

SOCIAL RELATIONSHIPS OF INTERNATIONAL
STUDENTS ATTENDING OKLAHOMA
STATE UNIVERSITY

By

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CHAPTER I

INTRODUCTION

Nature of the Problem

International education in its many forms has been a part of the educational scene for some time. The earliest indication that an institution of higher learning offered a course of study of a cosmopolitan nature was the University of Taxila (or Takshasila), which existed from about 600 B. C. to 70 A. D. in India (3). This university attracted students from other regions, particularly Asia Minor, and required its graduates to travel abroad. Each facet—curricular offerings, foreign students, and study abroad opportunities—can be found as parts of the international program on numerous campuses throughout our nation today.

International education as expressed in these forms and others such as intensive language offerings, university extension abroad, government and agency sponsored student programs, contract procurement, placement, and follow-up activities has been a prominent feature of higher education in the United States since the post-World War II era. The reasons for this phenomena would vary in accord with the viewpoint involved. Many groups have much at stake. The international students themselves are seeking broader knowledge and a higher professional standing; foreign governments are interested in accelerated development and an expanded economy; the United States might realize an

improved standing abroad; universities gain an important educational resource not to mention increased revenues; communities anticipate a more varied cultural interest; and all receiving parties obtain a financial shot in the arm (6, 27, 8).

According to Open Doors surveys for the academic year 1973-1974, 151,066 international students attended 1,359 institutions in the United States (23). This is the largest number ever recorded. Represented in this student total are 177 countries and territories. This terrifically heterogeneous group has probably one thing in common. This would be the fact that they are all students and have come to this country to obtain an education. Other motives for their presence in the United States are undoubtedly more varied.

A 1972 assessment of training programs conducted by the Agency for International Development asked 1034 participants how important personal friendships with Americans were to their total experience in the United States (24). Responses on a scale of one to seven indicated that 45.7% of the participants considered this extremely important with an additional 33.9% responding in the next highest category. Evidently, these students were hoping to gain more than an academic degree from their stay in the U. S.

Donahue mirrors this opinion in citing two reasons for an international student's residence in the U. S. These are ". . . (a) to advance professionally, and (b) to gain an insight into the way of life—educational, economic, political, cultural—of this country" (6, p. 52). He has also determined five roles other than that of a student in which the international finds himself. These include (1) the man of culture role, in which he hopes to learn more about our

painting, poetry, music, and literature; (2) the budding professional role; (3) the "homo politicus" role, in which particular attention is paid to the United States foreign policy vis-a-vis his own country or region; (4) the national spokesman role, in which he represents his culture to Americans with whom he comes into contact; and (5) the "Eero or Raul" role, in which through friendships he hopes to know and enjoy American hospitality (6).

These instances suggest an important and basic facet to international educational participants. This would be the idea that students see themselves not only as students but also as social beings, an integral and involved part of the American educational community. From the Agency for International Development assessment we might assume that many are not passive, apathetic members of this community, but instead are interested in playing a purposive, active role in the social milieu of our campuses and university communities.

Having established that the international students themselves consider social relationships to be important, it is necessary to determine if others, who promote these contacts or with whom they might carry on such relationships, concur with this sentiment. Spokespersons for the Bureau of Educational and Cultural Affairs, U. S. Department of State, would seem to agree with this importance mainly because of the effect in the foreign relations area. They continually encourage universities to accept an international frame of reference in order to serve the world-wide community through its international programs. They propose that this can be done best by tending to the total experience of the international students on a given campus (27).

A university's commitment in this area to international students

is harder to pinpoint. Many, including Oklahoma State University, indicate an interest in providing for the overall development—mentally, physically, socially, and emotionally—of all students (22). Another cue might be taken from the National Association for Foreign Student Affairs (NAFSA) which charges Foreign Student Advisers in particular with the responsibility of facilitating mutually satisfying relationships among international students and between international students and American students and international students and the community (14).

This evidence should indicate that the social relationships of international students are viewed as a significant portion of their total educational experience. This significance is apparent in the minds of not only the students but also the United States government, many of the receiving universities, and the professionals with whom the students are most usually associated.

At Oklahoma State University there is a growing international student community. Enrollment figures provided by the International Student Advisement Office show this increase:

<u>Semester</u>	<u>International Student Enrollment</u>
Spring, 1973	542
Fall, 1973	674
Spring, 1974	689
Fall, 1974	789
Spring, 1975	835

It is a responsibility of the International Student Advisement Office to facilitate social relationships in accord with the NAFSA guidelines as stated above. Naturally, many such relationships occur outside of

the contacts which might be provided formally. At the same time, it might be assumed that numerous variables affect the social relationships of the individuals involved. A desire to investigate further the entire realm of this area of consequence was the motivation behind this study.

Purpose of the Study

The problem under consideration involves the social relationships of international students attending Oklahoma State University. It has been indicated that these relationships are an important facet of a student's total experience while he is attending a university in the United States. It has also been indicated that these relationships and the student's total experience are considered significant by the international students themselves, agencies within the government of the United States, American universities, and professionals within the field of international education.

The purpose of this research was to determine the extent of the social relations of selected nationality groups of international students attending Oklahoma State University. Additionally, the purpose was to determine if certain individual characteristics are related to the extent of social relationships and to determine if the extent and type of social relationships are related to the attitudes of these international students toward Oklahoma State University.

Definition of Terms

In order to clarify key concepts related to this study, the following list of operational definitions is provided.

1. International Student: a regularly enrolled student who is not a citizen of the United States of America; used interchangeably with the term "foreign student."
2. Social Relationship: an association between two or more people characterized by informal conversation and mutually affable companionship.
3. American: refers to a citizen of the United States of America, especially as it relates to involvement categories in this study.
4. Social Activity (ACT): a category established for this study which is composed of questions which yield information concerning the respondents' degree of general involvement in campus and non-campus social activities.
5. American Involvement (AME): a category established for this study which is composed of questions which yield information concerning the respondents' degree of social activity with Americans.
6. Non-American Involvement (OTH): a category established for this study which is composed of questions which yield information concerning the respondents' degree of social activity with nationalities other than Americans.
7. Attitudes Toward Oklahoma State University (ATT): a category established for this study which is composed of questions which yield information concerning the respondents' frame of reference toward Oklahoma State University.

Research Questions

This study was structured to answer the following research

questions:

1. For each of the following variables, which individuals are most active socially:

sex

nationality

age

marital status

living arrangements

roommate nationality

length of time in the United States

academic classification

previous foreign involvement

motivation to engage in social relationships

academic major

English proficiency

2. For each of the above variables, which individuals are most involved socially with Americans?

3. For each of the above variables, which individuals are most involved socially with non-Americans?

4. For each of the above variables, which individuals have the most positive attitudes toward Oklahoma State University?

5. What relationship exists between attitudes toward Oklahoma State University and social involvement with Americans?

Limitations of the Study

This study was conducted entirely at Oklahoma State University. Because of the nature of social relationships, it is important to

generalize the results only to certain international students who are attending Oklahoma State University.

A total of 11 nationalities was surveyed. These 11 representations were selected because of their size and the geographical locations of their countries. The results can be generalized only to the nationalities involved and not to the international student population as a whole.

Assumptions

Several assumptions are necessary when conducting a study of this type. Primary is the assumption that the concepts of attitudes and relationships can be measured accurately and then converted to values with statistical utility. This places much responsibility on the validity of the instrument in use.

It must also be assumed that international students after nearly two semesters' residence at Oklahoma State University have had ample opportunity to engage in social relationships which will prove suitable for our study. Additionally, with this particular study, great emphasis was placed on the ability of the interviewers to glean valid responses from the respondents.

CHAPTER II

REVIEW OF LITERATURE

Introduction

During the process of conducting this study on the social relationships of international students, numerous resources were consulted. Following is a review of selected references which were useful to the investigation of the problem. The broad categories of (a) the Philosophy of International Education, (b) The Current Status of International Education, and (c) Selected Studies in International Education will be used to organize the material.

The Philosophy of International Education

The literature yielded the broadest possible basis for the United States' involvement in the field of international education. The range of philosophies stated in numerous sources would extend from the rationale of cold, hard politics to the most humanitarian of reasons (7). To answer the question "Why international students?" the following groups of concepts are provided.

The Concept of Global Community

Simply stated, this concept emphasises that the world's problems are, in fact, America's as well (1). This serves as a foundation for most involvement in the field. Proponents would argue that Americans

must accept and welcome a commitment to this international frame of reference (27). The United States belongs to the whole world, and international education is portraying this to faculty and students alike. This concept would influence the mission of most universities to accept not only the roles of teaching and research but also the role of service to the world-wide community.

Included here is the responsibility of advanced nations to help train the nationals of the under-developed areas. This is the basis for the involvement of government resources through the Agency for International Development and for the involvement of most university extension projects, including Oklahoma State University's pioneer project in Ethiopia (26).

Humphrey supports the global community viewpoint by stating that "international education should no longer be the icing on the cake either of education or of public policy" (17, p. 20). He contends that the world is faced with serious non-national problems--overproduction of humans, underproduction of food, environmental pollution, poverty, racial conflict, health care, etc.--which "invite the wit and indeed the conscience of the world's intellectual community, the marshaling of the best talent man can produce, and the breaking down of national barriers to collaboration" (17, p. 20).

Perhaps the most persuasive spokesman in this area is J. William Fullbright, former United States Senator from Arkansas. He states a need for governments to change their priorities in respect to human and national needs. Fullbright contends that nations have always tended to give primacy to their role as "powers" while neglecting their responsibilities as "societies" (19). A summary of the global

community concept is exemplified by this statement:

The purpose of international education transcends the conventional aims of foreign policy. This purpose is nothing less than an effort to expand the scope of human moral and intellectual capacity to the extent necessary to close the fateful gap between human needs and human capacity in the nuclear age. We must try, therefore, through education to realize something new in the world, a new concept of the nation and a new concept of the human community. Far from being a means of gaining national advantage in the traditional game of power politics, international education should try to change the nature of the game, to civilize and humanize it in this nuclear age (19, pp. 18-19).

International Students as an Educational Resource

This concept fosters the belief that the presence of international students on a campus can provide an educational aspect which is the essence of a liberal education. The central idea is that an increased understanding of man in the context of cultures and traditions other than his own liberates him from the limitations and accidents of his particular position and preconceptions and permits him to see himself in relation to other men in other times and circumstances (27).

A basic assumption is that we now live in a time when all learning must be seen in world perspective. Discussions involving the foreign student and his home country situation broaden the scope of many fields of study. Simerville and others suggest encouraging the international student to direct his attention to preparing papers and theses appropriate to his own situation which will at the same time increase the knowledge of the entire group (32, 2). At the same time, encouraging American students to explore the different backgrounds and needs of international students can open new visions of human life. In most American schools there is a lack of knowledge of non-Western civilization. Often, tremendous resources of experience are to be found in

the presence of the more mature foreign visitor who can enrich the educational experience of all, whether it be in the classroom or over coffee.

Establishing an International Social System

Communication is the key to this philosophical base for involvement in international education. Certainly modern transportation and communications, not to speak of modern weapons, have brought our neighbors' problems to our doorstep. It would seem that the facts of international life today are that common sense and common survival dictate common action to solve common problems (25). Stronger people-to-people bonds improve the environment for cooperation in reaching solutions (10).

Reich cites several advantages of this type of world-mindedness in relation to global problem solving. First, the existence of informal communications tends to reduce the level of tension when conflicts of interest occur; they contribute to a climate of opinion in which conflicts may be negotiated more effectively. Second, informal relationships create a greater openness in individual attitudes toward other nations, peoples, and cultures. Third, international cooperation and exchange contribute to world-mindedness and to an internationalist or global perspective on what otherwise might be viewed either as purely national or essentially alien problems. Finally, international people-to-people relationships help develop enduring networks of communication which cut across boundaries and reduce the likelihood of polarization along purely political or nationalist lines (25).

The Fostering of Cultural Diplomacy

This approach involves the simple belief that training international students at American universities is a way of making important friends for the United States (7). The influence and leadership potential of the international students studying in the United States is great. In this regard, Nelson and Dolibois state that as of 1961, 13 foreign chiefs of state and prime ministers had studied in the U. S. under official programs alone, which at that time provided only 4% of the total number of international students (21).

It is obvious that the United States government's early interest in programs of educational and cultural cooperation was prompted by a desire to promote our national causes. Overt Nazi propaganda in Latin America in the 1930's led to the development of the first programs. Later, the growing number of misrepresentations abroad concerning United States actions and American society led to the passage of other educational programs, particularly the Smith-Mundt Act in 1948 (33). Today, a varied range of programs are conducted through agencies such as the Agency for International Development, U. S. Department of State, United States Information Agency (USIA), Peace Corps, The East-West Center, and the United States Office of Education, Department of Health, Education, and Welfare.

The Current Status of International Education

National Statistics

Open Doors 1974 is the twentieth such report published by the Institute of International Education (IIE). This publication is

widely accepted by those in the field as the most accurate census of participants in international education. However, the 1974 report will be the last to use the current reporting procedures which have realized an increase in the rate of nonresponse or incomplete response in recent years. In consideration of the faults involved in the reporting procedures, the totals cited are probably quite conservative. Regardless of the faults, however, Open Doors remains the best available resource of its kind. It should be emphasized that Open Doors figures on international students represent only students who are fully enrolled in U. S. colleges and universities which offer recognized academic programs at the post secondary level. They do not include international students enrolled in secondary schools, trade schools, private commercial English language schools, or any similar schools which are not recognized as offering college- or university-level academic instruction (23).

As previously stated, the highest ever number of international students--151,066--was reported in 1974 (23). However, the percentage increase in the international student population--3%--was the lowest ever, down from 4% last year and an average of 11.3% throughout the 1960's. Most of the increase is attributed to the developing countries, particularly those members of the Organization of Petroleum Exporting Countries (OPEC).

Proportionally, the distribution of international students from the major world regions has changed very little over the past few years. In 1973-74, the largest proportion--35%--came from the Far East. This has been true for the past 20 years. Other proportions were: Latin America, 20%; Near and Middle East, 15%; Europe, 10%; North

America 6%; Africa, 9%; and Oceania, 2%. None of these proportions differs by more than 2% from last year's report. There were 31 countries with 1000 or more students. Heading the list were Hong Kong with 10,764, India with 10,168, Iran with 9,623, and Canada with 8,747 (23).

Once again, there were more international students reported in California than in any other state. California's total of 23,045 represented 15.3% of all the international students reported. Trailing the leader were New York with 16,650 and 11%, Florida with 10,713 and 7.1%, Texas with 10,046 and 6.7%, and Illinois with 8,075 and 5.3%. Oklahoma was in 18th place with 2,404 international students which represented 1.6% of the total.

The regional distribution of international students showed the Northeast leading with 23% followed by the South, 20%; Midwest, 22%; Southwest, 10%; Mountain, 4%; Pacific, 20%; and Guam, Puerto Rico, and the Virgin Islands, 1%. Miami-Dade Community College reported the largest number, 6,477. Following were the University of California, 6,056; New York University, 3,369; University of Wisconsin, 3,217; and University of Texas, 3,205. Oklahoma State University was ranked 55th with 700. This number is much higher at this time.

Little change was noted in the proportions in the major fields of study. They were: engineering, 21%; humanities, 17%; physical and life sciences, 13%; social sciences, 11%; business administration, 13%; medical sciences, 6%; education, 4%; and agriculture, 2%. Fifty-one percent of the international students reported were undergraduates, 41% were graduate students, 3% "special" students, and 5% no answer. Seventy-one percent were men, 24% were women, and no answer was given

on 5% of the responses.

Oklahoma State University Statistics

The International Student Advisement Office listed the following statistical breakdown of international students at Oklahoma State University. Of the total number of 835 for the Spring semester, 1975, 65 different countries were represented. Five hundred twenty-four or 62.8% were graduate students while 311, or 37.2% were undergraduates. The five nationalities with the largest representations were Iran, 142 (17%); India, 98 (11.7%); Thailand, 89 (10.7%); Pakistan, 80 (9.6%); and Republic of China, 50 (6.0%). These five nationalities composed 55% of the total international student population.

The enrollments in each academic area of the University indicate that Engineering had 353 international students or 42.3% of the total; Arts and Sciences, 174 (20.8%); Agriculture, 103 (12.3%); Business, 86 (10.3%); Education, 50 (5.9%); School of Technology, 29 (3.5%); Home Economics, 18 (2.2%); and Veterinary Medicine, 4 (0.5%). Eighteen, or 2.2% were undecided.

Trends in International Education

While the total number of international students seems to be increasing, an apparent leveling off is taking place. The percentage of increase has fallen from an average of 11.3% in the 1960's to 4% in 1972-73 and 3% in 1973-74. Financial constraints would seem largely to blame for these trends, which may be expected to continue for some time given the deepening economic crisis of recent months (16).

Trend-spotting in such an economic and political climate is at

best an uncertain process. One relatively safe prediction is that the new economic strength of the Organization of Petroleum Exporting Countries (OPEC) will have a direct effect on the immediate future of international education. It appears likely that a substantial share of oil wealth will be spent on education at home and abroad for the purpose of national development as these nations seek to diversify their economic bases.

One OPEC member, Venezuela, has already made a massive investment in educating its young people through the Venezuela government's Programa Gran Mariscal de Ayacucho. This large program will assist 10,000 students in its initial period of operation. This program in 1975 will more than double the number of Venezuelan students in the U. S. as reported in Open Doors 1974 (23).

The recent influence of oil on national economies serves as a case in point on how the field of international education is affected by global developments. Volatile international patterns seem to make the status of international education all the more uncertain in the years ahead. Certainly a challenge to American universities will be to continue to maintain a variety of offerings which will be relevant to our changing world.

Selected Studies in International Education

Numerous studies have been conducted with international students as the subjects. In order to present those which logically relate to this report, only studies dealing with attitudes, adjustment, and social relationships will be reviewed.

Attitudinal Studies

Of the three attitudinal studies reviewed, two were in-depth nationality studies dealing particularly with Indian and Swedish students. The third was a broad approach used at International House, Berkeley.

Heath's study at Berkeley and Coelho's study of Indian students in the United States identified the phenomena of evolving attitudes identifiable in phases during the student's sojourn. Both supported the U-curve hypothesis of acculturation in which attitudes toward the host country are very positive at first, worsen during the stay, and improve prior to departure (5, 15).

Heath states that attitude patterns develop in three phases. First, the students are struck by the technological advances prevalent in the United States. Second, after four to six months, disillusionment sets in; the student looks behind the sparkling technology and finds hypocrisy, materialism, racism, etc. Stage three begins after about 18 months. The student has had sufficient experience to be fully aware that Americans are people, the same as the citizens of any other country; and as people, subject to error and imperfection. It is during stage three that the student begins to attain again the level of satisfaction he enjoyed in stage one (33).

Coelho's model consists of four periods. Phase One is less than one week in duration; Phase Two, three to nine months; Phase Three, 18 to 36 months; and Phase Four, 48 to 84 months. Phase One finds the newly arrived Indian student combating with some success American ignorance about Indian culture. Phase Two presents the problem of

adaptation to new social and academic demands. American friendliness and interest has grown shallow by this time. Phase Three yields to broader national perspectives which permit less exaggerated responses than in the first two phases. Finally, in Phase Four the Indian student assumes a privatistic outlook in which he becomes too narrowly preoccupied with problems of his personal adjustment to and acceptance in the host society. In summary, Coelho states that there is a strong tendency for the Indian student to experience increasingly differentiated perspectives on the culture of the host country, and that these perspectives are patterned in accord with the student's length of stay (5).

Scott's study of Swedish students led to several interesting conclusions. He found that (1) the younger student learns most about America; the older student learns most about his speciality; (2) the Swede reacts most favorably to the areas of freedom in American life: friendly relations between professor and students, classroom discussion and question, and ease and hospitality in social relations; and (3) Swedish students compare themselves favorably with American students but with some distortion—he is a selected product from an elite segment of the Swedish educational program, while the average American student is an unselected product of a mass educational system.

Studies of Adjustment

Of the studies concerning international student adjustment, most were similar in that they proposed to determine which areas caused most of the problems of adjustment and which problems related to individual student variables. Three such studies were conducted by Forstat (12),

Sharma (31), and Moghrabi (20).

Although Forstat's study was conducted over 20 years prior to the others, many of her findings were upheld in the later works. Students were asked to respond in one of four categories to problem statements. The results were weighted and a rank order of problem statements was constructed. Some of the items giving the "greatest trouble" to students were these: finding suitable dates, being permitted to work by the immigration office, reciting or speaking in class, giving oral reports, having enough funds for school expenses, writing reports, and finding adequate housing. Forstat also cited conclusions which could be drawn from the data. She found that the country of origin and academic status seem to be factors affecting the total number of adjustment problems, and age, length of time in this country, and field of study do not seem to be so related (12).

Sharma classified problems of adjustment into the areas of academic, personal, and social. The most severe academic problems were giving oral reports, participating in class discussion, taking notes in class, understanding lectures, and preparing written reports. The most severe personal problems concerned becoming used to American social customs, making personal friends with American students, being accepted by the social groups, and inhibited participation in campus activities. Strong positive relationships were found to exist among the academic, social, and personal adjustment areas. These areas were also found to differ significantly among themselves in terms of severity. The academic problems were slightly more severe than either personal or social problems, and the social problems were slightly more severe than the personal problems.

Moghrabi's study followed very closely the results of Sharma's work. He concluded that difficulties with the English language are most prominent among international students. In spite of language difficulties, he found that international students maintained a high rate of completion of academic programs. A final key finding was that emotional anxiety was apparent among foreign students, manifested by the increased amount of frustration from lack of social life, and perhaps from academic demands upon students.

A fourth study by Selby and Woods is included here because it differs in approach with the others cited. This research concerned the experience of 18 non-European international students at what the authors consider a "high-pressure" university, Stanford (28). Possibly because of this focus, the study identified four demands characterized by their academic and ultimately restrictive nature. They were (1) the student must perform in competition with all for goals which are granted to few; (2) he must schedule his effort and complete his tasks on a rigorously defined timetable in an atmosphere of rush and frantic activity; (3) he must constrict other activities that he might have thought of as "normal" in order to fulfill these demands; and (4) he must downgrade the importance of interpersonal relationships (31). This last item is especially important because of the emphasis placed on "learning the system" from friends and classmates. In this respect, no American students are available to "tip off" the international student on how the system operates. This compelled the international student to attain the aforementioned academic success through literal interpretation of the "rules."

Studies Concerning Social Relationships

A major work and primary basis for the research done in this monograph is the publication of Attitudes and Social Relations of Foreign Students in the United States by Claire Selltiz, June R. Christ, Joan Havel, and Stuart W. Cook. This book was a result of a three year program coordinated by the Committee on Cross-Cultural Education, Social Science Research Council and funded through the Carnegie Corporation of New York, the Ford Foundation, and the Rockefeller Foundation. This project focused on many aspects of a foreign student's experience in the United States, including the relation of cultural background to adjustment, in depth studies of returned students, and determinants of attitudes and differing outcomes of the students' stay.

Numerous universities and student nationalities were involved in this research. Extensive personal interviews were used to obtain the required information. Particularly germane to the subject at hand are conclusions reported in the area of social relations. Four variables appeared as important determinants of interaction between international students and Americans: the student's national-cultural background, the opportunities for association provided by his environment, and, for Asian students, previous foreign experience and participation in an orientation program. Personal characteristics of motivation and self-confidence showed some influence on the extent of interaction with Americans. Influences on the development of close friendships were less clear; however, personal motivation and confidence again played an important role in this area. Interestingly, the authors also noted that extensive and intimate social relations with Americans tended to

be associated with favorable attitudes, especially concerning aspects of American life that involve face-to-face relations (29).

Other studies in this area would support the work of Selltiz, Christ, Havel, and Cook (11, 13). One other citeable effort, however, was provided by Shaffer and Dowling at Indiana University. Their approach was to compare the responses of an American group in one residence center who had been identified as friends by foreign students living in the same center with a group of American cohabitants who were not identified as friends by the foreign students. Conclusions of interest to this monograph include: (1) friendship between foreign and American students were based upon similarities in interests and environmental proximity rather than upon national differences or the personal and background characteristics of the American students; (2) there were no gross personality differences between American student friends of foreign students and other American college students; (3) the initial contacts between foreign and American students arose from informal and spontaneous meetings and academic interests rather than from formally organized campus activities; (4) American students tended to form friendships with students from a wide range of countries and regions of the world rather than with students from just one country or region of the world; and (5) friendship with foreign students encouraged American students to take a broader interest in national and international affairs, to re-evaluate their attitudes toward national and domestic policies of the United States, and to alter their future plans (30).

Summary

Through this chapter an attempt has been made to outline the literature which is germane to this study on the social relationships of international students. Much is written concerning the philosophy and rationale of international education. Many very prominent figures in government and education contributed to this area. No negative viewpoints toward international education were included because none were found. Less is available to describe the present state of the field, especially statistically. New reporting procedures developed by the Institute of International Education should improve this situation. Accuracy both on a local and national level is not easy to attain. Finally, several studies were cited in an attempt to illustrate the type of research which has been completed. Few very tight, significant studies were found to add important information in this area.

CHAPTER III

RESEARCH DESIGN

Introduction

This chapter will discuss the procedures used in obtaining the data needed to answer the research questions stated in Chapter I and in treating the data once it was collected. Several surveys had been conducted by the researcher over the past five years during which he had been affiliated with the International Student Advisement Office. Therefore, experience with the students involved and experience with previous efforts at attempting to conduct valid research were helpful in completing this task.

Survey Procedure

Subjects

It was first hoped that this study would be useful to all international students at Oklahoma State University. However, this group during the Spring semester, 1975, when the study was conducted, represented 835 students from 65 different nationalities. The largest representation enrolled at this time was 142 students from Iran. The smallest representation would include several countries from which only one student was attending Oklahoma State University. Research would show that it is not particularly valid to group countries in

order to generalize results. In other words, cultured backgrounds are significantly different enough to influence responses by students who are from countries which are considered very similar but which are, in fact, separate and distinct (9). Therefore, practicality dictated that a representative sample be drawn which would permit the results of the survey to be generalized to most students on the Oklahoma State University campus. At the same time, it was hoped that this sample would have the broadest possible geographical representation.

The result was that the five largest nationality groupings composed the base for the sample. These were Iran with 142 students; India, 98; Thailand, 89; Pakistan, 80; and Republic of China, 50. These five countries represented 459 students or 55% of the total international student population. Missing geographically from this sample, however, were countries from Latin America, Africa, and the Middle East. (Europe and North America were not considered because of the small number of students from these continents.) For this reason, the countries of Colombia, Venezuela, and Brazil were combined for a Latin America sample, and Ethiopia and Nigeria were combined for an African sample. These countries represented the largest enrollments from their respective continents. To complete the Middle East population and compliment the already large representation from Iran, Saudi Arabia was the final addition to the sample. Numerical entries for these nationalities are included in Table I. The total number of international students represented by the sample of 11 countries is 593. This was 71% of the entire international student population.

Because the problem of the study involved social relationships, a time of residence factor was taken into consideration. Students

should have adequate time to experience social relationships before responding to a survey on this topic. Therefore, only international students who were enrolled in their second semester at Oklahoma State University were eligible to be selected. (The study was conducted in April, 1975, and the students who were interviewed would have been on the Oklahoma State University campus for a minimum of eight months.) The total number eligible per nationality is included in Table I. Four hundred seventy-nine of the possible 593 were in their second semester at Oklahoma State University. This number represented 80.8% of the total number in the 11 nationalities and 57.4% of the total international student population.

For purposes of comparison, the same number of interviews was used per nationality or nationality grouping. Twenty randomly selected interviews were determined to be sufficient to generalize to the total population. The lowest ratio in this respect was Iran with 99 students eligible and 20 interviews for a sample of 20.2% of the population. Twenty interviews could not be obtained from any single country which composed the African and Latin American populations. Therefore, 20 interviews composed the combined African sample, and 20 the combined Latin American sample.

TABLE I
DESCRIPTION OF INTERNATIONAL STUDENT SAMPLE AND
NUMBER OF INTERVIEWS

Country	Total Enrollment Spring 1975	Total in Second Semester	Total Number of Interviews
Republic of China	50	43	20
Thailand	89	79	20
Pakistan	80	62	20
India	98	80	20
Iran	142	99	20
Saudi Arabia	42	38	20
Africa:			
Ethiopia	28	24	12
Nigeria	25	18	8
Latin America:			
Brazil	21	21	12
Colombia	9	8	4
Venezuela	9	7	4
TOTAL	593	479	160

Survey Method

The review of literature indicated that several methods had been used to gather data from international students. However, experience with the international student population at Oklahoma State University had shown that the English language proficiency of the nationalities

used in the sample was greatly varied, and the group as a whole was not very "survey wise." By this it is implied that international students, unlike American students, were not bombarded with surveys, inventories, and personality tests as a general rule. Instruments involving aspects of a personal nature, such as social relationships, were not particularly common in the international students' past educational setting. In addition, consultations with international students themselves indicated that many students would be particularly guarded in their responses to a written, proctored, or mail-out survey. These restrictions—English proficiency, survey inexperience, and non-candidness—posed serious problems for the validity of the project.

→ To overcome these problems, it was decided to use the interview as the data gathering technique. Kerlinger states that, as a data collection method, the interview probably has no peer for directness, usefulness, and flexibility (18). These advantages were certainly realized in this research situation. Native speakers could be employed to dispel barriers caused by English proficiency. Survey inexperience could be remedied by a face-to-face meeting in which oral explanations could ease the confusion or doubts possible in a more impersonal written survey approach. At the same time, by identifying trusted, mature interviewers, interviewees would feel at ease to respond candidly and without perceived pressures.

International students were used as the interviewers. Certain disadvantages were possible in utilizing this approach. Naturally, most students were not experienced interviewers. To overcome this problem, the interview schedule was constructed to contain only fixed response questions. In this way no value judgments or decisions were made by

the interviewer in recording the responses of the interviewee. An interviewer briefing, which will be described later, was designed to assist the interviewers in their task. A risk was also taken in the selection of the interviewers. It was important to use students who were trusted members of their nationality group and who were not identified as dogmatic in areas of social relations with Americans or other nationalities. The hope was to identify students who were mature enough to conduct an impartial interview which would garner honest responses from the sample. In all, 23 interviewers were used. This included four Thais, three Pakistanis, three Indians, three Iranians, three Saudis, two Chinese, and one each Ethiopian, Nigerian, Colombian, Venezuelan, and Brazilian.

As mentioned previously, an interviewer briefing, or training session, was held. The following points were considered in each of three sessions:

1. Do not connect the researcher's name with the survey. (The researcher is the International Student Adviser at Oklahoma State University.) The interviewers were asked to say that the research was the work of a doctoral student in Student Personnel and Guidance. The students were informed that they could mention that the International Student Advisement Office was cooperating to the extent that interviewer's names and the random sampling had been furnished.
2. All responses were anonymous. No names were requested, and an individual tabulation of data would not be employed.
3. The purposes of the study as stated in Chapter I were outlined and discussed.
4. The sample was described. At this point, the randomized

listing of names for each nationality was distributed and divided among the interviewers.

5. The interviewer's role was explained and emphasized. Special attention was paid to the interviewer's utility in the areas of rapport and clarity. They were also cautioned not to enforce value judgments on the respondents and to only probe once for an answer. "No response" was said to be an acceptable answer.

6. The time frame for interviewing and return of response sheets was outlined.

7. The researcher administered the instrument to the interviewers as an example of how the process was to be accomplished. Questions were encouraged. The interviewers were reminded of the importance that they understand exactly what was being asked.

8. A response sheet was completed by each interviewer in the manner in which it was to be returned to the researcher.

9. Questions in general were entertained.

Instrumentation

The instrument used to gather the data on the social relationships of international students was a fixed interview schedule (see Appendix A). This instrument was formulated by the researcher. No adequate, standardized surveys or inventories which could supply the necessary data were found during a careful screening of the literature in the field.

Entries on the interview schedule were designed to supply information needed to answer the research questions stated in Chapter I. Other published interview schedules such as the one in Selltitz, et al,

were used to obtain clues on wording and presentation. Research committee members were asked to review the instrument; and, finally, the international student interviewers were given the survey and asked to respond to matters of clarity and item reliability.

The interview schedule consisted of 33 questions. The first 20 questions pertained to personal characteristics of the respondents such as sex, nationality, age, marital status, living arrangements, roommate nationality, time of residence in the United States, classification at Oklahoma State University, previous foreign experience, motivation toward social relationships, academic major, and English proficiency. The remainder of the interview schedule consisted of questions designed to determine the individual's degree of social activity, social involvement with Americans, social involvement with non-Americans, and attitude toward Oklahoma State University. These four categories were arbitrarily established to be used for purposes of classification of responses and ultimately for comparison of assigned values. The questions which relate to each category are itemized in Table II. Question number 27 is not included because its responses proved to distort the final tabulations.

In order to facilitate the data gathering process, a Response Sheet was constructed (see Appendix B). The purpose was to provide the interviewer with an easy checklist on which he could generally check, circle, or fill in the blank once a response was made by the interviewee. One response sheet was then completed for each interviewee, and the data was easily calculated from the response sheet.

TABLE II
DESCRIPTION OF CATEGORIES BY QUESTION NUMBER

Category	Question Number
Social Activity (ACT)	21, 23, 24, 26
American Involvement (AME)	22, 23, 24, 25, 26
Non-American Involvement (OTH)	23 b. c., 24, 25, 26
Attitude Toward Oklahoma State University (ATT)	28, 29, 30, 32, 33

Statistical Procedure

Most results of this survey will be reported in tabular form. In order to do this, identifying numbers will be assigned to the categories outlined in Table II. For example, a question with four possible answers such as Excellent, Good, Fair, and Poor would be assigned the numbers 3, 2, 1, and 0. In a sample of twenty, if four Excellents, eight Goods, five Fairs, and three Poores were recorded, the identifying number of that question would be 33. For each category, the numbers on each question would be tallied in order to provide the tabular value. These values indicate how each value compares to the others in the table. A higher number indicated a greater involvement on the social activity, American involvement, and non-American involvement categories, and a more positive attitude on the attitude category. Where sample sizes differ, means are provided. Tables show categorical responses classified according to nationality, sex, age, marital status, living

arrangements, roommate nationality, time in United States, academic classification, previous foreign experience, motivation, academic major, and English proficiency.

In order to show a relationship between American involvement and attitude toward Oklahoma State University, frequency data was computed. A contingency table showing positive/negative attitude and high/low level of involvement was established. The phi coefficient was computed to show degree of relationship between the two variables. Then, the chi-square was computed from the phi coefficient. The chi-square test established whether the variables were related. A significant chi-square was interpreted as showing a relationship between the two variables.

CHAPTER IV

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

Introduction

This research was conducted to provide information about the social relationships of international students at Oklahoma State University. A fixed interview schedule was administered to 160 international students which represented six nationalities and two groupings of nationalities. The schedule provided data from which four categories—social activity, American involvement, non-American involvement, and attitudes toward Oklahoma State University—were established. This chapter will present the results of this study as it relates to the variables under consideration. They are sex, nationality, age, marital status, living arrangements, roommate nationality, length of time in the United States, academic classification, previous foreign involvement, motivation to engage in social relationships, academic major, and English proficiency.

Because of the descriptive nature of the study, the results are presented in tabular form. Identifying numbers were assigned to each response in order to better compare the categorical results for each variable. These ordinal numbers can suggest only the order in which the responses fall and do not imply any other relationship about the numbers. In each table the number of each sample is specified as well as the mean for each variable in each category. All tables will be

described and analyzed in the following discussion.

Description of the Sample

The sample included 20 interviews each from international students representing Iran, Pakistan, India, Thailand, Republic of China, and Saudi Arabia; 20 from an African sample composed of Ethiopia and Nigeria; and 20 from a Latin American sample composed of Brazil, Colombia, and Venezuela.

The sampling revealed that 143 or 89.4% were men. The average age for the entire sample was 26.47. The average age for each nationality was as follows: Saudi Arabia, 29; Republic of China, 27.95; Africa, 27.7; Latin America, 27.32; Thailand, 26.7; India, 26.6; Iran, 24.85; and Pakistan, 21.55. Sixty-nine, or 43.1%, of those interviewed were married. Forty-six, or 28.8%, live in university housing. Twenty-one, or 13.1% of those interviewed, specified that they had American roommates. Just over one-third, or 59, had come to the United States during 1974. The largest group of 71 interviewees had come to the United States between 1971 and 1973, and the remaining 27 had come in 1970 or before.

There were 13 students classified as freshmen, 12, as sophomores, 16 juniors, 15 seniors, 70 pursuing a Master's degree, and 31 pursuing doctorates. Forty percent were enrolled in the College of Engineering, 16% in Arts and Sciences, 13% in both Business and Agriculture, 10% in Education, and 2 students were in Home Economics. Eleven did not specify a major.

These totals compare very favorably with the actual statistics for the entire international student population at Oklahoma State University

which includes 835 students from 65 different countries. Of this total, 62.8% were graduate students compared to 63.1% of the sample. In addition, 42.3 % of the total were in engineering, compared to 40% of the sample; other comparisons actual to sample include Arts and Sciences, 20.8% to 16%; Agriculture, 12.3% to 13%; Business, 10.3% to 13%; Education, 5.9% to 10%; and Home Economics, 2.2% to 1.3%. No figures were available on the actual numbers of married students or the ratio of men to women.

Presentation of Results

The means of the total sample of 160 are presented in Table III. They are useful in comparing the category responses for all of the variables and will be utilized to indicate where the responses fall in relation to the average. Table III also indicates the total and mean scores for the nationalities in each of the categories. The highest degree of social activity was displayed by the Pakistanis followed by the Iranians. Thailand was the only other country above the mean. The lowest means were from China and India. Pakistan and Iran were again the highest in the American involvement category. Others above the mean were Thailand, China, and Latin America. The nationalities lowest in the category of American involvement were India and Saudi Arabia. Five nationalities including Pakistan, Saudi Arabia, Iran, Africa, and Thailand were above the mean in non-American involvement. The lowest in this category was China. The most positive attitudes about Oklahoma State University were expressed by Thailand and Latin America. Pakistan and Saudi Arabia were also above the mean with the lowest being Iran and Africa.

TABLE III

SOCIAL ACTIVITY (ACT), AMERICAN INVOLVEMENT
(AME), NON-AMERICAN INVOLVEMENT (OTH),
AND ATTITUDE (ATT) RESPONSES BY
NATIONALITY

Country	N	ACT		AME		OTH		ATT	
		Total	\bar{X}	Total	\bar{X}	Total	\bar{X}	Total	\bar{X}
China	20	601	30.5	259	12.95	443	22.15	257	12.85
Thailand	20	725	36.25	269	13.45	564	28.2	315	15.75
India	20	583	29.15	179	8.95	464	23.2	252	12.6
Pakistan	20	879	43.95	347	17.35	660	33.00	272	13.6
Iran	20	807	40.35	351	17.55	612	30.6	234	11.7
Saudi Arabia	20	692	34.6	147	7.35	627	31.35	264	13.2
Africa	20	693	34.65	203	10.15	578	28.9	202	10.1
Latin America	20	687	34.35	252	12.6	546	27.3	292	14.6
Total Sample Scores	160	5667	35.42	2007	12.54	4494	28.09	2088	13.05

Table IV displays the category responses by sex. The means were very much the same in social activity, with the female sample displaying more American involvement and better attitudes toward Oklahoma State University. The males displayed more non-American involvement. The females were above the total mean in the categories in which they

excelled. The males' were above the mean in their non-American involvement.

TABLE IV
 SOCIAL ACTIVITY (ACT), AMERICAN INVOLVEMENT
 (AME), NON-AMERICAN INVOLVEMENT (OTH),
 AND ATTITUDE (ATT) RESPONSES BY
 SEX

Sex	N	ACT		AME		OTH		ATT	
		Total	\bar{X}	Total	\bar{X}	Total	\bar{X}	Total	\bar{X}
Male	143	5060	35.4	1752	12.25	4054	28.3	1836	12.8
Female	17	607	35.7	255	15.00	440	25.8	252	14.8

The category responses by age represented in Table V show that the 21 and under grouping is more socially active, more involved with Americans and possesses better attitudes about Oklahoma State University than the 22-27 or 28 and over age groups. The 22-27 group excels in involvement with non-Americans. The two younger age groups were above the total mean in social activity and American involvement. The two oldest groupings were above the total mean in non-American activity, and the youngest group was the only one to exceed the total mean in attitudes toward OSU.

TABLE V

SOCIAL ACTIVITY (ACT), AMERICAN INVOLVEMENT
(AME), NON-AMERICAN INVOLVEMENT (OTH),
AND ATTITUDE (ATT) RESPONSES BY
AGE

Age Groupings	N	ACT		AME		OTH		ATT	
		Total	\bar{X}	Total	\bar{X}	Total	\bar{X}	Total	\bar{X}
21-under	21	791	37.19	361	16.71	548	26.10	343	16.33
22 - 27	74	2746	37.11	1034	13.97	2125	28.72	917	12.39
28-over	61	1981	32.48	575	9.43	1673	27.43	141	12.15

Table VI indicates that single students scored higher than married students in each of the four categories. This also placed them above the mean in each instance.

When grouped by where they lived, the respondents who reside in university-owned housing scored higher in each category than the respondents who live off campus as illustrated in Table VII. The means for each category—social activity, American involvement, non-American involvement, and attitudes toward Oklahoma State University—were well above the means for the total sample.

TABLE VI

SOCIAL ACTIVITY (ACT), AMERICAN INVOLVEMENT
(AME), NON-AMERICAN INVOLVEMENT (OTH),
AND ATTITUDE (ATT) RESPONSES BY
MARITAL STATUS

Marital Status	N	ACT		AME		OTH		ATT	
		Total	\bar{X}	Total	\bar{X}	Total	\bar{X}	Total	\bar{X}
Married	69	2309	33.46	677	9.81	1944	28.17	859	12.45
Single	90	3355	37.28	1329	14.77	2544	28.27	1225	13.61

TABLE VII

SOCIAL ACTIVITY (ACT), AMERICAN INVOLVEMENT
(AME), NON-AMERICAN INVOLVEMENT (OTH),
AND ATTITUDE (ATT) RESPONSES BY
LIVING ARRANGEMENTS

Living Arrangement	N	ACT		AME		OTH		ATT	
		Total	\bar{X}	Total	\bar{X}	Total	\bar{X}	Total	\bar{X}
On-Campus	46	1958	42.56	812	17.65	1415	30.76	670	14.57
Off-Campus	112	3553	31.72	1121	10.00	2938	26.23	1304	11.64

The trends developed in the previous two tables continue through Table VIII, which classes those respondents who have roommates into two groups--those with an American roommate and those with a non-American roommate. The American roommate sample of 21 scored higher on all categories except non-American involvement. The means for this sample in the categories of social activity, American involvement, and attitudes toward Oklahoma State University are well above the means for the total sample. Although the non-American roommate sample scored higher in non-American involvement, both means are below the mean of the total sample. This occurred because 60 respondents did not have roommates and are not included in this particular sample.

TABLE VIII

SOCIAL ACTIVITY (ACT), AMERICAN INVOLVEMENT (AME), NON-AMERICAN INVOLVEMENT (OTH), AND ATTITUDE (ATT) RESPONSES BY ROOMMATE NATIONALITY

Roommate Nationality	N	ACT		AME		OTH		ATT	
		Total	\bar{X}	Total	\bar{X}	Total	\bar{X}	Total	\bar{X}
American	21	842	40.10	393	18.71	570	27.14	325	15.48
Non-U. S.	79	2739	34.67	944	11.95	2162	27.37	1136	14.38

In order to determine the effect of the length of residency in the United States on the categorical responses, the respondents were classed into three groups. Fifty-nine had arrived during 1974, 71 had arrived during 1972-73, and 27 had arrived in 1970 or before. Of the three groups, the most recently arrived one scored lowest on each category. The middle group was highest on social activity and American involvement, and the group which had been in the United States the longest was higher on non-American involvement and attitudes toward Oklahoma State University. The two groups that had been in the United States the longest each had mean scores in every category above the total sample mean scores.

TABLE IX

SOCIAL ACTIVITY (ACT), AMERICAN INVOLVEMENT
(AME), NON-AMERICAN INVOLVEMENT (OTH),
AND ATTITUDE (ATT) RESPONSES BY
TIME IN U. S.

TIME IN U. S.	N	ACT		AME		OTH		ATT	
		Total	\bar{X}	Total	\bar{X}	Total	\bar{X}	Total	\bar{X}
1974 - Present	59	1849	31.34	565	9.58	1544	26.17	765	12.97
1971-73	71	2785	39.23	1054	14.85	2072	29.18	940	13.24
1970 - Before	27	1023	37.89	365	13.52	788	29.19	359	13.30

Table X shows the category responses by academic classification. On the social activity category, the highest means were recorded by the sophomores and seniors. The lowest was recorded by those students who are pursuing a Ph.D. or Ed. D. This same group also scored lowest in the American and non-American involvement categories. The highest score in American involvement was recorded by the seniors. The most involved with non-Americans is the sophomores, while the group with the most positive attitudes toward Oklahoma State University is the freshmen. Mean scores which exceed the total mean scores were recorded by all of the undergraduates for both social activity and American involvement; the sophomores, juniors, and seniors for non-American involvement; and all groups except the juniors for attitudes toward Oklahoma State University.

The category responses by academic major showed scattered high and low means. The Business students scored highest in social activities and involvement with non-Americans, but lowest in attitudes toward Oklahoma State University. The two Home Economics students recorded the highest mean in American involvement followed by the students in Business and Engineering. The highest mean in attitudes toward Oklahoma State University was recorded by the students in the College of Agriculture. The lowest mean in social activity was Arts and Sciences; in American involvement, Education; and in non-American involvement, Home Economics followed by Arts and Sciences. In comparing the total mean scores with those in Table XI, these results are indicated: above the total mean for social activity are Business, Agriculture, and Engineering; above the total mean for American involvement are Home Economics, Business, Engineering, and Agriculture; for non-American

involvement, it is Business, Agriculture, and Engineering; and for attitudes toward Oklahoma State University, it is Agriculture, Arts and Sciences, and Education.

TABLE X
 SOCIAL ACTIVITY (ACT), AMERICAN INVOLVEMENT
 (AME), NON-AMERICAN INVOLVEMENT (OTH),
 AND ATTITUDE (ATT) RESPONSES BY
 ACADEMIC CLASSIFICATION

Academic Classifi- cation	N	ACT		AME		OTH		ATT	
		Total	\bar{X}	Total	\bar{X}	Total	\bar{X}	Total	\bar{X}
Freshmen	13	490	37.69	189	14.54	363	27.92	186	14.31
Sophs.	12	526	43.83	155	12.92	436	36.33	165	13.75
Juniors	16	601	37.56	208	13.00	477	29.91	168	10.5
Seniors	15	649	43.27	281	18.73	457	30.47	196	13.07
Pursuing M. S.	70	2386	34.09	812	11.60	1966	28.08	919	13.13
Pursuing Ph. D., Ed. D.	31	982	31.68	356	11.48	765	24.68	431	13.90

TABLE XI
 SOCIAL ACTIVITY (ACT), AMERICAN INVOLVEMENT
 (AME), NON-AMERICAN INVOLVEMENT (OTH),
 AND ATTITUDE (ATT) RESPONSES BY
 ACADEMIC MAJOR

Academic Major	N	ACT		AME		OTH		ATT	
		Total	\bar{X}	Total	\bar{X}	Total	\bar{X}	Total	\bar{X}
Engineer.	64	2383	37.23	878	13.72	1834	28.66	814	12.72
A. & S.	25	747	29.88	297	11.88	596	23.84	354	14.16
Business	21	886	42.19	291	13.86	701	33.38	198	9.43
Education	16	489	30.56	160	10.00	498	25.50	223	13.94
Agri.	21	790	37.62	278	13.24	615	29.28	359	17.10
Home Ec.	2	67	33.50	29	14.50	47	23.50	19	9.50

Appendix C indicates the questions used to determine the degree of previous foreign involvement of the sample. Fifty-six were deemed the more involved group, and 102 the less involved. The category responses by previous foreign involvement are presented in Table XII.

The students who were determined to be most experienced with foreign contacts scored higher on all categories except attitudes toward Oklahoma State University. The means for these scores are above the mean scores for the total sample.

TABLE XII

SOCIAL ACTIVITY (ACT), AMERICAN INVOLVEMENT
(AME), NON-AMERICAN INVOLVEMENT (OTH),
AND ATTITUDE (ATT) RESPONSES BY
PREVIOUS FOREIGN INVOLVEMENT

Previous Foreign Involvement	N	ACT		AME		OTH		ATT	
		Total	\bar{X}	Total	\bar{X}	Total	\bar{X}	Total	\bar{X}
Most Foreign Involvement	56	2103	37.55	751	13.41	1699	30.34	692	12.36
Least Foreign Involvement	103	3561	34.57	1253	12.17	2793	27.12	1395	13.54

Appendix C also outlines the questions used to class the respondents by level of motivation toward social involvement. The results are presented in Table XIII. The number in each group is high motivation, 61; medium, 78; and low, 20. Those students classed as having a medium level of motivation scored highest in the categories of social activity and involvement with non-Americans. The group classified as being highly motivated scored highest in American involvement and attitudes toward Oklahoma State University. The group described as being motivated to a low level scored the lowest for each category. Only the highest mean for each category is greater than the total sample mean with the exception of non-American involvement where the two highest means are above the total sample mean.

TABLE XIII

SOCIAL ACTIVITY (ACT), AMERICAN INVOLVEMENT
(AME), NON-AMERICAN INVOLVEMENT (OTH),
AND ATTITUDE (ATT) RESPONSES BY
LEVEL OF MOTIVATION TOWARD
SOCIAL INVOLVEMENT

Level of Motivation	N	ACT		AME		OTH		ATT	
		Total	\bar{X}	Total	\bar{X}	Total	\bar{X}	Total	\bar{X}
High Motiva- tion	61	2138	35.05	888	14.56	1752	28.72	859	14.08
Medium Motiva- tion	78	2849	36.52	903	11.58	2299	29.47	986	12.64
Low Motiva- tion	20	538	26.90	157	7.85	441	22.05	186	9.30

In a like manner used in Tables XII and XIII, the sample was grouped into three sections according to proficiency in English. Sixty-six were determined to possess high proficiency; 38, medium; and 55, low. In all but one category, attitudes toward Oklahoma State University, the group with medium proficiency scored higher than the other two. In the attitude category, the students with the lowest proficiency scored highest. In all but the American involvement category, the total mean score was surpassed by only the highest group mean. In the American involvement category, both the medium and high proficiency students surpassed the total mean score.

TABLE XIV

SOCIAL ACTIVITY (ACT), AMERICAN INVOLVEMENT
(AME), NON-AMERICAN INVOLVEMENT (OTH),
AND ATTITUDE (ATT) RESPONSES BY
ENGLISH PROFICIENCY

English Profi- ciency	N	ACT		AME		OTH		ATT	
		Total	\bar{X}	Total	\bar{X}	Total	\bar{X}	Total	\bar{X}
High	66	1902	28.82	837	12.68	1804	27.33	743	11.26
Medium	38	1506	39.63	496	13.05	1203	31.66	452	11.89
Low	55	1859	33.80	672	12.22	1486	27.02	730	13.27

Summary of Tabular Data

Comparisons within each of the 12 variables are useful, but a comparison across the spectrum of the variables can put the tabular scores into a different perspective. For this reason, the high and low mean scores overall will be outlined for each category.

High mean scores for social activity are presented in Table XV. It should be noted that the Pakistanis are the youngest of the nationality groupings. Included, also, are two undergraduate classifications, sophomores and seniors.

Table XVI shows low mean scores for social activity. Each score represents a different variable.

TABLE XV
HIGH MEAN SCORES FOR SOCIAL ACTIVITY

Variable Sub-group	Mean Score	Table
Pakistan	43.95	III
Sophomores	43.83	X
Seniors	43.27	X
On-campus residence	42.56	VII
Business Students	42.19	XI

TABLE XVI
LOW MEAN SCORES FOR SOCIAL ACTIVITY

Variable Sub-group	Mean Score	Table
Low Motivation	26.90	XIII
High English Proficiency	28.82	XIV
India	29.15	III
Arts & Sciences Students	29.88	XI

High involvement with Americans is illustrated by Table XVII. Nationality groupings are again included. Highest is the seniors, however, and the more logical entries of American roommate and on-campus

residence also scored highly.

TABLE XVII
HIGH MEAN SCORES FOR AMERICAN INVOLVEMENT

Variable Sub-group	Mean Score	Table
Seniors	18.73	X
American Roommate	18.71	VIII
On-campus Residence	17.65	VII
Iran	17.55	III
Pakistan	17.35	III

Low mean scores for American involvement as shown in Table XVIII also contain nationality entries. Motivation also seems to be a factor in this category.

Scoring highest in non-American involvement were sophomores. Table XIX also presents high scores in variables such as nationalities, academic major, and English proficiency.

TABLE XVIII
LOW MEAN SCORES FOR AMERICAN INVOLVEMENT

Variable Sub-group	Mean Score	Table
Saudi Arabia	7.35	III
Low Motivation	7.85	XIII
India	8.95	III

TABLE XIX
HIGH MEAN SCORES FOR NON-AMERICAN INVOLVEMENT

Variable Sub-group	Mean Score	Table
Sophomores	36.33	X
Business Students	33.38	XI
Pakistan	33.00	III
Medium English Proficiency	31.66	XIV
Saudi Arabia	31.35	III

Table XX presents the low mean scores for non-American involvement. Low motivation is again at the most extreme, followed by two nationalities and two academic majors.

TABLE XX

LOW MEAN SCORES FOR NON-AMERICAN INVOLVEMENT

Variable Sub-group	Mean Score	Table
Low Motivation	22.05	XIII
China	22.15	III
India	23.20	III
Home Economics Students	23.50	XI
Arts & Sciences Students	23.84	XI

The most positive attitudes toward Oklahoma State University were exemplified by the Agriculture students. Table XXI contains the other high scores in this category.

TABLE XXI

HIGH MEAN SCORES FOR ATTITUDES TOWARD
OKLAHOMA STATE UNIVERSITY

Variable Sub-group	Mean Score	Table
Agriculture Students	17.10	XI
21 and under age group	16.33	V
Thailand	15.75	III
American Roommate	15.48	VIII

TABLE XXII
 LOW MEAN SCORES FOR ATTITUDES TOWARD
 OKLAHOMA STATE UNIVERSITY

Variable Sub-group	Mean Score	Table
Low Motivation	9.30	XIII
Business Students	9.43	XI
Home Economics Students	9.50	XI
Africa	10.10	III
Juniors	10.50	X

Tables XV through XXII illustrate the extremes in scores for each category. Although implications for these results will be discussed in Chapter V, certain scores are notable. Table XIII which classed the sample into levels of motivation toward social involvement appears in its low grouping in each of the tables reporting low means. In fact, the lowest mean in three of the four categories was scored by those students classified as having low motivation toward social involvement.

Another notable result is the predominance of nationality groups on each of the tables. The variables for academic major and academic classification also produced many extreme mean scores. In all, the nationalities appeared 12 times, the academic majors 8 times, and the academic classifications 5 times.

Chi-Square Test of Relationship

Research question number five concerns the relationship between American involvement and attitudes toward Oklahoma State University. In order to determine if this relationship is significant, a Chi-square test was employed. In order to compute chi-square, a phi coefficient is first obtained, and the resulting computation will yield the chi-square. A significant chi-square is interpreted as showing a relationship between two variables. The phi coefficient gives a numerical value, ranging from 0 to +1, for that relationship (4).

The data is first arranged on a contingency table. In this case, individual mean scores for the categories of American involvement (AME) and attitudes toward Oklahoma State University (ATT) were considered. Four groups are established and arranged on the contingency table. Block A contains the number of scores that were high in AME and high in ATT; Block B contains the number of scores that were high in AME and low in ATT; Block C contains the number of scores that were low in AME and high in ATT; and Block D contains the number of scores that were low in AME and low in ATT. The contingency table is illustrated in Figure 1.

Once these numbers were obtained, the steps outlined in Bruning and Kintz were followed. The phi coefficient was .05638 and the chi-square value was .50562. The desired level of significance was .05. This chi-square value was not significant at the .05 level, therefore, no significant relationship exists between American involvement and attitudes toward Oklahoma State University.

40	39
(A)	(B)
(C)	(D)
36	44

Figure 1. Contingency
Table for
Chi-square
Test of Rela-
tionship

Summary

This chapter has presented in detail the results of the survey procedure used to describe the social relationships of international students attending Oklahoma State University. The information contained in Tables III through XIV illustrate the means for each variable on the categories of social activity, American involvement, non-American involvement, and attitudes toward Oklahoma State University. Additionally, the relationship between American involvement and attitudes about Oklahoma State University was determined. The following chapter will discuss the importance of this data.

CHAPTER V

SUMMARY AND CONCLUSIONS

Introduction

This study concerned the social relationships of international students attending Oklahoma State University. The purpose was to determine the extent of social activity along with the extent of involvement with Americans and non-Americans and the attitudes formed by these students toward Oklahoma State University. The sample was divided into various groupings, including nationalities, sex, age, living arrangements, marital status, roommate nationality, time in the United States, academic classification, academic major, previous foreign involvement, motivation to engage in social relationships, and English proficiency in order to investigate further the extent of activity in these areas.

Summary of Research

The sample for this study consisted of 160 international students, including 20 students each from Pakistan, India, Thailand, Republic of China, Iran, and Saudi Arabia, and a grouping of 20 from Africa and 20 from Latin America. Eleven countries in all were involved. These 11 countries totaled 593 of the 835 international students enrolled at Oklahoma State University during the Spring semester, 1975, and represented 71% of the entire international student population.

The research technique employed was the interview. In order to provide clarity, candidness, and flexibility, 23 interviewers representing the 11 countries were employed to administer the fixed interview schedule. The interviewers were trained and given a randomized listing of interviewees.

The interview schedule consisted of 33 questions. The first 20 questions pertained to the variables involved, and the remainder dealt with the four categories of social activity, American involvement, non-American involvement, and attitudes towards Oklahoma State University, which were arbitrarily established.

In order to deal with the variety of responses in each of the four categories, identifying numbers were assigned to each of the answers. Means for each variable were then computed, and the results were displayed in tabular form. A chi-square test was used to show the relationship between the variables American involvement and attitudes toward Oklahoma State University.

Findings and Conclusions

Summary of Research Questions

This study was structured to answer certain research questions. These questions will be stated and the results cited.

1. For each of the variables, which is the most active socially?
Results: Nationality, Pakistan; sex, female; age, 21 and under group; marital status, single; living arrangement, on-campus; roommate nationality, American; length of time in the United States, those entering during 1971-73; academic classification, sophomores; academic major, Business; degree of

previous foreign involvement, the group most involved; motivation toward social involvement, the moderately motivated group; and English proficiency, the group with a medium level of proficiency.

2. For each of the variables, which is the most involved with Americans?

Results: Nationality, Iran; sex, female; age, 21 and under group; marital status, single; living arrangement, on-campus; roommate nationality, American; length of time in United States, those entering during 1971-73; academic classification, seniors; academic major, Home Economics; degree of previous foreign involvement, the group most involved; motivation toward social involvement, the highly motivated group; and English proficiency, the group with a medium level of proficiency.

3. For each of the variables, which is the most involved socially with non-Americans?

Results: Nationality, Pakistan; sex, male; age, the 22-27 group; marital status, single; living arrangement, on-campus; roommate nationality, non-American; length of time in the United States, those entering during 1970 and before; academic classification, sophomores; academic major, Business; degree of previous foreign involvement, the group most involved; motivation toward social involvement, the moderately motivated group; and English proficiency, the group with a medium level of proficiency.

4. For each of the variables, which has the most positive

attitudes toward Oklahoma State University?

Results: Nationality, Thailand; sex, female; age, 21 and under group; marital status, single; living arrangement, on-campus; roommate nationality, American; length of time in the United States, those entering during 1970 or before; academic classification, freshmen; academic major, Agriculture; degree of previous foreign involvement, the group least involved; motivation toward social involvement, the highest motivated group; and English proficiency, the group with a low level of proficiency.

5. What relationship exists between attitudes towards Oklahoma State University and social involvement with Americans?

Results: Computation of a chi-square test indicated that no relationship existed between these variables at the .05 level of confidence. The chi-square value of .50562 was significant at only the .5 level of confidence.

Conclusions

In a descriptive study such as this one, many of the results can prove to be inconclusive. However, some trends seemed to develop through the reporting of high and low means.

Individual characteristics certainly play a large role in the development of social relationships. Of the numerous individual characteristics studied, age seemed to dominate. This is not manifested so much by the 21 and under group scoring highest on the categories, but through other areas. For instance, the highest ACT mean was reported for Pakistan which is also the youngest group in the

sample. Notice also the predominance of sophomores, seniors, and Iranian two undergraduate classifications and the second youngest nationality. Age itself may not be the factor here as much as what goes with it-- a broader exposure to many academic departments, larger class sizes, less academic focus, more interest in campus social/recreational offerings, fewer marriages, and so on. Other individual characteristics which seem to contribute to extreme mean scores were motivation and nationality. Motivation was involved only in its low form. Each table of low mean scores contains an entry for low motivation. It would seem that high motivation is not as important in the extent and kind of social activity as low motivation is to the absence of activity of all kinds. The predominance of nationality scores also points out the fact that cultural/national backgrounds were related to the social relationship of internationals. Nationalities were represented in both the high and low mean scores of all categories.

A second major factor besides individual characteristics would be the environmental contributions to social relationships. This would be the on-campus residence and the interest of an American roommate. Again the exposure to and interest in the campus "scene" through contact with residence hall activities and "inside" contact provided by a roommate's more easily made acquaintances assist in this area. It might be hypothesized that the proximity of opportunities affects the ease of relating to others.

Tables IX, XII, and XIV also contributed to the conclusiveness of the study. Table IX indicated that it does take time to become involved in social activities with Americans and non-Americans. Even those students who had entered the United States in early 1974, nearly

one and one-half years before the study was conducted, could not raise the mean in relation to those students who had entered during 1973 and before.

Table XII would indicate that experience counts. Those students who had traveled outside of their own countries or had friends of varying nationalities scored higher on the involvement categories than those who had no such experiences.

Table XIV is significant in that it disproved a common reliance on high English proficiency as a cardinal necessity to interpersonal relationships among people of various nationalities. The mean scores for the lowest level of proficiency are comparable to those of higher levels. The fact that the highest means were attained by those of only medium proficiency also supported this contention.

A final conclusion would involve the relationship between American involvement and attitudes toward Oklahoma State University. This relationship is not statistically significant, therefore, it does not have a negative connotation. The three highest mean scores for this category do not appear in other high/low mean tables. The fourth, American roommate, would support the relationship which was tested.

Implications

The main implications of this study involve the addition of information concerning international students' social relationships to existing knowledge about this complex area. One glaring implication which strikes at all individuals involved at any level with international students is that there is a difference among the nationalities. Too often there are generalizations to the entire international

student population, while professionals should stop to realize that the composition of this population is extremely diverse. The data clearly pointed this out. Nationality mean scores represented some of the highest and lowest levels of each category.

Just this added insight into nationality differences (and similarities) can have far-reaching impact. A question asked by most embassies and sponsors involves the social activities of their students. In addition, campus programing can be planned for those groups which show the most interest in this involvement. At the same time, the realization that all international students do not react in the same manner is critical in itself.

Chapter I illustrated that social relationships are a concern to not only the students themselves but also to sponsors, governments, and university personnel. This study would imply that the findings should be communicated to those who are interested in fostering social activity in general. Findings would indicate that fruitful areas for further study would include the effect of on-campus residence and American roommates on a high degree of American involvement in social relationships. Other cause and affect studies would include the variables of motivation toward social interaction, time in residence, nationality and cultural background, and level of English proficiency and their effect on American involvement and other types of social activity.

With this knowledge, better information can be provided to those students or others who are interested in improving the social relationships of international students at Oklahoma State University. Follow-up studies could produce an indication of improvement in these same areas. The success of programing to foster such relationships could

also be similarly tested. But, most important, the insight into this complex matter could be greatly expanded, and purposive action could be taken to deal with this important problem area.

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APPENDIXES

APPENDIX A

INTERVIEW SCHEDULE

1. Of what country are you a citizen?
2. How old are you?
3. Are you married?
If yes: Do you have any children?
Is your spouse in the United States?
4. What are your current living arrangements?
residence hall
apartment
boarding house
other (explain)
5. Do you live alone, or do you share your room (apartment) with someone else?
If you have a roommate, what is his/her nationality?
6. How are you classified in school?
Freshman
Sophomore
Junior
Senior
Graduate Student pursuing M.S., M.A., M.B.A.
Graduate Student pursuing Ph.D., Ed.D.
7. (a) When did you arrive in the United States?
(b) When did you arrive at this university?
8. Is this the first time you have been in the United States?
9. Did you ever travel in any foreign country other than the United States before?
If yes: Where did you go?
For how long?

10. We are interested in the reasons students have for coming to the U. S. and in the experiences they want to have while they are here. Think back to when you came to Oklahoma State University. Will you look at this list of statements and tell me which of them you consider the most important experience to have while you are here, which the second most important, which the third most important, and so on.

getting to know the people here
 getting training in my field
 seeing different parts of the country
 finding out how people live here
 learning about the form of government in the United States
 having a chance to live with people from another country
 finding out how people in my profession work here
 meeting the different kinds of people that live in the
 U. S.

11. What are you studying here?
12. Think about your first year at Oklahoma State University. How much difficulty did you have in understanding Americans when they spoke?

a great deal of difficulty
 some difficulty
 very little difficulty
 no difficulty at all

13. How much difficulty do you have now?

a great deal of difficulty
 some difficulty
 very little difficulty
 no difficulty at all

14. How much difficulty did Americans seem to have in understanding you during your first year at Oklahoma State University?

a great deal of difficulty
 some difficulty
 very little difficulty
 no difficulty at all

15. How much difficulty do Americans seem to have now?

a great deal of difficulty
 some difficulty
 very little difficulty
 no difficulty at all

16. How often do you hesitate to talk to Americans or to ask them questions because you think you may not be understood?

very often
 sometimes
 once in a while
 never

17. In your own opinion, how well do you speak English compared with most American students?

very much worse than most American students
 somewhat worse than most American students
 only a little worse than most American students
 as good as most American students
 better than most Americans

18. I realize that one of your main reasons for coming to this country was to get training in your field. Aside from this, how important do you think it will be to you to get to know people living in the U. S.? How many would you like to know and how well would you like to get to know them?

not at all important	No people	not very well
not very important	some people	rather well
rather important	many people	very well
very important		

19. Did you know any people from countries other than your own before you came here?

If yes: How many?
 Where was (were) this person (these people) from?

- very well/a close friend
- well/a friend
- not very well/an acquaintance
- not well at all/only to speak to

20. Have you been lonely since you have been at Oklahoma State University?

If yes: What is your most common feeling of loneliness and how often have you had this feeling?

very lonely	often/sometimes/never
somewhat lonely	often/sometimes/never
a little lonely	often/sometimes/never
not at all lonely	often/sometimes/never

21. Do you belong to or take part in any clubs or organizations here at OSU? (including nationality clubs)

If yes: What types of organizations are they?

nationality clubs

special interest (chess, ski)
 honoraries
 student government (Student Association, RHA)
 other

To how many do you belong?

About how often do you go to meetings or other activities of these groups?

every day
 several times a week
 about once a week
 less than once a week

22. Since you have been here at OSU have you visited any American families in their homes?

If yes: How often?

once or twice
 3 - 5 times
 5 - 10 times
 more than 10 times

What led to your being invited?

Host Family assignment
 classroom contact
 academic department contact
 other

23. (a) Here is a list of things people do together. Would you tell me about how often (never, less than once a month, one, two, or three times a month, several times a month, every day) you have done them with Americans since you have been here at the university? How many Americans are involved here?

talk about your courses
 talk about literature, music, art, or other common interests
 talk about your families and life before coming to the university
 talk about the sort of things you would talk about only with your friends at home
 visit in the American's room or home
 visit in your room or home

(b) And about how often have you done them with people from other countries, not counting your own?

(c) And about how often have you done them with people from your own country?

24. If you have gone out with (dated) any girls (boys) since you have been here at the university, what nationality were they?

25. (a) What about your free time--when you are not in classes or on a job--how much of it do you spend with Americans?

all, or almost all
 more than half
 about half
 less than half
 none, or almost none

(b) And how much do you spend with people from countries other than the U. S.--not counting people from your own country?

all, or almost all
 more than half
 about half
 less than half
 none, or almost none

(c) And how much do you spend with people from your own country?

all, or almost all
 more than half
 about half
 less than half
 none, or almost none

26. Since you have been here at the university, have you met anyone that you consider a "close friend" in the way that friends are defined in your country?

If yes: How many?

What country is he (she) from?

27. (a) How many acquaintances do you have with other than close friends?

(b) What percent of these people are from your own country?

(c) What percent are from the United States?

(d) What percent are from other countries besides your own and the U. S.?

28. Here is a list of characteristics which might be used to describe people. Pick out five which you think are particular characteristics of (a.) students at OSU, (b.) faculty/staff at OSU, (c.) other people you might have met. You can add others if you feel they are more characteristic than those on the list.

ambitious	interested in improving physical and economic conditions
optimistic	superficial
intelligent	lacking in reserve
place great value on success	childish
rude	treat everyone as equal
practical	not interested in other countries
reserved	boastful
religious	have sense of civic responsibility
consider foreigners inferior	hospitable
materialistic	extravagant, wasteful
lack spiritual values	energetic
friendly	other
regimented, standardized, not individualistic	
insincere	

29. Tell me whether you consider these characteristics desirable or undesirable in the people of the United States?
30. Aside from your academic pursuits, how would you rank your experiences at Oklahoma State University

excellent
 very good
 good
 fair
 poor

31. Barring misfortune, if it should become necessary for you to stay one year longer in the U. S. than you had planned, would you be glad or would you be sorry?

I would be very glad
 I would be rather glad
 It wouldn't matter
 I would be rather sorry
 I would be very sorry

32. Barring misfortune, if it should become necessary for you to stay at OSU one year longer than you had planned, would you be glad or would you be sorry?

I would be very glad
 I would be rather glad
 It wouldn't matter
 I would be rather sorry
 I would be very sorry

33. To what extent have people at OSU been interested in making friends with you?

not interested at all

a little interested
somewhat interested
very interested

APPENDIX B

RESPONSE SHEET

Circle: Male Female

1. Country:

2. Age:

3. Married: YES NO

 Children: YES NO
 Spouse in U. S.: YES NO

4. Living Arrangements:

_____ residence hall
_____ apartment
_____ boarding house
_____ other _____

5. Roommate: YES NO

Roommates' nationality: _____

6. Classification: FR SOPH JR SR

 Pursuing MS MA MBA

 Pursuing Ph.D. Ed.D.

7. Arrive in U. S.:

Arrive at OSU:

8. First time in U. S.: YES NO

9. Previous foreign travel: YES NO

Where:

How long:

10. Rank most important experiences at OSU:

- getting to know the people here
- getting training in my field
- seeing different parts of the country
- finding out how people live here
- learning about the form of government in the United States
- having a chance to live with people from another country
- finding out how people in my profession work here
- meeting the different kinds of people that live in the U. S.

11. Major:

12. First year - understanding Americans:

- a great deal of difficulty
- some difficulty
- very little difficulty
- no difficulty at all

13. Now - understanding Americans

- a great deal of difficulty
- some difficulty
- very little difficulty
- no difficulty at all

14. First year - Americans understanding you:

- a great deal of difficulty
- some difficulty
- very little difficulty
- no difficulty at all

15. Now - Americans understanding you:

- a great deal of difficulty
- some difficulty
- very little difficulty
- no difficulty at all

16. Hesitation in talking to Americans:

- very often
- sometimes
- once in a while
- never

17. English comparison to Americans

- very much worse than most American students
- somewhat worse than most American students
- only a little worse than most American students

as good as most American students
 better than most American students

18. Getting to know Americans:

not at all important
 not very important
 rather important
 very important

no people
 some people
 many people

not very well
 rather well
 very well

19. Prior acquaintance with foreigners: YES NO

Nationality of acquaintance: _____

How well:

very well/a close friend
 well/a friend
 not very well/an acquaintance
 not well at all/only to speak to

20. Lonely: YES NO

Most common degree and how often:

very lonely	often/sometimes/never
somewhat lonely	often/sometimes/never
a little lonely	often/sometimes/never
not at all lonely	often/sometimes/never

21. Involvement with clubs or organizations: YES NO

Types:

nationality clubs
 special interest (chess, ski)
 honoraries
 student government (Student Association, RHA)
 other

How many:

How often:

- every day
 several times a week
 about once a week
 less than once a week

22. Visited American home: YES NO

How often:

- once or twice
 3 - 5 times
 5 - 10 times
 more than 10 times

Why:

- Host Family assignment
 classroom contact
 social contact
 academic department contact
 other

23. Activities with Americans: Number _____

- talk about your courses a. never
 talk about literature, music, art or other common interests b. less than once a month
 talk about your families and life before coming to the university c. 1, 2, 3 times a month
 talk about the sort of things you would talk about only with your friends at home d. several times a month
 visit in the American's room or home e. every day
 visit in your room or home

Activities with other foreigners (not your own countrymen):

- talk about your courses a. never
 talk about literature, music, art or other common interests b. less than once a month
 talk about your families and life before coming to the university c. 1, 2, 3 times a month
 talk about the sort of things you would talk about only with your friends at home d. several times a month
 visit in the person's room or home e. every day
 visit in your room or home

Activities with countrymen:

- talk about your courses a. never
 talk about literature, music, art or other common interests b. less than once a month
 talk about your families and life before coming to the university c. 1, 2, 3 times a month
 talk about the sort of things you would talk about only with your friends at home d. several times a month
 visit in the countryman's room or home e. every day
 visit in your room or home

× 24. Dates: _____ Nationality: _____

× 25. (a) Free time with Americans:

- all, or almost all
 more than half
 about half
 less than half
 none or almost none

(b) Free time with people from countries other than the U. S. and your own:

- all, or almost all
 more than half
 about half
 less than half
 none or almost none

(c) Free time with countrymen:

- all, or almost all
 more than half
 about half
 less than half
 none or almost none

× 26. Close friend: YES NO

What country: _____

Number: _____

27. (a) Number of acquaintances: _____

(b) % from own country: _____

(c) % from U. S.: _____

(d) % from other foreign countries: _____

28. (a) Students

29. Desirable/Undesirable

- 1.
- 2.
- 3.
- 4.
- 5.

(b) Faculty/Staff

Desirable/Undesirable

- 1.
- 2.
- 3.
- 4.
- 5.

(c) Other people

Desirable/Undesirable

- 1.
- 2.
- 3.
- 4.
- 5.

30. Ranking experiences: _____

31. Extension of one year in U. S.:

- _____ very glad
- _____ rather glad
- _____ wouldn't matter
- _____ rather sorry
- _____ very sorry

32. Extension of one year at OSU:

- _____ very glad
- _____ rather glad
- _____ wouldn't matter
- _____ rather sorry
- _____ very sorry

33. Others interest in making friends with you:

- _____ not interested at all
- _____ a little interested
- _____ somewhat interested
- _____ very interested

APPENDIX C

TEXT OF QUESTIONS COMPOSING THE VARIABLES

PREVIOUS FOREIGN INVOLVEMENT (TABLE
XII), MOTIVATION TOWARD SOCIAL
INVOLVEMENT (TABLE XIII),
AND ENGLISH PROFICIENCY
(TABLE XIV)

Previous Foreign Involvement (Table XII)

Question	Response	
8. Is this the first time you have been in the United States?	Yes	No
9. Did you ever travel in any foreign country other than the United States before?	Yes	No
If yes: Where did you go? For how long?		
19. Did you know any people from countries other than your own before you came here?	Yes	No
If yes: How many? Where was (were) this person (these people) from?		

How well did you know this
person (these people)?

- a. very well/a close friend
- b. well/a friend
- c. not very well/an acquaintance
- d. not very well at all/
only to speak to

Motivation Toward Social Involvement (Table XIII)

Question	Response
<p>10. We are interested in the reasons students have for coming to the U. S. and in the experiences they want to have while they are here. Think back to when you came to Oklahoma State University. Will you look at this list of statements and tell me which of them you consider the most important experience to have while you are here, which the second most important, which the third most important, and so on.</p>	<p>getting to know the people here betting training in my field seeing different parts of the country finding out how people live</p>

here
 learning about the form of
 government in the U. S.
 having a chance to live with
 people from another
 country
 finding out how people in my
 profession work here
 meeting the different kinds
 of people that live in the
 U. S.

18. I realize that one of your main
 reasons for coming to this country
 was to get training in your field.
 Aside from this, how important do
 you think it will be to you to get
 to know people living in the U. S.?

not at all important
 not very important
 rather important
 very important

How many would you like to know, and
 how well would you like to get to
 know them?

no people
 some people
 many people
 not very well
 rather well
 very well

English Proficiency (Table XIV)

16. How often do you hesitate to talk to Americans or to ask them questions because you think you may not be understood?
- very often
sometimes
once in a while
never
17. In your own opinion, how well do you speak English compared with most American students?
- very much worse than most American students
somewhat worse than most American students
only a little worse than most American students
as good as most American students
better than most Americans

VITA

W. Douglas Wilson

Candidate for the Degree of

Doctor of Education

Thesis: SOCIAL RELATIONSHIPS OF INTERNATIONAL STUDENTS ATTENDING
OKLAHOMA STATE UNIVERSITY

Major Field: Student Personnel and Guidance

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