigan universities: Andrews University, Western Michigan University and Michigan State University. One hundred thirty five of the returned questionnaires were usable. Statistical methods which were employed to analyze data were descriptive statistics that included frequencies and percentages,

Chi-square tests of statistical significance, means, standard deviations and analysis of variance.

The analysis of data revealed the following results:

1. There were statistically significant relationships between perceptions of (a) adjustment difficulties (level of academic competition, command of English language, interaction with staff and faculty, fair treatment in assistantships) and age group, (b) academic ability (ability to complete college, completion of advanced degree) and age group.

2. There were statistically significant relationships between perceptions of (a) adjustment difficulties (level of academic competition, ranking by academic instructors, command of English language, interaction with students, interaction with staff and faculty, fair treatment in assistantships) and place of origin, (b) academic ability (school ability compared with classmates, ability to complete college, class rank in college, completion of advanced degree, self opinion of work) and place of origin.

3. The Chi-square results revealed that there were statistically significant relationships between perceptions of adjustment difficulties (ranking by academic instructors, interaction with students) and area of study.

4. It was noted that there were statistically significant relationships between perceptions of academic ability and gender of respondents.

5. Statistically significant differences in certain respondents' demographic characteristics and self-concept of academic ability were observed.

DEDICATION

This dissertation is dedicated with love to:

My parents, the late Mr. Wavomba Imbusi and Mrs. Ruth Bunyiwa Wavomba for their unmeasurable parental patience, care, wisdom and love that were given to me. Their loving instructions and humble living example instilled in me the importance of education and the value of life as a whole. To them I owe my deepest gratitude, love and honor.

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CHAPTER I

STATEMENT OF THE PROBLEM

Background of the Study

After World War II, year after year, more students from abroad have found their way to colleges and universities in the United States. In 1950-51 there were 29,813 foreign students in the United States, and by 1963 to 1964 the number of foreign students increased up to 74,814 according to the Handbook on International Study For Foreign Nationals (1965, p. 308).

UNESCO's statistical report (1982) showed that there were 286,340 foreign students studying in the United States in 1979. This same report further indicates that in spite of the current global economic crisis, foreign student enrollment will continue to increase. Newsweek (1982) predicted that the then number of foreign students studying in the United States colleges and universities would double by the year 1990.

Among foreign students enrolled in these campuses are the African and Far Eastern students. The National Guide to Sources Statistical Abstract of the United States (1987) reported that 32,000 African students were attending United States institutions of higher learning in 1987.

According to Kabede (1987), African students, those from Eastern African countries in particular, come to these campuses motivated by various reasons and influences. However, their primary goal, according to Tadao (1965), is to obtain a training they cannot get in their country; then return home and assist in building their nation.

These foreign students bring to these campuses, while on their academic pilgrimage, a wealth of unique educational and cultural experiences which instead of enriching those with whom they come in contact become, instead, the basis of conflict and misunderstanding. According to Cable (1974), the major obstacle impeding the foreign student's adjustment to academic life is the instructor's lack of awareness that they are dealing with a student with unique cultural background, attitudes and needs. In addition, these students have to compete in the field of academia with the American students in their home ground while they have their differences in culture, language, and college atmosphere (Tadao, 1965). Porter (1962) supports the above observations by Cable (1974) and Tadao (1965). Porter (1962) reports the problem areas of a foreign student's academic experience in the United States campuses include the following: personal relationship with students, personal relationship with faculty, hearing negative remarks about personal traits from their home country, cultural background, the classroom not seeing the student's worldview, discrimination because of color, American professors' ignorance of the rudiments of foreign culture, etc.

One then wonders how the adjustment difficulties, misunderstandings, and false perceptions affect these students'

academic self-concept and ultimately their success. According to Klimes (1977) many of the difficulties which people experience are to a large extent the consequences of faulty perceptions of themselves in relation to the world in which they live. According to Brookover (1962), these students' academic success, in many cases, could be related to their academic self-concept which is a result of their interaction with their peers and teachers in this new academic environment and also the background of their previous experiences which they brought with them.

Hence, this current study concerns itself with the problem of adjustment difficulties and academic self-concept of graduate foreign students attending selected universities in Michigan. Such a research effort is timely in light of the fact that few studies of this nature exist. Also many of the educational providers are not aware of the foreign students' adjustment difficulties as related to the impact these difficulties have on the students (Cable, 1974), the nature of problems these students encounter while on the United States college/university campuses, and the ongoing research efforts to understand the academic experiences of foreign students (Barakat, 1988).

Purpose of the Study

The major purpose of this study was to investigate the adjustment difficulties and academic self-concept of East African and Far Eastern graduate students attending selected Michigan universities pertinent to their academic life/experiences.

Most specifically, the purpose of the study was:

- a) to determine the students' background demographic characteristics,
- b) to identify perceived difficulties foreign students encounter pertinent to their academic life/experience on Michigan university campuses,
- c) to see how those perceived adjustment difficulties relate to certain demographic characteristics of the students,
- d) to determine how students' self-concept of academic ability relates to certain demographics,
- e) to identify factors related to students high or low concept of academic ability.

Research Questions:

The following areas of inquiry were used to guide this study:

- 1) What are the major perceived difficulties foreign students attending selected Michigan universities encounter?
- 2) How do these perceived difficulties relate to students' demographic characteristics?
- 3) How do the students' self-concept of academic ability relate to certain demographic characteristics?
- 4) What are some of the factors that relate to students high or low self-concept of academic ability?

Importance of the Study

The literature contains little about the adjustment difficulties and academic self-concept of foreign students. It is therefore

important to investigate different factors which might be related to perceived adjustment difficulties and academic self-concept of foreign students. Information of this type would be important for the administrators of student services both in the United States and in foreign offices in order to investigate and develop strategies which can improve the services. The study can help both the United States and foreign international student offices conduct their own orientation programs and other relevant services. The study also will provide the counseling centers with information that can help in dealing with special adjustment difficulties of foreign students. The findings of this study may also help East African and Far Eastern foreign students themselves, and their related clubs, in dealing with students' perceived adjustment difficulties and their academic self-concepts. The results of the study may help different sponsoring governments and agencies to plan orientation for the students before they leave in order to familiarize them with the adjustment difficulties they may encounter. Lastly, the study will contribute to existing literature on foreign students in the United States.

Assumptions

In conducting this study, the following assumptions were made:

1. The students' responses to the questionnaire are accurate and reported truthfully.
2. The survey questionnaires are comprehensive enough to investigate these students' educational experiences and self-concept of academic ability.

3. The students were aware of their self-concept of academic ability and responded with frankness and honesty.

Delimitations

As any study, there are confinements in the scope of this study and methodology. (1) The sample of the students surveyed were restricted to selected universities in Michigan and to students enrolled for classes in the fall of 1990.

(2) The participants of this study were drawn from selected East African and Far Eastern countries for the purpose of this study only. The African countries were Ethiopia, Kenya, Uganda, Tanzania, Malawi, Zambia, Zimbabwe, Rwanda and Zaire. The Far Eastern countries were South Korea, Malaysia, Indonesia and the Philippines. Malaysia, Indonesia and the Philippines are linguistically related to East Africans.

Definitions of Terms

1. Academic Achievement:

Refers to the students overall grade point average (or cumulative G.P.A.).

2. Academic Self-Concept (or Self-Concept of Academic Ability):

Refers to the student's assessment of his/her ability to learn in the school context (Brookover SCA Review and Further Analysis, p. 2).

3. Adjustment Difficulties:

Refers in this study to variables like: problems of adjustment

foreign students perceive with reference to their academic life/experiences, e.g.

1. Financial difficulties
2. Language difficulties
3. Homesickness
4. Academic competition too high
5. Too many writing assignments
6. Discrimination
7. Perception by students
8. Perception by teachers
9. Misunderstood in classes

Limitations

This study was subject to a number of limitations.

1. The respondents do not represent a random sample but were those who were available. Consequently, a cautious approach to generalization from the conclusions of the study was expected.
2. It is possible that the respondents could have misinterpreted the questions.
3. The conclusion of the study could not have been generalizable to the study of East African and Far Eastern students of other colleges and universities in the U.S. because the sample was a convenience sample selected from only three universities.

Organization of the Study

Chapter I contains the statement of the problem. The general background of the study, its purpose, importance, questions which

served as a basis for the investigation, assumptions, delimitations, limitations, and the definition of terms are discussed in this chapter.

Chapter II reviews the literature related to the main concern of the study. The areas include adjustment difficulties and academic self-concept ability of foreign students in the USA.

Chapter III describes the methods used for this study. It discusses the population, study sample, development of survey, instrumentation, data collection and analysis. It also gives the sample size and procedures undertaken.

Chapter IV presents and analyzes the research data which were collected by use of both the Academic Adjustment Difficulties Survey Form and the Michigan State Self-Concept of Ability Scale.

Finally, Chapter V is the summary and the findings of the study, conclusion, implications, recommendations and suggestions for future study.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of literature for this proposal focused on three main areas: (a) foreign students in the USA, statistics/reasons or motives (b) adjustment difficulties on university campuses, c) academic self-concept (1) in adjustment difficulties, (2) related to gender, SES, and other factors. A brief review of literature pertinent to African-American students in predominantly white colleges/universities is first presented for two reasons. One, the African-American students have a cultural link with the Eastern Africa students. Two, the African-American students attending predominantly white campuses have experienced unique educational experiences in those schools. For these two reasons, this particular literature may provide a basis for understanding the educational experiences of Eastern African and Far Eastern students on American college and university campuses.

African-American Students on Predominantly White Campuses:

Research literature abounds in this area as the Bibliography attests. For the purpose of this study, however, only a few studies are cited to highlight the educational experience of African-American students in American colleges/universities.

Walter R. Allen in his preliminary report of winter 1981, Study of Black Undergraduate Students Attending Predominantly White State-Supported Universities, said that there was considerable evidence of social adjustment difficulties which undoubtedly had negative consequences for Black student outcomes (Walter, Preliminary Report, Winter 1981, p. 5). Structures, norms, practices and personnel of predominantly white campuses or schools may ultimately determine whether black students' outcomes are positive or negative (Walter, 1979).

Walter, in his study about the Correlates of Black Student Adjustment, Achievement and Aspirations at a Predominantly White Southern University, says that Black students enter white universities as victims of sustained personal and institutional discrimination. He adds that after their entrance, such incidents of discrimination evidently do not cease and black students subsequently experience adjustment and performance problems (Walter, August 1979).

According to Walter, Black students do not enjoy the same levels of academic success as the majority of students on predominantly white campuses. Whether for reasons of their distinctive characteristics or adjustment difficulties, black students perform less well academically than whites (Walter, 1979). On the average, black students have higher attrition rates (DiCesare, 1972); lower grade point averages (Boyd, 1974); and lower enrollments in postgraduate programs (ISEP, 1976). The black students also report more academic problems (Willie, 1972; Webster, 1979); and display greater disparities between educational aspirations and eventual attainments (ISEP, 1976) than do white

students. The academic difficulties of black students on white campuses are often compounded by the absence of remedial/tutorial programs and information exchange with whites, i.e., faculty and students (Boyd, 1974).

Despite the initial difficulties that most black students experience, many make the required adjustments and are academically successful in predominantly white institutions (Ballard, 1973; Boyd, 1977).

Foreign Students

Since World War II extensive research and many national conferences have been devoted to the concerns and difficulties encountered by foreign students. Higher educational institutions in the United States have reported increased enrollment of international students in recent years. The Institute of International Education projects that by 1990 one million international students may be attending colleges and universities in the United States (Carter and Sedlacek, 1986). These foreign students have different reasons for coming to the United States (Spaulding and Flacks, 1976). After their extensive review of literature, they concluded that foreign students came to the United States (a) to receive an advanced education or training that is not available at home, (b) to acquire prestige through an American institution, (c) to take advantage of available scholarship funds, (d) to escape unsettled political or economic conditions in their home countries, and (e) to learn more about the United States.

Every country in the world looks to the United States as a center, not only for the study of education, but also for advanced study in

other fields (Barakat, 1988). Although research has found international students to have strong academic skills, high educational aspiration, and positive attitudes toward their school, other studies have found that international students face many difficulties in their adjustment to higher education in the United States (Boyer and others, 1986). These students come with different objectives to accomplish while in the States, they come with special problems of cultural differences, language handicaps and completely different college atmosphere (Tadao, 1965) which need attention.

Studies in foreign students' adjustment tell us that one of the most striking facts among the foreign students' adjustment is that there is a severe cultural shock, emotional confusions caused by the sudden change of the cultural norm from his own country's norm to the United States, upon his arrival to the United States which may cause some confusions in one's self-concept (Tadao).

Nancy (1983), writing on Adjusting an American Teacher Education Program to Meet the needs of Malaysian Students said that while the young students from Malaysia were experiencing the stress of culture shock, language proficiency was a problem for older students since the requirement of the program was student teaching. It was difficult to place Malaysian student teachers in local schools.

These obstacles will always be there. Statistics further indicate that in spite of the current global economic crisis, foreign student enrollment will continue to increase (Okafor, 1987). In Newsweek (1982) it was predicted that the number of international students who were studying in the United States' colleges and universities would double by 1990.

In view of these facts, international students continue to experience numerous and endless adjustment problems (Okafor, 1987). No doubt these problems are likely to affect the self-concepts of these international students in one way or another.

Dunnett (1981), of the National Association for Foreign Student Affairs, says:

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).

These needs may be better met if the United States' institutions of higher learning would take a much closer interest in the foreign students.

The biggest obstacles impeding adjustment of international students is instructors' lack of awareness that they are dealing with people of different cultural backgrounds, attitudes and special needs (Cable, 1974).

African Students

The African students are part of the body of international students who experience difficulties in adjusting themselves not only in the areas of academics, but in other aspects of life as well.

Okafor, in his study of Adjustment of African Students at Michigan State University, says that emotional, personal and financial aspects of adjustment were cited to be areas of serious problems. Educational problems were associated with lack of money for school expenses, feeling of home-sickness and social adjustment (Okafor, 1987). African students come to the United States under different categories. There

are those who come on their own and there are also those who come under sponsorship of different organizations. Clark (1963) found out that students with government scholarships performed better academically than those who did not have government scholarships. Pruitt (1978) found that the major difficulties facing African students included weather changes, communication, discrimination, depression, tiredness and homesickness.

Asian Students

The perceptions of Southeast Asian graduate students at the University of Pittsburgh were explored. The students were asked to elucidate the problems which arose as they and their families adapted to the American experience. Findings are reported in seven categories. They are the following: (1) academic expenses did not cause financial problems but the students had financial difficulties with the cost of living and recreational activities; (2) comments about housing were negative, especially on amount of space, costs, and heat; (3) all of the students rated their facility with English as adequate, but a few of the spouses expressed inadequacies in this area; (4) most of the students approved of their children's learning English, but thought American culture to be at odds with their own and did not want their children to adopt aspects of it; (5) impressions of American schools were positive; (6) the students and their families were in good health; and (7) most of the students are successful academically, as are their children. The research confirms previous findings about international students and their families (Ruelrakul,-Pimon, 1987).

Financial Problems

Dalili, Farid in their study on "Roles and responsibilities of International Student Advisors and Counselors in the United States" (1982) said that most foreign students are often unfamiliar with American society and aspects of university life, including academic programming, registration procedures, and financial aid. They added that the financing of their studies is often the most difficult part of a foreign student's stay.

Boyer and Sedlacek (1986) also said that the anticipated hardest part of adjustment for foreign students is the meeting of financial expenses.

Communication Barrier

The adjustment difficulties of Japanese high school students studying in the United States were examined in order to create a framework for the construction of orientation materials for exchange students. A total of 106 Japanese students enrolled in U.S. senior high schools as participants in the AFS Year Program to the United States completed a Japanese language questionnaire which asked them to rate and comment on 54 items describing potential adjustment problems. This report lists the questionnaire items and summarizes the student comments according to the U.S. culture in general, school life and peers, family life, and the use of English. Results indicate that for the students the most difficult aspects of living in America included knowing appropriate topics to talk about, understanding the way Americans showed emotions and American humor, making friends with other students, and getting used to the informal relationships between

students and teachers. In general, there were few problems regarding the students' relationship with the host parents and children. However, when problems did arise, it was extremely difficult for the students to discuss them with the host family. Most students felt that they had not had adequate training in oral English (Hartung, Elizabeth-Ann, 1983).

Most foreign students come from countries that are not highly industrialized and many have language difficulties. They face new teaching methods, different behaviors of teachers and different expectations of students. Lack of contact or inability to make contact with Americans can lead to alienation for foreign students, but most students do retain their own cultural identity when they adjust to the United States (Dalili, Farid, 1982).

Essien (1975) stated that the African students did not interact freely with Americans. According to a study done by Gaither and Griffin (1971), English proficiency was the most important problem for foreign students at the university. Foreign students often have difficulty articulating precisely what they feel is lacking in the classroom. They frequently complain of an instructor's seeming lack of commitment, faculty unawareness of international students' fears and concerns, and teachers' inability to establish rapport with these students (Cable, 1974).

Foreign students pose real different problems to each instructor . . . the success or failure of these students may be in large measure related to the quality and kind of instruction they receive (p. 40).

Orientation and Counseling Services

While research has suggested numerous problems and adjustment difficulties faced by international students attending colleges and universities in the United States, cultural differences may be barriers for international students in their seeking and receiving help for such problems. This study was conducted to examine whether certain noncognitive variables, shown previously to be predictive of academic success for international students, were predictive of whether international students used counseling services at a university counseling center. Freshman international students completed the Noncognitive Questionnaire during an orientation data collection session. Students' responses were compared with their use of counseling center services over the next eight semesters. The results revealed three noncognitive variables which significantly ($p < .05$) predicted counseling center use: understanding and ability to deal with racism; nontraditional ways of acquiring knowledge; and preference for long-term goals over short-term immediate needs. These findings have implications for designing outreach and counseling services for international students (Boyer & Sedlacek, 1987).

Personal Relationships

Porter (1962) reported many of the problem areas as follows: Personal relationship with students, personal relationship with faculty, hearing remarks about personal traits of people from their home country, parental ties at home, cultural background, having to shift educational goals, the classroom not seeing their world view, discrimination because of color, American professors' ignorance of the

rudiments of foreign culture, losing identity with people at home, and cultural differences.

To expand on previous studies of the difficulties encountered by Japanese students in the United States, 20 newly-arrived Japanese university students were interviewed about ten areas of daily life: nonverbal communication, money, time, systems of measurement, clothes, education, transportation, communication, manners, and getting acquainted with Americans. Results indicated that newly-arrived Japanese had difficulty in a number of these areas. For example, while the students understood American coins and bills, they were unfamiliar with checking accounts, writing checks, or the average cost of a meal or a hotel room. Although students knew what clothing to wear for business and school occasions, they had problems knowing what kinds of clothing to wear for social occasions due to limited knowledge of the levels of formality in social situations. It is concluded that Japanese students need more cultural preparation before coming to the United States (Kitao-Kenji, 1988).

Academic Self-Concept or Self-Concept of Academic Ability

This section of the review highlights major researchers in the area of academic self-concept. Also, major findings in this area are presented. Wylie (1961, 1974), Purkey (1970), Gergen (1971), and Quandt (1972) indicate persistent and significant relationship between self-concept and academic achievement.

Self-concept is a type of concomitant learning. Brookover, Peterson and Thomas (1962), Brookover et al (1965), and Brookover, Erickson and Joiner (1967) conducted three projects which represent

continuous phases of a six-year study. The major portion of the study was addressed to the development of self-concept of academic ability and its impact on academic performance of students from grades seven through twelve.

Brookover and his colleagues (1965) and Vilhotti (1973) conclude that self-concept of academic ability is associated with academic achievement at each grade level (p. 201). Reeder (1955), Bodwin (1957), Borislow (1962) and Shaw (1963) support that self-rating of students' self-concept has a significant relationship to achievement in a school setting.

Significant Others

Brookover et al (1962) concluded that there was a significant association between the self-concept that an individual held of himself and the perceptions father, mother, best friends and teacher had of him (p. 208). Staines (1958), Davidson and Lang (1960) and Brookover et al (1962, 1967) reported student self-concept enhancement by teachers who create an atmosphere of greater psychological security. Rosenthal and Jacobson (1968) say that the teacher, by his facial expression, posture, and speech, helps or hinders the learner in his learning. Teacher-pupil congruence and teacher's perception of the student seem to be of greater importance than the method of instruction (Purkey).

Self-concept is not static but, as Purkey states it, is dynamic. "Self-concept of academic ability is not a constant but varies with the social situation and the expectations, evaluations that students perceive others hold for them" (Brookover and Schurr, 1967). These studies, among many others, have been done and yet much has to be found

out which could help similar experiences among the East African students.

Perspectives on international educational exchange and the needs of foreign students for academic and career advising and assistance in adjusting to a new culture are considered. Obtaining a degree from an American higher education institution is highly desired by many persons in developing countries, and the high standards foreign students have to meet often results in the best students being selected. The financing of their studies is often the most difficult part of a foreign student's stay. Credits from one country that are not valid in another and inadequate preparation programs are major difficulties for the foreign student. Lack of contact or inability to make contact with Americans can lead to alienation for foreign students, but most students do retain their own cultural identity when they adjust to the United States. It is suggested that higher education should be concerned with foreign students' adaptation to the educational system, their readjustment on returning to their home countries, and the relevance of the curriculum to the priorities of these countries.

Conclusion

The separate but complementary roles of the international student advisor and counselor are discussed, and foreign student personnel services are addressed. It is suggested that the increasing number of international students indicates a need for a full-time foreign student advisor. The job is complicated by the different cultures and different academic and personal problems of foreign students. International students need assistance in admissions and orientation,

information about institutional facilities and services, and understanding of laws regarding aliens. English language proficiency is a major concern to admissions officials, and the counseling and testing office's role in assessing credentials and placing students is important. Foreign students are often unfamiliar with American society and aspects of university life, including academic programming, registration procedures, and financial aid, housing, and health services. An international student counselor should facilitate the student's adjustment. Most foreign students come from countries that are not highly industrialized and many have language difficulties. They face new teaching methods, different behaviors of teachers, and different expectations of students. Social relationships, career counseling, and return adjustment are additional concerns (Dalili, Farid, 1982).

CHAPTER III

METHODOLOGY

This chapter presents the methodology used in securing data pertinent to the research questions raised in this study. It discusses the population, sample, instrumentation, procedures for data collection and method used to analyze the data.

Population:

(1) The sample of this study was drawn from East African and Far Eastern students attending the following universities in the state of Michigan: Andrews University, Western Michigan University, and Michigan State University.

(2) The study questionnaire was sent to 200 East African and Far Eastern students enrolled in those selected institutions in the fall quarter of 1990.

Eastern Africans in this study refers to persons from the countries of Ethiopia, Kenya, Uganda, Tanzania, Malawi, Zambia, Zimbabwe, Rwanda and Zaire. In addition, the Far Eastern students in this study will refer to those who come from the following countries: South Korea, Malaysia, Indonesia, and the Philippines.

Sample:

According to other researchers like Alereck and Settle (1985), the most desirable and convenient sample for survey research is one that is done randomly because it is the most representative of the entire population. The sample for this study consisted of 200 Eastern African and Far Eastern students enrolled from the selected Universities in the State of Michigan for the fall of the 1990-1991 school year.

Of the 200 questionnaires that were sent out, 145 (72.5%) were returned. Of those which were returned 6 were not usable. 139 (69.5%) were used for this study.

Table 1

Number of East African and Far Eastern Students Polled in the Selected Institutions

Educational Institution	Number of students
Michigan State University	n=80
a) Far Eastern	40
b) Eastern African	40
Andrews University	n=60
a) Far Eastern	30
b) Eastern African	30
Western Michigan University	n=60
a) Far Eastern	30
b) Eastern African	30
Total number of students	200

The above numbers from each of the selected universities were determined by the researcher for the purpose of this study only.

Research Design

Descriptive research methods were used for this study. The three purposes of research are exploration, description, and explanation (E. Babbie 1986). Descriptive research describes facts and characteristics of any given area of interest factually and with accuracy. According to Babbie (1986), "description is the precise measurement and reporting of the characteristics of some population or phenomena." Borg and Gall (1983), however, say that descriptive studies are primarily concerned with finding out what Observation and survey methods are frequently used in collecting descriptive data.

For this study the survey method was chosen as appropriate because it is recommended as the method of choice whenever it is important to establish the status of any one given phenomenon (Morley 1970). This type of approach is done by asking a specific population of individuals what they know, believe or value about any given phenomenon. As Babbie (1973) says, such information can be collected through three methods of survey administration: face-to-face interview, telephone interview and mail questionnaires. This present study adapted all three methods. Borg and Gall (1971); Shaughnessy and Zechmeister (1985); Babbie (1973) say that the purpose of the one-shot survey is to describe the characteristics of the population at the time of the study. In this study a sample population is selected and data are then collected from the sample at one point in time (the fall of 1990).

Although descriptive research does not address causality, it has its value in that it helps in establishing facts and relationships which could later result in the establishment of causal laws. The

results of this study intended to identify the adjustment difficulties and academic self-concept abilities of the Eastern African and Far Eastern students.

Instrumentation

In order to examine the educational characteristics of the East African and Far Eastern students, two instruments were utilized:

(1) Academic Adjustment Difficulties Survey Form:

This instrument measured students' academic adjustment difficulties. This instrument was developed in three stages. First, literature pertinent to foreign students on United States university campuses in order to distill items related to students' academic adjustment difficulties. A preliminary questionnaire was then developed on the basis of literature review of pre-survey.

Second, an interview schedule was constructed. In this interview 10 students (6 Andrews, 2 WM, 2 MSU) from the population were asked to identify or indicate the difficulties they were encountering in their academic experiences. The interview was face-to-face and by telephone depending on whichever method was convenient. The responses to these interviews were recorded, noting difficulty patterns which emerged.

Third, adjustment difficulty items from both the literature review and interview schedules then provided the basis for the formulation of the preliminary adjustment difficulty survey form.

Fourth, after the preliminary survey form was constructed two experts were asked to review the survey to see if its items appear to measure the student's academic adjustment difficulties.

Fifth, the questionnaire was then refined and pilot tested with 12 students, requesting them to go over the instrument with regard to clarity of the questions.

Finally, the instrument was refined, and readied to be administered to students. The instrument was treated for Coefficient Alpha by running the split half test.

(2) The next instrument was the Michigan State Self-concept of Academic Ability Scale. The Self-concept of Academic Ability Scale was developed by Dr. Brookover under the United States Office of Education Co-operative Research Project number 845 through Michigan State University, Human Learning Research Institute (Brookover 1967, p. 9).

The scale contained eight items. Each item was scored from five to one with the higher self-concept alternatives receiving the higher values. The respondent was asked to compare his competence with that of others in his social system. The reliability coefficients ranging from .77 to .88 of the SCA scale were higher than those typically reported for attitude scales.

The perceived evaluations by parents, friends, and teachers of academic ability of 561 subjects correlated between .775 and .927 by Hoyt's Analysis of Variance.

The fifteen-item pretest was subjected to item analysis and Guttman scaling. "Items with less than .50 point biserial correlation with the total score were eliminated. The resulting items were subjected to Guttman scalogram analysis. . ." (Brookover et al. 1967, p. 158). Items with duplicated responses were also eliminated. "The

remaining eight items formed a Guttman Scale with a .91 coefficient of reproducibility" (Torgenson, 1958, p. 159).

Permission for the use of the SCA was granted in a letter by Dr. W. B. Brookover. (See appendix C.) Both the MSU instrument and the Foreign Student Adjustment Survey Form were put together as one instrument and then administered at the same time.

Confidentiality

The subjects were advised in the direction given in the questionnaire to omit their names. They were assured that their names would not appear in the study.

Face-to-Face or Telephone Interviews

The most important step to be taken while constructing a survey instrument is the conceptualization. This involves a thorough review and grasp of the available literature, the objective of the study, and the nature of the data needed (Babbie 1973). According to Mouley (1970) and Sheatsley (1983), even if the understanding of the literature can point out the general areas of significance, survey researchers may gain a more realistic perspective of the important variables in their study by conducting exploratory interviews with the representatives of the population for whom the survey is intended.

Because of the exploratory nature of the study and limitation of literature on the topic of adjustment difficulties and academic self-concept ability of Eastern African and Far Eastern students, a comparative study, information for survey construction was obtained by

conducting exploratory interviews. The researcher conducted face-to-face interviews with a purposive sample of ten students from the population (6 Andrews, 2 WM, 2 MSU). In a purposive or judgmental sampling, the researcher uses his/her judgment to choose respondents who fit the purposes of the study, rather than just choosing the nearest available individuals as in a convenience sampling (Bailey 1978).

Since this was an exploratory nature of survey research, it was necessary to use a diverse sample of students. Of the 6 from a private institution (Andrews University), 4 were males and 2 were females. Of the 4 from public institutions (WM and MSU), 2 were males and 2 were females.

The questions in the interview were used to investigate the areas of inquiry for this study in particular. Open-ended questions allow the respondent considerable freedom to determine what information to give voluntarily, including attitudes that closed questions might miss (Denzin 1970).

According to Stewart and Cach (1974), open-ended questions have some disadvantages. Interviews for these types of questions require a skillful interviewer who is able to control the interview, and who is also able to redirect responses so that no repercussions are created in the thought flow which could reduce the enthusiasm of responses that follow.

The interviews were conducted in an understanding and relaxed climate. This type of relaxed climate was obtained as a result of the researcher engaging the respondent in casual conversation at the

beginning of the interview. Before the beginning of the interview, each of the respondents was given a letter which had the following information:

1. The topic and the purpose of the interview.
2. Assurance that participation in the interview was entirely voluntary.
3. Assurance that confidentiality of the respondents would be maintained.
4. An indication that a copy of the research findings would be available for those who would want them.

Pre-testing Questionnaire

According to Borg and Gall (1983), after the development of the draft questionnaire, the next step is to pre-test it. These Pre-tests do refer specifically to the testing of the study design. As Babbie (1973) says, the purpose of conducting pre-tests is to assess item clarity and to locate errors in the formatting or in the directions. It is from a population similar to the one from which the researcher plans to draw research subjects that the pre-test sample should be selected. Borg and Gall (1983) add that the pre-test form of the questionnaire should provide space for the respondents to make comments about the questionnaire itself. This is to indicate whether some questions seem ambiguous or whether provisions should be made for certain responses that are not included in the questionnaire and other points that could lead to the improvement of the questionnaire.

During the time of the pre-testing, the students were encouraged to give feedback comments to the investigator concerning the

questionnaire instrument for the item construction, for clarity and for ideas on the items. The questionnaire form included a section for comments.

It was the pre-test comments and feedback information from the sample of students that was used to develop a complete and final questionnaire. The respondents comments were very useful. The specific information was noted and included in the appropriate place in the questionnaire. The clarity of the questionnaire, construction and formatting were the main concern of the researcher. Ambiguity was made clear in the questionnaire and proper corrections were made as suggested by the pre-test sample respondents.

(Bardie and Anderson 1974) say that some rules of questionnaire format have been developed based on experience and research on questionnaire designs. The rules pointed out the format should include:

1. Making the questionnaire look attractive.
2. Organizing and laying out the questions so that the questionnaire is as easy to complete as possible.
3. Numbering the questionnaire items and pages.
4. Brief, clear instructions, printed if possible in bold lettering.
5. Using examples before items that might be confusing or difficult to understand.
6. Beginning the questionnaire with a few interesting, non-threatening items.

7. Enough information in the questionnaire so that items are meaningful to the respondent.
8. Making the questionnaire as short as possible and consistent with the study's objectives.
9. Not putting important questions in a long questionnaire at the end of the questionnaire.

These rules and formats were used as a checklist for the questionnaires of this study before they were ready to be given to the respondents.

One of the major problems in doing a questionnaire survey is to get back the responses needed as a basis of drawing any conclusions. What made it easier for the respondent to feel comfortable was the letter of transmittal that accompanied the questionnaire. Gall and Borg (1983) said that respondents should be given a good reason for completing the questionnaire and sending back to the researcher at a given time. The transmittal letter should also give assurance of confidentiality if sensitive information is asked. The purpose of the study should be explained briefly and in such a way as to make the subject feel that the study is significant and important.

The above guidelines were important for the respondents who read the transmittal letter and the questionnaire themselves carefully.

The questionnaire and the cover letter were the main guidelines the respondents referred to in order to decide whether or not to complete the questionnaire, although either my assistants or I would be present for any clarification needed. Thus, great care was taken in making the format of the questionnaire attractive and encouraging a

potential respondent to complete the questionnaire (Borg and Gall 1983) .

The questionnaire consisted of two main parts: (A) Background characteristics and Academic adjustment difficulties Survey Form with three subtopics: General Demographic Characteristics, Secondary School Educational Experiences and Academic Adjustment Difficulties. (B) The Self-Concept of Academic Ability Scale with subtopic: Academic Ability.

Part A : Numbers 1 through 12 were used to record General Demographic Characteristics data;

A : Numbers 13 through 16 were used to record Secondary School Educational Experiences data;

A : Numbers 17 through 25 were used to record perceived Academic Adjustment Difficulties: (a) Academic performance, Language, Classroom/Campus A.C. related interaction, fairness/discrimination and orientation.

Part B: Numbers 26 through 33 were used to record perceived Academic Ability.

Collection of Data

The questionnaire was administered to each respondent on his/her own campus by the researcher himself and his two assistants from each campus. This was to minimize delay in mailing and maximize a close relationship through contact with the respondents. The researcher and his assistants were present to answer respondents' questions for clarity of the questionnaire items.

Whenever face-to-face contact failed, the researcher made telephone calls to ensure that possible arrangements could be made to pick the questionnaire up the following day. Within two weeks all the questionnaires were ready for analysis.

Validity and Reliability

Since the first part of the instrument (Background Characteristics and Academic Adjustment Difficulties Survey Form) was developed by the researcher, validity and reliability must be addressed. The validity in educational measurement is recognized by content, concurrent predictive and construct. Construct, concurrent, and predictive validity were tested by sufficient data from previous studies and by three experts. In addition, content validity was chosen as the most appropriate test of validity for this particular study.

According to Borg and Gall (1971), content validity is the degree to which the test items represent the content the test is trying to measure and the total universe of content in that area. Unlike other types of validity, as Borg and Gall say, content validity is tested subjectively (Borg and Gall 1971).

A review of the literature indicates material necessary for item construction but it is based on subjective judgment of the investigator (Crane and Brewer 1973). The content areas for adjustment difficulties and academic self-concept of East African and Far Eastern students were estimated by the judgment of the researcher based on the review of literature, and from the information provided by the questionnaire pre-test evaluation forms completed by the students. All students who

participated in the pre-test agreed with each of the content areas as representative of the foreign students' adjustment difficulties.

The second part of the instrument (Self-Concept of Academic Ability), having been used by many different researchers for different studies an indication of its validity and its reliability.

Since reliability is the level of consistency of measuring instrument (Borg and Gall 1971), it is usually expressed as a coefficient indicating the extent the test is free of error variance (Borg and Gall 1971). The internal consistencies of the instruments used for this study were assessed through computation of alpha coefficients. A combination of the data that was collected from the two groups was transformed for computer analysis. A codebook was constructed to transform the questionnaire data to numerical form for computer data entry.

Procedure for Data Analysis

The data collected was submitted to a frequency count to control the data entry or coding errors. A frequency distribution was printed out that was given both the number and percent for each response category as well as the total number of missing cases and response percent was also displayed.

Descriptive statistics were calculated and displayed for the total population and for each population group. These included mean and standard deviations for all of the questionnaire items that utilized interval data. A breakdown procedure was utilized to display descriptive statistics for variables broken down by subgroups within the population.

An Analysis of Variance (ANOVA) test was utilized to compute F-ratios in order to determine if a significant effects existed between population groups or subgroups and certain variables. The data analysis consisted of data tables accompanied by descriptive narrative explaining the data results for each item on each survey questionnaire. The descriptive data showed the relationship between perceptions of respondents and identified areas of adjustment difficulties and academic ability. Also a comparison between the respondents from East Africa and those from the Far East.

Tables

The following tables were constructed to present the data and statistical analysis results.

4.0 Frequencies and percentages of selected demographic characteristics for the responses. This included age, gender, type of institution, general area of study, duration in U.S.A. Prior orientation, orientation in U.S.A., area setting of high school.

4.1 Frequencies and percentages for the perception of adjustment difficulties for respondents. Identifies levels of adjustment difficulties: level of academic competition, ranking by academic instructors, command of English language, interaction with students, interaction with staff and faculty, fair treatment in assistantships, grades as a reflection of academic performance, lack of tuition and fees, lack of orientation before and after enrollment.

4.2 The Chi-square results for the relationship between perception of the identified levels of adjustment difficulties mentioned in the above table.

4.2.1 Chi-square of age group by level of academic competition.

4.2.2 Chi-square of age group by command of English language.

4.2.3 Chi-square of age group by interaction with staff and faculty.

4.2.4 Chi-square of age group by fair treatment in assistantships.

4.3 The Chi-square results for the relationship between perceptions of level of adjustment difficulties (see table 4.1) and gender of respondents.

4.4 The Chi-square results for the relationship between perceptions of adjustment difficulties (see table 4.1) and type of institution.

4.5 The Chi-square results for relationship between perceptions of adjustment difficulties in table 4.1 and area of study.

4.5.1 Chi-square of area of study by ranking of academic instructors.

4.5.2 Chi-square of area of study by interaction with students.

4.6 Chi-square results for the relationship between perceptions of the adjustment difficulties (table 4.1) and duration in U.S.A.

4.7 The Chi-square results for relationship between perceptions of adjustment difficulties in table 4.1 and place of origin.

4.7.1 Chi-square of place of origin by level of academic competition.

- 4.7.2 Chi-square of place of origin by ranking of academic instructors.
- 4.7.3 Chi-square of place of origin by command of English language.
- 4.7.4 Chi-square of place of origin by interaction with students.
- 4.7.5 Chi-square of place of origin by interaction with staff and faculty.
- 4.7.6 Chi-square of place of origin by fair treatment in assistantships.
- 4.8 The Chi-square results for relationship between perceptions of academic ability: school ability compared with close friends, school ability compared with classmates, ability to complete college, class rank in college, completion of advanced degree, self opinion of work, grades capable of getting, and respondents' age group.
 - 4.8.1 Chi-square of age group by ability to complete college.
 - 4.8.2 Chi-square of age group by completion of advanced degree.
- 4.9 The Chi-square results for the relationship between perceptions of academic ability and gender of respondent.
 - 4.9.1 Chi-square of gender by school ability compared with close friends.
 - 4.9.2 Chi-square of gender by class rank in college.
 - 4.9.3 Chi-square of gender by completion of advanced degree.
- 4.10 The Chi-square results for the relationship between perceptions of academic ability and type of institution.

- 4.11 The Chi-square results for the relationship between perceptions of academic ability and area of study.
- 4.12 The Chi-square results for the relationship between perceptions of academic ability and duration of stay in U.S.A.
- 4.13 The Chi-square results for the relationship between perceptions of academic ability and place of origin.
 - 4.13.1 Chi-square of place of origin by school ability compared with classmates.
 - 4.13.2 Chi-square of place of origin by ability to complete college.
 - 4.13.3 Chi-square of place of origin by class rank in college.
 - 4.13.4 Chi-square of place of origin by completion of advanced degree.
 - 4.13.5 Chi-square of place of origin by self opinion of work.
- 4.14 Presentation of Analysis of Variance (ANOVA) results for the effect of certain demographic characteristics (age, gender, type of institution, general area of study, duration in U.S.A., place of origin) and self-concept of academic ability.
- 4.15 Presentation of Variance (ANOVA) results for the effect of adjustment difficulties (see table 4.1) on the self-concept of academic ability.

The returned data were computer scored. Descriptive statistics (frequency counts/percentages) were used to answer question 1 which deals with adjustment difficulties pertinent to academic life. The frequency counts were backed with typical narratives from interview schedules conducted face-to-face or by telephone. This was done after

the data had been returned and computer scored. Proper place and time was arranged by the investigator and the respondents. This gave added depth to the numbers frequencies.

For question 2 a Chi-square test was used to determine the relationship between perceived adjustment difficulties and certain students demographic characteristics.

In question 3, like 2, a chi square test was used to determine the relationship between students concept of academic ability with certain students demographic characteristics.

Finally, question 4 was answered in the following stages:

- a) After the seven items of the SCAA section of the questionnaire had been scored, the students were categorized into low and high level concept of academic ability.

After sending out the self-concept questionnaire and then scoring them, categorizing students into low and high self-concept of academic ability, the researcher planned for face-to-face or telephone interviews depending on convenience of the respondents. Immediately after scoring the items and categorizing them the researcher made contact with the correspondents and planned for specific time and means of handling it.

The researcher planned an interview with twenty students from low self-concept of academic ability (10 from East African students and 10 from Far Eastern students). Also twenty from high self-concept of academic ability (10 from East African students and 10 from Far Eastern students).

After all responses were gathered, the researcher sorted out emerging response patterns and then tried to determine how high and low self-concept categories compared (similarities and contrasts) in relation to the emerging patterns.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter presents the analysis and findings of data collected from the survey instruments and procedures as described in Chapter III.

The purpose of this study was to investigate the perceived adjustment difficulties and self-concept of academic ability of East African and Far Eastern students attending selected Michigan universities pertinent to their academic life/experiences. It was to determine the students demographic characteristics, identify difficulties foreign students encounter pertinent to their academic life/experience on Michigan university campuses, see how those perceived adjustment difficulties relate to certain demographic characteristics of the students, determine how students' self-concept of academic ability relates to certain demographics, and identify factors related to students high or low concept of academic ability.

The study was conducted to give tentative answers to the research questions presented in Chapter I. Findings related to those questions are presented in this chapter. The chapter is divided up into five sections. The first section describes the respondents who participated

in the study in terms of their distribution in certain demographic variables. The second section presents findings on the perception of adjustment difficulties for East African and Far Eastern students. The third section reports the findings regarding the relationship between perceptions of adjustment difficulties and respondents' demographic characteristics. The fourth section presents the Chi-square results for the relationship between perceptions of academic ability and certain respondents' demographic characteristics. The fifth section presents the findings (A) of the results for the effect of certain demographic characteristics and self-concept of academic ability, (B) of results for the effect of adjustment difficulties on the self-concept of academic ability.

Table 4.0

This table presents frequencies and percentages of selected demographic characteristics for East African and Far Eastern students.

TABLE 4.0

FREQUENCIES AND PERCENTAGES OF SELECTED DEMOGRAPHIC
CHARACTERISTICS FOR EAST AFRICA
AND FAR EASTERN STUDENTS

Demographic Characteristics	Levels	Eastern Africa		Far East	
		n	%	n	%
Age	< 30 yrs	17	31.5	57	73.1
	30 yrs +	37	68.5	21	26.9
Gender	Male	37	68.5	49	60.5
	Female	17	31.5	32	39.5
Type of institution	Public	36	66.7	50	61.7
	Private	18	33.3	31	38.3
General area of study	Science	25	48.1	37	45.7
	Social Sc.	27	51.9	44	54.3
Duration in U.S.A.	> 5 yrs	15	27.8	18	22.2
	2-4 yrs	27	50.0	37	45.7
	< 2 yrs	12	22.2	26	32.1
Prior orientation	Yes	7	13.0	26	32.1
	No	47	87.0	55	67.9
Orientation in U.S.A.	Yes	43	82.7	66	81.5
	No	9	17.3	15	18.5
Area setting of high school	Urban	26	48.1	59	73.7
	Rural	28	51.9	21	26.3

Demographic Characteristics-Frequencies and Percentages

The first section of the two survey forms (Appendix) asked for general demographic information of the respondents. These data then provided an overall spectrum that should be borne in mind while interpreting and reporting the results of the study. The demographic characteristics considered for this study of the East African and Far Eastern students are reported in Table 4.0. Putting side by side the

demographic of the East African and Far Eastern students, one would not be able to see much difference except the age groups in which they fall:

(a) Age:	30 years and more	EA = 68.5%; FE = 26.9%
	Less than 30 years	EA = 31.5%; FE = 73.1%
(b) Gender:	Male	EA = 68.5%; FE = 60.5%
	Female	EA = 31.5%; FE = 39.5%
(c) Type of institution:		
	Public	EA = 66.7%; FE = 61.7%
	Private	EA = 33.3%; FE = 38.3%
(d) General area of study:		
	Pure Science	EA = 48.1%; FE = 45.7%
	Social Sciences	EA = 51.9%; FE = 54.3%
(e) Duration in U.S.A.:		
	More than 5 yrs	EA = 27.8%; FE = 22.2%
	2-4 years	EA = 50.0%; FE = 45.7%
(f) Prior orientation; for No		EA = 97.0%; FE = 67.9%
	Orientation in U.S.A.	
	"Yes"	EA = 82.7%; FE = 81.5%
(g) Area setting at high school:		
	Urban	EA = 48.1%; FE = 73.7%
	Rural	EA = 51.9%; FE = 26.3%

The setting at the high school of the sample used show some big differences because of the areas where parents of these respondents lived when they went for a high school education. It could be that there are more high schools in the rural areas in East Africa than

there are in the urban areas. The other reason could be that the financial obligation for the East African students is more affordable in the rural high schools than it is in the urban high schools. The Far Eastern, on the other hand, could be that there are more parents living in the urban areas than there are in the rural areas. The other reason could be that the schools in urban setting have good facilities and more attractive educational environment that makes parents who can afford the high expenses send their children. Whatever the reasons are, no attempt is made in this study to find out why.

Summary

The frequencies and percentages given in table 4.0 for the selected demographic characteristics for East African and Far Eastern students show that East African respondents who were 30 years of age or more outnumbered those who were less than 30 years of age. The Far Eastern students who were less than 30 years of age outnumbered those who were 30 years of age or more. There were more males than females for both East African and Far Eastern respondents. Public institutions had more respondents than private institutions. Information given concerning area of study indicates that there were more in social sciences than those who were in pure sciences. The majority of the respondents in each case, according to the information given, had been in the U.S.A. for 2-4 years. Most of the respondents from East Africa and from the Far East said that they did not receive orientation before coming to the U.S.A. On the other hand, most reported that they were oriented when they came to the U.S.A. Finally, reporting on area setting at high school, the information indicates there were more Far

Eastern respondents from urban setting at the high school than the East African respondents.

Presentation of Research Findings

The research findings in relation to the four research questions are presented in the remaining portion of this chapter.

Research Question 1

What are the major difficulties foreign students attending selected Michigan universities encounter?

Data analysis for research question 1 was based on the frequencies and percentage ratings of the East African and Far Eastern students' perceptions on each of the adjustment difficulties identified. Table 4.1 shows these adjustment difficulties at different levels: definitely, probably, not sure or no. Reporting on these, respondents differ from one level to the other, although some similarities are apparent. As the data in Table 4.1 indicates, a majority of participants in the East African sample perceived:

- (a) that level of academic competition was not a major concern (47.2%)
- (b) they were among the best-ranking by academic instructors (57.1%)
- (c) they had no problem as far as the command of the English language was concerned (79.6%)
- (d) that their interaction with other students did not pose any concern (83.3%)
- (e) their interaction with staff and faculty did not pose any concern (63.0%)

- (f) were not sure whether there was fair treatment in assistantships (30.8%), although a sizeable number of them felt definitely that there was some unfairness in the treatment of assistantships (28.8%)
- (g) grades given were a reflection of academic performance (39.2%)
- (h) lack of tuition and fees definitely created a big concern (48.1%)
- (i) lack of orientation before or after enrollment was no major problem (56.0%).

The same table 4.1 describes the perceptions of the Far Eastern students on the same adjustment difficulties. A majority of the respondents from this group perceived:

- (a) that probably the level of academic competition posed a concern (43.0%); a sizeable number said that definitely this caused a concern (39.2%)
- (b) they were average as far as ranking by academic instructors was concerned (64.6%)
- (c) that probably command of English language was a problem (69.2%)
- (d) that interaction with students was not a problem (51.9%)
- (e) that interaction with staff and faculty probably was an area of concern (32.1%), although others said that it was not an area of concern (32.1%)
- (f) that probably fair treatment in assistantships posed a concern (43.0%)

- (g) that probably grades are a reflection of academic performance (39.2%); others said "Definitely grades are a reflection of academic performance" (36.7%)
- (h1) that lack of tuition and fees definitely posed a concern (34.6%)
- (h2) that probably lack of tuition and fees posed a concern (34.6%)
- (i1) that lack of orientation before or after enrollment caused no major problems (40.0%)
- (i2) that probably lack of orientation before or after enrollment was an area of concern (35.0%).

Although these data collectively suggest that all respondents were experiencing some adjustment difficulties, the same data shows differences between the perception of these two groups as percentages of different groups show.

(East African and Far Eastern Students)

Level of academic competition (No major problem)

East African students = 47.2%; Far Eastern students = 17.7%

Ranking by academic instructors (Among the best)

East African students = 57.1%; Far Eastern students = 32.9%

Command of English language (No major problems)

East African students = 79.6%; Far Eastern students = 29.5%

Interaction with students (Poses no concern)

East African students = 83.3%; Far Eastern students = 51.9%

Interaction with staff and faculty (Poses no concern)

East African students = 63.0%; Far Eastern students = 32.1%

No fair treatment in assistantship (Definitely)

East African students = 28.8%; Far Eastern students = 24.1%

Grades as a reflection of academic performance (Definitely)

East African students = 39.2%; Far Eastern students = 36.7%

Lack of tuition and fees (Definitely poses a concern)

East African students = 48.1%; Far Eastern students = 34.6%

Lack of orientation before and after enrollment (Does not pose a major concern)

East African students = 56.0%; Far Eastern students = 40.0%

Table 4.1

Frequencies and percentages for the perception of
Adjustment difficulties for East Africa
and Far Eastern students

		East Africa		Far East	
Adjustment difficulties	Level	n	%	n	%
Level of academic competition	Definitely	12	22.6	31	39.2
	Probably	16	30.2	34	43.0
	No	25	47.2	14	17.7
Ranking by academic instructors	Among the best	28	57.1	26	32.9
	Average	20	40.8	51	64.6
	Below average	1	2.0	2	2.5
Command of English language	Probably	11	20.4	54	69.2
	No	43	79.6	23	29.5
Interaction with students	Definitely	4	7.4	9	11.4
	Probably	5	9.3	29	36.7
	No	45	83.3	41	51.9
Interaction with staff and faculty	Definitely	4	7.4	11	14.1
	Probably	4	7.4	25	32.1
	Not sure	12	22.2	17	21.8
	No	34	63.0	25	32.1
Fair treatment in assistantships	Definitely	15	28.8	19	24.1
	Probably	8	15.4	34	43.0
	Not sure	16	30.8	20	25.3
	No	13	25.0	6	7.6
Grades as a reflection of academic performance	Definitely	20	39.2	29	36.7
	Probably	16	31.4	31	39.2
	Not sure	9	17.6	12	15.2
	No	6	11.8	7	8.9
Lack of tuition and fees	Definitely	25	48.1	27	34.6
	Probably	11	21.2	27	34.6
	Not sure	3	5.8	9	11.5
	No	13	25.0	15	19.2
Lack of orientation before and after enrollment	Definitely	4	8.0	6	7.5
	Probably	9	18.0	28	35.0
	Not sure	9	18.0	14	17.5
	No	28	56.0	32	40.0

Results

Research Question 1

What are the major difficulties foreign students attending selected Michigan Universities encounter or go through?

Although there was a general agreement among all respondents (East African and Far Eastern students) at all perceived adjustment difficulties, their perceptions at each level differed remarkably looking at the percentages represented. The East African students seem to adjust themselves to the most perceived difficulties more favorably than the Far Eastern students. Those of the East African students who have high perception of themselves seem to be more than those who had low perception of themselves concerning the identified difficulties (see table 4.1). On the other hand, the frequencies and percentages of the Far Eastern students show that those who had low concept of themselves are more than those with high concepts of themselves on each of the difficulties (see table 4.1). However, the level of adjustment difficulties may have differed from one group to the other, the fact still remains that level of academic competition ranking by academic instructors, command of English language, interaction with other students on campuses, interaction with staff and faculty, fair treatment in assistantships, grades as a reflection of academic performance, lack of tuition and fees, lack of orientation before and after enrollment were all identified as areas of adjustment difficulties.

Research Question 2

How do these difficulties relate to students' demographic characteristics?

In order to answer this research question, table 4.2 through table 4.7 will be used to report the participants' responses. Table 4.2 reports the Chi-square results for the relationships between perceptions of adjustment difficulties and respondents' age group.

Nine categories were contrasted with demographic characteristics to determine possible relationships:—Level of academic competition, Ranking by academic instructors, Command of English language, Interaction with students, Interaction with staff and faculty, Fair treatment in assistantships, Grades as a reflection of academic performance, Lack of tuition and fees, Lack of orientation before and after enrollment.

Table 4.2

In table 4.2 the Chi-square results for the relationship between perceptions of adjustment difficulties and respondents' age group are reported. There was no significant relationship between age group and perceived ranking by academic instructors, interaction with students, grades as a reflection of academic performance, lack of tuition and fees or lack of orientation before and after enrollment.

The table for the entire population as a group, however, shows that there were significant relationships between (a) age group and perceived level of academic competition, (b) perceived command of English language and age group, (c) age group and perceived interaction with staff and faculty, (d) age group and perceived fair treatment in

assistantships, as indicated in tables 4.2.1 through 4.2.4. Looking back to the different age groups (<30 years of age and 30 years or more), the table shows that younger students perceive that they experience more problems with the level of academic competition experiences in their classes.

The table also shows that it is the younger students who were perceiving more problems with the command of English language. However, as far as interaction with staff and faculty was concerned, the older students indicate that they were having more problems than the younger students. The younger students again were experiencing more problems as far as perceived fair treatment in assistantship was concerned.

Table 4.2

The Chi-Square results for the relationship between perceptions of adjustment difficulties and respondents' age group

Adjustment difficulties	Chi-Square Value	d.f	P-Value
Level of academic competition	9.10	2	0.011*
Ranking by academic instructors	0.78	2	0.678
Command of English language	8.21	1	0.004*
Interaction with students	5.57	2	0.062
Interaction with staff and faculty	11.95	3	0.008*
Fair treatment in assistantships	10.36	3	0.016*
Grades as a reflection of academic performance	1.87	3	0.600
Lack of tuition and fees	6.93	3	0.074
Lack of orientation before and after enrollment	1.87	3	0.600

* Significance at 0.05 level

Table 4.2.1 shows the relationship between age group of the respondents and the perceived level of academic competition. The relationship was tested for significance by means of a Chi-square test. The results shows that there is significant relationship between age and perceived level of academic competition: ($\chi^2 = 9.096$; $P < 0.05$; $P = 0.011$).

TABLE 4.2.1

CHI-SQUARE OF PERCEIVED LEVEL
OF ACADEMIC COMPETITION BY AGE GROUP

COUNT	I	I	I	I	I	I
ROW %	I	LESS THAN 30	I	30 YEARS OR	I	ROW TOTAL
COLUMN %	I	YEARS	I	MORE	I	I
YES DEFINITELY	I	30	I	12	I	I
	I	71.4%	I	22.6%	I	42
	I	38.0%	I	23.5%	I	I
YES PROBABLY	I	34	I	17	I	I
	I	66.7%	I	35.3%	I	51
	I	43.0%	I	33.3%	I	I
NO	I	15	I	22	I	I
	I	40.5%	I	59.5%	I	37
	I	9.0%	I	43.1%	I	I
COLUMN TOTAL	I	79	I	51	I	I
	I	60.8%	I	39.2%	I	130
	I		I		I	I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
9.096	2	0.011*

Table 4.2.2 shows the relationship between age group and perceived command of English language. The relationship was analyzed for significance by means of a Chi-square test. There was a significant relationship between age group and perceived command of English level: ($\chi^2 = 8.205$; $P < 0.05$; $P = 0.004$).

TABLE 4.2.2

CHI-SQUARE OF PERCEIVED COMMAND
OF ENGLISH LANGUAGE BY AGE GROUP

COUNT	I		I		I		I
ROW %	I	LESS THAN 30	I	30 YEARS OR	I	ROW TOTAL	I
COLUMN %	I	YEARS	I	MORE	I		I
	I	47	I	18	I		I
YES PROBABLY	I	72.3%	I	27.7%	I	65	I
	I	60.3%	I	34.6	I		I
	I	31	I	34	I		I
NO	I	47.7%	I	52.3%	I	65	I
	I	34.7%	I	65.4%	I		I
	I	78	I	52	I		I
COLUMN TOTAL	I	60%	I	40%	I	130	I
	I		I		I		I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
8.205	1	0.004*

Table 4.2.3 shows how the respondents by age group perceived interactions with staff and faculty. The relationship was tested by means of Chi-square test. The results indicate that there is a significant relationship between age group and perceived interaction with staff and faculty: $\chi^2 = 11.950$; $P < 0.05$; $P = 0.008$.

TABLE 4.2.3

CHI-SQUARE OF PERCEIVED INTERACTION
WITH STAFF AND FACULTY BY AGE GROUP

COUNT	I		I		I		I
ROW %	I	LESS THAN 30	I	30 YEARS OR	I	ROW TOTAL	I
COLUMN %	I	YEARS	I	MORE	I		I
YES DEFINITELY	I	11	I	5	I		I
	I	68.8%	I	31.3%	I	16	I
	I	13.9%	I	9.8%	I		I
YES PROBABLY	I	24	I	5	I		I
	I	82.8%	I	17.2%	I	29	I
	I	30.4%	I	9.8%	I		I
NOT SURE	I	18	I	10	I		I
	I	64.3%	I	35.7%	I	28	I
	I	22.8%	I	19.6%	I		I
NO	I	26	I	31	I		I
	I	45.6%	I	54.4%	I	57	I
	I	12.9%	I	60.8%	I		I
COLUMN TOTAL	I	79	I	51	I		I
	I	60.8%	I	39.2%	I	130	I
	I		I		I		I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
11.950	3	0.008*

Table 4.2.4 shows the relationship between age group and perceived fair treatment in assistantships. The results were tested for significance by means of a Chi-square. The analysis of the respondents' scores show that there is significant relationship between age and the way they perceive fair treatment in assistantships ($X^2 = 10.356$; $P < 0.05$; $P = 0.016$). The younger respondents seem to be experiencing more problems than their counter older respondents.

TABLE 4.2.4

CHI-SQUARE OF PERCEIVED FAIR TREATMENT
IN ASSISTANTSHIPS BY AGE GROUP

COUNT	I	I	I	I	I	I
ROW %	I	LESS THAN 30	I	30 YEARS OR	I	ROW TOTAL
COLUMN %	I	YEARS	I	MORE	I	I
YES DEFINITELY	I	17	I	16	I	I
	I	51.5%	I	48.5%	I	33
	I	21.8%	I	31.4%	I	I
YES PROBABLY	I	31	I	11	I	I
	I	73.8%	I	26.2%	I	42
	I	39.7%	I	21.6%	I	I
NOT SURE	I	24	I	12	I	I
	I	66.7%	I	33.3%	I	36
	I	30.8%	I	23.5%	I	I
NO	I	6	I	12	I	I
	I	33.3%	I	66.7%	I	18
	I	7.7%	I	23.5%	I	I
COLUMN TOTAL	I	78	I	51	I	I
	I	60.5%	I	39.5%	I	129
	I		I		I	I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
10.356	3	0.016*

Table 4.3

In table 4.3 the Chi-square results for the relationship between perceptions of adjustment difficulties and gender of respondents was based on the responses for each of the nine categories of adjustment difficulties pointed out in table 4.2. The Chi-square test/statistical significance was used to determine whether there was any significant relationship between the perceptions of adjustment difficulties and gender.

From the analysis observed, it appears that gender did not matter. Both males and females seemed to have had similar perceptions of adjustment difficulties for each of the nine categories being considered.

Table 4.3

The Chi-Square results for the relationship between perceptions of adjustment difficulties and Gender of respondent

Adjustment difficulties	Chi-Square value	d.f	P-Value
Level of academic competition	0.046	2	0.976
Ranking by academic instructors	1.370	2	0.504
Command of English language	3.384	2	0.184
Interaction with students	4.979	2	0.083
Interaction with staff and faculty	5.727	3	0.126
Fair treatment in assistantships	1.854	3	0.603
Grades as a reflection of academic performance	4.727	3	0.193
Lack of tuition and fees	4.961	3	0.175
Lack of orientation before and after enrollment	2.079	3	0.556

Table 4.4

The Chi-square test of statistical significance was used to test the significance of the relationship between perceptions of adjustment difficulties and type of institution from which the participants were drawn. The participants appeared to give similar responses across all items which were used. Distinctions among the respondents from private

institutions and public institutions were not significant. It appears that both East African and Far Eastern students perceive similar adjustment difficulties regardless of the type of institution, whether private or public. All the nine categories of adjustment difficulties pointed out in the study and tabulated in this table 4.4 represent the participants' responses.

Table 4.4

The Chi-Square results for the relationship between perceptions of adjustment difficulties and type of institution

Adjustment difficulties	Chi-Square Value	d.f	P-Value
Level of academic competition	0.454	2	0.797
Ranking by academic instructors	2.298	2	0.317
Command of English language	0.628	2	0.730
Interaction with students	3.826	2	0.148
Interaction with staff and faculty	2.335	3	0.506
Fair treatment in assistantships	3.041	3	0.385
Grades as a reflection of academic performance	2.500	3	0.475
Lack of tuition and fees	1.747	3	0.627
Lack of orientation before and after enrollment	0.909	3	0.823

Table 4.5

The Chi-square test of statistical significance was used to test the relationship between perceptions of adjustment difficulties and area of study. All the nine levels of adjustment difficulties being

observed in this study were examined to see if there were any levels that indicated significant relationship with the area of study by the respondents.

Table 4.5 shows that there is no statistical significant relationship between area of study and the nine levels of adjustment difficulties observed except perceived ranking by academic instructors and interaction with students.

Table 4.5

The Chi-Square results for the relationship between perceptions of adjustment difficulties and area of study

Adjustment difficulties	Chi-Square Value	d.f	P-Value
Level of academic competition	3.675	2	0.159
Ranking by academic instructors	6.131	2	0.047 *
Command of English language	1.623	2	0.444
Interaction with students	6.612	2	0.037 *
Interaction with staff and faculty	3.631	3	0.304
Fair treatment in assistantships	0.899	3	0.826
Grades as a reflection of academic performance	1.674	3	0.643
Lack of tuition and fees	5.810	3	0.121
Lack of orientation before and after enrollment	2.377	3	0.498

* Significance at 0.05 level

The Chi-square test of statistical significance was used to test the significance of the relationship.

Table 4.5.1 shows the perceptions of the respondents for the relationship between area of study and ranking of academic instructors. The relationship tested by means of a Chi-square test indicates that there is a significant relationship between area of study and perceived ranking by academic instructors: ($X = 6.131$; $P < 0.05$; $P = 0.047$).

TABLE 4.5.1

CHI-SQUARE OF AREA OF STUDY BY PERCEIVED
RANKING OF ACADEMIC INSTRUCTORS

COUNT	I		I		I		I
ROW %	I	SCIENCE	I	SOCIAL	I	ROW TOTAL	I
COLUMN %	I		I	SCIENCE	I		I
	I	19	I	36	I		I
AMONG BEST	I	34.5%	I	65.5%	I	55	I
	I	31.7%	I	52.2%	I		I
	I	40	I	31	I		I
AVERAGE	I	56.3%	I	43.7%	I	71	I
	I	66.7%	I	44.9%	I		I
	I	1	I	2	I		I
BELOW AVERAGE	I	33.3%	I	66.7%	I	3	I
	I	1.7%	I	2.9%	I		I
	I	60	I	69	I		I
COLUMN TOTAL	I	46.5%	I	53.5%	I	129	I
	I		I		I		I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
6.131	2	0.047*

Table 4.5.2 presents the Chi-square results of the relationship between the area of study of the respondents and perceived interaction with students. The results indicate that there is significant relationship between area of study and perceived interaction with students: ($X = 5.612$; $P < 0.05$; $P = 0.037$).

TABLE 4.5.2

CHI-SQUARE OF AREA OF STUDY BY
PERCEIVED INTERACTION WITH STUDENTS

COUNT	I		I		I		I
ROW %	I	SCIENCE	I	SOCIAL	I	ROW TOTAL	I
COLUMN %	I		I	SCIENCE	I		I
	I	11	I	3	I		I
YES DEFINITELY	I	78.6%	I	21.4%	I	14	I
	I	17.7%	I	4.2%	I		I
	I	15	I	19	I		I
YES PROBABLY	I	44.1%	I	55.9%	I	34	I
	I	24.2%	I	26.4%	I		I
	I	36	I	50	I		I
NO	I	41.9%	I	58.1%	I	86	I
	I	58.1%	I	69.4%	I		I
	I	62	I	72	I		I
COLUMN TOTAL	I	46.3%	I	53.7%	I	134	I
	I		I		I		I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
5.612	2	0.037*

Table 4.6

Table 4.6 indicates that there is no statistical significance for the relationship between perceptions of adjustment difficulties and the respondents' duration of stay in the U.S.A.

Table 4.6

The Chi-Square results for the relationship between perceptions of adjustment difficulties and duration in U.S.A.

Adjustment difficulties	Chi-Square Value	d.f	P-Value
Level of academic competition	0.544	4	0.969
Ranking by academic instructors	1.918	4	0.751
Command of English language	4.678	4	0.322
Interaction with students	4.624	4	0.328
Interaction with staff and faculty	6.495	6	0.371
Fair treatment in assistantships	4.069	6	0.667
Grades as a reflection of academic performance	3.763	6	0.709
Lack of tuition and fees	12.103	6	0.060
Lack of orientation before and after enrollment	4.933	6	0.552

The Chi-square test of statistical significance was used to test the significance of the relationships between perception of the respondents for adjustment difficulties and their places of origin.

Table 4.7 presents the Chi-square results for this relationship. As shown in the table, statistically significant relationships were observed. Tables 4.7.1 - 4.7.6 show the statistical significant relationship between the variables used and the respondents' places of origin. However, there are three adjustment difficulties in this table which do not show any statistically significant relationship with the place of origin: grades as a reflection of academic performance, lack of tuition and fees, lack of orientation before and after enrollment;

there is no significant relationship between these and the place of origin.

Table 4.7

The Chi-Square results for the relationship between perceptions of adjustment difficulties and place of origin

Adjustment difficulties	Chi-Square Value	d.f	P-Value
Level of academic competition	13.376	2	0.001 *
Ranking by academic instructors	7.313	2	0.026 *
Command of English language	32.208	2	0.000 *
Interaction with students	14.877	2	0.006 *
Interaction with staff and faculty	16.904	3	0.007 *
Fair treatment in assistantships	14.647	3	0.002 *
Grades as a reflection of academic performance	0.960	3	0.811
Lack of tuition and fees	4.955	3	0.175
Lack of orientation before and after enrollment	4.845	3	0.183

* Significance at 0.05 level

Table 4.7.1 shows the relationship between the respondents' place of origin and perceived level of academic competition. The relationship was tested for significance by means of a Chi-square test. The result for this test shows that there is a significant relationship between perceptions of level of academic competition and respondents' place of origin ($\chi^2 = 13.376$; $P < 0.05$; $P = 0.001$). The percentages indicate that respondents from the Far East perceive more problems in

adjusting than those from East Africa in the area of academic competition.

TABLE 4.7.1
CHI-SQUARE OF PLACE OF ORIGIN BY PERCEIVED
LEVEL OF ACADEMIC COMPETITION

COUNT	I		I		I		I
ROW %	I	EAST AFRICA	I	FAR EAST	I	ROW TOTAL	I
COLUMN %	I		I		I		I
YES DEFINITELY	I	12	I	31	I		I
	I	27.9%	I	72.1%	I	43	I
	I	22.6%	I	39.2%	I		I
YES PROBABLY	I	16	I	34	I		I
	I	32.0%	I	68.0%	I	50	I
	I	30.2%	I	43.0%	I		I
NO	I	25	I	14	I		I
	I	64.1%	I	35.9%	I	39	I
	I	47.2%	I	17.7%	I		I
COLUMN TOTAL	I	53	I	79	I		I
	I	40.2%	I	59.8%	I	132	I
	I		I		I		I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
13.376	2	0.001*

Table 4.7.2 presents the Chi-square results for the relationship between the place of origin and perceived ranking by academic instructors. As table 4.7.2 shows, statistically there is a significant relationship between place of origin and perceived ranking by academic instructors ($X^2 = 7.3132$; $P < 0.05$; $P = 0.026$).

As the table indicates, it appears the respondents from the Far East perceive more problems than those from East Africa as far as ranking of academic instructors are concerned.

TABLE 4.7.2

CHI-SQUARE OF PLACE OF ORIGIN BY PERCEIVED
RANKING OF ACADEMIC INSTRUCTORS

COUNT	I		I		I		I
ROW %	I	EAST AFRICA	I	FAR EAST	I	ROW TOTAL	I
COLUMN %	I		I		I		I
	I	28	I	26	I		I
AMONG BEST	I	51.9%	I	48.1%	I	54	I
	I	57.1%	I	32.9%	I		I
	I	20	I	51	I		I
AVERAGE	I	28.2%	I	71.8%	I	71	I
	I	40.8%	I	64.6%	I		I
	I	1	I	2	I		I
BELOW AVERAGE	I	33.3%	I	66.7%	I	3	I
	I	2.0%	I	2.5%	I		I
	I	49	I	79	I		I
COLUMN TOTAL	I	38.3%	I	61.7%	I	128	I
	I		I		I		I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
7.3132	2	0.026*

The Chi-square test of statistical significance was used to test the significance of the relationship between place of origin and perceived command of English language. Table 4.7.3 presents the Chi-square results for this relationship. As is indicated in the table, there is a statistically significant relationship between place of origin and perceived command of English language ($X^2 = 32.208$; $P < 0.05$; $P = 0.000$). The percentages indicate that respondents from the Far East perceive more hardship in adjusting themselves as far as the command of English is concerned than those from East Africa.

TABLE 4.7.3

CHI-SQUARE OF PLACE OF ORIGIN BY
PERCEIVED COMMAND OF ENGLISH LANGUAGE

COUNT	I		I		I		I
ROW %	I	EAST AFRICA	I	FAR EAST	I	ROW TOTAL	I
COLUMN %	I		I		I		I
<hr/>							
YES PROBABLY	I	11	I	54	I		I
	I	16.9%	I	83.1%	I	65	I
	I	20.4%	I	69.2%	I		I
<hr/>							
NO	I	43	I	23	I		I
	I	65.2%	I	34.8%	I	66	I
	I	79.6%	I	29.5%	I		I
<hr/>							
COLUMN TOTAL	I	54	I	77	I		I
	I	40.9%	I	59.1%	I	131	I
	I		I		I		I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
32.208	1	0.000*

Table 4.7.4 shows the relationship between place of origin for the respondents and perceived interaction with students. The relationship was tested for significance by means of a Chi-square test. The results show that there is a statistically significant relationship between place of origin and perceived interaction with students ($X^2 = 14.877$; $P < 0.05$; $P = 0.006$). As observed in the table, respondents from the Far East perceive more difficulties in interacting with other students than respondents from East Africa.

TABLE 4.7.4

CHI-SQUARE OF PLACE OF ORIGIN BY
PERCEIVED INTERACTION WITH STUDENTS

COUNT	I		I		I		I
ROW %	I	EAST AFRICA	I	FAR EAST	I	ROW TOTAL	I
COLUMN %	I		I		I		I
	I	4	I	9	I		I
YES DEFINITELY	I	30.8%	I	69.2%	I	13	I
	I	7.4%	I	11.4%	I		I
	I	5	I	29	I		I
YES PROBABLY	I	14.7%	I	85.3%	I	34	I
	I	9.3%	I	36.7%	I		I
	I	45	I	41	I		I
NO	I	52.3%	I	47.7%	I	86	I
	I	83.3%	I	51.9%	I		I
	I	54	I	79	I		I
COLUMN TOTAL	I	40.6%	I	59.4%	I	133	I
	I		I		I		I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
14.877	2	0.006*

Table 4.7.5 shows the statistical significant relationship between place of origin and perceived interaction with staff and faculty. The relationship was tested for significance by means of a Chi-square test.

The results show that there was a statistically significant relationship between place of origin and perceived interaction with staff and faculty ($X^2 = 16.904$; $P < 0.05$; $P = 0.007$). Respondents from the Far East seem to have perceived more adjustment difficulties in interacting with staff and faculty than their counter respondents from East Africa.

TABLE 4.7.5

CHI-SQUARE OF PLACE OF ORIGIN BY PERCEIVED
INTERACTION WITH STAFF AND FACULTY

COUNT	I		I		I		I
ROW %	I	EAST AFRICA	I	FAR EAST	I	ROW TOTAL	I
COLUMN %	I		I		I		I
	I	4	I	11	I		I
YES DEFINITELY	I	26.7%	I	73.3%	I	15	I
	I	7.4%	I	14.1%	I		I
	I	4	I	25	I		I
YES PROBABLY	I	13.8%	I	86.2%	I	29	I
	I	7.4%	I	32.1%	I		I
	I	12	I	17	I		I
NOT SURE	I	41.4%	I	58.6%	I	29	I
	I	22.2%	I	21.8%	I		I
	I	34	I	25	I		I
NO	I	57.6%	I	42.4%	I	59	I
	I	63.8%	I	32.1%	I		I
	I	54	I	78	I		I
COLUMN TOTAL	I	40.9%	I	59.1%	I	132	I
	I		I		I		I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
16.904	3	0.007*

Table 4.7.6 shows the relationship between place of origin and perceived fair treatment in assistantships. The relationship was tested for significance by means of a Chi-square test. The results show that there is a statistically significant relationship between place of origin and respondents' perception as far as fair treatment in assistantships is concerned ($X^2 = 14.657$; $P < 0.05$; $P = 0.002$).

Percentages show that respondents from the Far East seem to have

perceived more difficulties in adjusting in understanding fair treatment in assistantships than those from East Africa.

TABLE 4.7.6

CHI-SQUARE OF PLACE OF ORIGIN BY PERCEIVED
FAIR TREATMENT IN ASSISTANTSHIPS

COUNT	I		I		I		I
ROW %	I	EAST AFRICA	I	FAR EAST	I	ROW TOTAL	I
COLUMN %	I		I		I		I
YES DEFINITELY	I	15	I	19	I		I
	I	44.1%	I	55.9%	I	34	I
	I	28.8%	I	24.1%	I		I
YES PROBABLY	I	8	I	34	I		I
	I	19.0%	I	81.0%	I	42	I
	I	16.4%	I	43.0%	I		I
NOT SURE	I	16	I	20	I		I
	I	44.4%	I	55.6%	I	36	I
	I	30.8%	I	25.3%	I		I
NO	I	13	I	6	I		I
	I	68.4%	I	31.6%	I	19	I
	I	25.0%	I	7.6%	I		I
COLUMN TOTAL	I	52	I	79	I		I
	I	39.7%	I	60.3%	I	131	I
	I		I		I		I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
14.657	3	0.002*

Research Question 3

How do the students' concepts of academic ability relate to certain students' demographic characteristics?

In order to answer this question, the Chi-square test of statistical significance was used to test the significance of the relationship between certain students' demographic characteristics and their perceived academic ability.

Tables 4.8 - 4.13 present the relationship between perception of academic ability and age group, gender of respondents, type of institution, area of study, duration in U.S.A. and place of origin. All seven academic variables are tested for significance by means of a Chi-square test.

Table 4.8 shows the summary of the Chi-square results for the relationship between perceptions of academic ability and respondents' age group. As shown in table 4.8, statistically significant relationships were observed between age group and ability to complete college and also between age group and completion of advanced degree. The remaining seven variables in the table did not show any statistically significant relationship.

Table 4.8

The Chi-Square results for the relationship between perceptions of academic ability and respondents' age group

Academic Ability	Chi-Square Value	d.f	P-Value
School ability compared with close friends	3.747	4	0.441
School ability compared with class mates	5.706	4	0.222
Ability to complete college	9.889	3	0.020 *
Class rank in college	8.206	4	0.084
Completion of advanced degree	14.862	4	0.005 *
Self opinion of work	6.136	4	0.189
Grades capable of getting	5.348	2	0.069

* Significance at 0.05 level

The Chi-square test of statistical significance was used to test the significance of the relation between age group and perceived ability to complete college. Table 4.8.1 presents the Chi-square results for this relationship. As the table shows, statistically significant relationship was observed at ($\chi^2 = 9.889$; $P < 0.05$; $P = 0.020$). The table indicates that the younger respondents perceived more difficulties in completing a college education than the older respondents.

TABLE 4.8.1

CHI-SQUARE OF AGE GROUP BY PERCEIVED
ABILITY TO COMPLETE COLLEGE

COUNT ROW % COLUMN %	I	I	I	I	I	I
	I	LESS THAN 30 YEARS	I	30 YEARS OR MORE	I	ROW TOTAL
	I		I		I	
YES DEFINITELY	I	50	I	46	I	I
	I	52.1%	I	47.9%	I	96
	I	69.4%	I	92.0%	I	I
YES PROBABLY	I	15	I	4	I	I
	I	78.9%	I	21.1%	I	19
	I	20.8%	I	8.0%	I	I
NOT SURE	I	6	I		I	I
	I	57.1%	I		I	6
	I	15.2%	I		I	I
NO	I	1	I		I	I
	I	100.0%	I		I	1
	I	1.4%	I		I	I
COLUMN TOTAL	I	72	I	50	I	I
	I	59.0%	I	41.0%	I	122
	I		I		I	I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
9.889	3	0.020*

Table 4.8.2 shows that there is a statistically significant relationship between age groups and perceived likelihood of completion of advanced degree. The statistical significance relationship was tested by means of a Chi-square test ($X^2 = 14.862$; $P < 0.005$; $P = 0.005$). The younger respondents experience more problems than older respondents.

TABLE 4.8.2

CHI-SQUARE OF PERCEPTION OF LIKELIHOOD OF
COMPLETION OF ADVANCED DEGREE
BY AGE GROUP

COUNT	I	I	I	I	I	I
ROW %	I	LESS THAN 30	I	30 YEARS OR	I	ROW TOTAL
COLUMN %	I	YEARS	I	MORE	I	I
VERY LIKELY	I	24	I	33	I	57
	I	42.1%	I	57.9%	I	
	I	33.8%	I	68.8%	I	
SOMEWHAT LIKELY	I	21	I	7	I	28
	I	75.0%	I	25.0%	I	
	I	29.6%	I	14.6%	I	
NOT SURE	I	19	I	6	I	25
	I	76.0%	I	24.0%	I	
	I	26.8%	I	12.5%	I	
UNLIKELY	I	6	I	1	I	7
	I	85.7%	I	14.3%	I	
	I	8.5%	I	2.1%	I	
MOST UNLIKELY	I	1	I	1	I	2
	I	50.0%	I	50.0%	I	
	I	1.4%	I	2.1%	I	
COLUMN TOTAL	I	71	I	48	I	119
	I	59.7%	I	40.3%	I	
	I		I		I	

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
14.862	4	0.005*

Chi-square test of statistical significance was used to test the significance of the relationship between perceptions of academic ability and gender of respondents.

Table 4.9 presents the Chi-square results for this relationship. The table shows that there are statistically significant relationships between gender and school ability compared with friends, class rank in college and completion of advanced degree. However, there was no statistical significant relationship between gender and school ability compared with classmates, ability to complete college, self opinion of work and grades capable of getting.

Table 4.9

The Chi-Square results for the relationship between perceptions of academic ability and gender of respondent

Academic Ability	Chi-Square Value	d.f	P-Value
School ability compared with close friends	11.072	4	0.026 *
School ability compared with class mates	8.618	4	0.071
Ability to complete college	4.409	3	0.221
Class rank in college	10.472	4	0.033 *
Completion of advanced degree	16.057	4	0.003 *
Self opinion of work	8.313	4	0.081
Grades capable of getting	2.446	2	0.294

* Significance at 0.05 level

Table 4.9.1 shows that there was a statistically significant relationship between gender and school ability compared with close friends. The relationship in this table was tested for significance by means of a Chi-square test ($X^2 = 11.072$; $P < 0.05$; $P = 0.026$). The percentages in the table show that female respondents perceive they face more problems in school ability compared with their close friends.

TABLE 4.9.1

CHI-SQUARE OF GENDER BY PERCEIVED SCHOOL ABILITY
COMPARED WITH CLOSE FRIENDS

COUNT	I		I		I		I
ROW %	I	MALE	I	FEMALE	I	ROW TOTAL	I
COLUMN %	I		I		I		I
THE BEST	I	13	I	2	I	15	I
	I	86.7%	I	13.3%	I		I
	I	15.9%	I	4.3%	I		I
ABOVE AVERAGE	I	42	I	19	I	61	I
	I	69.9%	I	31.1%	I		I
	I	64.2%	I	41.3%	I		I
AVERAGE	I	26	I	20	I	46	I
	I	56.5%	I	33.5%	I		I
	I	31.7%	I	43.5%	I		I
BELOW AVERAGE	I	1	I	4	I	5	I
	I	20.0%	I	80.0%	I		I
	I	1.2	I	8.7%	I		I
POOREST	I		I	1	I	1	I
	I		I	100.0%	I		I
	I		I	2.2%	I		I
COLUMN TOTAL	I	82	I	46	I	128	I
	I	64.1%	I	35.9%	I		I
	I		I		I		I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
11.072	4	0.026*

Table 4.9.2 presents the relationship between gender and perceptions of class ranking in college. The relationship was tested by means of a Chi-square test. As the table shows, there is statistically significant relationship between gender and perceived class rank in college ($X^2 = 10.472$; $P < 0.05$; $P = 0.033$).

TABLE 4.9.2

CHI-SQUARE OF PERCEIVED CLASS RANK
IN COLLEGE BY GENDER

COUNT	I		I		I		I
ROW %	I	MALE	I	FEMALE	I	ROW TOTAL	I
COLUMN %	I		I		I		I
THE BEST	I	23	I	6	I		I
	I	79.3%	I	20.3%	I	29	I
	I	28.8%	I	13.0%	I		I
ABOVE AVERAGE	I	39	I	20	I		I
	I	66.1%	I	33.9%	I	59	I
	I	48.8%	I	43.8%	I		I
AVERAGE	I	16	I	14	I		I
	I	53.3%	I	46.7%	I	30	I
	I	20.0%	I	30.4%	I		I
BELOW AVERAGE	I	2	I	4	I		I
	I	33.3%	I	66.7%	I	6	I
	I	2.5	I	8.7%	I		I
POOREST	I		I	2	I		I
	I		I	100.0%	I	2	I
	I		I	4.3%	I		I
COLUMN TOTAL	I	80	I	46	I		I
	I	63.5%	I	36.5%	I	126	I
	I		I		I		I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
10.472	4	0.033*

Table 4.9.3 gives the Chi-square test results for the statistically significant relationship between gender and the perceived likelihood of completion of advanced degree. As observed in the table, there is a statistically significant relationship between gender and completion of advanced degree ($X^2 = 16.057$; $P < 0.05$; $P = 0.003$).

TABLE 4.9.3

CHI-SQUARE OF PERCEIVED LIKELIHOOD OF
COMPLETION OF ADVANCED DEGREE BY GENDER

COUNT	I		I		I		I
ROW %	I	MALE	I	FEMALE	I	ROW TOTAL	I
COLUMN %	I		I		I		I
VERY LIKELY	I	45	I	17	I	62	I
	I	72.6%	I	27.4%	I		I
	I	57.0%	I	37.0%	I		I
SOMEWHAT LIKELY	I	22	I	7	I	29	I
	I	75.9%	I	24.1%	I		I
	I	27.8%	I	15.2%	I		I
NOT SURE	I	9	I	16	I	25	I
	I	36.0%	I	64.0%	I		I
	I	11.4%	I	34.8%	I		I
UNLIKELY	I	2	I	5	I	7	I
	I	28.6%	I	71.4%	I		I
	I	2.5%	I	10.9%	I		I
MOST UNLIKELY	I	1	I	1	I	2	I
	I	50.0%	I	50.0%	I		I
	I	1.3%	I	2.2%	I		I
COLUMN TOTAL	I	79	I	46	I	125	I
	I	65.2%	I	36.8%	I		I
	I		I		I		I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
16.057	4	0.003*

The Chi-square test of statistical significance was used to test the significance of relationships between the respondents' perceptions of academic ability and type of institution.

Table 4.10 presents the Chi-square results for this relationship. As shown in table 4.10, statistically significant relationships were not observed between perceptions of respondents and type of institution. The variables that were statistically tested for their significant relationships with respondents' type of institution were school ability compared with close friends, school ability compared with classmates, ability to complete college, class rank in college, completion of advanced degree, self opinion of work and grades capable of getting.

Table 4.10

The Chi-Square results for the relationship between perceptions of academic ability and type of institution

Academic Ability	Chi-Square Value	d.f	P-Value
School ability compared with close friends	3.609	4	0.462
School ability compared with class mates	3.921	4	0.417
Ability to complete college	1.906	3	0.592
Class rank in college	2.032	4	0.730
Completion of advanced degree	5.227	4	0.265
Self opinion of work	3.250	4	0.517
Grades capable of getting	4.418	2	0.110

Table 4.11

The Chi-Square results for the relationship between perceptions of academic ability and area of study

Academic Ability	Chi-Square Value	d.f	P-Value
School ability compared with close friends	4.975	4	0.290
School ability compared with class mates	1.182	4	0.881
Ability to complete college	4.316	3	0.229
Class rank in college	2.017	4	0.732
Completion of advanced degree	7.922	4	0.094
Self opinion of work	2.626	4	0.622
Grades capable of getting	5.346	2	0.069

Table 4.11 shows the Chi-square results for the relationship between perceptions of academic ability and area of study. The Chi-square test was used to test the significance of the relationship between area of study and respondents' perceptions of academic ability. The results observed indicate that there are no statistical significant relationships between respondents' perceptions of school ability compared with close friends and area of study, school ability compared with classmates and area of study, ability to complete college and area of study, class rank in college, completion of advanced degree and area of study, self opinion of work and area of study, and lastly grades capable of getting. Respondents seem to be showing similarities.

Table 4.12

Chi-Square results for the relationship between
perceptions of academic ability and
duration in U.S.A.

Academic Ability	Chi-Square Value	d.f	P-Value
School ability compared with close friends	5.283	8	0.727
School ability compared with class mates	8.510	8	0.385
Ability to complete college	7.710	6	0.260
Class rank in college	6.585	8	0.582
Completion of advanced degree	12.148	8	0.145
Self opinion of work	5.956	8	0.652
Grades capable of getting	6.491	4	0.165

Table 4.13 shows a summary of relationships between perceptions of academic ability and place of origin. The table shows the relationship between place of origin and perceptions of academic ability: school ability compared with close friends, school ability compared with classmates, ability to complete college, class rank in college, completion of advanced degree, self opinion of work, and grades capable of getting. The table indicates that there is no statistically significant relationship between either school ability compared with close friends or grades capable of getting and place of origin. Tables 4.13.1 - 4.13.5 present the Chi-square test of statistical significance of the relationship between place of origin and the remaining five items in the table.

Table 4.13

The Chi-Square results for the relationship between
perceptions of academic ability and
place of origin

Academic Ability	Chi-Square Value	d.f	P-Value
School ability compared with close friends	5.126	4	0.275
School ability compared with classmates	11.818	4	0.019 *
Ability to complete college	9.444	3	0.024 *
Class rank in college	13.558	4	0.009 *
Completion of advanced degree	12.154	4	0.016 *
Self opinion of work	13.431	4	0.009 *
Grades capable of getting	2.259	2	0.323

* Significance at 0.05 level

The Chi-square test of statistical significance was used to test the significance of the relationship between perceptions of academic ability and place of origin. Table 4.13.1 presents the Chi-square results for testing the statistical significance of relationships between place of origin and perceived school ability compared with classmates. The results show that there is a significant relationship ($X = 11.819$; $P < 0.05$; $P = 0.019$).

TABLE 4.13.1

CHI-SQUARE OF PLACE OF ORIGIN BY PERCEIVED SCHOOL
ABILITY COMPARED WITH CLASS MATES

COUNT	I	I	I	I	I	I
ROW %	I	EAST AFRICA	I	FAR EAST	I	ROW TOTAL
COLUMN %	I		I		I	
THE BEST	I	11	I	10	I	
	I	52.4%	I	47.6%	I	21
	I	22.9%	I	13.5%	I	
ABOVE AVERAGE	I	27	I	28	I	
	I	49.1%	I	50.9%	I	55
	I	50.3%	I	37.8%	I	
AVERAGE	I	9	I	28	I	
	I	24.3%	I	75.7%	I	37
	I	18.8%	I	37.8%	I	
BELOW AVERAGE	I		I	7	I	
	I		I	100.0%	I	7
	I		I	9.5%	I	
POOREST	I	1	I	1	I	
	I	50.0%	I	50.0%	I	2
	I	2.1%	I	1.4%	I	
COLUMN TOTAL	I	48	I	74	I	
	I	39.3%	I	60.7%	I	120
	I		I		I	

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
11.818	4	0.019*

Table 4.13.2 presents the Chi-square test of the relationship between place of origin and perceived academic ability to complete college. The Chi-square test results show that there is a statistically significant relationship between place of origin and perceived ability to complete college ($X^2 = 9.444$; $P < 0.05$; $P = 0.024$). It appears that a lower percentage of the respondents from the Far East

perceive themselves capable of completing a college education than those from East Africa.

TABLE 4.13.2

CHI-SQUARE OF PLACE OF ORIGIN BY PERCEIVED
ABILITY TO COMPLETE COLLEGE

COUNT	I		I		I		I
ROW %	I	EAST AFRICA	I	FAR EAST	I	ROW TOTAL	I
COLUMN %	I		I		I		I
YES DEFINITELY	I	46	I	52	I		I
	I	46.9%	I	53.1%	I	98	I
	I	92.0%	I	70.3%	I		I
YES PROBABLY	I	4	I	15	I		I
	I	21.1%	I	78.9%	I	19	I
	I	8.0%	I	20.3%	I		I
NOT SURE	I		I	6	I		I
	I		I	100.0%	I	6	I
	I		I	8.1%	I		I
PROBABLY NOT	I		I		I		I
	I		I		I		I
	I		I		I		I
NO	I		I	1	I		I
	I		I	100.0%	I	1	I
	I		I	1.4%	I		I
COLUMN TOTAL	I	50	I	74	I		I
	I	40.5%	I	59.7%	I	124	I
	I		I		I		I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
9.444	3	0.024*

Table 4.13.2 shows the relationship between place of origin and perceived class ranking in college. The relationship was tested by means of Chi-square test. The results shows that there is a statistically significant relationship between place of origin and

perceived class ranking in college ($X = 13.558$; $P < 0.05$; $P = 0.009$).

The percentages seem to indicate that respondents from the Far East have a lower perceived concept as far as class rank in college than their counterpart East African respondents.

TABLE 4.13.3

CHI-SQUARE OF PLACE OF ORIGIN BY PERCEIVED
CLASS RANK IN COLLEGE

COUNT	I		I		I		I
ROW %	I	EAST AFRICA	I	FAR EAST	I	ROW TOTAL	I
COLUMN %	I		I		I		I
THE BEST	I	14	I	15	I		I
	I	48.3%	I	51.7%	I	29	I
	I	29.2%	I	20.3%	I		I
ABOVE AVERAGE	I	28	I	28	I		I
	I	50.0%	I	50.0%	I	56	I
	I	50.3%	I	37.8%	I		I
AVERAGE	I	5	I	24	I		I
	I	17.2%	I	82.8%	I	29	I
	I	18.4%	I	12.4%	I		I
BELOW AVERAGE	I		I	6	I		I
	I		I	100.0%	I	6	I
	I		I	8.1%	I		I
POOREST	I	1	I	1	I		I
	I	50.0%	I	50.0%	I	2	I
	I	2.1%	I	1.4%	I		I
COLUMN TOTAL	I	48	I	74	I		I
	I	39.3%	I	60.7%	I	120	I
	I		I		I		I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
13.558	4	0.009*

Table 4.13.4 shows the relationship between place of origin and perceived likelihood of the completion of an advanced degree. The Chi-square test results show that there is a statistically significant relationship between place of origin and the perceived likelihood of completing advanced degree ($\chi^2 = 12.154$; $P < 0.05$; $P = 0.016$). The table indicates that the respondents from the Far East have lower perceived expectations than those from East Africa.

TABLE 4.13.4

CHI-SQUARE OF PLACE OF ORIGIN BY PERCEIVED
LIKELIHOOD OF COMPLETION OF ADVANCED DEGREE

COUNT	I		I		I		I
ROW %	I	EAST AFRICA	I	FAR EAST	I	ROW TOTAL	I
COLUMN %	I		I		I		I
VERY LIKELY	I	32	I	29	I		I
	I	52.5%	I	47.5%	I	61	I
	I	68.1%	I	39.2%	I		I
SOMEWHAT LIKELY	I	7	I	20	I		I
	I	25.9%	I	74.1%	I	27	I
	I	14.9%	I	37.0%	I		I
NOT SURE	I	7	I	17	I		I
	I	29.2%	I	78.8%	I	24	I
	I	14.9%	I	23.0%	I		I
UNLIKELY	I		I	7	I		I
	I		I	100.0%	I	7	I
	I		I	9.5%	I		I
MOST UNLIKELY	I	1	I	1	I		I
	I	50.0%	I	50.0%	I	2	I
	I	2.1%	I	1.4%	I		I
COLUMN TOTAL	I	47	I	74	I		I
	I	38.8%	I	61.2%	I	121	I
	I		I		I		I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
12.154	4	0.016*

Table 4.13.5 presents the relationship between place of origin and respondents' self opinion of work. The Chi-square test results show that there is a statistically significant relationship between place of origin and self opinion of work ($X^2 = 13.431$; $P < 0.05$; $P = 0.009$). The percentages in the table indicate that East African respondents have higher concept of self opinion of work than those from the Far East.

TABLE 4.13.5

CHI-SQUARE OF PLACE OF ORIGIN BY SELF
OPINION OF WORK

COUNT	I		I		I		I
ROW %	I	EAST AFRICA	I	FAR EAST	I	ROW TOTAL	I
COLUMN %	I		I		I		I
	I	12	I	15	I		I
EXCELLENT	I	44.4%	I	55.6%	I	27	I
	I	24.5%	I	28.3%	I		I
	I	35	I	37	I		I
GOOD	I	48.6%	I	51.4%	I	72	I
	I	71.4%	I	50.0%	I		I
	I	1	I	16	I		I
AVERAGE	I	5.9%	I	94.1%	I	17	I
	I	2.0%	I	21.6%	I		I
	I		I	4	I		I
BELOW AVERAGE	I		I	100.0%	I	4	I
	I		I	5.4%	I		I
	I	1	I	2	I		I
MUCH BELOW	I	33.3%	I	66.7%	I	3	I
AVERAGE	I	2.4%	I	2.7%	I		I
	I	49	I	74	I		I
COLUMN TOTAL	I	39.8%	I	60.2%	I	123	I
	I		I		I		I

CHI-SQUARE	DEGREES OF FREEDOM	SIGNIFICANCE
13.431	4	0.009*

Research Question 4

What are some of the factors that relate to students' high or low self-concept of academic ability?

In order to answer this question, two approaches were taken: (a) Analysis of Variance (ANOVA) results for the effect of certain demographic characteristics and self-concept of academic ability; (b) Analysis of Variance (ANOVA) results for the effect of adjustment difficulties on the self-concept of academic ability. Both a and b were represented by Table 4.14 and Table 4.15. Table 4.14 presents the analysis of variance results for the effect of certain demographic characteristics and self-concept of academic ability.

A one-way analysis of variance (ANOVA) was used to determine significance at the 0.05 level of certain demographic characteristics (age, gender, type of institution, general area of study, duration of stay in U.S.A., place of origin) and respondents' self-concept of academic ability. From Table 4.14 it was observed that there were statistically significant difference at the 0.05 level between the respondents' perceptions of self-concept of academic ability and the following demographic characteristics: age ($F = 9.16$, $P < 0.05$, $P = 0.003$), gender ($F = 13.51$, $P < 0.05$, $P = 0.000$), place of origin ($F = 10.03$, $P < 0.05$, $P = 0.002$). These three areas of demographic characteristics (age, gender and place of origin) were noted to be of statistically significant difference. The mean of the younger respondents (< 30 years of age) was higher than that of the older respondents (30 years or more): younger (mean = 2.08), older (mean = 1.76). The mean of female was higher than the mean of the males.

Female (mean = 2.19), males (mean = 1.80), and the mean of respondents from the Far East was higher than the mean of East African respondents. Far East (mean = 2.07), East Africa (mean = 1.73).

No statistically significant effects were observed between respondents' self-concept of academic ability and type of institution. Public institutions (mean = 1.99), private institutions (mean = 1.85).

No statistically significant effects were observed of respondents' self-concept of academic ability between those who studied Science (mean = 2.01) and those who studied Social Science (mean = 1.87). Also no statistical significant effects were observed of respondents' self-concept of academic ability between those who stayed in the U.S.A. for >5 years (mean = 1.92) and either those who stayed in the U.S.A. for 2-4 years (mean = 1.87) or those who stayed in the U.S.A. for <2 years (mean = 2.07).

Table 4.14

Analysis of Variance (ANOVA) results for the effect of
certain demographic characteristics and
self-concept of academic ability

Demographic characteristic	Levels	Mean	SD	F-Value	P-Value
Age	< 30 yrs	2.08	0.65	9.16	0.003 *
	30 yrs or more	1.76	0.46		
Gender	Male	1.80	0.53	13.51	0.000 *
	Female	2.19	0.64		
Type of institution	Public	1.99	0.66	1.57	0.213
	Private	1.85	0.49		
General area of study	Science	2.01	0.57	1.65	0.201
	Social Sc.	1.87	0.63		
Duration in U.S.A.	> 5 Yrs	1.92	0.56	1.38	0.256
	2-4 Yrs	1.87	0.60		
	< 2 Yrs	2.08	0.63		
Place of origin	E. Africa	1.73	0.49	10.03	0.002 *
	Far East	2.07	0.64		

* Significance at 0.05 level

A one-way analysis of variance (ANOVA) was used to determine whether or not there exists significant effect of adjustment difficulties on the self-concept of academic ability. Table 4.15 presents the means, standard deviations, the observed F-value and its and its corresponding significance level for the nine adjustment difficulties.

Table 4.15 shows that there were statistically significant differences at the 0.05 level in perceived ranking by academic instructors on the respondents' self-concept of academic ability ($F = 43.97$; $P < 0.05$, $P = 0.000$), command of English language ($F = 15.18$; $P < 0.05$; $P = 0.000$), interaction with students ($F = 4.72$; $P < 0.05$; $P = 0.011$), interaction with staff and faculty ($F = 3.6$; $P < 0.05$; $P = 0.014$). However, there were no statistically significant differences observed in the remaining five adjustment difficulties. In level of academic competition there was no statistically significant differences between the level of academic competition and the respondents' self-concept of academic ability: definitely (mean = 1.96), probably (mean = 2.03), no (mean = 1.79). There were no significant differences between fair treatment in assistantships and the respondents' self-concept of academic ability.

Table 4.15

Analysis of Variance (ANOVA) results for the effects of
adjustment difficulties of the self
concept of academic ability

Adjustment difficulties	Level	Mean	SD	F-Value	P-Value
Level of academic competition	Definitely	1.96	0.65	1.76	0.177
	Probably	2.03	0.55		
	No	1.79	0.60		
Ranking by academic instructors	Among best	1.47	0.38	43.97	0.000 *
	Average	2.21	0.50		
	Below average	2.95	0.84		
Command of English language	Probably	2.16	0.59	15.18	0.000 *
	No	1.66	0.41		
Interaction with students	Definitely	2.17	0.59	4.72	0.011 *
	Probably	2.14	0.59		
	No	1.82	0.58		
Interaction with staff and faculty	Definitely	2.03	0.64	3.67	0.014 *
	Probably	2.14	0.55		
	Not Sure	2.08	0.59		
	No	1.76	0.57		
Fair treatment in assistantships	Definitely	1.76	0.41	1.93	0.128
	Probably	2.04	0.58		
	Not Sure	2.03	0.71		
	No	1.82	0.62		
Grades as a reflection of academic performance	Definitely	1.84	0.58	2.49	0.064
	Probably	1.92	0.50		
	Not Sure	2.26	0.79		
	No	1.81	0.60		
Lack of tuition and fees	Definitely	1.85	0.50	1.66	0.180
	Probably	1.98	0.56		
	Not Sure	2.26	0.89		
	No	1.89	0.64		
Lack of orientation before and after enrollment	Definitely	2.26	0.84	2.50	0.063
	Probably	1.85	0.50		
	Not Sure	2.17	0.71		
	No	1.88	0.54		

* Significance at 0.05 level

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introduction

The first part of this chapter presents an overview of this study's purpose, procedures taken and major findings. A discussion of the major conclusions drawn from the findings of the study are in the second section of this chapter. The last part of the chapter deals with the implications, recommendations and suggestions for future research.

Summary

Purpose of the Study

The purpose of this study was to investigate the adjustment difficulties and self-concept of academic ability of East African and Far Eastern graduate students attending selected Michigan universities (Andrews University, Western Michigan University and Michigan State University) pertinent to their academic life/experiences.

Specifically, the study was designed to address the following research questions:

1. What are the major difficulties foreign students attending selected Michigan universities encounter?
2. How do these difficulties relate to students' demographic characteristics?
3. How do the students' self-concept of academic ability relate to students' demographic characteristics?
4. What are some of the factors that relate to students' high or low self-concept of academic ability?

The study then made a comparison between the East African students and the Far Eastern students to see how similar or different students from different sections of foreign countries perceive the impact of identified adjustment difficulties and self-concept of academic ability have on their academic life/experiences on U.S. university campuses.

Such a research effort was timely in light of the fact that few studies of this nature exist. Also many of the educational providers are not aware of some of the foreign students' adjustment difficulties as related to the impact these difficulties have on some students (Cable, 1974), the nature of problems these students encounter while on the United States college/university campuses, and the ongoing research efforts to understand the academic experiences of foreign students (Barakat, 1988).

Design of the Study

The data of this study were drawn from the questionnaire sent to 200 East African and Far Eastern students attending selected universities in the state of Michigan: Andrews University, Western Michigan University and Michigan State University. In order to examine

the educational characteristics of these students, two survey forms were utilized: (a) academic adjustment difficulties survey form, used to measure students' perceived adjustment difficulties; (b) The Michigan State Self-Concept of Academic Ability Scale, used to measure the respondents' self-concept of academic ability. There were twenty-five (25) items in the first form and seven (7) items in the second form. Both of these were put together as one instrument and were administered at the same time.

Responses of the questionnaires were computer scored. Data were analyzed and arranged in tables in order to help answer research questions. Descriptive statistics, frequency counts and tables were used to present, analyze and summarize the data. Frequency counts/percentages were used to answer Research Question 1, which dealt with perceived adjustment difficulties pertinent to respondents' academic life. A Chi-square test of statistical significance was used for Research Question 2 to determine the relationship between perceived adjustment difficulties and certain students' demographic characteristics. A Chi-square test also was used for Research Question 3 to determine if there were statistically significant relationship between students' self-concept of academic ability and certain students' demographic characteristics. The analysis of variance (ANOVA), however, was used to analyze and answer Research Question 4 to determine whether or not there exist significant relationship between certain demographic characteristics and self-concept of academic ability, also whether or not there exist significant relationships between perceived adjustment difficulties and the self-concept of

academic ability. The Statistical Package for the Social Sciences (SPSS) available in the MSU IBM mainframe computers was used in the computation and analysis of this research.

Demographic Characteristics

Of the total of 135 respondents whose responses were analyzed, 17 (31.5%) from East Africa and 57 (73.1%) of those from the Far East said they were younger than 30 years of age. Thirty-seven (37) (68.5%) of the respondents from East Africa and 21 (26.9%) from the Far East said they were either 30 years of age or more. There were 49 (60.5%) males and 32 (39.5%) females of the respondents from the Far East, while 37 (68.5%) males and 17 (31.5%) females of the respondents were from East Africa. There were 36 (66.7%) respondents from East Africa in public institutions and 18 (33.3%) from private institutions. Also there were 50 (61.7%) respondents in public institutions and 31 (38.3%) in private institutions from the Far East. Of those respondents from East Africa, 25 (48.1%) of them and 37 (45.7%) from the Far East studied Science, while 27 (51.9%) from East Africa and 44 (54.3%) from the Far East studied Social Science.

Out of the respondents who were from East Africa, 15 (27.8%) had been in the U.S.A. for 5 years, 27 (50%) for 2-4 years and 12 (22.2%) for less than 2 years. Of those from the Far East, 18 (22.2%) had been in the U.S.A. for 5 years, 37 (45.7%) for 2-4 years and 26 (31.3%) for less than 2. As far as orientation before coming to the U.S.A. was concerned, 7 (13%) from East Africa and 26 (32%) from the Far East said that they had received orientation. The others, 47 (87%) from East Africa and 55 (67.9%) from the Far East said they did not receive

orientation before coming to the U.S.A. Of those who said they received orientation while they were in the U.S.A., 43 (82.7%) were from East Africa and 66 (81.5%) from the Far East. There were 9 (17.3%) respondents from East Africa and 15 (18.5%) from the Far East who said that they did not receive orientation when they came to the U.S.A.

The area setting of the high school of the respondents was also noted. Twenty-six (26) (48.1%) from East Africa and 59 (73.7%) from the Far East said that their high schools were in an urban setting, while 28 (51.9%) from East Africa and 21 (26.3%) from the Far East said their high schools were in a rural setting.

Summary of Findings

Major findings in relation to the research questions are discussed in this section.

Findings of the Study:

Research Question 1

What are the major difficulties foreign students attending selected Michigan universities encounter?

The sample for this study was drawn from the East African and Far Eastern students who were studying in the selected universities in the state of Michigan. Frequencies and percentages for the perceptions of the nine identified adjustment difficulties by these students were measured at the level of definitely, probably, not sure, no, among the best, average and below average. Overall, all the nine identified adjustment difficulties were perceived by all respondents as areas of concern. However, based on the percentages scored by individual groups

(East African or Far Eastern), at different levels, respondents from the Far East seem to be experiencing more problems than the respondents from East Africa. The number of East African students who seemed to adjust more readily were greater than those who indicated to be having more problems in adjusting themselves. On the other hand, however, the Far Eastern students who were experiencing problems in adjusting themselves were more than those who appeared to be having few problems.

Summary: Though there was variation between the respondents (East African students and Far Eastern students) in their perceptions, the responses showed that the respondents' general perception was that all the identified nine categories of adjustment difficulties are areas of concern at different levels.

Research Question 2:

How do these difficulties relate to students' demographic characteristics?

According to the perception of the students as demonstrated by the Chi-square results, there were relationships between perceptions of all the nine identified categories of adjustment difficulties and the students' demographic characteristics. Of all nine categories of adjustment difficulties, four were perceived to have statistical significant relationships with age group.

There were statistically significant relationships between perceived level of academic competition, command of English language, interaction with staff and faculty, fair treatment in assistantships and age group. There was, however, no statistically significant relationship between perceived ranking by academic instructors,

interaction with students, grades as a reflection of academic performance, lack of orientation before and after enrollment and age group. The Chi-square results also indicated that there was no statistically significant relationship between perceptions of all the nine categories of adjustment difficulties and either gender of respondents or type of institution. There were, however, statistically significant relationships between perceptions of both ranking by academic instructors and interaction with students and area of study. There were, however, no observed statistically significant relationships between perceptions of the other remaining seven categories of perceived adjustment difficulties and area of study. The Chi-square results also showed that there were no observed statistically significant relationships between perceptions of all nine categories of adjustment difficulties and duration of stay in the U.S.A. The relationship between perceptions of many of the adjustment difficulties and place of origin was significant. The Chi-square test results revealed that there were statistically significant relationship between perceived level of academic competition, ranking by academic instructors, command of English language, interaction with students, interaction with staff and faculty, fair treatment in assistantships and respondents' place of origin (significance at 0.05 level). The Chi-square test results, however, did not reveal statistically significant relationship between perceptions of grades as a reflection of academic performance, lack of tuition and fees, lack of orientation before and after enrollment and respondents' place of origin.

Research Question 3

How do the students' self-concepts of academic ability relate to certain students' demographic characteristics?

The Chi-square test which was used showed that there are statistically significant relationships between perceptions of ability to complete college, completion of advanced degree and respondents' age group. The Chi-square results, however, failed to reveal any statistically significant relationships between perceived school ability compared with friends, school ability compared with classmates, class rank in college, self opinion of work, capable of getting grades and age group.

Of the seven academic ability levels identified, the Chi-square results showed that there are statistically significant relationships between perceptions of three of them (school ability compared with close friends, class rank in college, completion of advanced degree) and gender of respondents. The Chi-square results for the relationship between the perceptions of the remaining four (school ability compared with classmates, ability to complete college, self opinion of work, capable of getting grades) and gender of respondents showed no statistical significance.

The Chi-square results revealed that there were no statistically significant relationships between perceptions of any of the seven levels of academic ability identified and type of institution, area of study, and duration of stay in the U.S.A. However, Chi-square results showed that there were statistically significant relationships between perceptions of five of them (school ability compared with classmates, ability to complete college, class rank in college, completion of

advanced degree, self opinion of work) and respondents' place of origin. The Chi-square results showed no statistically significant relationship between perceptions of the remaining two (school ability compared with close friends, capable of getting grades) and respondents' place of origin.

Research Question 4

What are some of the factors that relate to students' high or low self-concept of academic ability?

Statistically significant relationships of certain demographic characteristics and self-concept of academic ability were observed between age groups: The mean rating among the respondents less than 30 years of age was significantly higher than respondents who said that they were 30 years of age or more (at 0.05 level) for the self-concept of academic ability. The means and standard deviations of males and females indicated that there existed significant differences between the perception of males and females. The mean of the females is higher than that of the males. Also, the means and standard deviations of the respondents from the Far East seem higher than those of the East African students, indicating that there were significant differences between the perceptions of the respondents from East Africa and those from the Far East. The analysis of variance (ANOVA) results for the effect of the other demographic characteristics and self-concept of academic ability were not significant.

Statistically significant relationships between perceived ranking by academic instructors, command of English language, interaction with students and interaction with staff and faculty and the self-concept of

academic ability were observed. The mean and standard deviation of those whose perceptions were below average were higher than of those whose perceptions were among the best as far as perceived ranking by academic instructors was concerned. As for perceived command of English language, the mean and standard deviation of those who responded "probably" were higher than those who said "no". The mean and standard deviations of those who responded "definitely" or "probably" were higher than those who responded "no" in the case of perceived interaction with students. Also, for perceived interaction with staff and faculty, the mean of those who said "probably" is higher than those who said "definitely", "not sure" or "no". As for the remaining five of the adjustment difficulties, no statistically significant relationship was observed.

The following factors appeared to be related to students' high or low self-concept of academic ability:

Age group & level of academic competition (Chi-square = 9.00)

Age group & command of English language (Chi-square = 8.216)

Age group & interaction with staff & faculty (Chi-square = 11.95)

Age group & fair treatment in assistantships (Chi-square = 10.36)

Area of study & ranking by academic instructors (Chi-square = 6.131)

Area of study & interaction with students (Chi-square = 6.612)

Place of origin & level of academic competition (Chi-square = 13.376)

Place of origin & ranking by academic instructors (Chi-square = 7.313)

Place of origin & command of English language (Chi-square = 32.208)

Place of origin & interaction with students (Chi-square = 14.877)

Place of origin & interaction with staff & faculty
(Chi-square = 16.904)

Place of origin & fair treatment in assistantships
(Chi-square = 14.647)

Age of students, area of study, place of origin seem to have revealed information which perhaps very few studies have pointed out before. Because of the small samples which were used, one may argue that these findings could not be representative. However, one can not rule out the concerns revealed. Students may be foreigners, but the perceived degree at which they experience adjusting themselves varies one to the other. It appears that younger foreign students adjust much slower than older students. It also appears that culture plays a major role in adjustment for foreign students from different countries.

Demographic Characteristics and Self-Concept of Academic Ability

The analysis of variance results for the relationship between certain demographic characteristics and self-concept of academic ability were statistically significant:

Age	Respondents < 30 years of age (mean = 2.08)
	Respondents 30 years of age or more (mean = 1.76)
Gender	Male respondents (mean = 1.80)
	Female respondents (mean = 2.19)
Place of origin	East Africa (mean = 1.73)
	Far East (mean = 2.07)

Adjustment Difficulties and Self-Concept of Academic Ability

Although most of the respondents indicated that there were no significant effects of adjustment difficulties on their self-concept of academic ability, the means and the standard deviations of four of the perceived adjustment difficulties showed statistically significant relationships with the self-concept of academic ability of some respondents: ranking by academic instructors, command of English language, interaction with students and interaction with staff and faculty.

Discussion and Conclusions

The following general conclusions are supported by a review of related literature and the results of this study.

Demographic Characteristics and Adjustment Difficulties

There were no significant relationships between all nine levels of perceived adjustment difficulties (e.g., level of academic competition, ranking by academic instructors, command of English language, interactions with students, interaction with staff and faculty, fair treatment in assistantships, grades as a reflection of academic performance, lack of tuition and fees, lack of orientation before and after enrollment) and certain demographic characteristics (e.g., age, gender, type of institution, general area of study, duration in U.S.A., prior orientation, orientation in U.S.A., and area of setting in high school) when both respondents from East Africa and the Far East were combined. When some of these demographic characteristics were observed

separately, however, they were significantly related to some of the adjustment difficulties.

The relationship observed between the respondents' perceived academic ability and some of the demographic characteristics, place of origin, gender and age group was also significant. This study showed that there were statistically significant differences between age, gender, place of origin and self-concept of academic ability.

High and Low Self-Concept of Academic Ability

As it was noted in Chapter IV, tables 4.14 and 4.15, there were statistically significant relationships between certain demographic characteristics and perceived adjustment difficulties and the respondents' self-concept of academic ability. It should be noted in the conclusion made here that a lower mean meant a higher self-concept and a higher mean meant a lower self-concept. Age was the first significant factor. The study revealed that older respondents had higher self-concept of academic ability than younger respondents: older (mean = 1.76), younger (mean = 2.08), ($P = 0.003$). Gender was the second factor noted. Male respondents had higher self-concept than female respondents: male (mean = 1.80), females (mean = 2.19), ($P = 0.000$). The third factor of significant relationship was the place of origin. The respondents from East Africa (mean = 1.73) appeared to have higher self-concept of academic ability than their counter-parts from the Far East (mean = 2.07), ($P = 0.002$).

Reasons for these differences were not approached in this study. The study was to find out like factors that were associated with high or low self-concept of academic ability. It was observed that some

perceived adjustment difficulties had significant relationships with the respondents' self-concept of academic ability (e.g., ranking by academic instructors, command of English language, interaction with students, interaction with staff and faculty (see Table 4.15). As it was revealed, the means and standard deviations of those with low self-concept of academic ability are more than those of high self-concept of academic ability.

The results of this study provide direct evidence in support of the importance of significant others as was found in the review of literature. Significant others are greatly associated with the success or failure of students.

"Parents are perceived by more than 90 percent of the students as academically significant others in all grades, seven through ten" (Brookover et al, 1965, p. 208). Brookover et al (1962) in their studies of over 1,000 students conclude that there is "a significant association between the self-concept that an individual held of himself and the perceptions which he felt four others (father, mother, best friend and teacher) had of him" (p. 208). Staines (1958), Davidson and Lang (1960), and Brookover et al (1962, 1967) report student self-concept enhancement by teachers who create an atmosphere of greater psychological security. Rosenthal and Jacobson (1968) state that the teacher through facial expressions, posture, and speech subtly helps or hinders the child in his learning. Teacher-pupil congruence and teacher's perception of the student seem to be of greater importance than the method of instruction (Purkey, 1966).

This study revealed a very vital factor in the life of the foreign students studying in the selected universities from where the population of this study was drawn which could also be generalizable to other U.S. university campuses, in that the way teachers perceive foreign students is paramount in shaping their self-concepts. The confidence and security the student perceives as being received from the teacher seems to pave the way through other adjustment obstacles more easily.

East Africa vs. Far East

This study revealed information which the investigator never anticipated. However, it was the information given by the respondents themselves, and since this was a comparative study the conclusions were observed in Tables 4.7.1, 4.7.2, 4.7.3, 4.7.4, 4.7.5, 4.7.6, 4.13.1, 4.13.2, 4.13.3, 4.13.4 and 4.13.5. As the tables show, the perceptions of both respondents from East Africa and from the Far East were observed in the areas of:

- place of origin by level of academic competition
- place of origin by ranking of academic instructors
- place of origin by command of English language
- place of origin by interaction with students
- place of origin by interaction with staff and faculty
- place of origin by fair treatment in assistantships
- place of origin by school ability compared with classmates
- place of origin by ability to complete college
- place of origin by class rank in college

place of origin by completion of advanced degree

place of origin by self opinion of work

According to percentages represented by either respondents from East Africa or the Far East, those from the Far East seem to perceive themselves to be experiencing more problems in adjusting themselves to the above levels of identified adjustment difficulties than do their counter respondents from East Africa. Since this type of study appeared to be the first of its kind, there were no available literature to support this. Also, the researcher was not able to give reasons why other than only assumptions.

James Sawrey said that when social environment suddenly undergoes drastic and persistent modification, a person's concept of himself is likely to change.

If it is so, all foreign students are forced to change their self-concept in accord to the new norms of the new country. Richard T. Morris (1960) indicated that although various persons and various national groups react differently, to some extent the shock is common to all foreign students. He stated some indications of foreign students' adjustments:

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

2. Personal adjustment, by the same reasoning, is evidenced when the foreign student is happy and satisfied with his life and experience in America.
3. Educational adjustment may be indicated by the degree to which the foreign student is satisfied with the educational facilities here.
4. Social adjustment may be said to have taken place to the extent that the student associates with his new companions and becomes friends with them.

M. Brewster Smith (1956) studied foreign student adjustment from the standpoint of students' type. He mentioned that there are four types of foreign students in the United States:

1. The students whose position in the home country is secure and the purposes of coming to the United States are well defined. Their sojourn is short; therefore, they prefer to maintain the role of detached observer in the United States. These students do not experience severe adjustment problems either in the United States or upon return to their home country.
2. The students who have no strong desire to become involved in the new setting, at least not for the sake of learning about it. Home country orientation is likely to be heavily emphasized in speech, and they try to sell their home country. These students are likely to experience more severe adjustment problems because their identities and loyalties are to the home culture, but they are forced by their conception of their role to be reluctant participants in American life.
3. The students who are able and willing to detach themselves emotionally, at least temporarily, from their own country. Getting to know this country by actively participating in its life has figured importantly in their purpose in coming here.
4. The students who are not specially attached to their home country. Adjustment to American life to these people is not as rapid as that of the enthusiastic participants because of their uncertain future status.

These differences were observed in this study when respondents from two different areas were compared.

Recommendations for Further Studies

During the course of this study, other questions were raised which were not part of the study. Because other questions were raised, the following recommendations were necessary for future investigation:

1. There is need for a replication on a stratified random sample on a state-wide basis, where more East African and Far Eastern students are involved state-wide in public and private institutions. When replicated, this study should include other academic self-concepts for East African and Far Eastern individuals not attending any academic institutions.

2. Some experimental studies should be undertaken now and then changing certain self-concepts items such as interaction with students, interaction with staff and faculty among younger students in remedial classes. The students who have low self-concepts because of deficiencies in skill such as Mathematics, Sciences or social skills could go through exercises of being pre-tested and post-tested in the areas where deficiencies are in order to measure what perceived skill gains and concomitant self-concept gains are apparent.

3. Further studies should utilize the procedures of in-depth interviews added to the procedure of questionnaire administration on which most of the information for data collection depends.

4. In regard to Far Eastern students possessing low self-concept when compared to East African students, further study should be undertaken to determine the reasons for or the roots of low self-concept among those students. The same study should determine to what extent self-concept is related to either success or failure in school.

5. The adjustment difficulties questions seem to have the greatest weight in significantly separating low perceptions and high perceptions as regard to age group, gender and place of origin of respondents. A larger-scale investigation should be conducted on the self-concept to determine reasons for this.

6. The perceived adjustment difficulties identified in this study overshadowed other adjustment difficulties. It is recommended that a similar investigation be done by adding other adjustment difficulties to the identified adjustment difficulties used in the present study to determine their effect on respondents perceptions.

7. The self-concept of academic ability in this study seems to have (overlooked) covered up other areas of self-concepts. The recommendation is to duplicate the study but omit the academic self-concept variable so that relative weights of other self-concept variables can be observed in the two groups.

8. Further study should involve educators and decision-makers in the institutions of higher learning in the U.S.A. in order to investigate their perspective of foreign students. A combined study of that type might help both parties to understand each other better.

Personal Reflections on the Study

Because this investigator himself is one of the foreign students who has stayed in the U.S.A. for more than ten years and who has gone through some of the adjustment difficulties himself and also has seen many foreign students come to and go from universities, it is important to take this opportunity to share additional ideas, considerations and

opinions concerning the question of the adjustment difficulties and self-concept of academic ability of foreign students. These reflections are organized according to the level of adjustment difficulties investigated in this study:

Level of academic competition

Students who come from foreign countries to study on different U.S. university campuses have different educational backgrounds which are rich and unique. Rich in that most of these students, before they come to the stage of seeking a university education, pass through tough experiences. They pass through many competitive tests and examinations from elementary levels through secondary levels. The respondents who perceived some problems in adjusting themselves and whose self-concept of academic ability were affected because of this level of adjustment difficulty, must have had some other influences apart from level of academic competition itself. Many take pride whenever they find themselves achieving in competitive classes and therefore to most of them the level of academic competition alone could not pose a concern.

Ranking by academic instructors

It is possible that those respondents who reported that they were having problems with academic competition were also having problems in the ranking by academic instructors. If the perceptions of instructors on students are negative, it is most likely that the academic performance of the students they are dealing with will be poor. The role of the teacher in the classroom should not be taken lightly. The school and teachers are to a large extent vehicles of the success of

the student. It is important that classroom teachers check their relationships with the failing students and find out whether there are any causes, then work on them. Some of the potential conflicts are class participation (students appear to be only passive and not questioning anything) and multiple choice tests are new to many countries.

Command of English language

Although most of the respondents in this study have had English language as the medium of instruction from elementary through college, the phobia of expressing themselves freely among a group of people who perceive them to be speaking with a strong accent is likely to affect their perceptions as far as command of the English language is concerned. They need encouragement with the understanding that, though these foreign students speak English, they have their different native languages which to a large extent affect the command of English language. If the way the foreign students speak the English language can be accepted without sharp criticisms, it could not cause a major concern.

Interaction with students

This was an area reported also that raises a concern. If the American students on the American university campuses do not include the foreign students in the campus activities, they feel lonely and isolate themselves. Foreign students feel proud and accepted whenever they are asked to join informal activities such as: student associations, football clubs, singing clubs, religious clubs, cultural

shows, or in any form of activity which has no shade of racial discrimination.

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APPENDICES

**BACKGROUND CHARACTERISTICS AND ACADEMIC ADJUSTMENT
DIFFICULTIES SURVEY FORM**

General Introduction:

1. Circle the number representing your response.
 2. If, for any reason, you feel uncomfortable providing information requested in any item, please skip that question and continue with the survey.
 3. Name of your College/University

 4. You are not required to write your name in any section of this questionnaire.
-

SECTION I: GENERAL DEMOGRAPHIC CHARACTERISTICS:

1. Age group:
What is your age?
2. Gender:
 - a) Male
 - b) Female
3. What type of school are you currently attending?
 - a) Public
 - b) Private
4. What is your general area of study?
 - a) Science
 - b) Social Studies

5. What is your grade point average at the school you are currently attending?
-
6. Both parents' yearly income?
- a) High income
 - b) Middle income
 - c) Low income
7. Father's level of education (attained)?
- a) Doctorate
 - b) Masters
 - c) BA
 - d) High School or Below
8. Mother's level of education (attained)?
- a) Doctorate
 - b) Masters
 - c) BA
 - d) High School or Below
9. Your duration of stay in the U.S.
- a) More than 5 years
 - b) 2 to 4 years
 - c) Less than 2 years
10. What is your place of origin?
- a) East Africa
 - b) Far East
11. Did you receive orientation preparation before coming to the U.S.?
- a) Yes
 - b) No

If yes, who oriented you?

- a) My government
- b) My sponsor
- c) Privately arranged
- d) Other

12. Did the receiving university have an orientation program?

- a) Yes
- b) No

If yes, did you go through the orientation? To what extent has this orientation been helpful to your academic life?

- a) Extremely helpful
 - b) Helpful
 - c) Not helpful
 - d) Irrelevant
-

SECTION II: SECONDARY SCHOOL EDUCATIONAL EXPERIENCES:

13. In what type of setting was the high school you graduated from located?

- a) Urban setting
- b) Rural setting

14. How would you rate the quality of instruction and student performance in the high school you graduated from compared to other high schools in that setting?

- a) Among the best
- b) Average
- c) Below average

15. How do you think your high school teachers ranked you in your performance in high school?

- a) Among the best
- b) Average
- c) Below average

16. What was your grade point average by the time you completed high school on point 4.0 scale?

SECTION III: ACADEMIC ADJUSTMENT DIFFICULTIES**a) Academic performance**

17. Does the level of academic competition in your class pose concern to you?
- a) Yes definitely
 - b) Yes probably
 - c) No
18. How do you think your instructors will rank your academic performance in comparison with other students?
- a) Among the best
 - b) Average
 - c) Below average

b) Language

19. Does your command of the English language pose a concern to you, to your classroom interaction, or campus interaction?
- a) Yes probably
 - b) No

c) Classroom/campus A.C. related interaction

20. Does your interaction with other students in the classroom or on campus pose any problem?
- a) Yes definitely
 - b) Yes probably
 - c) No
21. Do your interactions with staff and faculty pose any concerns to you?
- a) Yes definitely
 - b) Yes probably
 - c) Not sure
 - d) No

d) Fairness/Discrimination

22. Do you think you are treated fairly when it comes to assistantships?
- a) Yes definitely
 - b) Yes probably
 - c) Not sure
 - d) No
23. Do grades attached to your academic performances reflect the quality of your work?
- a) Yes definitely
 - b) Yes probably
 - c) Not sure
 - d) No
24. Do lack of tuition and fees pose any difficulties to your academic life?
- a) Yes definitely
 - b) Yes probably
 - c) Not sure
 - d) No

e) Orientation

25. Did lack of orientation before or after enrollment pose any difficulties pertinent to your academic life?
- a) Yes definitely
 - b) Yes probably
 - c) Not sure
 - d) No

**MICHIGAN STATE UNIVERSITY SELF CONCEPT
OF ACADEMIC ABILITY SCALE**

SECTION IV: ACADEMIC ABILITY:

26. How do you rate yourself in school ability compared with your close friends?
- a) I am the best
 - b) I am above average
 - c) I am average
 - d) I am below average
 - e) I am the poorest
27. How do you rate yourself in school ability compared with those in your class at school?
- a) I am among the best
 - b) I am above average
 - c) I am average
 - d) I am below average
 - e) I am among the poorest
28. Do you think you have the ability to complete college?
- a) Yes, definitely
 - b) Yes, probably
 - c) Not sure either way
 - d) Probably not
 - e) No
29. Where do you think you would rank in your class in college?
- a) Among the best
 - b) Above average
 - c) Average
 - d) Below average
 - e) Among the poorest

30. In order to become a doctor, lawyer, or university professor, work beyond your four years of college is necessary. How likely do you think it is that you could complete such advanced work?

- a) Very likely
- b) Somewhat likely
- c) Not sure either way
- d) Unlikely
- e) Most unlikely

31. Forget for a moment how others grade your work. In your own opinion how good do you think your work is?

- a) My work is excellent
- b) My work is good
- c) My work is average
- d) My work is below average
- e) My work is much below average

32. What kind of grades do you think you are capable of getting?

- a) Mostly As
- b) Mostly Bs
- c) Mostly Cs
- d) Mostly Ds
- e) Mostly Fs

33. You are kindly invited to make any comments or observations pertinent to the questions raised above in the space provided below. If there are any incidents or experiences you have encountered on campus, feel free to describe briefly.

Preliminary adjustment difficulties
interview scale:

SAMPLE: Introduction Comments

Hello, this is _____ from Michigan State University. I just called to follow up the first interview I had with you at the beginning of the course. Again, all information you give will be treated with confidence.

Now that you are about through with the course, I just wanted to inquire how you felt about your experience in the class. In addition, I wanted to know if you will continue taking more courses in the same area of studies.

(Basic Question)

1. Since enrolling, have you encountered any academic difficulties?
 - a) Yes
 - b) No
2. What are some of the difficulties that you face in your academic life? _____.
 2. What are some of the difficulties that you face in your academic life?
3. Do you remember any other difficulties?
 - a) Yes
 - b) No

If yes, which ones?
4. Has command of the English language been a source of difficulty?
 - a) Yes
 - b) No

5. Has lack of orientation been a source of concern?

(Probes)

Tell me more

Keep going

Can you please describe that in a little detail . . .

Sample of Probing Questions:

(Financial concerns) So far you haven't said anything about the fact you feel this being an area of concern. Do you have anything that you could mention?

Have financial difficulties had any impact on your academic ability? In what way?

(Interactions) You have not said anything about your interactions with either your teachers or other students. Have these interactions had a bearing on the way you feel about your present performance in the class?

(Language problem) So far you haven't said anything about your foreign accent. Do you think this is an area that affects your academic ability?

MICHIGAN STATE UNIVERSITY

URBAN AFFAIRS PROGRAMS
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EAST LANSING • MICHIGAN • 48824-1109

March 19, 1990

Mr. Patrick Wavomba
4503 E. Shawnee Road
Berriens Springs, MI 49103

Dear Mr. Wavomba:

I have your letter concerning the use of our Self Concept of Academic Ability Scale. You certainly have permission to use it and reproduce it for your study.

Best wishes.



Wilbur B. Brookover
Professor Emeritus

WBB/ff

MICHIGAN STATE UNIVERSITY

OFFICE OF VICE PRESIDENT FOR RESEARCH
AND DEAN OF THE GRADUATE SCHOOL

EAST LANSING • MICHIGAN • 48824-1046

October 17, 1990

Mr. Patrick Wavomba
4503 - 1E Shawnee Road
Berrien Springs, MI 49103

Dear Mr. Wavomba:

RE: ADJUSTMENT DIFFICULTIES AND ACADEMIC SELF-CONCEPT OF EAST AFRICAN AND
FAR EASTERN STUDENTS ATTENDING SELECTED UNIVERSITIES IN THE STATE OF
MICHIGAN: A COMPARATIVE STUDY, IRB# 90-422

The above project is exempt from full UCRIHS review. I have reviewed the
proposed research protocol and find that the rights and welfare of human
subjects appear to be protected. You have approval to conduct the research.

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 one month prior to October 17, 1991.

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 our attention. If we can be of any
future help, please do not hesitate to let us know.

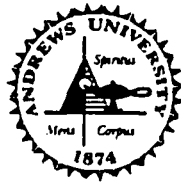
Sincerely,



David E. Wright, Ph.D.
Chair, UCRIHS

DEW/ deo

cc: Kenneth Neff, Ph.D. ✓



ANDREWS
UNIVERSITY

November 14, 1990

Patrick T. Wavomba
4503-1 E. Shawnee Rd.
Berrien Springs, MI 49103

Dear Patrick:

The Human Subjects Review Board has reviewed your proposal: "Adjustment Difficulties and Academic Self-Concept of East African and Far Eastern Students Attending Selected Universities in the State of Michigan: A Comparative Study" under the exempt review procedure. It has been given clearance as "no risk" as is thereby approved.

You may proceed with your research plans. We wish you success on this project.

Sincerely,

James R. Fisher
Assistant to the Director
Office of Scholarly Research

4503-1 E. Shawnee Road
Berrien Springs, MI 49103
October 31, 1990

Dear Fellow Student:

I am your fellow student at MSU conducting a study under the direction of Dr. Kenneth Neff, Professor of Educational Administration. I request your voluntary participation in completing the enclosed questionnaire for me.

The purpose of this study is to investigate adjustment difficulties and academic self-concept of East African and Far Eastern students attending selected universities in the State of Michigan. The study will identify difficulties foreign students encounter pertinent to their academic life/experience on Michigan university campuses and to see also how these adjustment difficulties relate to certain demographic characteristics of the students.

Please note that your participation is voluntary. Be assured that your name will not be used anywhere or associated with any information you provide in the questionnaire. Copies of the abstract of the findings will be mailed directly to those study participants who might request it.

Thank you for your participation in this study.

Yours sincerely,

Patrick Wavomba
Doctoral Student

Enclosure