

THE ADJUSTMENT OF SELECTED FOREIGN STUDENTS
AT IOWA STATE UNIVERSITY

by

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Signatures have been redacted for privacy

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INTRODUCTION AND STATEMENT
OF THE PROBLEM

[Today foreign students are a common sight on campuses and universities in the United States. It is usually thought that studying abroad is a time when students leave their country, their parental homes, and break their associations with the past. They arrive at a campus where they encounter new values and associations that are different from those in their past experience. Every foreign student is faced with a foreign culture and he will undoubtedly make comparisons between it and his own.]

IV The subject of foreign students in the United States has received a fair amount of attention as cross-cultural research has arisen in the social sciences. (Anthropologists have been most interested in cross-cultural interaction. They have described the emergence of cultures, compared them, and related personality development to culture.) (Sociologists and economists have investigated subcultures which exist in large heterogeneous societies and described the extent of contact between these subcultural units. They have studied the processes through which innovations are transmitted to other cultures and subcultures and have added to the fund of knowledge about them. Religious groups have found that knowledge of the culture of the target group aids in the

accomplishment of their tasks. New knowledge about the target group frequently calls for reexamination of their relationship to that group.)

✧ Students and scholars travelled to distant lands as early as the sixth century B.C. Due to the spread of language and communication, outstanding rhetoric teachers attracted students from across boundary lines; these students banded together into communities of scholars and the communities developed into formally organized universities (39).

[Foreign students, then as now, were citizens of a country other than the one in which they were studying. Most probably intended to return home when their period of study was completed.] In these early centers, they frequently outnumbered the native students. At the universities of Paris and Bologna during the twelfth century, for example, these foreign students were grouped together as "nations" and were granted special immunities and privileges including the right to elect deans or rectors from their own rank (40).

✓ Much research has been done in the United States on American students, while few studies have been conducted on students attending American universities from Europe, South America, Africa and the Orient. ✓ According to the figures of the Institute of International Education (16), there were 9,643 foreign students studying in the United States in 1930. In 1954, the number had grown to 34,000 representing an

increase of about 300 percent, while the enrollment of American students in the American universities for the same period had increased only about 100 percent (10). Since 1961, foreign students have been coming to the United States in increasing numbers from some 50,000 (29) to about 110,315 in 1968 (17). (This apparent increase in the number of foreign students attending American universities in recent years has been met with concern of both educators and social scientists. As a result, efforts have been directed toward understanding the problems of adjustment resulting from their cross-cultural experiences (49)).

[The foreign students attending universities in the United States come from very diverse social, economic and academic backgrounds yet have one common goal, that is to complete their education. In each of these foreign countries there exist social, educational, religious and political organizations that are different from those found in the United States. In order to participate in American society, foreign students are required not only to accommodate but also to adjust to the host society. (Because of very diverse cultural backgrounds and systems, the foreign students find it difficult in the beginning to adapt, adjust or conform to the norms of the American society. The degree of adjustment among individuals varies according to their cultural backgrounds. Where contrasts are greatest between home and host

culture, problems of adjustment may be expected to be more acute than when contrasts are slight } (47).

The present study addresses itself to the adjustment of two groups of foreign students attending Iowa State University, Ames, Iowa: students from India representing the emerging countries, and students from Western Europe and Scandinavian countries representing the industrialized nations. Stated more specifically, the main purposes of this thesis are:

1. To examine and compare the degree of adjustment to the host society¹ between students from India² and students from Europe³ and Scandinavian countries.
2. To investigate the differences in perceptual and attitudinal variables between Indian and European students.
3. To determine the relationship between selected perceptual and attitudinal variables and adjustment among the aggregate (Indian and European students combined) as well as similar relationships within the individual groups (that is Indian and European groups separately).

¹Host society will be referred to as the American society throughout this thesis.

²Students from India will hereafter be indicated as Indian students.

³Students from Europe and Scandinavian countries will hereafter be indicated as European students.

Adjustment is the dependent variable investigated in this study, while the independent variables selected for this study are perception and attitudes.) ✓

Thesis Outline

The following chapter presents the theoretical framework on which the analysis is based. Some basic concepts of reference group theory that appeared to be relevant to the present study are delineated, and the general as well as the sub-hypotheses are developed in the theory chapter. Methods of data collection, explication from general concepts to operational measures, and the statistical techniques utilized in this study are presented in the chapter entitled "Methods and Measurements". The findings of this study are presented and analyzed in the chapter entitled "Findings". A Discussion and Conclusions chapter follows and a Summary completes the thesis.

THEORETICAL ORIENTATION

The object of this chapter is: (1) to present a theoretical basis within the framework of reference group theory; (2) to introduce as well as define some basic concepts appropriate to this study; and (3) to develop some hypothesis within which concepts can be related.

The review of literature has been integrated into the relevant parts of this thesis as it is felt that a separate review of literature would not be very meaningful. It is an attempt on the part of the author to cite research which contributes to the logic of the situation. It is hoped that by integrating the review of literature in this manner it will contribute to a more meaningful presentation.

Reference Group Theory

The objectives of this thesis are: (1) to examine and compare (the degree of adjustment) to the host society between Indian and European students; (2) to investigate the differences in perceptual and attitudinal variables between Indian and European students; and (3) to determine the relationship between selected perceptual and attitudinal variables and adjustment among the aggregate (Indian and European students combined) as well as similar relationships within the individual groups (that is Indian and European groups

separately).

One of the many possible approaches to study the inter-relationship between perceptual and attitudinal variables and adjustment to the host society is reference group theory. The rationale for the choice of reference group theory is that much of the behavior of the individual is conditioned by the group to which he "belongs". The nature of the various groups determine whether the individual will adjust to various groups. In addition holding certain positive or negative attitudes will differentiate the person from various reference groups. In this context Merton and Lazarsfeld (28), Centers (9), and Warner and Lunt (57), refer to the act of holding certain opinions as an act of affiliation with reference groups. It is a means of saying, "I am like them". Riesman and Glazer (42) have indicated that holding an opinion, whatever its nature, may serve the social adjustment of the individual. They go on to say that given identification with certain groups, the individual feels that he must have opinions on certain issues to maintain his sense of identification.

Reference group theory provides a frame of reference for perception and attitude formation. This theoretical notion is supported by Newcomb's (34) experimental study on three groups of male students attending the University of Michigan in which he found attitudes to be an important factor in group formation. His findings indicate that the members of

the first group were liberals in politics and proud of their "intellectual" interests; the members of the second group consisted of engineering students who were interested in "practical" things; the members of a third group were Mid-western, small-town Protestants.

The central focus of reference group theory lies in the fact that sentiment and perception are shared by the group in which members are a part. Men think, feel and see things from the standpoint peculiar to the group in which they participate. Some people orient themselves to groups other than their own ethnic group in shaping their behavior and evaluation.

One essential part of reference group theory is to clarify the conceptual criteria of membership in a group. The Bennington study conducted by Newcomb (31) provides a fruitful distinction between membership group and reference group. While the former refers to those whom we actually belong; the latter refers to those whom we identify ourselves. On this matter Newcomb (32) states:

A membership group is one in which a person is recognized by others as belonging... such as family, political, religious, and social groups... . If a person's attitudes are influenced by a set of norms which he assumes that he shares with other individuals these individuals constitute for him a reference group... . The significant thing about a reference group is, in fact, that its norms provide frames of reference which actually influence the attitudes and behaviors of a person (p. 227).

Newcomb (32) discriminates between positive reference

groups and negative reference groups. He maintains that:

. . .a positive reference group is one in which a person is motivated to be accepted and treated as a member (overtly or symbolically), whereas a negative reference group is one which he is motivated to oppose, or in which he does not want to be treated as a member (p. 226).

Newcomb (32) further points out that a single membership group may serve as a positive reference group on some issues, and as a negative reference group on other issues.

Robert Merton (27) conceives reference group as a group which the individual takes as the basis for his own comparative self-judgements, and which may not be equivalent to the group in which the individual finds himself. All individuals belong to many groups. When specific groups become more meaningful than others, membership is established.

Merton (27) differentiates between two forms of reference groups. The first is the normative type where values and attitudes are assimilated by designated individuals. In this case the group sets and maintains standards for the individual. The second type of reference group is the comparative type where the individual compares and evaluates himself relative to other groups. Merton further distinguishes both types of reference groups (normative and comparative) from the interactive type utilized by Turner (55). Merton maintains that the interactive type develops from the frequency of interaction and is a part of the individual's social environment. Merton goes further to examine the degree of membership

in a reference group in terms of frequency of interaction.

In this context he states that:

. . .since rates of social interaction are not evenly distributed among the members of a group, any continuing event which increases the interaction among some and reduces the interaction among others will tend to make for sub-group formations. . .sub-groups are structurally constituted by those who develop distinctive social relations among themselves which are not shared with other members of the larger group. . .an "issue" which crystallizes the distinctive interests, or sentiments, or both, of potential sub-groups can mobilize both the behavior and the attitudes which result in new group formations (p. 287).

One of the consequences of individual propensities to select a group as a source of guidance and orientation in the choice of norms of action is the development of homogeneity in attitudes and values among the group members. Newcomb (33) indicates that group members, as they interact and talk among themselves, feel rewarded when their attitudes coincide, and thus tend to influence each other to arrive at similar attitudes (pp. 393-404).

To a large extent, the individual derives his information from the group with whom he associates. If he acquires information from some other source he is likely to transmit it in conversation and this in turn becomes a part of the group's knowledge. The presence of a large number of individuals of the same ethnic origin in one place undoubtedly has a decisive influence on their adjustment processes. However, the importance of this lies not in the sheer numbers but in

the fact that large number of individuals sharing a common culture offer considerable opportunities for the development and continuation of primary social relationships within the ethnic group, and in turn delays their adjustment. Whenever the foreign student lacks his own ethnic group he must turn to Americans or others for satisfaction of his social needs.

The reference group usually invokes pressures and demands upon its members as a price of acceptance in the group. An ethnic group may tend to reinforce the individual loyalty to his homeland and, in turn delays his adjustment. Interaction between different ethnic groups is a dynamic process leading ultimately to adjustment. Foreign students who, after their arrival in the host country, limit their interaction primarily to their ethnic group will tend to adjust less than those who interact primarily outside their ethnic groups.

On the basis of the above ideas the following general hypothesis around which this thesis centers is presented to provide structure to the remaining part of this chapter.

General hypothesis

There will be a relationship between selected perceptual and attitudinal variables and adjustment.

Concepts under Investigation

It has been well recognized that the accomplishment of any research depends upon a clear definition of the concepts. In the physical sciences this is relatively easy because concepts can be defined and integrated with some relevant theory. In the social sciences problems arise due to the lack of agreement on the definition of concepts and their usage. Each of the concepts utilized in this study will be elaborated, specified and discussed.

Adjustment

(The concept adjustment has long been used to connote different meanings. In psychology it seems to mean some degree of conformity to desirable norms or satisfactory relationship between the different parts of the inner man and society. A similar view is held by sociologists, though sometimes they discard the norm and simply say a group is adjusted if it survives. (Both sociologists and psychologists seem to conceive adjustment as including conformity to socially desirable and socially acceptable norms (35)). In this study the author is interested in the adjustment of the individual through his association with the group. The author considers behavior in terms of an individual's responses to some selected aspects of the United States as well as communication between individuals in groups. In this sense, Newstetter et al. (35)

considers adjustment as:

a psychic entity ... a product of psychic interaction and bond. It is the feeling of mutually satisfactory relationship between an individual and the other members of a group at a given time (p. 97).

The authors point of view is that the individual prefers to associate with some individuals rather than others for the satisfaction of his needs.

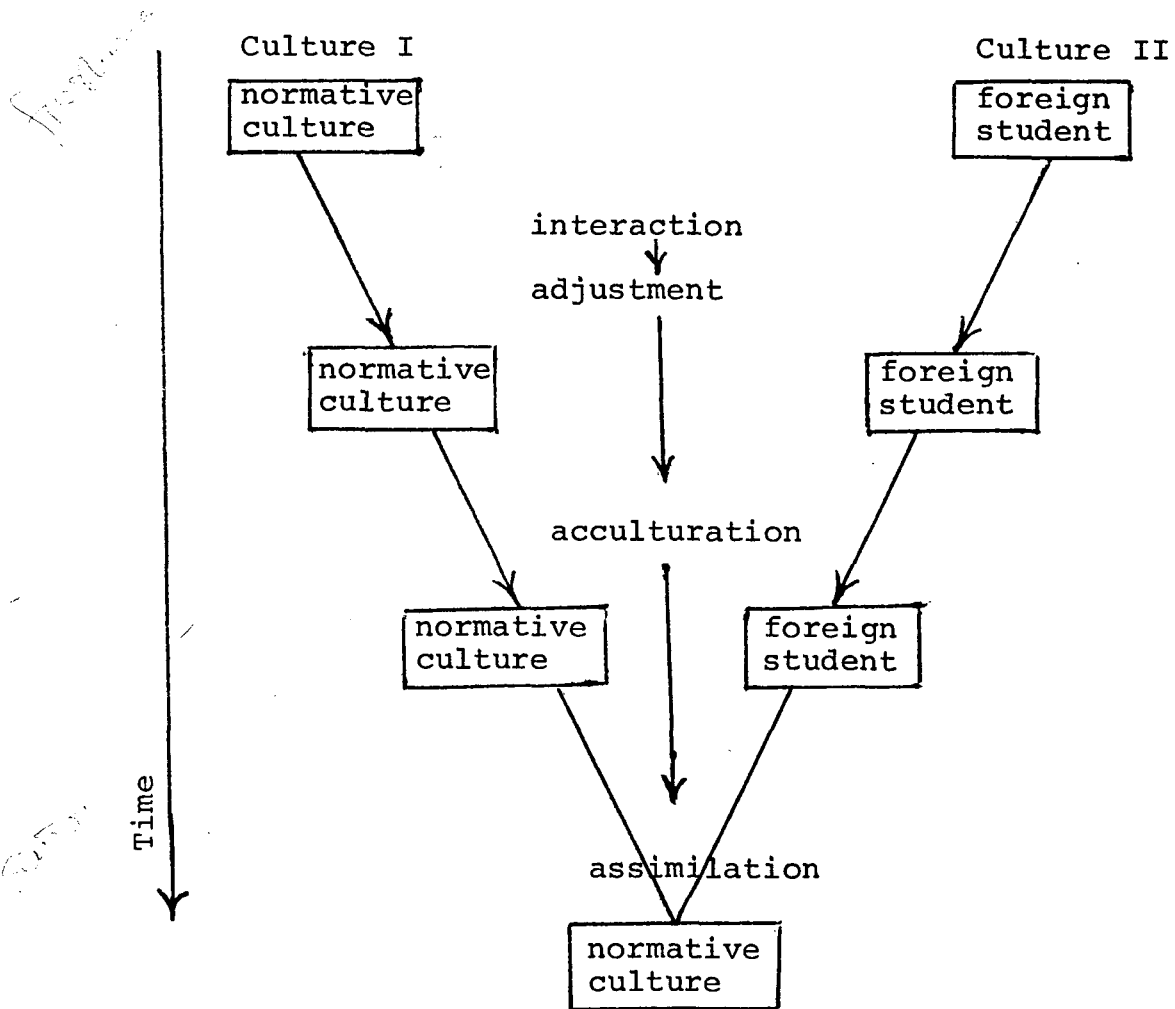
Adjustment as investigated in this study does not denote assimilation or acculturation. It does not mean becoming an American. While assimilation refers to the fusion of the characteristics of unlike cultures to the degree that both groups become alike (41), acculturation is defined as the process whereby individuals reared in one culture and transferred to another take on the behavior patterns of the second society (12). Gittler (13) views assimilation as the process representing change whereby "outsiders" come to share the values, loyalties, interest and sentiments of a specific group. Assimilation can be viewed as a process of adjustment leading to the complete integration of the foreign born individuals or groups into the host society. It is a process of subsuming a series of relatively distinct and progressive steps from acculturation to social acceptance to amalgamation (43). Wherever two or more representatives of different cultures are in prolonged interaction, the expected outcome will be a tendency toward social acceptance, norm convergence, or self-identification with the opposing culture or with the

newly formed resulting culture or group. In each of the latter cases there is some degree of cultural absorption or merging of unlike cultural elements (52). The diagram presented in Figure 1 explains the means by which the above three concepts (adjustment-acculturation-assimilation) are distinguished.

Social psychological theory indicates that complete and successful adjustment is more easily effected when individuals are initially well adjusted. This thesis does not intend to discuss the complete adjustment of the study group. Instead some major segments of the behavior of foreign students which may yield clues about adjustment to the host society will be considered in such areas as religion, language, entertainment activities and personal habits.

Kimball Young (56) has discussed the matter of adjustment in terms of cues to self-perception. He goes on to say that body organs, names, clothing, honorific titles and other symbols closely associated with one's personal habits, family, or nation may be viewed as anchorage points of the self. The worth of these symbols depends upon our perception to them. Values and positive attitudes are maintained for they differentiate individuals from persons alien to their cultural group.

Adjustment in this study is neither the act of seeking a balance of harmony among parts, nor does it intend to bring



Interaction is measured by degree of association with Americans

Adjustment is measured by responses to some selected aspects of U.S.

Acculturation is measured by social acceptance from both sides (i.e., foreign students and the normative culture).

Assimilation (complete adjustment) is indicated by no distinction between two cultures (i.e., no differences in perception, attitudes and behavior).

Figure 1. Patterns of distinction between adjustment, acculturation, and assimilation

the parts into accord so as to achieve unity. At a general level, adjustment can be considered as conformity to an external set of norms of the United States. At a specific level, adjustment can be viewed as the ability and willingness of foreign students to adapt to the American society in order to meet the demands of human existence. In this sense adjustment is defined in this thesis as the response in behavioral patterns toward some selected aspects of the host society namely language, religion, sports, travel, picnics, parties, dating, music, food, dress, residence, use of nicknames, association with Americans, reading a book about America and participation in campus organizations. It is with the above specific segments that this thesis is concerned. The means by which this concept is operationalized is presented in the "Methods and Measurements" chapter.

It is expected that there will be a difference between Indian and European students with regard to their adjustment to the host society. While the latter are expected to seek associates and friends among the Americans from the start, the former are expected to associate with their fellow countrymen. As a result, European students will be expected to adjust more easily and favorably to the host society than Indian students.

(Morris (30) in his exploratory study on 318 foreign students attending the University of California at Los

Angeles in 1960, found significant differences in adjustment between European and non-European students. The author concluded that European students were found to be more easily adjusted to the American society than non-European students.)

(Selltiz et al. (46) utilizing a sample of 348 male foreign students attending 35 colleges and universities in the United States found differences in adjustment among foreign students (Europeans and non-Europeans) which they attributed to nationality and cultural similarity factors. The authors concluded that European students, perceiving fewer differences between their country and the United States, were more apt to adjust to the host society than non-European students.)

(The same conclusion was drawn by Du Bois (10) on her work on foreign students attending American universities in which she found differences in adjustment among European and non-European students which she attributed to cultural similarity factors. The author concluded that the more similar is the culture of the foreign student to that of the United States, the greater will be his satisfaction with the sojourn and the more favorable will be his adjustment to the host society.)

On the basis of the above discussion one might expect that European students will have more favorable adjustment to the American society than Indian students. The hypothesized difference is expressed in the following hypothesis:

Sub-general hypothesis 1: European students will have more favorable adjustment to the host society than Indian students.

Perception

Perception is the first independent variable investigated in this study. It has long been used to refer to the ways in which the individual receives, interprets and responds to a stimulus. Koffka (22) starts his inquiry about perception with the question "why do things appear as they do?

...because things appear as they do both on account of what they are and of what human beings are, that perception is a kind of transaction between subject and object". Some authors say because objects are not identifiable with their perception by human beings. Hartley and Hartley (15) consider perception as:

"The process by which we register what is in the field of view in a way that is meaningful...all the means of obtaining information and interpreting it according to our concepts of the external world (p. 228)."

Hallowell (14) gives a definition of perception similar to that of Hartley and Hartley. He defines perception as the process by which we record what we see or learn about the world in a meaningful manner. Bruner (6) states that a person categorizes objects or events according to his previous experience, his personal needs and interests, and by virtue of his membership in a culture sharing a common language, values and expectations. In defining social perception

Mead (26) states:

One perceives an object in terms of his response to it. It is true of all our experience that it is the response that interprets to us what comes to us in the stimulus (p. 114).

Bohlen and Beal (5) consider perception in their unit act model as consisting of three elements: 1) the receipt of a stimulus, 2) the interpretation and the circumstances under which the stimulus is received, and 3) the response or action. Krech, Crutchfield and Ballachey (21) state that man selects certain aspects from the universe that satisfies his needs. In this context they say:

Man acts upon his ideas. His irrational acts no less than his rational acts are guided by what he thinks, what he believes, and what he anticipates...no two persons live in the same cognitive world (p. 17).

The author's point of view is that although two individuals may see the same object, their interpretation about the object may differ. According to Durkheim (11) perception can be of two kinds: the relationship between consciousness and the thing perceived, and the relationship between sub-conscious and the categories which are impressed upon it. He further breaks perception into representations which are the categories learned through the process of socialization. Sabrosky (44) thinks that perception develops from one's own ideas about the universe, and from what other people conceive the universe, and adjustment lies between the two extremes. So, if a person thinks of events or objects as what

other people think, and changes his previous ideas, adjustment is occurring.

Perception, memory and judgment can be influenced by previous experience as well as one's predispositions. This notion is supported by the Levine and Murphy (25) studies on two groups in which they found attitudes to be important in both learning and forgetting among two groups of American college students. Individuals learn things that agree with their preconception (their personalities) much more easily and retain them longer than those that seem alien. Different patterns of learning results in different modes of perception, and this in turn results in different degrees of adjustment. Some persons perceive objects favorably, others view them as unfavorably. Each person adjusts or adapts interpersonal accommodations according to his own needs and values. This fact is evidenced in Sullivan's (51) interpersonal theory in which he conceives personality as the manifestation of interpersonal relations, and that persons accommodate with others who are significant to them.

As indicated earlier, perception is influenced by interests, needs, previous experience as well as by culture and interpersonal relations. Therefore, it appears appropriate to use the Tannenbaum et al. (53) definition of perception in the framework of this study: Perception is the means by which people (students) form impressions of and,

hopefully, understand one another (p. 53).

Based on the previous discussion of perception, it appears logical and empirically valid that perception should be related to adjustment.

Sub-general hypothesis 2: There will be a relationship between perception and adjustment.

The concept of perception is broad and general. Some segments of the foreign student's perception of the United States are chosen for this study. They are perception of work and of education in the United States, of American people and of American social life. It is expected that the more favorably the foreign student perceives work and education in the United States, Americans and American social life, the greater will be his satisfaction of these aspects, and the higher will be his degree of adjustment.

Morris (30) in his exploratory study on 318 foreign students attending the university of California at Los Angeles in 1960, found significant differences in perception toward the United States and Americans between European and non-European students. Morris concluded that perception is an important factor in adjustment, and that students from underdeveloped countries see things differently, both at home and in this country and therefore adjust less than those from highly developed ones (p. 131).

Becker (3) investigated the perceptual and attitudinal changes among three groups of foreign students attending the university of California at Los Angeles during the Spring of 1966. His sample consisted of 27 Indian students, 25 Israelis and 25 Europeans representing underdeveloped, semi-developed and highly developed countries. The main interest of Becker's study was to investigate the relationship between perception and attitudinal changes and adjustment. The study revealed that perception of the United States varies between the three nationality groups and that favorable perception leads to favorable adjustment. It was found that both Indian and Israeli students, contrary to the Europeans, were less favorable in their perception of the United States and that Europeans were found to be more adjusted to the host society than non-Europeans.

A similar conclusion was drawn by Sewell and Davidsen (47) in their study of 40 Scandinavian students attending the university of Wisconsin in 1952-53, in which they found perception of several aspects of the United States (academic-work-Americans-American social life) to be significantly related to the student's adjustment to the host society. The authors concluded that the more favorably the student perceived the United States, the greater was his adjustment to the host culture.

The above discussion indicates a relationship between the

foreign student's perception of the United States in the areas of work, education, Americans and American social life and his adjustment to the host society. It also reveals that European students are more favorable in their perception of the United States than the Indian students. The expected relationships are expressed in the following hypotheses:

Sub-hypothesis 2:¹ There will be a positive relationship between favorable perception and adjustment among foreign students (Indians and Europeans combined).

Sub-hypothesis 2:¹⁻¹ There will be a positive relationship between favorable perception of work and adjustment among foreign students (Indians and Europeans combined).

Sub-hypothesis 2:¹⁻² There will be a positive relationship between favorable perception of work and adjustment among Indian students.

Sub-hypothesis 2:¹⁻³ There will be a positive relationship between favorable perception of work and adjustment among European students.

Sub-hypothesis 2:¹⁻⁴ European students will have more favorable perception of work than Indian students.

Sub-hypothesis 2:²⁻¹ There will be a positive relationship between favorable perception of education and adjustment among foreign students (Indians and Europeans combined).

Sub-hypothesis 2:²⁻² There will be a positive relationship between favorable perception of education and adjustment among Indian students.

Sub-hypothesis 2:²⁻³ There will be a positive relationship between favorable perception of education and adjustment among European students.

Sub-hypothesis 2:²⁻⁴ European students will have more favorable perception of education than Indian students.

Sub-hypothesis 2:³⁻¹ There will be a positive relationship between favorable perception of Americans and adjustment among foreign students (Indians and Europeans combined).

Sub-hypothesis 2:³⁻² There will be a positive relationship between favorable perception of Americans and adjustment among Indian students.

Sub-hypothesis 2:³⁻³ There will be a positive relationship between favorable perception of Americans and adjustment among European students.

Sub-hypothesis 2:³⁻⁴ European students will have more favorable perception of Americans than Indian students.

Sub-hypothesis 2:⁴⁻¹ There will be a positive relationship between favorable perception of American social life and adjustment among foreign students (Indians and Europeans combined).

Sub-hypothesis 2:⁴⁻² There will be a positive relationship between favorable perception of American social life and adjustment among Indian students.

Sub-hypothesis 2:⁴⁻³ There will be a positive relationship between favorable perception of American social life and adjustment among European students.

Sub-hypothesis 2:⁴⁻⁴ European students will have more favorable perception of American social life than Indian students.

Attitudes

Attitudes are the second independent variable investigated in this study. There is a lack of definitional consensus concerning the concept attitude. In addition difficulties arise when distinguishing it from other closely-related concepts such as perception, values, opinions and beliefs. Cattell (8) defines an attitude as:

A dynamic trait commonly arising from deeper sentiment or innate drive, which it seeks to satisfy. It is a readiness to implement a certain course of action in regard to some object (p. 84).

Thurstone (54) considers an attitude as the degree of positive or negative affect associated with some psychological object.

According to Krech, Crutchfield and Ballachey (21) an attitude is:

An enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual world (p. 152).

LaPiere and Farnsworth (24) conceive the term attitude as:

...a special way of looking at habits - the acquired patterns of adjustment. The attitude is a latent adjustment pattern toward some specific situation - i.e., it is the preparation, perhaps incomplete, of the individual to adjust to a specific situation in a given way (p. 221).

Not only perception but also attitudes are influenced by man's needs and interests, and by virtue of his membership in a common culture, state Krech, Crutchfield and Ballachey (21):

Man's attitudes and world images develop as he develops, but no man's life develops apart from the lives of his fellows. And just as each man's life intersects with the lives of others - but only at certain points - and just as each man's life is similar to - but not identical with the life stories of his neighbors, so are the attitudes and perceptions of the world which each man develops similar to - yet different from the attitudes and perceptions of his family, friends, neighbors, and compatriots (p. 180).

According to this view, attitudes vary between individuals

and are shaped by virtue of their membership in groups.

In this context, they state:

...there appears to be little lasting development of opinions, attitudes, beliefs that is independent of parental, group, or strata predispositions and is based mainly on "objective" or "rational" analysis of information and ideas (p. 574).

It appears that both perception and attitudes are formed in the individual through the process of socialization and that reference groups are influentials in the formation of attitudes.

Plato (38) distinguished in attitudes three elements: knowing, feeling and acting. The same distinction is used today by Secord and Backman (45), Katz and Stotland (18). They all state that an attitude is composed of three parts: the cognitive, the affective, and the behavioral.

Since this study focuses on the direction of attitudes of the foreign students toward the host society, the following definition of Allport (1) concerning an attitude appears to suit the framework of this study:

An attitude is a mental and neural state of readiness, organized through experience, exerting a direction or dynamic influence upon the individual's response to all objects and situations with which it is related (p. 810).

According to this definition attitudes held by the individual are based on experience and are hierarchically organized with regard to various needs that may take precedence over others. In this sense Smith et al. (50) defines an

attitude as:

A predisposition to experience, to be motivated by, and to act toward, a class of objects in a predictable manner (p. 33).

Although perceptions, attitudes, opinions, values and beliefs may refer to the kind of predispositions individuals bear in mind, difficulties are encountered in separating one from the other. While perception is a kind of physiological activity, more tied to the objective world of stimuli, attitudes are primarily individual and subjective patterns of behavior particularly cognizant of social values and norms (20). In other words, perception is more objective (less interpretative) than attitudes. Berelson and Steiner (4) state that one man's opinion may be another man's attitude and still another man's belief (p. 558). Hartley and Hartley (15) state that although man's opinions are based in part on his attitudes they are not identical with them. According to them, opinions are used by the individual to define new and different situations. Krech, Crutchfield and Ballachey (21) state that many of the attitudes of the individual reflect his values - his conceptions of what is good or desirable. An attitude that stems from a value that is basic to the individual and strongly supported by his culture will be difficult to move in an incongruent direction. They maintain that values are beliefs about what is desirable or good, and what is undesirable or bad. According to Durkheim (11) basic

values are rarely questioned because they are the only realities (sui-generis), one knows. Thus the concepts perceptions, attitudes, opinions, values and beliefs are inter-related and integrated in the personality. This theoretical notion is evidenced by the exploratory study of Smith et al. (50) on ten men from different backgrounds in which they attempt to relate the men's life history, their personal values and religious beliefs, their abilities relative to most men of their ages, and their emotional control to their attitudes toward the Soviet Union and Communism. The authors conclude that the theory of opinions and attitudes derives from general principles of personality, of perceiving, remembering, thinking, learning, motivation (p. 1), and that opinions and attitudes not only reflect the man's need and the ways of coping with these needs, but also serve his adjustment to his significant reference group (p. 278). Panunzio (37) posits that the foreigner's attitudes toward the host society as a whole are an important factor in determining his adjustment. He maintains that these attitudes develop as a result of the treatment with the members of the host society. In this sense he writes that:

. . .the individual "foreigner" often encounters attitudes and treatment which constantly repel him. If he takes on American ways rapidly and becomes a citizen as soon as possible, he is considered fickle in loyalties; if he shows reluctance to relinquish his hold upon native memories and ties, he is denounced as an ungrateful guest, a "hyphenated", a menace to America. . . . If he clings to his kind, he is "clannish",

if he approaches the American Community he is rebuffed and repulsed as an "undesirable" (pp. 262-63).

This brief review of attitudes indicate that a relationship should exist between attitudes and adjustment.

Sub-general hypothesis 3: There will be a relationship between attitudes and adjustment.

The concept of attitudes is too broad and general. Attitudes are used to mean almost any form of set¹ from organic urge, bodily posture, or habit to purposes and ideals (20). This indicates that a common definition or conception of attitudes has not yet been universally adopted.

However, in this study four dimensions of the foreign student's attitudes toward the host society are undertaken. These are attitudes toward: work in the United States, education in the United States, American people and attitudes toward social life in America.

It is expected that favorable attitudes toward the United States in the areas of work, education, American people and American social life will result in a favorable adjustment to the host society. This expectation is supported by Du Bois (10) in her study on foreign students attending American universities, in which she found that positive feelings lead to favorable adjustment to the host society

¹A set implies a state of readiness for certain forms of response.

(p. 78).

Lambert and Bressler (23) conduct an exploratory study at the University of Pennsylvania from July, 1951 to August, 1953. Their experimental group consisted of 16 Indians, 2 Pakistanis and 1 Singhalese. The major interest of the authors in this study was in the students' image (perceptions and attitudes) of the United States that might affect their adjustment to the host society. The study revealed that the subjects had expressed unfavorable attitudes toward the United States and that these students did not see themselves as basically changing during their sojourn in the United States.

Du Bois (10) has used attitudes among other variables to investigate the foreign student adjustment to the American society. Du Bois found not only attitudes to be related to adjustment, but also favorable attitudes resulted in favorable adjustment to the host society.

Morris (30) in his study on 318 foreign students attending the University of California at Los Angeles in 1960, has found attitudes to be significantly related to adjustment. Morris' study revealed that attitude difference meant differences in adjustment, and that non-European students were found to be less favorable in their attitudes toward the United States, reacted negatively toward Americans, and adjusted less than European students.

Sewell, Morris, and Davidsen (48) in their study on 40 Scandinavian students attending the University of Wisconsin during 1952-53, have found attitudes toward the United States, among other variables, to be significantly related to the student's adjustment, and that favorable attitudes was an indicator to favorable adjustment to the American society.

The same conclusion was drawn by Barry (2) in his study on the Thai students attending American universities in 1966, in which he found attitudes to be significantly related to adjustment, and that favorable attitudes meant favorable adjustment to the American life and culture.

Selltiz et al. (46) investigated attitude differences in relation to adjustment among 348 foreign students attending 35 universities and colleges in the United States. The authors found that favorable attitudes increases the intensity of interaction among foreign students and Americans and this indirectly determines the degree of adjustment to the host society. It was concluded that favorable attitudes lead to favorable adjustment, and that European students were found to be more apt to adjust to the host society than non-European students.

Based then, on this previous research, it is expected that favorable attitudes toward the United States in the areas of work, education, Americans, and American social life will lead to favorable adjustment to the host society, and that

students who express favorable attitudes are expected to adjust more easily and more favorably than those students with negative attitudes. In addition, European students are expected to have more favorable attitudes toward the United States than the Indian students. The hypothesized relationships are expressed in the following hypotheses:

Sub-hypothesis 3:¹ There will be a positive relationship between favorable attitudes and adjustment among foreign students (Indians and Europeans combined).

Sub-hypothesis 3:¹⁻¹ There will be a positive relationship between favorable attitudes toward work and adjustment among foreign students (Indians and Europeans combined).

Sub-hypothesis 3:¹⁻² There will be a positive relationship between favorable attitudes toward work and adjustment among Indian students.

Sub-hypothesis 3:¹⁻³ There will be a positive relationship between favorable attitudes toward work and adjustment among European students.

Sub-hypothesis 3:¹⁻⁴ European students will have more favorable attitudes toward work than Indian students.

Sub-hypothesis 3:²⁻¹ There will be a positive relationship between favorable attitudes toward education and adjustment among foreign students (Indians and Europeans combined).

Sub-hypothesis 3:²⁻² There will be a positive relationship between favorable attitudes toward education and adjustment among Indian students.

Sub-hypothesis 3:²⁻³ There will be a positive relationship between favorable attitudes toward education and adjustment among European students.

Sub-hypothesis 3:²⁻⁴ European students will have more favorable attitudes toward education than Indian students.

Sub-hypothesis 3:³⁻¹ There will be a positive relationship between favorable attitudes toward Americans and adjustment among foreign students (Indians and Europeans combined).

Sub-hypothesis 3:³⁻² There will be a positive relationship between favorable attitudes toward Americans and adjustment among Indian students.

Sub-hypothesis 3:³⁻³ There will be a positive relationship between favorable attitudes toward Americans and adjustment among European students.

Sub-hypothesis 3:³⁻⁴ European students will have more favorable attitudes toward Americans than Indian students.

Sub-hypothesis 3:⁴⁻¹ There will be a positive relationship between favorable attitudes toward American social life and adjustment among foreign students (Indians and Europeans combined).

Sub-hypothesis 3:⁴⁻² There will be a positive relationship between favorable attitudes toward American social life and adjustment among Indian students.

Sub-hypothesis 3:⁴⁻³ There will be a positive relationship between favorable attitudes toward American social life and adjustment among European students.

Sub-hypothesis 3:⁴⁻⁴ European students will have more favorable attitudes toward American social life than Indian students.

The general theoretical orientation, general hypothesis, sub-general hypotheses and sub-hypotheses have been stated. In order to get a better understanding of both the conceptual as well as the hypothetical relationships two diagrams have been developed. Figure 2 in the following page clarifies the transition from the theoretical concepts to the theoretical sub-concepts, while Figure 3 presents a summary of the hypothesized relationships.

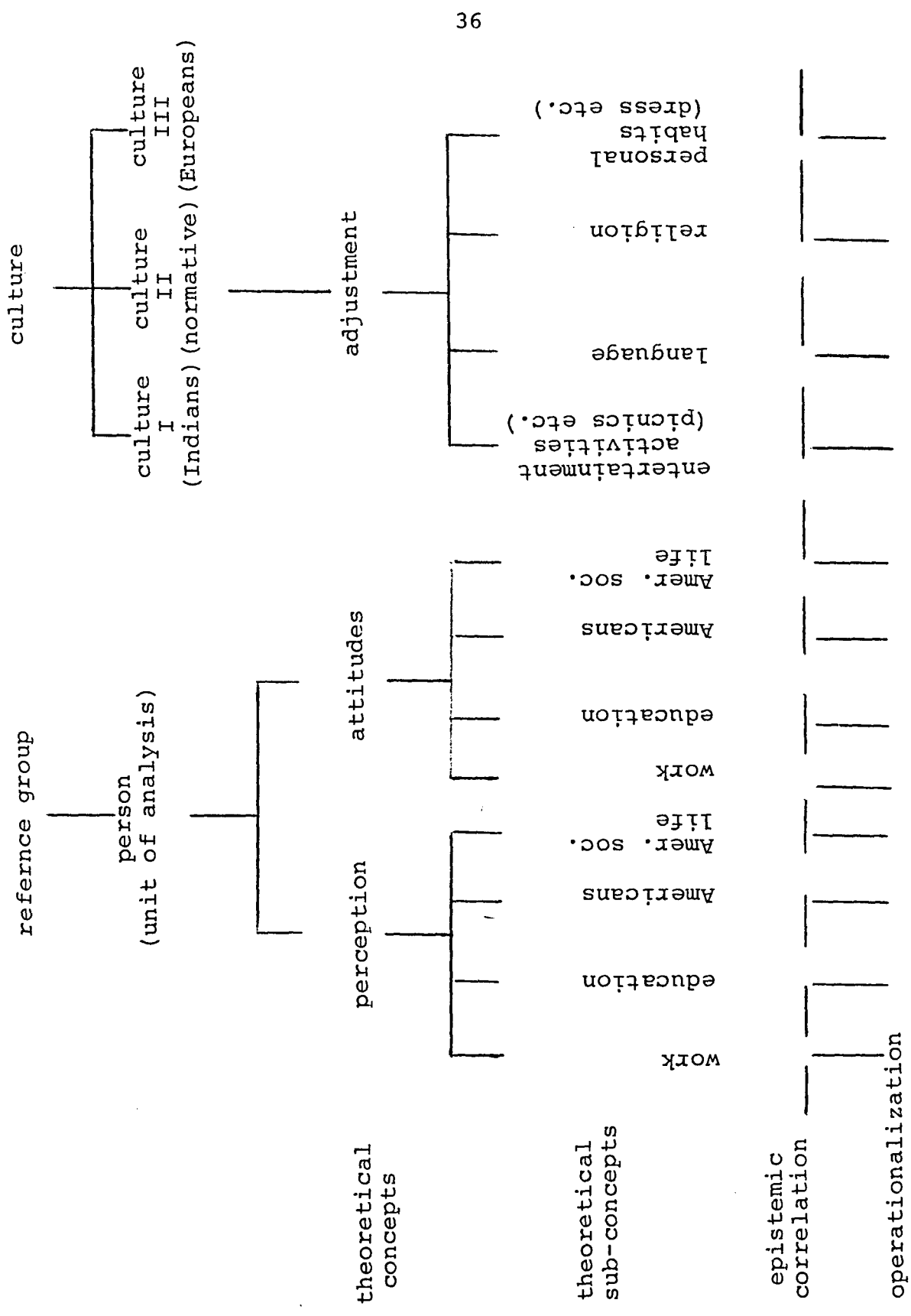


Figure 2. Explication from general concepts to sub-concepts

Concept	Adjustment			Indians vs. Europeans
	Indians and Europeans Combined	Indians only	Europeans only	
<u>Adjustment</u>				S.G.H. 1
<u>Perception</u>	S.H. 2:1			
work	S.H. 2:1-1	S.H. 2:1-2	S.H. 2:1-3	S.H. 2:1-4
education	S.H. 2:2-1	S.H. 2:2-2	S.H. 2:2-3	S.H. 2:2-4
Americans	S.H. 2:3-1	S.H. 2:3-2	S.H. 2:3-3	S.H. 2:3-4
Amer. soc. life	S.H. 2:4-1	S.H. 2:4-2	S.H. 2:4-3	S.H. 2:4-4
<u>Attitudes</u>	S.H. 3:1			
work	S.H. 3:1-1	S.H. 3:1-2	S.H. 3:1-3	S.H. 3:1-4
education	S.H. 3:2-1	S.H. 3:2-2	S.H. 3:2-3	S.H. 3:2-4
Americans	S.H. 3:3-1	S.H. 3:3-2	S.H. 3:3-3	S.H. 3:3-4
Amer. soc. life	S.H. 3:4-1	S.H. 3:4-2	S.H. 3:4-3	S.H. 3:4-4
	Column (1)	Column (2)	Column (3)	Column (4)

Column 1, 2, and 3 show a summary of the hypothetical relationships derived to accomplish the third objective. Column 4 shows a summary of the expected differences in adjustment (objective 1), and the differences in perceptions and attitudes (objective 2).

Figure 3. Summary of hypothesized relationships

Summary of theoretical orientation

In view of the general objectives of the study, a consideration of a theoretical perspective appropriate to the subject matter was developed. The particular theoretical orientation deemed to suit the problem is within the general framework of reference group theory. Such concepts as normative, comparative and interactive type reference groups were discussed and particular emphasis was attached to the latter in view of the area of study.

With regard to the substantive area of the study, the general concepts of adjustment, perception, and attitudes were defined and discussed. Attention was focused on the relationship between adjustment, acculturation and assimilation. Similarly, a distinction between perceptions, attitudes, values, opinions and beliefs was considered. Some relevant empirical research was reviewed and findings pertinent to this study were presented. Subsequently, the theoretical relationships expected were hypothesized. Finally, diagrammatic presentation of the explication of concepts to the empirical levels was indicated in Figure 2. A summary of the hypothetical relationships was presented in Figure 3.

METHODS AND MEASUREMENTS

The objectives of this study were: 1) to examine and compare the degree of adjustment to the host society between Indian and European students, 2) to investigate the differences in perceptual and attitudinal variables between Indian and European students, and 3) to determine the relationship between selected perceptual and attitudinal variables and adjustment among the aggregate (Indian and European students combined) as well as similar relationships within the individual groups (that is Indian and European groups separately).

In order to achieve the above objectives, this chapter is devoted to laying out the research design of the study. Three main sections are discussed in this chapter. The first discusses the sample characteristics as well as the procedure utilized in this study. The second deals with the explication from general concepts to operational measures. Finally, the third section presents the statistical techniques utilized in order to assess the hypotheses generated.

The Sample

This study is based on a total sample of 60 male foreign graduate students attending Iowa State University. Students are selected from two "cultural areas"; i.e., India

and West Europe. The sample was drawn from a list of the Indian students and the West European students. This list was selected from a list comprising the entire population of foreign students attending Iowa State University in the Spring quarter of 1970. The population list was compiled from two sources. The Foreign Student Advisor's list provided the basic listing of foreign students at Iowa State University. This list was supplemented from the records of the Admission's office. The population included in the sample was drawn randomly as follows: 30 Indian students from a total group of 63, representing the developing countries, and 30 West European students out of a total group of 51, representing the industrialized nations.

The reason for grouping West European and Scandinavian students under one single nationality group is that several previous investigators have handled the Europeans as a single group vis-á-vis the non-Europeans, with regard to extent of associations with Americans and other variables (Morris, 1960, Selltitz et al., 1963). The European group includes: 1 Italian, 1 Danish, 1 Swiss, 4 Austrians, 4 Dutch, 1 Belgian, 5 Germans, 1 Swede, 4 Norwegians, 4 Irish, and 4 English. The decision to exclude female students was based on the following suppositions:

1. The number of female students accounts for a minor part of the total foreign student population in

both groups. It was estimated during the data-gathering stage of this study that no more than seven such cases (six Indians and one Austrian - 6.2 percent of all cases) would have been included in the total population out of which the sample is drawn.

2. The items in the schedule relevant to the female student were very limited (see Appendix A) so that the inclusion of female students in the sample would be of little or no value under the present conditions.

Attempts have been made to focus on graduate students and exclude undergraduates, special enrolled students, research associates and members of the staff from the two groups investigated in this study. The reason for restricting the sample to graduate students is indicated by Du Bois (10) in her study on foreign students attending American universities in which she stated that graduate students have more clearly defined career and study goals and they tend to be more mature than undergraduates and special students (p. 86). In addition, the latter two comprise a small portion of the total foreign student population (about 7 percent). By excluding research associates and staff members from both groups, it is believed that it will not

affect the adjustment analysis since most of those research associates and staff-members have either assimilated in the American society, or are better adjusted to the American system than in the case of graduate students.¹

Pretest of the schedule

In order to pretest the quantifiable items of perception toward the United States, attitudes toward the United States and adjustment to the host society, five Indians and four Europeans were interviewed. On the basis of this pretest, certain ambiguous items were eliminated from the final schedule.

Collection of data

The final schedule consisted of items designated to elicit data relevant to the testing of the formulated hypotheses. Those items consisted of favorable and unfavorable statements about perception, attitudes toward, and adjustment to the American society. The first seven items present statements about perception. Items 8 through 24 are attitudinal statements. Items from 25 to 55 are statements about adjustment to the American society. The schedule was

¹13 Indians (8 Research assoc., and 5 staff members) hold immigrant visa, while 7 Europeans (2 research assoc., and 5 staff members) hold immigrant visa.

administered to 60 students (30 Indians and 30 West European and Scandinavian students) during the month of April, 1970. Each of the respondents included in the sample was asked to give his responses on the items included in the schedule as well as to complete eleven statements concerning personal and other characteristics in a personal interview situation. A total of 60 interviews were completed in this study.

Operational Measures

Introduction

In the previous section, the sample characteristics, pre-testing of the schedule and the procedure utilized in collecting the data have been discussed. (In this section measures are developed in order to test the hypotheses formulated.) The process of transformation from general concept to operational measure has been called explication by Carnap (7).

One aspect of determining the relationship between the conceptual level and the empirical level is that of the epistemic correlation developed by Northrop (36). Northrop stated that:

An epistemic correlation is a relation joining an unobserved component of anything designated by a concept by postulation to its directly inspected component denoted by a concept by intuition (p. 119).

Thus, the epistemic correlation is a means by which unobserved

entities and relations designated by concepts by postulation are given operational meanings. The epistemic correlations are then statements of linkages between the different levels of concepts. The procedure for developing empirical measures, as well as the empirical hypotheses will now be presented.

Adjustment

For purposes of this study, the general level concept of adjustment is not operationalized by a single statement but rather by several statements which are logically consistent with the general level concept.

Adjustment of the foreign student to the host society is the dependent variable and the common concept in most of the hypotheses investigated in this study. The measure of some segments of adjustment to the host society was developed by asking each foreign student to report on some aspects of his social behavior.

Adjustment is defined in this study as the response in behavioral patterns toward some selected aspects of the host society. In order to operationalize this concept, an index of 31 quantifiable statements of several segments of adjustment to the host society was developed. These segments

are adjustment to: religion, food, dress, parties, language, picnics, sports, travel, music, use of nicknames, reading a book about America, visiting American families, association with Americans, participation in campus organizations, and marrying an American girl. The degree of the foreign student involvement with his home country was also taken as a measure of adjustment such as the number of letters written and received from home, reading newspapers and magazines of native country, and celebrating native festivals in the United States. The statements were either positive or negative in their value structure. Some items were given a five-point continuum, others three-point, while some were on a two-point scale. Numerical values were assigned approximately. In the case of a five-point continuum, favorable statements (strongly agree-agree) were given weights of two, uncertain was weighted by one, and unfavorable statements (strongly disagree-disagree) were weighted as equal to zero. The reverse value was given to statements which carried a negative response. For a three-point items, values of two, one, and zero were given when the statements were positive. The reverse value was also given when the statement carried a negative response. In the case of two-point scale, values of two and one were assigned to positive responses and the reverse was given to negative responses.

Thirty-one statements made up the original measurement

device. The pretest analysis showed that seven items did not exhibit the quality and additivity with the rest in forming a cluster. These seven items were dropped from the final scale.

The 60 respondents included in the sample were used in the initial analysis, and a total score was calculated for the group. (An individual's adjustment was determined by adding his scores for all the statements in the scale. The group's (Indians and Europeans) adjustment was calculated by adding the scores of the 60 individuals over the 24 items that have been considered in the final scale. The adjustment of the Indian group as well as the European group was calculated on the same basis by adding the scores of the 30 individuals in each group over the 24 items included in the final scale. The items, the choices and the corresponding scores that have been included in the final scale are listed as follows:

The foreign students' adjustment measure

1. Do you attend American churches?

<u>choices</u>	<u>score</u>
more than once a week	= 2 points ✓
once a week <i>or more</i>	= 2 points ✓
once every two weeks <i>some times</i>	= 1 point ✓
once a month	= 0 point ✗
not at all ✓	= 0 point ✗

2. Do you feel that the facilities of religious institutions in the United States have been adequate to your needs?

<u>choices</u>	<u>score</u>
very adequate	= 2 points
adequate	= 2 points
fairly adequate	= 1 point
inadequate	= 0 point
very inadequate	= 0 point

3. Assume you were with a friend (not American) in a restaurant; do you prefer to order your native food or American food?

<u>choices</u>	<u>score</u>
American food	= 2 points
native food, if available	= 1 point

4. Do you like the American style of dress?

<u>choices</u>	<u>score</u>
like very much	= 2 points
like	= 2 points
fairly like	= 1 point
dislike	= 0 point
dislike very much	= 0 point

5. Do you attend parties with American friends?

<u>choices</u>	<u>score</u>
often	= 2 points
occasionally	= 1 point
seldom	= 0 point

6. During your stay in the United States, how often have you visited American families?

<u>choices</u>	<u>score</u>
very often	= 2 points
fairly often	= 2 points
sometimes	= 1 point
once in a great while	= 0 point
practically never	= 0 point

7. Do you date American girls?

<u>choices</u>	<u>score</u>
often	= 2 points
occasionally	= 1 point
never	= 0 point

8. With which group do you most associate outside of classes?

<u>choices</u>	<u>score</u>
Americans	= 2 points
others	= 1 point
fellow countrymen	= 0 point

9. What nationality are most of your friends?

<u>choices</u>	<u>score</u>
Americans	= 2 points
Latin Americans	= 1 point <i>indian</i>
others (specify)	= 1 point <i>others</i>
Europeans ¹	= 0 point
Indians ²	= 0 point

10. Which language do you speak when you converse with your fellow countrymen?

<u>choices</u>	<u>score</u>
American language <i>English</i>	= 2 points
native language	= 1 point

11. Do you go on picnics?

<u>choices</u>	<u>score</u>
often	= 2 points
occasionally	= 1 point
seldom	= 0 point

¹In the case of foreign student from Europe, the choice of Europeans is weighted by zero.

²In the case of foreign student from India, the choice of Indians is weighted by zero. (But if the European has chosen Indians, or the Indian student has chosen Europeans as friends, then weight of one is given).

12. During your stay in the United States, how often have you attended sports events?

<u>choices</u>	<u>score</u>
very often	= 2 points
fairly often	= 2 points
sometimes	= 1 point
once in a great while <i>never</i>	= 0 point
practically never	= 0 point

13. How often do you play sports?

<u>choices</u>	<u>score</u>
very often	= 2 points
fairly often	= 2 points
sometimes	= 1 point
once in a great while <i>few</i>	= 0 point
practically never	= 0 point

14. How many times since you were enrolled at I.S.U. have you travelled outside of the state of Iowa?

<u>choices</u>	<u>score</u>
many times	= 2 points
few times	= 1 point
never	= 0 point

15. If you had time, would you rather read a book that tells you about the life in America, some other country or your home country?

<u>choices</u>	<u>score</u>
book about America	= 2 points
book about other country	= 1 point
book about home country	= 0 point

16. Do you often read newspapers, magazines, etc., of your native country?

<u>choices</u>	<u>score</u>
often	= 0 point
occasionally	= 1 point
seldom	= 2 points

17. How many letters per month do you receive from home?

<u>choices</u>	<u>score</u>
about 4 letters or more monthly	= 0 point
about 2 letters monthly	= 1 point
about 1 letter or less per month	= 2 points

18. How many letters per month do you write to your home?

<u>choices</u>	<u>score</u>
about 4 letters or more monthly	= 0 point
about 2 letters monthly	= 1 point
about 1 letter or less per month	= 2 points

19. Do you participate in any campus organization activities whose purpose is to provide for the social needs of foreign students?

<u>choices</u>	<u>score</u>
frequently	= 2 points
sometimes	= 1 point
seldom or never	= 0 point

20. How many organizations of this type do you participate in?

<u>choices</u>	<u>score</u>
two or more	= 2 points
one	= 1 point

21. Do you use "nicknames" while communicating with American friends (i.e., Robert - "Bob")?

<u>choices</u>	<u>score</u>
yes	= 2 points
no	= 1 point

22. Which music do you listen to?

<u>choices</u>	<u>score</u>
American music	= 2 points
others	= 1 point
home country	= 0 point

23. Do you celebrate your native festivals and/or holidays while you are in the United States?

<u>choices</u>	<u>score</u>
yes	= 1 point
no	= 2 points

24. If you have the choice to marry, would you marry an American?

<u>choices</u>	<u>score</u>
yes	= 2 points
no	= 1 point

The 24 item index developed above to measure adjustment has a possible maximum score of 48 points and a possible minimum of 6 points (Appendix B, Table 4).

The operational measures for adjustment to the host society have been constructed. These will be incorporated into the empirical hypothesis. Both the sub-general hypothesis and the empirical hypothesis will be stated as follows:

S.G.H. 1:¹ European students will have more favorable adjustment to the host society than Indian students.

E.H. 1:² European students will have a higher mean score of adjustment than Indian students.

¹Sub-general hypothesis will be referred to as S.G.H. throughout this thesis.

²Empirical hypothesis will be referred to as E. H. throughout this thesis.

Perceptions

Perception as well as attitudes are usually inferred from the behavior of the individual and are not measured directly. The underlying assumption is that the individual's response to a statement with a positive or negative judgment is a type of behavior which can be taken as a measure of the perception and the attitudes the individual has in regard to the dimension of which the statement is a measure.

Four dimensions of perceptions were developed. These were: 1) the foreign student's perception of work in the United States, 2) the foreign student's perception of education in the United States, 3) the foreign student's perception of American people, and 4) the foreign student's perception of American social life. Seven items made up the original measure of perception. While responses to six items were based on a five-point continuum, responses to one item were based on a three-point continuum. In the case of positive statements responses strongly agree and agree were given numerical values of two, undecided was given a value of one, while unfavorable responses of strongly disagree or disagree were given a numerical value of zero. Reverse values were also given to negative statements. The items that have been considered in the final scale according to the four classifications as well as the choices and their corresponding scores are listed below:

The foreign students' perception of work
in the United States measure

Three different questions have been used to determine the foreign students' perception of work in the United States as follows:

1. If one has the choice, the best thing is to work in the United States.

<u>choices</u>	<u>score</u>
strongly-agree	= 2 points
agree	= 2 points
undecided	- 1 point
disagree	= 0 point
strongly-disagree	= 0 point

2. If you can get a similar salary elsewhere, would you prefer working in the United States, in your home country, or in another country?

<u>choices</u>	<u>score</u>
working in the United States	= 2 points
working in other country	= 1 point
working in home country	= 0 point

3. Working in the United States gives you more freedom than working in your home country.

<u>choices</u>	<u>score</u>
strongly agree	= 2 points
agree	= 2 points
undecided	= 1 point
disagree	= 0 point
strongly disagree	= 0 point

The 3 items developed above for the purpose of measuring the foreign student's perception of work in the United States have a possible maximum score of 6 points and a

possible minimum of zero (Appendix B, Table 5).

The operational measures for adjustment to the host society and perception of work in the United States have been developed. These will be incorporated into the empirical hypotheses. The sub-general hypothesis, the sub-hypotheses¹ and the empirical hypotheses are listed as follows:

S.G.H. 2: There will be a relationship between perception and adjustment.

E.H. 2: There will be a relationship between the perception score and the adjustment score.

S.H. 2:¹ There will be a positive relationship between favorable perception and adjustment among foreign students (Indians and Europeans combined).

E.H. 2:¹ There will be a positive relationship between favorable perception score and the adjustment score among foreign students (Indians and Europeans combined).

S.H. 2:¹⁻¹ There will be a positive relationship between favorable perception of work and adjustment among foreign students (Indians and Europeans combined).

¹Sub-hypothesis will be referred to as S.H. throughout this thesis.

E.H. 2:¹⁻¹ There will be a positive relationship between favorable perception of work score and the adjustment score among foreign students (Indians and Europeans combined).

S.H. 2:¹⁻² There will be a positive relationship between favorable perception of work and adjustment among Indian students.

E.H. 2:¹⁻² There will be a positive relationship between favorable perception of work score and the adjustment score among Indian students.

S.H. 2:¹⁻³ There will be a positive relationship between favorable perception of work and adjustment among European students.

E.H. 2:¹⁻³ There will be a positive relationship between favorable perception of work score and the adjustment score among European students.

S.H. 2:¹⁻⁴ European students will have more favorable perception of work than Indian students.

E.H. 2:¹⁻⁴ European students will have a higher mean score of perception of work than Indian students.

The foreign student's perception of education
in the United States measure

The following question was used to determine the foreign student's perception of education in the United States.

1. If one wants a good education, the best quality is found in the American universities.

<u>choices</u>	<u>score</u>
strongly agree	= 2 points
agree	= 2 points
undecided	= 1 point
disagree	= 0 point
strongly disagree	= 0 point

The item developed above to measure the foreign student's perception of education in the United States has a possible maximum score of 2 points and a possible minimum of zero (Appendix B, Table 6).

The operational measures for both adjustment to the host society and perception of education in the United States have been developed. These will be incorporated into the empirical hypotheses. The sub-hypotheses and the empirical hypotheses are listed below:

E.H. 2:²⁻¹ There will be a positive relationship between favorable perception of education and adjustment among foreign students (Indians and Europeans combined).

E.H. 2:²⁻¹ There will be a positive relationship between favorable perception of education score and the adjustment score among foreign students (Indians and Europeans combined).

S.H. 2:²⁻² There will be a positive relationship between favorable perception of education and adjustment among Indian students.

E.H. 2:²⁻² There will be a positive relationship between favorable perception of education score and the adjustment score among Indian students.

S.H. 2:²⁻³ There will be a positive relationship between favorable perception of education and adjustment among European students.

E.H. 2:²⁻³ There will be a positive relationship between favorable perception of education score and the adjustment score among European students.

S.H. 2:²⁻⁴ European students will have more favorable perception of education than Indian students.

E.H. 2:²⁻⁴ European students will have a higher mean score of perception of education than Indian students.

The foreign student's perception of
Americans measure

Two different questions have been used to determine the foreign student's perception of American people as follows:

1. Working with Americans is more rewarding than working with fellow countrymen.

<u>choices</u>	<u>score</u>
strongly agree	= 2 points
agree	= 2 points
undecided	= 1 point
disagree	= 0 point
strongly disagree	= 0 point

2. People in the United States treat each other as equals.

<u>choices</u>	<u>score</u>
strongly agree	= 2 points
agree	= 2 points
undecided	= 1 point
disagree	= 0 point
strongly disagree	= 0 point

The 2 items developed above for the purpose of measuring the foreign student's perception of Americans have a possible maximum score of 4 points and possible minimum of zero (Appendix B, Table 7).

The operational measures for both adjustment to the host society and perception of American people have been developed. These will be incorporated into the empirical hypotheses. The sub-hypotheses and the empirical hypotheses are listed as follows:

S.H. 2:³⁻¹ There will be a positive relationship between favorable perception of Americans and adjustment among foreign students (Indians and Europeans combined).

E.H. 2:³⁻¹ There will be a positive relationship between favorable perception of Americans score and the adjustment score among foreign students (Indians and Europeans combined).

S.H. 2:³⁻² There will be a positive relationship between favorable perception of Americans and adjustment among Indian students.

E.H. 2:³⁻² There will be a positive relationship between favorable perception of Americans score and the adjustment score among Indian students.

S.H. 2:³⁻³ There will be a positive relationship between favorable perception of Americans and adjustment among European students.

E.H. 2:³⁻³ There will be a positive relationship between favorable perception of Americans score and the adjustment score among European students.

S.H. 2:³⁻⁴ European students will have more favorable perception of Americans than Indian students.

E.H. 2:³⁻⁴ European students will have a higher mean score of perception of Americans than Indian students.

The foreign student's perception of
American social life measure

The following question has been used to determine the foreign student's perception of social life in America.

1. Do you think the social life in America is better than that of your own country?

<u>choices</u>	<u>score</u>
much better	= 2 points
somewhat better	= 2 points
about the same	= 1 point
somewhat worse	= 0 point
much worse	= 0 point

The item developed above to measure the foreign student's perception of social life in America has a possible maximum score of 2 points and a possible minimum of zero (Appendix B, Table 8).

The operational measures for both adjustment to the host society and perception of social life in America have been developed. These will be incorporated into the empirical hypotheses. The sub-hypotheses and the empirical hypotheses are listed below:

S.H. 2:⁴⁻¹ There will be a positive relationship between favorable perception of American social life and adjustment among foreign students (Indians and Europeans combined).

E.H. 2:⁴⁻¹ There will be a positive relationship between favorable perception of American social life score and the adjustment score among foreign students (Indians and Europeans combined).

S.H. 2:⁴⁻² There will be a positive relationship between favorable perception of American social life and adjustment among Indian students.

E.H. 2:⁴⁻² There will be a positive relationship between favorable perception of American social life score and the adjustment score among Indian students.

S.H. 2:⁴⁻³ There will be a positive relationship between favorable perception of American social life and adjustment among European students.

E.H. 2:⁴⁻³ There will be a positive relationship between favorable perception of American social life score and the adjustment score among European students.

S.H. 2:⁴⁻⁴ European students will have more favorable perception of American social life than Indian students.

E.H. 2:⁴⁻⁴ European students will have a higher mean score of perception of American social life than Indian students.

Attitudes

Four dimensions of attitudes were developed in this study. These were: 1) the foreign students' attitudes toward work in the United States, 2) the foreign students' attitudes toward education in the United States, 3) the foreign students' attitudes toward Americans and 4) the foreign students' attitudes toward American social life. Sixteen statements that made up the original scale of attitudes were administered to measure the foreign students' attitudes toward the United States in the four areas cited above. The pretest analysis showed that one item failed to discriminate between individuals in the two groups, (Indians and Europeans). This item was dropped from the final scale. Attitudes were ranked on a five-point continuum (strongly agree-agree-undecided-disagree-strongly disagree). Positive attitudinal statements (strongly agree-agree) were given numerical values of two, uncertain was given a numerical value of one, and negative responses (strongly disagree-disagree) were ranked as equal to zero; negative attitudinal statements were assigned the reverse values. The individual attitudes were determined by summing his responses for all the items in the attitude scale. The group attitudes were calculated by adding the scores of the 60 individuals (Indians and

Europeans) over the items in the attitude scale. The Indian students' (as a group) attitudes were calculated by adding the scores of the 30 Indian students over the items in the attitude scale. The European students' (as a group) attitudes were also calculated by adding the scores of the 30 European students over the items in the attitude scale. The items that have been considered in the final scale according to the four major areas cited earlier as well as the keys for scoring are listed as follows:

The foreign students' attitudes toward
work in the United States index

Two different questions have been used to determine the foreign students' attitudes toward work in the United States as follows:

1. It is easy for a foreign student to get a job in the United States.

<u>choices</u>	<u>score</u>
strongly agree	= 2 points
agree	= 2 points
undecided	= 1 point
disagree	= 0 point
strongly disagree	= 0 point

2. Chances of moving up in the United States are much better compared with chances in one's home country?

<u>choices</u>	<u>score</u>
strongly agree	= 2 points
agree	= 2 points
undecided	= 1 point
disagree	= 0 point
strongly disagree	= 0 point

The two item index developed above for the purpose of measuring the foreign students' attitudes toward work in the United States has a possible maximum score of 4 points and a possible minimum of zero (Appendix B, Table 9).

The operational measures for both adjustment to the host society and attitudes toward work in the United States have been developed. These will be incorporated into the empirical hypotheses. The sub-general hypothesis, the sub-hypotheses and the empirical hypotheses are listed below:

S.G.H. 3: There will be a relationship between attitudes and adjustment.

E.H. 3: There will be a relationship between attitudes score and the adjustment score.

S.H. 3:¹ There will be a positive relationship between favorable attitudes and adjustment among foreign students (Indians and Europeans combined).

E.H. 3:¹ There will be a positive relationship between favorable attitudes score and the adjustment score among foreign students (Indians and Europeans combined).

S.H. 3:¹⁻¹ There will be a positive relationship between favorable attitudes toward work and adjustment among foreign students (Indians and Europeans combined).

E.H. 3:¹⁻¹ There will be a positive relationship between favorable attitudes toward work score and the adjustment score among foreign students (Indians and Europeans combined).

S.H. 3:¹⁻² There will be a positive relationship between favorable attitudes toward work and adjustment among Indian students.

E.H. 3:¹⁻² There will be a positive relationship between favorable attitudes toward work score and the adjustment score among Indian students.

S.H. 3:¹⁻³ There will be a positive relationship between favorable attitudes toward work and adjustment among European students.

E.H. 3:¹⁻³ There will be a positive relationship between favorable attitudes toward work score and the adjustment score among European students.

S.H. 3:¹⁻⁴ European students will have more favorable attitudes toward work than Indian students.

E.H. 3:¹⁻⁴ European students will have a higher mean score of attitudes toward work than Indian students.

The foreign students' attitudes toward education in the United States measure

Five questions have been used to determine the foreign students' attitudes toward education in the United States as follows:

① The instructor should adjust his teaching technique to that which is most familiar to the foreign student.

<u>choices</u>	<u>score</u>
strongly agree	= 0 point [✓]
agree	= 0 point
undecided	= 1 point
disagree	= 2 points
strongly disagree	= 2 points [✓]

② The instructor should make attempts to assist the foreign student over difficult spots even when this means slowing up the progress of the rest of the class.

<u>choices</u>	<u>score</u>
strongly agree	= 0 point
agree	= 0 point
undecided	= 1 point
disagree	= 2 points
strongly disagree	= 2 points

3. The instructor is not justified in giving a failing grade to a foreign student who has tried very hard pass the course.

<u>choices</u>	<u>score</u>
strongly agree	= 0 point ✓
agree	= 0 point
undecided	= 1 point
disagree	= 2 points
strongly disagree	= 2 points ✗

4. Since the foreign student is not in serious competition with local citizens for jobs, no real damage is done if less is required of him academically than of local students.

<u>choices</u>	<u>score</u>
strongly agree	= 0 point
agree	= 0 point
undecided	= 1 point
disagree	= 2 points
strongly disagree	= 2 points

5. It is a highly rewarding experience to study in the United States.

<u>choices</u>	<u>score</u>
strongly agree	= 2 points †
agree	= 2 points
undecided	= 1 point
disagree	= 0 point
strongly disagree	= 0 poing ✗

The five item index developed above for the purpose of measuring the foreign students' attitudes toward education in the United States has a possible maximum score of 10 points and a possible minimum score of zero (Appendix B, Table 10).

The operational measures for both adjustment to the host society and attitudes toward education in the United States

have been constructed. These will be incorporated into the empirical hypotheses. The sub-hypotheses as well as the empirical hypotheses are listed as follows:

S.H. 3:²⁻¹ There will be a positive relationship between favorable attitudes toward education and adjustment among foreign students (Indians and Europeans combined).

E. H. 3:²⁻¹ There will be a positive relationship between favorable attitudes toward education score and the adjustment score among foreign students (Indians and Europeans combined).

S.H. 3:²⁻² There will be a positive relationship between favorable attitudes toward education and adjustment among Indian students.

E.H. 3:²⁻² There will be a positive relationship between favorable attitudes toward education score and the adjustment score among Indian students.

S.H. 3:²⁻³ There will be a positive relationship between favorable attitudes toward education and adjustment among European students.

E.H. 3:²⁻³ There will be a positive relationship between favorable attitudes toward education score and the adjustment score among European students.

S.H. 3:²⁻⁴ European students will have more favorable attitudes toward education than Indian students.

E.H. 3:²⁻⁴ European students will have a higher mean score of attitudes toward education than Indian students.

The foreign students' attitudes toward
Americans measure

Three different questions have been utilized to determine the foreign students' attitudes toward Americans as follows:

1. American professors always treat foreign students gently.

<u>choices</u>	<u>score</u>
strongly agree	= 2 points
agree	= 2 points
undecided	= 1 point
disagree	= 0 point
strongly disagree	= 0 point

2. It is easy to make good friends among Americans.

<u>choices</u>	<u>score</u>
strongly agree	= 2 points
agree	= 2 points
undecided	= 1 point
disagree	= 0 point
strongly disagree	= 0 point

3. Americans like foreign students.

<u>choices</u>	<u>score</u>
strongly agree	= 2 points
agree	= 2 points
undecided	= 1 point
disagree	= 0 point
strongly disagree	= 0 point

The 3 item index developed above for the purpose of measuring the foreign students' attitudes toward Americans has a possible maximum score of 6 points and a possible minimum score of zero (Appendix B, Table 11).

The operational measures for both adjustment to the host society and attitudes toward Americans have been developed. These will be incorporated into the empirical hypotheses. The sub-hypotheses and the empirical hypotheses are listed as follows:

S.H. 3:³⁻¹ There will be a positive relationship between favorable attitudes toward Americans and adjustment among foreign students (Indians and Europeans combined).

E.H. 3:³⁻¹ There will be a positive relationship between favorable attitudes of Americans score and the adjustment score among foreign students (Indians and Europeans combined).

S.H. 3:³⁻² There will be a positive relationship between favorable attitudes toward Americans and adjustment among Indian students.

E.H. 3:³⁻² There will be a positive relationship between favorable attitudes of Americans score and the adjustment score among Indian students.

S.H. 3:³⁻³ There will be a positive relationship between favorable attitudes of Americans and adjustment among European students.

E.H. 3:³⁻³ There will be a positive relationship between favorable attitudes of Americans score and the adjustment score among European students.

S.H. 3:³⁻⁴ European students will have more favorable attitudes toward Americans than Indian students.

E.H. 3:³⁻⁴ European students will have a higher mean score of attitudes toward Americans than Indian students.

The foreign student's attitudes toward
American social life measure

Six questions have been used in order to determine the foreign student's attitudes toward American social life as follows:

1. The United States is the best place to live.

<u>choices</u>	<u>score</u>
strongly agree	= 2 points
agree	= 2 points
undecided	= 1 point
disagree	= 0 point
strongly disagree	= 0 point

2. America is just like the home of a large family.

<u>choices</u>	<u>score</u>
strongly agree	= 2 points
agree	= 2 points
undecided	= 1 point
disagree	= 0 point
strongly disagree	= 0 point

3. Most foreign students if they had the choice to stay or return home, would prefer to stay in the United States.

<u>choices</u>	<u>score</u>
strongly agree	= 2 points
agree	= 2 points
undecided	= 1 point
disagree	= 0 point
strongly disagree	= 0 point

4. Foreign students would like the American way of life to be introduced in their own countries.

<u>choices</u>	<u>score</u>
strongly agree	= 2 points
agree	= 2 points
undecided	= 1 point
disagree	= 0 point
strongly disagree	= 0 point

5. Foreign students have no obligation toward the United States during their period of stay here.

<u>choices</u>	<u>score</u>
strongly agree	= 0 point
agree	= 0 point
undecided	= 1 point
disagree	= 2 points
strongly disagree	= 2 points

6. Foreign students would gladly accept the plans and programs America has for them.

<u>choices</u>	<u>score</u>
strongly agree	= 2 points
agree	= 2 points
undecided	= 1 point
disagree	= 0 point
strongly disagree	= 0 point

The six item index developed above for the purpose of measuring the foreign students' attitudes toward American social life has a possible maximum score of 12 points and a possible minimum score of zero (Appendix B, Table 12).

The operational measure for both adjustment to the host society and attitudes toward social life in America have been developed. These will be incorporated into the empirical hypotheses. The sub-hypotheses as well as the empirical hypotheses are listed below:

S.H. 3:⁴⁻¹ There will be a positive relationship between favorable attitudes toward American social life and adjustment among foreign students (Indians and Europeans combined).

E.H. 3:⁴⁻¹ There will be a positive relationship between favorable attitudes toward American social life score and the adjustment score among foreign students (Indians and Europeans combined).

S.H. 3:⁴⁻² There will be a positive relationship between favorable attitudes toward American social life and adjustment among Indian students.

E.H. 3:⁴⁻² There will be a positive relationship between favorable attitudes toward American social life score and the adjustment score among Indian students.

S.H. 3:⁴⁻³ There will be a positive relationship between favorable attitudes toward American social life and adjustment among European students.

E.H. 3:⁴⁻³ There will be a positive relationship between favorable attitudes toward American social life score and the adjustment score among European students.

S.H. 3:⁴⁻⁴ European students will have more favorable attitudes toward American social life than Indian students.

E.H. 3:⁴⁻⁴ European students will have a higher mean score of attitudes toward American social life than Indian students.

Statistical Analysis

In the previous sections of this chapter "Methods and Measurements", the sample characteristics as well as the operational measures have been discussed. In this section the statistical techniques that have been utilized to test

the generated hypotheses will be presented. In order to achieve this latter objective, it is necessary to select a statistical test that reveals the degree of association between the ability of an individual to adjust himself to the American environment and the factors of perceptions and attitudes. In order to test the previously stated hypotheses, a simple correlation analysis is applied in this study to determine the degree of association or relationship. The statistical hypothesis of no relationship is denoted by $H_0: \rho=0$ with the alternative hypothesis $H_a: \rho>0$ where ρ is the population correlation coefficient. The sample correlation coefficient, r , may take any value between -1 and 1, the higher the value of r (close to -1 or 1) the stronger the relationship. The population characteristic from which the individuals are sampled is assumed to be normally distributed.

A t-test for differences between two groups is used to test the nine hypotheses listed below (Figure 3, Column 4).

1. European students will have more favorable adjustment to the host society than Indian students.
2. European students will have more favorable perception of work than Indian students.
3. European students will have more favorable perception of education than Indian students.

4. European students will have more favorable perception of Americans than Indian students.
5. European students will have more favorable perception of American social life than Indian students.
6. European students will have more favorable attitudes toward work than Indian students.
7. European students will have more favorable attitudes toward education than Indian students.
8. European students will have more favorable attitudes toward Americans than Indian students.
9. European students will have more favorable attitudes toward American social life than Indian students.

In the ensuing discussion the general, the sub-general, the empirical and the statistical hypotheses are linked together in the following manner: μ_1 and μ_2 are two population mean scores of the European and Indian students, respectively, the statistical hypothesis (H_0) then states that $\mu_1 = \mu_2$. In this case, the empirical hypothesis is an alternative hypothesis (H_a) which states that $\mu_1 > \mu_2$. Thus, any evidence against (H_0) is evidence for H_a . On the other hand, since the empirical hypothesis ($H_a: \mu_1 > \mu_2$) is a subset of the sub-general hypothesis ($H: \mu_1 \neq \mu_2$), accepting (H_a) would imply accepting the sub-general hypothesis.

The above relationships apply to the nine hypotheses previously stated.

FINDINGS

In the two previous chapters, the general hypotheses as well as the sub-hypotheses have been developed. Measures have also been constructed for the operationalization of concepts. And, finally the measures were related to one another to form empirical hypotheses which will be tested for statistical significance. In this chapter, the results of the analysis of data as well as the statistical tests of each of the null-hypotheses will be presented. For purposes of clarity the general hypothesis, the sub-general hypotheses, the sub-hypotheses, the empirical hypotheses, and the statistical hypotheses will be presented.

It is assumed that if a relationship can be established between the operational measures of an individual's ability to adjust himself and the operational measures of perceptions and attitudes, then this is evidence that a relationship exists between the specific factors (perceptions and attitudes) and the dependent variable, the individual's ability to adjust himself. Evidence for the hypothesized relationship between the specific factors of perceptions and attitudes and the dependent variable adjustment would support the general as well as the specific hypotheses under investigation.

Statements and Tests of
Hypotheses

G.H.: There will be a relationship between selected perceptual and attitudinal variables and adjustment.

S.G.H. 1: European students will have more favorable adjustment to the host society than Indian students.

E.H. 1: European students will have a higher mean score of adjustment than Indian students. The statistical hypothesis is: There will be no significant difference between Indian students and European students with regard to adjustment.

The calculated t-value for the difference in adjustment between the means of the two groups, Indian and European students is 9.678 (Appendix C, Table 13), which is significant at .01 level of confidence. The null hypothesis of no difference is rejected in favor of the evidence for the alternative empirical hypothesis. Therefore, European students have more favorable adjustment to the host society than Indian students.

S.G.H. 2: There will be a relationship between perception and adjustment.

E.H. 2: There will be a relationship between the perception score and the adjustment score.

S.H. 2:¹ There will be a positive relationship between favorable perception and adjustment among foreign students (Indians and Europeans combined).

E.H. 2:¹ There will be a positive relationship between favorable perception score and the adjustment score among foreign students (Indians and Europeans combined). The statistical hypothesis is: There will be no significant relationship between favorable perception score and the adjustment score among foreign students (Indians and Europeans combined). The computed correlation coefficient is .317 (Appendix C, Table 14), which is significant at .05 level of probability. The null hypothesis is refuted. These data support the original proposition. There is a significant relationship between favorable perception and adjustment among foreign students (Indians and Europeans combined).

S.H. 2:¹⁻¹ There will be a positive relationship between favorable perception of work and adjustment among foreign students (Indians and Europeans combined).

E.H. 2:¹⁻¹ There will be a positive relationship between favorable perception of work score and the adjustment score among foreign students (Indians and Europeans combined). The statistical hypothesis is: There will be no significant relationship between favorable perception of work score and the adjustment score among foreign students (Indians and Europeans combined). The computed correlation coefficient is .201 (Appendix C, Table 15), which is not significant. The null hypothesis is not refuted. These data do not support the original proposition. There is not a significant positive relationship between favorable perception of work and adjustment among foreign students (Indians and Europeans combined).

S.H. 2:¹⁻² There will be a positive relationship between favorable perception of work and adjustment among Indian students.

E.H. 2:¹⁻² There will be a positive relationship between favorable perception of work score and the adjustment score among Indian students. The statistical hypothesis is: There will be no significant relationship between favorable perception of work score and the adjustment score among Indian students. The computed correlation coefficient is .008 (Appendix C, Table 15), which is not signifi-

cant. The null hypothesis is not refuted. These data do not support the original proposition. There is not a significant positive relationship between favorable perception of work and adjustment among Indian students.

S.H. 2:¹⁻³ There will be a positive relationship between favorable perception of work and adjustment among European students.

E.H. 2:¹⁻³ There will be a positive relationship between favorable perception of work score and the adjustment score among European students. The statistical hypothesis is: There will be no significant relationship between favorable perception of work score and the adjustment score among European students. The computed correlation coefficient is .206 (Appendix C, Table 15), which is not significant. The null hypothesis is not refuted. These data do not support the original proposition. There is not a significant positive relationship between favorable perception of work and adjustment among European students.

S.H. 2:¹⁻⁴ European students will have more favorable perception of work than Indian students.

E.H. 2:¹⁻⁴ European students will have a higher mean score of perception of work than Indian students. The statistical hypothesis is: There will be no significant difference between Indian students and European students with regard to perception of work. The calculated t-value for the difference in perception of work between the two groups, Indian and European students, is 2.793 (Appendix C, Table 13), which is significant at .05 level of confidence. The null hypothesis of no difference is rejected in favor of the evidence for the alternative empirical hypothesis. Therefore, European students have more favorable perception of work than Indian students.

S.H. 2:²⁻¹ There will be a positive relationship between favorable perception of education and adjustment among foreign students (Indians and Europeans combined).

E.H. 2:²⁻¹ There will be a positive relationship between favorable perception of education score and the adjustment score among foreign students (Indians and Europeans combined). The computed correlation coefficient is .415 (Appendix C, Table 15), which is significant at .01 level of confidence. The null hypothesis is refuted. These data support the original proposition. There is a significant positive relationship between favorable perception of

education and adjustment among foreign students (Indians and Europeans combined).

S.H. 2:²⁻² There will be a positive relationship between favorable perception of education and adjustment among Indian students.

E.H. 2:²⁻² There will be a positive relationship between favorable perception of education score and the adjustment score among Indian students. The statistical hypothesis is: There will be no significant relationship between favorable perception of education score and the adjustment score among Indian students. The computed correlation coefficient is $-.042$ (Appendix C, Table 15), which is not significant. The null hypothesis is not refuted. These data do not support the original proposition. There is not a significant positive relationship between favorable perception of education and adjustment among Indian students.

S.H. 2:²⁻³ There will be a positive relationship between favorable perception of education and adjustment among European students.

E.H. 2:²⁻³ There will be a positive relationship between favorable perception of education score and the adjustment score among European students. The statistical hypothesis is: There is no significant relationship between favorable perception of education score and the adjustment score among European

students. The computed correlation coefficient is .230 (Appendix C, Table 15), which is not significant. The null hypothesis is not refuted. These data do not support the original proposition. There is not a significant positive relationship between favorable perception of education and adjustment among European students.

S.H. 2:²⁻⁴ European students will have more favorable perception of education than Indian students.

E.H. 2:²⁻⁴ European students will have a higher mean score of perception of education than Indian students. The statistical hypothesis is: There will be no significant difference between Indian students and European students with regard to perception of education.

The calculated t-value for the difference in perception of education between the two groups, Indian and European students, is 2.547 (Appendix C, Table 13), which is significant at .05 level of confidence. The null hypothesis of no difference is rejected in favor of the evidence for the alternative empirical hypothesis. Therefore, European students have more favorable perception of education than Indian students.

S.H. 2:³⁻¹ There will be a positive relationship between favorable perception of Americans and adjustment among foreign students (Indians and Europeans combined).

E.H. 2:³⁻¹ There will be a positive relationship between favorable perception of Americans score and the adjustment score among foreign students (Indians and Europeans combined). The statistical hypothesis is: There will be no significant relationship between favorable perception of Americans score and the adjustment score among foreign students (Indians and Europeans combined). The computed correlation coefficient is .285 (Appendix C, Table 15), which is significant at .05 level of probability. The null hypothesis is refuted. These data support the original proposition. There is a significant positive relationship between favorable perception of Americans and adjustment among foreign students (Indians and Europeans combined).

S.H. 2:³⁻² There will be a positive relationship between favorable perception of Americans and adjustment among Indian students.

E.H. 2:³⁻² There will be a positive relationship between favorable perception of Americans score and the adjustment score among Indian students. The statistical hypothesis is: There will be no significant relationship between favorable perception of Americans score and the adjustment score among Indian students. The computed correlation coefficient is .086 (Appendix C, Table 15), which is not significant. The null hypothesis is not refuted. These data do not support the original

proposition. There is not a significant positive relationship between favorable perception of Americans and adjustment among Indian students.

S.H. 2:³⁻³ There will be a positive relationship between favorable perception of Americans and adjustment among European students.

E.H. 2:³⁻³ There will be a positive relationship between favorable perception of Americans score and the adjustment score among European students. The statistical hypothesis is: There will be no significant relationship between favorable perception of Americans score and the adjustment score among European students. The computed correlation coefficient is .130 (Appendix C, Table 15), which is not significant. The null hypothesis is not refuted. These data do not support the original proposition. There is not a significant positive relationship between favorable perception of Americans and adjustment among European students.

S.H. 2:³⁻⁴ European students will have more favorable perception of Americans than Indian students.

E.H. 2:³⁻⁴ European students will have a higher mean score of perception of Americans than Indian students. The statistical hypothesis is: There will be no significant difference between Indian students and European students with

regard to perception of Americans.

The calculated t-value for the difference in perception of Americans between the two groups, Indian and European students, is 3.636 (Appendix C, Table 13), which is significant at .05 level of confidence. The null hypothesis of no difference is rejected in favor of the evidence for the alternative empirical hypothesis. Therefore, European students have more favorable perception of Americans than Indian students.

S.H. 2:⁴⁻¹ There will be a positive relationship between favorable perception of American social life and adjustment among foreign students (Indians and Europeans combined).

E.H. 2:⁴⁻¹ There will be a positive relationship between favorable perception of American social life score and the adjustment score among foreign students (Indians and Europeans combined). The statistical hypothesis is: There will be no significant relationship between favorable perception of American social life score and the adjustment score among foreign students (Indians and Europeans combined). The computed correlation coefficient is .342 (Appendix C, Table 15), which is significant at .01 level of confidence. The null hypothesis is refuted. These data support the original proposition. There is a significant positive relationship between favorable perception of American social life and

adjustment among foreign students (Indians and Europeans combined).

S.H. 2:⁴⁻² There will be a positive relationship between favorable perception of American social life and adjustment among Indian students.

E.H. 2:⁴⁻² There will be a positive relationship between favorable perception of American social life score and the adjustment score among Indian students. The statistical hypothesis is: There will be no significant relationship between favorable perception of American social life score and the adjustment score among Indian students. The computed correlation coefficient is $-.039$ (Appendix C, Table 15), which is not significant. The null hypothesis is not refuted. These data do not support the original proposition. There is not a significant positive relationship between favorable perception of American social life among Indian students.

S.H. 2:⁴⁻³ There will be a positive relationship between favorable perception of American social life and adjustment among European students.

E.H. 2:⁴⁻³ There will be a positive relationship between favorable perception of American social life score and the adjustment score among European students. The statistical hypothesis is: There is no significant relationship between

favorable perception of American social life score and the adjustment score among European students. The computed correlation coefficient is .470 (Appendix C, Table 15), which is significant at .01 level of probability. The null hypothesis is refuted. These data support the original proposition. There is a significant positive relationship between favorable perception of American social life and adjustment among European students.

S.H. 2:⁴⁻⁴ European students will have more favorable perception of American social life than Indian students.

E.H. 2:⁴⁻⁴ European students will have a higher mean score of perception of American social life than Indian students. The statistical hypothesis is: There will be no significant difference between Indian students and European students with regard to perception of American social life.

The calculated t-value for the difference in perception of American social life between the two groups, Indian and European students, is 2.986 (Appendix C, Table 16), which is significant at .05 level of confidence. The null hypothesis of no difference is rejected in favor of the evidence for the alternative empirical hypothesis. Therefore, European students have more favorable perception of American social life than Indian students.

S.G.H. 3: There will be a relationship between attitudes and adjustment.

E.H. 3: There will be a relationship between attitudes score and the adjustment score.

S.H. 3:¹ There will be a positive relationship between favorable attitudes and adjustment among foreign students (Indians and Europeans combined).

E. H. 3:¹ There will be a positive relationship between favorable attitudes score and the adjustment score among foreign students (Indians and Europeans combined). The statistical hypothesis is: There will be no significant relationship between favorable attitudes score and the adjustment score among foreign students (Indians and Europeans combined). The computed correlation coefficient is .194 (Appendix C, Table 14), which is not significant. The null hypothesis is not refuted. These data do not support the original proposition. There is not a significant positive relationship between favorable attitudes and adjustment among foreign students (Indians and Europeans combined).

S.H. 3:¹⁻¹ There will be a positive relationship between favorable attitudes toward work and adjustment among foreign students (Indians and Europeans combined).

E.H. 3:¹⁻¹ There will be a positive relationship between favorable attitudes toward work score and the adjustment score among foreign students (Indians and Europeans combined).

The statistical hypothesis is: There will be no significant relationship between favorable attitudes toward work score and the adjustment score among foreign students (Indians and Europeans combined). The computed correlation coefficient is .203 (Appendix C, Table 16), which is not significant. The null hypothesis is not refuted. These data do not support the original proposition. There is not a significant positive relationship between favorable attitudes toward work and adjustment among foreign students (Indians and Europeans combined).

S.H. 3:¹⁻² There will be a positive relationship between favorable attitudes toward work and adjustment among Indian students.

E.H. 3:¹⁻² There will be a positive relationship between favorable attitudes toward work score and the adjustment score among Indian students. The statistical hypothesis is: There will be no significant relationship between favorable attitudes toward work score and the adjustment score among Indian students. The computed correlation coefficient is $-.170$ (Appendix C, Table 16), which is not significant. The null hypothesis is not refuted. These data do not support the original proposition. There is not a significant positive relationship between favorable attitudes toward work and adjustment among Indian students.

S.H. 3:¹⁻³ There will be a positive relationship between favorable attitudes toward work and adjustment among European

students.

E.H. 3:¹⁻³ There will be a positive relationship between favorable attitudes toward work score and the adjustment score among European students. The statistical hypothesis is: There will be no significant relationship between favorable attitudes toward work score and the adjustment score among European students. The computed correlation coefficient is .204 (Appendix C, Table 16), which is not significant. The null hypothesis is not refuted. These data do not support the original proposition. There is not a significant positive relationship between favorable attitudes toward work and adjustment among European students.

S.H. 3:¹⁻⁴ European students will have more favorable attitudes toward work than Indian students.

E.H. 3:¹⁻⁴ European students will have a higher mean score of attitudes toward work than Indian students. The statistical hypothesis is: There will be no significant difference between Indian students and European students with regard to attitudes toward work.

The calculated t-value for the difference in attitudes toward work between the two groups, Indian and European students, is 2.562 (Appendix C, Table 13), which is significant at .05 level of confidence. The null hypothesis of no difference is rejected in favor of the evidence for the alternative empirical hypothesis. Therefore, European students have more favorable

attitudes toward work than Indian students.

S.H. 3:²⁻¹ There will be a positive relationship between favorable attitudes toward education and adjustment among foreign students (Indians and Europeans combined).

E.H. 3:²⁻¹ There will be a positive relationship between favorable attitudes toward education score and the adjustment score among foreign students (Indians and Europeans combined). The statistical hypothesis is: There will be no significant relationship between favorable attitudes toward education score and the adjustment score among foreign students (Indians and Europeans combined). The computed correlation coefficient is .303 (Appendix C, Table 16), which is significant at .05 level of confidence. The null hypothesis is refuted. These data support the original proposition. There is a significant positive relationship between favorable attitudes toward education and adjustment among foreign students (Indians and Europeans combined).

S.H. 3:²⁻² There will be a positive relationship between favorable attitudes toward education and adjustment among Indian students.

E.H. 3:²⁻² There will be a positive relationship between favorable attitudes toward education score and the adjustment score among Indian students. The statistical hypothesis is: There will be no significant relationship between favorable attitudes toward education score and the adjustment score

among Indian students. The computed correlation coefficient is .180 (Appendix C, Table 16), which is not significant. The null hypothesis is not refuted. These data do not support the original proposition. There is not a significant positive relationship between favorable attitudes toward education and adjustment among Indian students.

S.H. 3:²⁻³ There will be a positive relationship between favorable attitudes toward education and adjustment among European students.

E.H. 3:²⁻³ There will be a positive relationship between favorable attitudes toward education score and the adjustment score among European students. The statistical hypothesis is: There will be no significant relationship between favorable attitudes toward education score and the adjustment score among European students. The computed correlation coefficient is $-.024$ (Appendix C, Table 16), which is not significant. The null hypothesis is not refuted. These data do not support the original proposition. There is not a significant positive relationship between favorable attitudes toward education and adjustment among European students.

S.H. 3:²⁻⁴ European students will have more favorable attitudes toward education than Indian students.

E.H. 3:²⁻⁴ European students will have a higher mean score of attitudes toward education than Indian students. The statistical hypothesis is: There will be no significant

difference between Indian students and European students with regard to attitudes toward education.

The calculated t-value for the difference in attitudes toward education between the two groups, Indian and European students, is .334 (Appendix C, Table 13), which is not significant. The null hypothesis is not refuted. Therefore, European students are not more favorable in their attitudes than Indian students.

S.H. 3:³⁻¹ There will be a positive relationship between favorable attitudes toward Americans and adjustment among foreign students (Indians and Europeans combined).

E.H. 3:³⁻¹ There will be a positive relationship between favorable attitudes toward Americans score and the adjustment score among foreign students (Indians and Europeans combined). The statistical hypothesis is: There will be no significant relationship between favorable attitudes toward Americans score and the adjustment score among foreign students (Indians and Europeans combined). The computed correlation coefficient is .165 (Appendix C, Table 16), which is not significant. The null hypothesis is not refuted. These data do not support the original proposition. There is not a significant positive relationship between favorable attitudes toward Americans and adjustment among foreign students (Indians and Europeans combined).

S.H. 3:³⁻² There will be a positive relationship between favorable attitudes toward Americans and adjustment among Indian students.

E.H. 3:³⁻² There will be a positive relationship between favorable attitudes toward Americans score and the adjustment score among Indian students. The statistical hypothesis is: There will be no significant relationship between favorable attitudes toward Americans score and the adjustment score among Indian students. The computed correlation coefficient is .318 (Appendix C, Table 16), which is not significant. The null hypothesis is not refuted. These data do not support the original proposition. There is no significant positive relationship between favorable attitudes toward Americans and adjustment among Indian students.

S.H. 3:³⁻³ There will be a positive relationship between favorable attitudes toward Americans and adjustment among European students.

E.H. 3:³⁻³ There will be a positive relationship between favorable attitudes toward Americans score and the adjustment score among European students. The statistical hypothesis is: There will be no significant relationship between favorable attitudes toward Americans score and the adjustment score among European students. The computed correlation coefficient is .331 (Appendix C, Table 16), which is not

significant. The null hypothesis is not refuted. These data do not support the original proposition. There is not a significant positive relationship between favorable attitudes toward Americans and adjustment among European students.

S.H. 3:³⁻⁴ European students will have more favorable attitudes toward Americans than Indian students.

E.H. 3:³⁻⁴ European students will have a higher mean score of attitudes toward Americans than Indian students. The statistical hypothesis is: There will be no significant difference between Indian students and European students with regard to attitudes toward Americans.

The calculated t-value for the difference in attitudes toward Americans between the two groups, Indian and European students, is 3.671 (Appendix C, Table 13), which is significant at .05 level of confidence. The null hypothesis of no difference is rejected in favor of the evidence for the alternative empirical hypothesis. Therefore, European students have more favorable attitudes toward Americans than Indian students.

S.H. 3:⁴⁻¹ There will be a positive relationship between favorable attitudes toward American social life and adjustment among foreign students (Indians and Europeans combined).

E.H. 3:⁴⁻¹ There will be a positive relationship between favorable attitudes toward American social life score and the adjustment score among foreign students (Indians and Europeans combined). The statistical hypothesis is: There will be no significant relationship between favorable attitudes toward American social life score and the adjustment score among foreign students (Indians and Europeans combined). The computed correlation coefficient is .129 (Appendix C, Table 16), which is not significant. The null hypothesis is not refuted. These data do not support the original proposition. There is not a significant positive relationship between favorable attitudes toward American social life and adjustment among foreign students (Indians and Europeans combined).

S.H. 3:⁴⁻² There will be a positive relationship between favorable attitudes toward American social life and adjustment among Indian students.

E.H. 3:⁴⁻² There will be a positive relationship between favorable attitudes toward American social life score and the adjustment score among Indian students. The statistical hypothesis is: There will be no significant relationship between favorable attitudes toward American social life score and the adjustment score among Indian students. The computed correlation coefficient is .109 (Appendix C, Table 16), which

is not significant. The null hypothesis is not refuted. These data do not support the original proposition. There is not a significant positive relationship between favorable attitudes toward American social life and adjustment among Indian students.

S.H. 3:⁴⁻³ There will be a positive relationship between favorable attitudes toward American social life and adjustment among European students.

E.H. 3:⁴⁻³ There will be a positive relationship between favorable attitudes toward American social life score and the adjustment score among European students. The statistical hypothesis is: There will be no significant relationship between favorable attitudes toward American social life score and the adjustment score among European students. The computed correlation coefficient is .334 (Appendix C, Table 16), which is not significant. The null hypothesis is not refuted. These data do not support the original proposition. There is not a significant positive relationship between favorable attitudes toward American social life and adjustment among European students.

S.H. 3:⁴⁻⁴ European students will have more favorable attitudes toward American social life than Indian students.

E.H. 3:⁴⁻⁴ European students will have a higher mean score of attitudes toward American social life than Indian students. The statistical hypothesis is: There will be no significant difference between Indian students and European students with regard to attitudes toward American social life.

The calculated t-value for the difference in attitudes toward American social life between the two groups, Indian and European students, is 3.036 (Appendix C, Table 13), which is significant at .05 level of confidence. The null hypothesis of no difference is rejected in favor of the evidence for the alternative empirical hypothesis. Therefore, European students have more favorable attitudes toward American social life than Indian students.

A summary of the data discussed above is presented in Tables 13-16, Appendix C.

DISCUSSION AND CONCLUSIONS

In the preceding chapter statistical techniques have been applied to test the null hypotheses, and the results of the findings have been presented. In this chapter the results will be discussed, interpreted, and relevant conclusions as well as suggestions for future research will be presented.

Objective I

The first objective of this investigation was to examine and compare the degree of adjustment to the host society between Indian and European students. In discussing the first objective, the concept of adjustment was defined as the response in behavioral patterns toward some selected aspects of the host society. The measure of this variable showed significant difference between the two groups. The calculated t-value for the difference in adjustment between the means of the two groups, Indian and European students was found to be significant at .01 level of confidence. As it was expected, the empirical hypothesis used to test the difference in adjustment between the two groups was statistically supported. On the basis of the data presented in Table 13, Appendix C, it is concluded that European students are more adjusted to the host society than Indian students. This conclusion is in agreement with the findings of Morris (30), Selltiz et al. (46), Sewell and Davidsen (47), and Cora

Du Bois (10). Morris (30), for example concluded that European students were more easily adjusted to the host society than non-European students. Morris found the degree of association with Americans to be directly related to adjustment. He further pointed out that European students were found to have more close American friends than non-European students. Selltiz et al. (46) indicated that European students were more apt to adjust to the host society, and more likely to be found in high interaction situations than non-European students. They felt that this might be due to the fact that European students due to their travelling outside their home countries have become more proficient in interacting with non-compatriots. R. Goldsen as cited by Selltiz et al. (46), found that students scoring high on friendship with Americans have adjusted better and tended to score higher on approval of various aspects of the United States.

In examining the data of the present study, the findings show that an association does in fact exist between friendship with Americans and favorable adjustment. The results of this study indicated that, while European students have associated with Americans and attempted to minimize their association with compatriots, Indian students have tended to associate with compatriots, and tried to minimize their association with Americans. Out of the 30 Indian

students, only 4 Indians reported as associating with American friends, while 24 European students out of 30 reported as associating with American friends. When asking the student "what nationality are most of your friends?", 27 Indians reported Indian students, while 24 Europeans reported Americans. On asking the student, "if you have the choice to marry, would you marry an American?", only one Indian out of 30 Indian students reported "yes", while 28 Europeans have favorable responses toward this statement. Only 5 Indian students have travelled outside the state of Iowa, while 23 Europeans reported have travelled outside the state of Iowa. In general, European students have scored higher than Indians on most of the adjustment indices (see Table 1, Appendix B). This might be attributed to cultural similarity factors.

Reference group theory suggests that foreign students who associate with compatriots and limit their association with Americans will tend to adjust less to the host society than those who associate with Americans and try to minimize their association with compatriots.

As indicated earlier, the findings of the present study coincides with this argument. This notion is also supported by Selltiz et al. (46), in which they stated that intensive association with student's from one's home country tends to impede adjustment to the host society (p. 262).

In the context of the first objective, the findings of this study seem to support statistically the expected relationship. Moreover, in view of the above discussion, such findings seem to be consistent with reference group theory and the existing body of knowledge.

Objective II

In discussing the second objective of this study, that is to investigate the differences in perceptual and attitudinal variables between Indian and European students, the concepts of perceptions and attitudes will be discussed separately for purposes of clarity.

Perception has been defined in this study as the means by which people (students) form impressions of and, hopefully, understand one another (53). Four measures for this variable have been derived. These were the foreign student's perception, of work, of education in the United States, of Americans, and of American social life. The aggregated measure showed significant differences in perception between the two groups. The calculated t-value for the difference in perception between the means of the two groups in the four dimensions was found to be significant at the .05 level of confidence. Therefore, the empirical hypotheses utilized to test the differences in perception in the four dimensions cited earlier were given statistical support. On the basis of the

data presented in Table 13, Appendix C, it is concluded that a difference in perception of several aspects of the United States exists between Indian and European students, and that European students are more favorable in their perception of the United States than the Indian students.

The findings of this study concur with the findings of Morris (30), Becker (3), and Sewell and Davidsen (47). Morris (30) indicated that European students were more favorable in their perception of the United States than non-European students. Morris pointed out that the depth of contact with Americans was directly related to differences in perception. He further indicated that students who saw large differences between their own countries and the United States made fewer American friends. Becker (3), stated that Indian students, contrary to the Europeans, were less favorable in their perception of the United States.

Differences in attitudes between the two groups is the other dimension of the second objective. An attitude has been defined in this study as a mental and neural state of readiness, organized through experience, exerting a direction or dynamic influence upon the individual's response to all objects and situations with which it is related (1). Four measures of attitudes have been developed. These were; the foreign student's attitudes toward work, and education, in the United States, toward Americans, and toward American

social life. The aggregated measure showed significant differences in attitudes between the two groups. The calculated t-value for the difference in attitudes between the means of the two groups, in the dimensions of work, Americans, and American social life was found to be significant at the .05 level of confidence. Therefore, the empirical hypotheses used to test the differences in attitudes in the three dimensions cited earlier were statistically supported. On the basis of the data presented in Table 13, Appendix C, it is concluded that a difference in attitudes toward the United States in the areas of work, Americans, and American social life exists between the two groups, and that European students have more favorable attitudes toward these aspects than the Indian students.

The findings of this study coincide with the findings of Morris (30), Lambert and Bressler (23), Sewell and Davidson (47), and Selltiz et al. (46). Morris (30) pointed out that students from underdeveloped countries have less favorable attitudes toward the United States than those from developed ones. He further pointed out that Indian students were less favorable in their attitudes toward the host country than most students from underdeveloped countries, and that Scandinavian students as one group representing the developed countries were more favorable in their attitudes toward America than most students from other developed

countries. It is of interest to note that in the present study 3 Scandinavian students out of 5 were more favorable in their attitudes toward the host society than the rest of the European students. Morris' findings fit in well with the results of the Lambert and Bressler (23) study of Indian students, and the Sewell and Davidsen (47) study of Scandinavian students. Selltiz et al. (46), indicated that European students have scored higher than non-Europeans not only on most of the attitude indices, but also on association with American friends.

In examining the data of the present study, the findings (Table 13, Appendix C), indicate that the differences between the two groups in three dimensions were significant except the one of education. With regard to the hypothesized difference in attitudes toward education between the two groups, two tentative explanations might be cited for the unexpected findings, the first being theoretical, and the second methodological. The theoretical argument might point out that since both groups are deeply involved in the American educational system, this exception may not be decisive. The fact that both groups see it rewarding to attend Iowa State University may indicate that some degree of commonality in attitudes toward education can be expected. On the methodological explanation an apparent inconsistency in the findings exists; namely, that attitudes toward education are significantly

related to adjustment (Table 16, Appendix C), and yet no significant difference in attitudes toward education between the two groups could be detected (Table 13, Appendix C). However, this apparent inconsistency can be explained methodologically. If attitudes toward education and adjustment are found to be significantly related for the aggregate of the two groups, while the individual group scores fall short of statistical significance, this is indicative of accumulative condition of this factor. In other words, attitudes toward education for both groups must be in the same direction. This explanation gains support from the data, where a clustering was found at one end of the value continuum.

In concluding the discussion on the second objective regarding differences in perception and attitudes between the two groups, it appears that the findings support the generated hypotheses that differences in perception and attitudes between the two groups of foreign students exist, and that European students have more favorable perception and attitudes toward the host society than the Indian students. Such findings seem to be consistent with the literature cited on the subject as well as the theoretical orientation of the study.

Objective III

In discussing the third objective, that is to determine the relationship between selected perceptual and attitudinal variables and adjustment among the aggregate (Indians and European students combined) as well as similar relationships within the individual groups (that is Indian and European groups separately). It was argued theoretically that perception and attitudes were related to adjustment. For purposes of clarity, each of these two concepts will be discussed separately in relation to adjustment.

Four dimensions of perception toward selected aspects of the United States were used on the empirical level to test the hypothesized relationship between perception and adjustment among foreign students (Indians and Europeans combined), as well as among Indian and European students as groups. As can be readily seen from the data in Table 15, Appendix C, three of the four dimensions of perception were found to be statistically related to adjustment for the aggregate of the two groups. These three dimensions were the student's perception of education in the United States; of Americans' and of social life in America. However, the data did not support the expectation that the student's perception of work in the United States was significantly related to adjustment. This might be due to the smallness of the sample size or to the trivial relationship between perception and adjustment in

the case of the Indian students, which might have depressed the correlation coefficient for the aggregate of the two groups.

Although three dimensions of perception of the United States were found to be statistically related to adjustment for the aggregate of the two groups, the individual group scores fell short of statistical significance, except for the European's perception of social life in America which was found to be significantly related to adjustment at .01 level of confidence. This latter relationship was expected since social life in Western Europe and Scandinavian countries is to some degree similar to that of the United States.

Turning now to discuss the unexpected relationship between perception and adjustment with regard to work, education, and Americans, an examination of the responses of the two groups revealed that European students have scored higher than Indian students on all of the perceptual items (see Table 2, Appendix B). For example, in response to the question "working in the United States gives you more freedom than working in your home country?", 21 Indian students out of 30 reported unfavorable responses to this statement, while 10 European students of 30 reported unfavorable responses to this statement. In asking the student "if one wants a good education, the best quality is found in the American universities", 3 European students

have reported unfavorable responses, while 15 Indian students reported unfavorable responses to this statement. However, the unexpected relationship between perception and adjustment in the three dimensions cited above might be due to the smallness of the sample size as in the case of perception of work, a clustering at one end of the value continuum as in the case of perception of education, or the fact that the relationship is in the same direction and is cumulative in both groups as in the case of perception of Americans.

With regard to the hypothesized relationship between attitudes and adjustment among the aggregate of the two groups, only attitudes toward education were found to be statistically supported. This relationship has been discussed earlier in this chapter when pointing out the differences in attitudes between the two groups (Objective II). On the basis of the data presented in Table 16, Appendix C, it is concluded that attitudes toward education in the United States are significantly related to adjustment.

In examining the relationship between attitudes and adjustment for each group separately, the four attitudinal dimensions were not statistically supported. However, the European student's attitudes toward Americans, and social life in America were found to be close to the significant level.¹ This might be due to the cultural similarity

¹Significant level is .361.

factors, such as European students may find in the United States a niche for themselves socially and academically, and thus tend to express more favorable attitudes to the host society, Indian students find the United States culturally different socially and academically and thus tend to express patterns of attitudes toward the United States less favorable than that of the European students.

Three reasons could be stated as possible explanations for lack of support by empirical measures of the hypothesized relationship between attitudes and adjustment. Firstly, the sample size was relatively small (30 Indians and 30 Europeans), secondly some deficiencies in the measuring instrument might be involved such as relatively few items in certain attitudinal dimensions, and thirdly was the limitation of the study to a narrow spectrum of the student population.

In view of the foregoing discussion, it is concluded that the foreign students' perception of the United States is related to their adjustment to the host society. Moreover, European students have expressed patterns of perception more favorable, and more closely related to their adjustment than the Indian students. This conclusion is in line with Becker's (3) findings, in which he found not only that favorable perception resulted in favorable adjustment, but also that European students were more favorable in their

perception of the United States than the Indian students.

With regard to attitudes, the findings of this study do not support the generated hypotheses (that attitudes are closely related to adjustment), either at the aggregate or the individual group level. These unexpected results might in part be due to the methodological considerations cited earlier or to the indirect nature of the relationship between attitudes and adjustment.

Finally, in assessing the extent to which the objectives of this study have been met, one might generally conclude that the first two objectives have been largely supported by the data presented in the study. However, with respect to the third objective, similar conclusions are not warranted, since the data supported only the relationship between perception and adjustment on the aggregate level, and fell short of obtaining significant correlation between attitudes and adjustment. Generally, it can be stated, however, that the findings of this study largely collaborate with the literature pertaining to this study, as well as to the theoretical orientation employed.

Suggestions for Future Research

With regard to future research, it might be pointed out that most of the research that has been done on foreign students in the United States has been concerned with either a

single nationality, or comparisons among two or more groups of foreign students (Europeans vs. non-Europeans) which delimits the possibilities of generalizing to a wider context. In addition, the literature of this area seems to be deficient in the comparative study of other ethnic groups of American background vis-á-vis students of a foreign background studying in American campuses. Furthermore, future research might involve more careful attention to the development of a rigorous and appropriate research instrument.

SUMMARY

This study had three objectives. The first one was to examine and compare the degree of adjustment to the host society between students from India and students from Western Europe and Scandinavian countries. The second was to investigate the differences in perception and attitudinal variables between Indian students and European students. And, the third objective was to determine the relationship between selected perceptual and attitudinal variables and adjustment among the aggregate (Indian and European students combined) as well as similar relationships within the individual groups (that is Indian and European groups separately).

For purposes of this study, adjustment was defined as the response in behavioral patterns toward some selected aspects of the host society. Perception was defined as the means by which people (students) form impressions of and, hopefully, understand one another. An attitude was defined as a mental and neural state of readiness, organized through experience, exerting a direction or dynamic influence upon the individual's situations with which it is related. Four dimensions of perception as well as attitudes were investigated in the study. These were the foreign student's perceptions and attitudes in the areas of work and education in the United States, of Americans, and of social life in

America. A distinction between the concepts of adjustment, assimilation and acculturation as well as the relationship and the differences between the concepts of perception, attitudes, values, opinions, and beliefs was attempted in the theory chapter. The theory and research relevant to adjustment, perception, and attitudes were reviewed. Some concepts of reference group theory that appeared relevant to the present investigation were delineated, and the general as well as the sub-general, and the sub-hypotheses were also developed in the theory chapter.

(A random sample of 60 foreign students, 30 Indians and 30 West European and Scandinavian students, attending Iowa State University on the Spring quarter of 1970, were selected for the study. The empirical hypotheses were derived from the sub-hypotheses and the hypothesized relationships were tested. The statistical technique utilized to test the generated hypotheses was the simple correlation analysis. A t-test for differences between the two groups was used to test 9 hypotheses specified in the "Methods and Measurements" chapter.

The findings of this study support the first two objectives, while the third objective is partly supported. Only the foreign student's perception of the United States was found to be related to adjustment among the aggregate groups. With regard to attitudes of foreign students toward

some selected aspects of the United States in relation to adjustment, the measures fell short of statistical significance.

It is concluded that differences in adjustment as well as in perception and attitudes do exist between Indian and European students, and that while perception is found to be significantly related to adjustment, attitudes were not found to be significantly related either on the individual group (Indians or Europeans) or the aggregate group (combined groups) level. It is also concluded that European students have more favorable perceptions and attitudes, as well as being more favorably adjusted to the host society than the Indian students. Reasons as well as explanations for the unexpected relationships were given in the "Discussion and Conclusions" chapter.

Finally, suggestions for future research in the area of foreign students were presented.)

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APPENDIX A

Please give your opinion of the following:

1. ✓ If one has the choice, the best thing is to work in the United States.

Strongly agree - Agree - Undecided - Disagree -
Strongly Disagree

2. ✓ If you can get a similar salary elsewhere, would you prefer working in the United States, in your home country, or in another country?

Working in the United States - Working in you home
country - Working in another country

3. ✓ Working in the United States gives you more freedom than working in your home country.

Strongly agree - Agree - Agree somewhat - Disagree -
Strongly disagree

4. If one wants a good education, the best quality is found in the American universities.

Strongly agree - Agree - Undecided - Disagree -
Strongly disagree

5. ✓ Working with Americans is more rewarding than working with fellow countrymen.

Strongly agree - Agree - Undecided - Disagree -
Strongly disagree

6. ✓ People in the United States treat each other as equals.

Strongly agree - Agree - Undecided - Disagree -
Strongly disagree

7. ✓ Do you think the social life in America is better than that of your own country?

Much better - Somewhat better - About the same -
Somewhat worse - Much worse

8. It is easy for a foreign student to get a job in the United States.
- Strongly agree - Agree - Undecided - Disagree - Strongly disagree
9. Chances of moving up in the United States are much better compared with chances in one's home country.
- Strongly agree - Agree - Undecided - Disagree - Strongly disagree
10. The instructor should adjust his teaching technique to that which is most familiar to the foreign students.
- Strongly agree - Agree - Undecided - Disagree - Strongly disagree
11. The instructor should make attempts to assist the foreign students over difficult spots even when this means slowing up the progress of the rest of the class.
- Strongly agree - Agree - Undecided - Disagree - Strongly disagree
12. The instructor is not justified in giving a failing grade to a foreign student who has tried very hard to pass the course.
- Strongly agree - Agree - Undecided - Disagree - Strongly disagree
13. Since the foreign student is not in serious competition with local citizens for jobs, no real damage is done if less is required of him academically than of local students.
- Strongly agree - Agree - Undecided - Disagree - Strongly disagree
14. It is a highly rewarding experience to study in the United States.
- Strongly agree - Agree - Undecided - Disagree - Strongly disagree

15. American professors always treat foreign students gently.

Strongly agree - Agree - Undecided - Disagree -
Strongly disagree

16. ✓ It is easy to make good friends among Americans.

Strongly agree - Agree - Undecided - Disagree -
Strongly disagree

17. Americans like foreign students.

Strongly agree - Agree - Undecided - Disagree -
Strongly disagree

18. ✓ The United States is the best place to live.

Strongly agree - Agree - Undecided - Disagree -
Strongly disagree

19. America is just like the home of a large family.

Strongly agree - Agree - Undecided - Disagree -
Strongly disagree

20. ✓ Most foreign students if they had the choice to stay or return home, would prefer to stay in the United States.

Strongly agree - Agree - Undecided - Disagree -
Strongly disagree

21. ✓ Foreign students would like the American way of life to be introduced in their own countries.

Strongly agree - Agree - Undecided - Disagree -
Strongly disagree

22. Foreign students have no obligation toward the United States during their period of stay here.

Strongly agree - Agree - Undecided - Disagree -
Strongly disagree

23. ✓ Foreign students should gladly accept the plans and programs America has for them.

Strongly agree - Agree - Undecided - Disagree -
Strongly disagree

24. ✓ Do you attend American churches?

More than once a week - Once a week - Once every two weeks - Once a month - Not at all

25. ✓ Do you feel that the facilities of religious institutions in the United States have been adequate to your needs?

Very adequate - Adequate - Fairly adequate - Inadequate - Very inadequate

26. ✓ Assume you were with a friend (not American) in a restaurant; do you prefer to order your native food or American food?

American food - Native food, if available

27. ✓ Do you like the American style of dress?

Like very much - Like - Fairly like - Dislike - Dislike very much

28. ✓ Do you attend parties with American friends?

Often - Occasionally - Seldom

29. ✓ During your stay in the United States, how often have you visited American families?

Very often - Fairly often - Sometimes - Once in a great while - Practically never

30. Do you date American girls?

Often - Occasionally - Never

31. ✓ With which group do you most associate outside of classes?

Fellow countrymen - Americans - Others (specify)

32. ✓ What nationality are most of your friends?

Europeans - Americans - Indians - Latin Americans - Others (specify)

33. Which language do you speak when you converse with your fellow countrymen?
Native language - American language
34. ✓ Do you go on picnics?
Often - Occasionally - Seldom
35. ✓ During your stay in the United States, how often have you attended sports events?
Very often - Fairly often - Sometimes - Once in a great while - Practically never
36. How often do you play sports?
Very often - Fairly often - Sometimes - Once in a great while - Practically never
37. ✓ How many times since you were enrolled at I.S.U. have you travelled outside of the state of Iowa?
Many times - Few times - Never
38. ✓ If you had time, would you rather read a book that tells you about the life in America, some other country, or your home country?
Book about America - Book about home country -
Book about other countries
39. ✓ Do you often read newspapers, magazines, etc., of your native country?
Often - Occasionally - Seldom
40. ✓ How many letters per month do you receive from home?
About four letters or more monthly - About two letters monthly - About one letter or less per month
41. ✓ How many letters per month do you write to your home?
About four letters or more monthly - About two letters monthly - About one letter or less per month

42. ✓ Do you participate in any campus organization activities whose purpose is to provide for the social needs of foreign students?

Frequently - Sometimes - Seldom or never

43. ✓ How many organizations of this type do you participate in?

More than four - Four - Three - Two - One

44. ✓ Do you use "nicknames" while communicating with American friends (i.e., Robert - "Bob")?

Yes - No

45. ✓ Which music do you listen to?

American music - Home-country music - Other (specify)

46. ✓ Do you celebrate your native festivals and/or holidays while you are in the United States?

Yes - No

47. ✓ If you have the choice to marry, would you marry an American?

Yes - No

APPENDIX B

Table 1. Items of adjustment with the corresponding total scores for each group

Item no.	Maximum range of sum of scores	Sum of scores for:	
		Indians n=30	Europeans n=30
24	0-60	0	28
25	0-60	8	59
26	30-60	37	52
27	0-60	50	42
28	0-60	23	33
29	0-60	28	47
30	0-60	10	40
31	0-60	17	55
32	0-60	10	46
33	30-60	40	46
34	0-60	11	27
35	0-60	22	23
36	0-60	24	38
37	0-60	34	42
38	0-60	16	30
39	0-60	13	30
40	0-60	15	32
41	0-60	13	15
42	0-60	19	16
43	30-60	41	58
44	30-60	22	44
45	0-60	36	48
46	30-60	32	52
47	30-60	19	43
Total		540	946

Table 2. Items of perception in relation to selected categories

Item no.	Maximum range of sum of scores for each group	Sum of scores for:	
		Indians n=30	Europeans n=30
Work			
1	0-60	17	24
2	0-60	12	8
3	0-60	<u>14</u>	<u>28</u>
		43	60
Education			
4	0-60	21	44
Americans			
5	0-60	16	25
6	0-60	<u>19</u>	<u>30</u>
		35	55
American soc. life			
7	0-60	16	25
Total		112	184

Table 3. Items of attitudes in relationship to selected categories

Item no.	Maximum range of sum of scores for each group	Sum of scores for:	
		Indians n=30	Europeans n=30
Work			
8	0-60	12	23
9	0-60	35	38
		<u>47</u>	<u>61</u>
Education			
10	0-60	45	55
11	0-60	38	48
12	0-60	36	53
13	0-60	51	54
14	0-60	56	58
		<u>226</u>	<u>268</u>
Americans			
15	0-60	45	33
16	0-60	44	45
17	0-60	37	44
		<u>126</u>	<u>122</u>
American soc. life			
18	0-60	12	11
19	0-60	19	14
20	0-60	26	21
21	0-60	14	17
22	0-60	7	14
23	0-60	29	29
		<u>107</u>	<u>106</u>
Total		506	557

Table 4. Score distribution of the students' adjustment
(Items 24-47, pp. 128-130)

Total score	Indian students n=30	European students n=30	All students n=60
9 ^a	1	0	1
10	0	0	0
11	3	0	3
12	0	0	0
13	2	0	2
14	3	0	3
15	1	0	1
16	2	0	2
17	3	0	3
18	1	0	1
19	3	0	3
20	1	1	2
21	5	0	5
22	1	0	1
23	0	2	2
24	0	1	1
25	0	1	1
26	1	2	3
27	2	0	2
28	0	1	1
29	0	1	1
30	1	2	3
31	0	2	2
32	0	4	4
33	0	3	3
34	0	2	2
35	0	1	1
36	0	3	3
37	0	1	1
38	0	1	1
39	0	0	0
40	0	0	0
41	0	0	0
42	0	1	1
43	0	0	0
44	0	0	0
45	0	1	1
	30	30	60
Means	18.00	31.53	24.77

^aRange of possible scores for the 24-item scale is 6 to 48.

Table 5. Score distribution of the students' perception of work (Items 1-3, p. 125)

Range of total score	Indian students n=30	European students n=30	All students n=60
0	10	4	14
1	12	11	23
2	1	5	6
3	2	4	6
4	3	4	7
5	1	1	2
6	1	1	2
	30	30	60
Means	1.43	2.00	1.77

Table 6. Score distribution of the students' perception of education (Item 4, p. 125)

Range of total score	Indian students n=30	European students n=30	All students n=60
0	15	3	18
1	9	10	19
2	6	17	23
	30	30	60
Means	.70	1.47	1.09

Table 7. Score distribution of the students' perception of Americans (Items 5-6, p. 125)

Range of total score	Indian students n=30	European students n=30	All students n=60
0	9	5	14
1	11	8	19
2	6	7	13
3	4	7	11
4	0	3	3
	30	30	60
Means	1.17	1.83	1.50

Table 8. Score distribution of the students' perception of American social life (Item 7, p. 125)

Range of total score	Indian students n=30	European students n=30	All students n=60
0	14	12	26
1	16	11	27
2	0	7	7
	30	30	60
Means	.53	.83	.69

Table 9. Score distribution of the students' attitudes toward work (Items 8-9, p. 126)

Range of total score	Indian students n=30	European students n=30	All students n=60
0	5	4	9
1	7	4	11
2	14	9	23
3	4	13	17
4	0	0	0
	30	30	60
Means	1.57	2.03	1.80

Table 10. Score distribution of the students' attitudes toward education (Items 10-14, p. 126)

Range of total score	Indian students n=30	European students n=30	All students n=60
0	0	0	0
1	1	0	1
2	1	1	2
3	0	0	0
4	1	0	1
5	2	1	3
6	1	0	1
7	8	2	10
8	6	4	10
9	1	5	6
10	9	17	26
11	0	0	0
12	0	0	0
	30	30	60
Means	7.53	8.93	8.23

Table 11. The distribution of the foreign student's attitudes toward American people score (Items 15-17, p. 127)

Range of total score	Indian students n=30	European students n=30	All students n=60
0	0	0	0
1	1	1	2
2	3	6	9
3	4	4	8
4	9	5	14
5	7	7	14
6	6	7	13
	30	30	60
Means	4.20	4.07	4.13

Table 12. The distribution of the foreign student's attitudes toward American social life score (Items 18-23, p. 127)

Range of total score	Indian students n=30	European students n=30	All students n=60
0	5	2	7
1	3	5	8
2	3	3	6
3	5	8	13
4	4	3	7
5	1	2	3
6	5	3	8
7	2	1	3
8	1	3	4
9	0	0	0
10	1	0	1
11	0	0	0
12	0	0	0
	30	30	60
Means	3.57	3.53	3.55

APPENDIX C

Table 13. Differences between the two groups (means are presented in Tables 4-12)

factor	t-value
Adjustment	9.678**
Attitude toward work	2.562*
Attitude toward education	.334
Attitude toward Americans	3.671*
Attitude toward American soc. life	3.036*
Perception of work	2.793*
Perception of education	2.547*
Perception of Americans	3.636*
Perception of American soc. life	2.986*

* Significant at the .05 level of confidence ($t_{.05}=1.672$).

** Significant at the .01 level of confidence ($t_{.01}=2.30$).

Table 14. Correlation coefficient between perception, attitudes, and adjustment "all dimensions combined"^a

Factors	Adjustment		
	Indians	European	Total
perception	.097	.301	.317*
attitudes	.271	.306	.194

^ai.e. perception and attitudes toward work, education, Americans, and American social life.

* Significant at the .05 level of confidence.

Table 15. Correlation coefficient between perception factors and adjustment

Perception factors	Adjustment		
	Indian students	European students	All students (combined sample)
Perception of work	.008	.206	.201
Perception of education	-.042	.230	.415**
Perception of Americans	.086	.130	.285**
Perception of Amer. soc. life	-.039	.470**	.342**

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

Table 16. Correlation coefficient between attitude factors and adjustment

Attitude factors	Adjustment		
	Indian students	European students	All students (combined sample)
Attitudes toward work	-.170	.204	.203
Attitudes toward education	.180	-.024	.303*
Attitudes toward Americans	.318	.331	.165
Attitudes toward American social life	.109	.334	.129

* Significant at the .05 level of confidence.