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ABSTRACT

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The purpose of this study was to identify the problems of foreign students at the University of Wisconsin-La Crosse.

The sample of this study included subjects from Ethiopia, Guyana, Hong Kong, and Nigeria.

The results of this investigation included:

1. Foreign students experienced their greatest difficulties in securing personal and college finances.
2. These students had problems adjusting to the food and climate.
3. Foreign students had difficulties obtaining dates.
4. The academic area provided problems for foreign students. These included note-taking, writing papers and preparing for tests.

On the basis of the results of this study, recommendations were made for the foreign student advisor and the foreign students. These included that the foreign student advisor explore additional methods of reducing financial hardship, that foreign students be aware of special academic programs in school, and that the immigration laws be explained.

Further, foreign students must realize that they came to the United States to obtain higher education and as such had established that they had financial support. Any change in their financial arrangements should not be the burden of the university--rather the cooperation of the university and the students.

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CHAPTER I

INTRODUCTION

Because International Students leave their homelands and come to this country to continue their education, it is generally expected that they will encounter more difficulties than American students in adjusting to a university. (Selltitz, 1963)

Foreign students have been coming to the United States for over twenty years. After World War II, colleges and universities in the United States began to feel and to see an ever increasing number of foreign students on their campuses. Today there are over 120,000 foreign students in the United States.

Most of these students came from developing nations that had not developed institutions of higher education. The level of education in their countries had progressed, but not with enough vigor to warrant the creation of colleges and universities. Even though some of these countries may have had colleges and universities, they did not provide the student with experiences comparable to those available in colleges and universities in the United States. (Selltitz, 1963)

The absence of higher education in some countries should not be taken for an uncommon experience. Colonialism, prior to independence in many of these countries, had taken its toll. The intent was to maintain the status quo in

education. That is, the colonial masters provided a primary school education that benefited pupils until the age of sixteen, after which, there was no more advancement in this area. High schools were seldom to be found--much less colleges and universities.

Today, many of these former colonial countries, now independent, have taken strides to correct this inadequacy. High schools have sprung up in many of these countries. Universities, too, have been established, but these did not provide the students with enough choices in terms of studying in areas that they felt were beneficial to them.

However, the United States with its many colleges, its progressive economic status, its acceptance of diverse cultures, and its political philosophy did provide incentives to attract foreign students.

As Margaret Cormack (1969) indicated,

....the U.S. has opened its doors to foreign students, not only for our advanced studies and applied technologies but also for our campus life and community processes. We have maintained a pious faith in democracy and have chosen to act as missionaries in showing others how responsible leadership is developed and utilized, how citizen participation reaps both peace and prosperity....

Foreign students brought with them their traditions, their social customs, their intellectual abilities, and their financial status. Many of these students found that their way of life was in conflict with their host country. To alleviate this cultural disparity required a great deal

of adjustment on the part of the foreign students. Their method was to break down the gap between their cultures and their host using communication as their tool in establishing understanding and making friendships in their new community.

Statement of the Problem

The social, economic, and political changes which have taken place in many developing countries have brought widespread demand for education. Most of the students that came here were from the middle and lower classes of their country. Within their own environment they represented a capable group which depended on the "land" for their livelihood. Consequently, when these students came to the United States to study, they found that they had to adjust to their new environment in order to be successful. Since these students were the first generation to receive a Western education, it would not be surprising for them to have difficulties in academic, financial, and social spheres.

The principal aim of this study was to identify the educational, social, and financial difficulties foreign students encounter at the University of Wisconsin-La Crosse.

Importance of the Study

This study was designed to examine foreign students' adjustment to their new environment. Foreign students have been attending the University of Wisconsin-La Crosse since 1960. The last six years have shown a dramatic

increase in foreign student enrollment. Consequently, there exists increasing need for the foreign student advisor to be skillful in dealing with many problems.

Because foreign students come from various geographical areas, they bring aspects of their cultures with them. For some students it is easy and natural to express their problems, while for others it is very difficult. This study attempted to identify the problems facing communicative as well as non-communicative students.

It was hoped that this study would reflect the foreign students' plight, and establish the need for a foreign student advisor who would work to alleviate some of their problems.

Procedure

This study included interviews conducted by the researcher with African, Guyanese, Hong Kong, and Middle Eastern students at the University of Wisconsin-La Crosse. The interview covered areas which were considered to present problems to international students. A questionnaire was designed based on items that international students felt were problem areas, plus additional items that were found in other studies.

This survey covered three major areas: 1) academic, 2) financial, and 3) social. Here, an attempt was made to discover to what extent international students were experiencing difficulties on the University of Wisconsin-La Crosse campus.

The interviews were conducted so that problem items that were characteristic of the international students would be included on the questionnaire. Once this instrument was designed, it was then given to international students on the University of Wisconsin-La Crosse campus. Canadian students were excluded from this survey because the cultures of Canada and the United States are very similar.

Delimitations of the Study

The delimitations of this study of foreign students at the University of Wisconsin-La Crosse included: a) that this study included a special group of students pertinent only to the UW-La Crosse campus, b) that the questionnaire items were based on interviews and on some previous studies. These items did not represent the total spectrum of foreign students' problems. c) that the interviews conducted covered some subjects in each cultural grouping.

Definition of Terms

Colonialism-A system whereby a country maintained foreign colonies for their economic exploitation.

Colonial Masters-The persons that benefited from economic exploitation of the colonies.

Cross-Cultural Education-This type of education applies to students who have come from different cultural and geographical areas of the world to study in the United States, where their way of living is dissimilar to their host's.

Cultural Areas-Represents a group of students who have come from various regions of the world and follow the customs, laws, and mores that are typical for each of these groups.

International Students-This term represents students who have come from different countries of the world to study in the United States.

Foreign Students-This term is used interchangeably with International Students.

Lower Class-Represents students whose families are capable of providing enough food, clothing, and financial resources to meet their day to day living expenses.

Middle Class-This group has resources to meet their everyday expenses. They have a little more than the lower class, but not enough to support their children studying in the United States. This group is sociable and usually is respected in their communities.

Problems-Foreign students on the UW-La Crosse campus must be able to adjust to their new environment. The degree to which they experience difficulties can be interpreted as representing the progress of their adjustment. It is assumed that the greater their ability to adjust, the fewer problems they will encounter, and vice versa.

CHAPTER II

REVIEW OF SELECTED LITERATURE

It would appear inevitable that international students encounter some problems of adjustment in obtaining an education. This is particularly apparent if they must adapt to a new cultural and academic environment.

Causes and Historical Trends

Long ago, travel was reserved for the wealthy, but today this trend has reversed. Many people were unable to visit other countries because they could not afford the high costs. To compound this financial hardship, the journeys were often long and tiresome due to limited transportation facilities and, in many instances, dangerous and inaccessible roads (Kellog, 1926).

With the advent of the Industrial Revolution and advanced technology, travel has become easier and more accessible to everyone. Improved ocean, road, and rail services, the invention of airplanes with today's sophisticated equipment, and the highly competitive spirit of these services to attract customers have provided people with ample opportunity to travel in comfort. The mass media has served to inform people of the cultures and values of other nations so that in many instances travel has become more meaningful to the itinerant (Galichia, 1962).

Motivations for Coming to the United States

There is no doubt that the United States emerged as a champion of democracy after the defeat of Nazism. The war torn countries of Western Europe and the developing countries of the Western world looked upon the United States as the defender of the free world.

The United States made tremendous strides in technological advancement after World War II. The growth of industries using improved techniques and sophisticated equipment, gave strength to the American economy. Consequently, the United States, in the eyes of the free world, has become the dominant and magnetic force in the free world.

It is not surprising, therefore, that thousands of people visited the United States each year. Some came to visit friends and relatives and to see the country. Others came for technical training, for diplomatic purposes, and for studying in colleges and universities (Galichia, 1962).

The United States has offered and continues to offer to international students technical and scholastic training. This trend is successful because international students feel a sense of pride and security in obtaining an education in a highly sophisticated society.

Patterns of Involvement in American Life

A study (Davidson & Sewell, 1956) indicated that any cultural adjustment pattern a person adopted would involve

new roles and status. Basically, there has been four adjustment patterns a person could adopt with variations. He could remain a detached observer. That person would experience little conflict either in adjustment (which would be superficial) to the new culture or upon return home. A second pattern would be for the individual to promote his home country. This would indicate he was reluctant to participate in American life and had many problems adjusting to it. The third pattern would be to enthusiastically participate in American life. That individual would experience more conflict when returning to his homeland. The fourth pattern is to come to the United States with the intention of making this country his permanent home. That type of person would adjust more readily than the others to the American way of life, but would experience much guilt in deserting his homeland. He would be most discontent of all, if for some reason, he had to return to his homeland.

Some Basic Assumptions

To understand the process of cross-cultural education and adaptation, it is necessary to work within a multidisciplinary framework (Klein et al., 1971). Principles from psychology, sociology, and anthropology are relevant to that complex subject. At the very least, a given student's experience in the United States is shaped by his cultural background and norms, by his personality, which had developed

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within that cultural context, and by special situational factors at home and in the United States.

To understand the role of cultural and situational factors, Smith (1956) believed that the foreign student's behavior and adaptation could not be predicted or adequately evaluated without considering the frame of reference provided by his specific culture. A Chinese boy who may be normal and well-functioning--that is, moderately independent, striving, interested in girls, somewhat brash, willing to take things as they came like the normal American male, was, in the context of his home values, "deviantly abrasive, somewhat psychopathic, and probably an outcast from his peer group." Conversely, the "proper" Chinese girl who was shy, hesitant, eyes downcast, responding only to direct questions, self-deprecating--would seem by American standards to be pathologically inhibited and inappropriate. Yet Americans had not realized that that same young girl, in order to get to the United States may have had to engage in a massive year long struggle with her parents to overcome their strong opposition.

Two other concepts, role conflict and self esteem, are especially crucial in conceptualizing some of the necessary ingredients of adjustment. Role conflict refers to the degree of correspondence versus dissimilarity between home and host values and expectations. It defines the amount of change required for adjustment, and is a social psychological

redefinition of the concept of cultural distance. Consistent with previous research, academic and social adjustment is easier when role conflict is minimal and more difficult when the role conflict is severe (Higbee, 1969). If, for example, a student is expected at home to memorize texts and passively receive lectures, role conflict would be high for United States study settings, where independent thinking and active challenge of traditional conceptions have been highly valued.

Self-confidence and self-esteem have been demonstrated in many different ways. Klein et al. (1971), concluded that the students who fared best were those with initial self-confidence and who continue to be successful in gaining status and recognition while here. One particular acute problem that foreign students encounter has been the loss of status and esteem which come when moving from home--where recognition and status were high--to the United States, where that specialness is at best only temporary and much too bound up with the "foreigner" role. This status loss has been referred to as role shock. (Klein et al., 1971).

How Important is the Predeparture Period?

Some researchers have concluded that the predeparture period to the United States has been a contributing factor to the student experience in the United States. As DuBois (1956) states:

The student is in the midst of making what is often

a very difficult decision and personal commitment. He may be in a state of conflict about leaving his family responsibilities and feel considerable ambiguity regarding his future.

Other investigators have shown that foreign students came to the United States with initially strong positive attitudes and have suggested that the predeparture period might also have been a time when important impressions of America were formed (Walton, 1967). It was suggested that it would be interesting to test the adequacy of coping with decision-making stresses and anxieties expressed during the predeparture period, to relate these to the degree to which the students have adapted in the United States, and then to also examine the nature of the specific problems encountered.

Other Factors Affecting Adjustment

The Peace Corps has indicated other factors which might influence whether social adjustment was positive or negative. Job satisfaction is very important. Good health is also a contributing factor to adjustment. Lundstedt (1963) indicated that there was a significant difference between the foreign students' role to adjust and their poor morale. Thus, Lundstedt concluded that it was due to inadequate socialization.

The visitor has been on the periphery of the social world and his previous learning had taken place in another culture altogether (Schild, 1963). Both of these situations could inhibit social skills. However, Jacobson (1963) states that ability and motivation of the person to adjust to new

situations can be the determining factors to overcome cultural situations.

Images the person held before coming to America also have their influence. Another contributing factor, can be the international student's reluctance to express himself. He may feel that his American hosts will not understand him when he speaks. Consequently, he may have to repeat himself. Americans sometimes interpret such shyness as indifference and, as a result, do not encourage the student to express his ideas.

Seltiz et al. (1962), felt that Americans actually had very little information regarding foreign nationals other than the foreign students. Many American students did not make an adequate social adjustment to the university system. Another consideration is that each visitor is an unofficial ambassador for his country, which can be a difficult role to play, especially if his country and the United States do not agree politically.

Factors Associated With Differences in Attitudes

Whenever a student or visitor comes to a country, he does not come with a blank--or perhaps even an open--mind. He brings with him a set of preconceptions and expectations, built up through the years. The problem is complicated by the fact that the visitors bring with them not only preconceptions about the host country, but a variety of motivations.

These may influence the extent to which their experience in the United States may lead to changes in their beliefs and feelings about the host country. For example, both Lysgaard (1954) and Scott (1956) suggested that, at least among Scandinavians, established scholars who went to the United States for specific research purposes were less sensitive to the social and the cultural exigencies of their host country. As a result, these students are less likely to make observations or undergo experiences that might change their views, than were students whose goals included, in addition to getting training, becoming familiar with a different way of life (Selitz, 1956).

Differences in national background seemed to be a major source of difference in perception of the United States. For example, Coelho (1958) indicated that students from non-European countries were likely to see family ties as weaker than did those from European countries.

....Scandinavian students are likely to think of Americans as irresponsible in public affairs, while students from most other countries are likely to be struck by the extent to which Americans feel a sense of civic responsibility and participate in the affairs of their community.

Asian Students

For two years Klein et al. (1961), have carried out intensive interviews with forty students from Taiwan and Hong Kong. They found that social isolation from Americans was a fact of life for Asian students.

....the vast majority of Chinese that we saw clearly failed to establish close relationships with Americans and during their time here came not only to accept this isolation and to find reasons and rationalizations to support it, but also put down strong roots in the Chinese subculture. Once established, the intensity of this isolation and its resistance to change was greater.

Klein et al. (1961), established two main themes that emerged from their interviews with Chinese students. First, there were superficial differences in social behavior that require adjustment or "relearning of rules and patterns of conduct." Second, there were the implicit emotional risks inherent in adaptation to those new ways that stem from "basic functional differences in social roles." What was feared most was the loss of familiar structure and the absence of a familiar social network to fill their dependency needs. Those fears emerged because of the contrasting differences between the Chinese and American cultures.

The Chinese culture is traditional and authoritarian--one in which young people receive a great deal of structure and support both from family and from peers. American culture stresses quite opposite values for young people including self-expression, challenge to the system, independent behavior, informality, and constant change of peer associations.

When faced with those conflicting pressures, it was easy, especially for the insecure Chinese student, to fall back into the security provided by the Chinese subculture. The Chinese who appeared to cast his lot with Americans was subject to a great deal of criticism and censured more as a black sheep than as a country man wanting to go his own

way (Klein et al., 1961).

African Students

African students have difficulties adjusting socially. These students are caught between the "black and white" race conflict. Joseph Veroff (1963) conducted a study on fifteen hundred African students studying in the United States. He found that:

....many reported discriminations of various types due to their skin color. About a third of them were asked which of their ideas about America had changed during their sojourn and they reported that racial discrimination was worse than expected.

Veroff's (1963) finding is true for African students studying both in the North and in the South of the United States. The survey raises a controversial issue about race relations, for it points out that many African students report a strain in their relationships with American Negroes. The survey also suggests that non-academic problems do cloud their perspective on their experiences in this country. These problems include financial hardship and social discrimination from both white and black populations.

Academic Disadvantages

American students have generally assumed that internationals labor with overwhelming problems as a consequence of their foreign student status. This is true since most international students must adapt to their new academic

environment. Reading, writing, and speaking English efficiently is an important asset for academic success. Note-taking and preparation for tests are other skills that the international student must accomplish.

At the University of Tennessee, Gaither and Griffin (1971) found that "language was regarded as the single greatest problem for internationals..." Clarke and Ozawa (1970) found that:

....the single greatest exception was in the internationals lack of fluency with the English language which limits communication and adjustment to their new environment. Based on self-ratings by foreign students, indications are that from one-third to one-half of the internationals in this country possess only "fair" or "poor" quality language skills, ranging from verbal to written forms of communication.

Academic problems are common to foreign students irrespective of whether they are enrolled in a four-year or a two-year college. If there are any differences in academic adjustment of foreign students in four-year and two-year colleges, it may be because the four-year colleges offer more services than the two-year colleges. Yet foreign students have the same difficulty in adjusting to academic skills. Hagey and Hagey (1972) pointed out that in both the four-year and two-year colleges, the problems were equally evident in academic adjustment, where 65 percent of the students rated themselves below average.

....However, the academic environment does seem to pose different problems for those enrolled in the

two kinds of colleges. Those in the two-year colleges more frequently rate themselves below average in academic adjustment. Problems exist with even the most basic skills required to handle course work: a) ability to understand and to perform on tests; b) ability to take notes, to understand lectures, and to participate in classroom discussions; and c) ability to handle assignments, outside the classroom (papers, reading assignments, library work). They are clearly in need of greater services from the academic community, yet they seem to receive less special help than do their four-year counterparts.

Institutional Demands

Combat for Honors-A study (Selby & Wood , 1966) has shown that life at a hard-driving university is sometimes combative. Grades and honors in some universities are fixed in numbers and allocated on "the curve." If a student receives a high grade for his work, then the chances are reduced that the others will get high grades. As a Latin American student put it: "It is very hard competition. It is not competition in a sports way, but a fight...."

The study (Selby & Wood , 1966) continues to show that besides the element of combat, foreign students see two other elements: a stress on the individual rather than cooperative effort, and, associated with this, a selfish preoccupation with one's own progress and the elimination of concern for others. An African student commented upon the stress on the individual in this way:

People sure have to be individuals in a system like this. At home we have study mates...you go to class with them and you talk to them and you

help each other work out all your problems together, and you do everything together.

An articulate Iraqi student summed up his feelings about the consequences of combative individualism in the following statement.

You talk about the competition here, but it is very unethical. At home if I am doing a problem... and I come across a step that I do not think that anyone else can do, the next day at class I am very pleased to tell my friends about it...but here if you did such a thing you would not tell people how you had done it because if you both get a high mark, he might get an A and you would not...That's what I mean, it's unethical.

Scheduling Activity-Selby and Woods (1966) in their interviews found that foreign students not only had to battle for grades, but had to do so on a fairly rigid schedule. The rigid timing and hurried sequence of events requires them to adopt a new rhythm of life in order to fulfill the necessary tasks. This rhythm is most often referred to as a rush, about which a student from the Middle East said:

I think I am going to accept being a machine. I find that I have worked for the last five days twelve hours every day for my mid-terms...You have no choice, you have to work so hard you might as well give up and be a machine...

An Israeli expressed his time problem with reading, note-taking and examinations:

I get big reading lists and long examinations and I can't finish them in time. They give me extra time, but the exam takes four hours and then I have to sit there two more after four hours. I just can't write any longer...And there are some classes I can't take notes in, she is running so fast I can't keep up, so I have to stay after class each time to copy notes.

A recent study (Gaither & Griffin, 1971) concluded that foreign students in the United States have some form of difficulty in adjusting to the academic life of higher education. Many internationals find themselves preoccupied with their academic problems to the exclusion of most other activities. This has been a way of life for many foreign students.

Financial Support

An important part of the foreign student adaptation to the United States is his ability to provide financial support for his college career.

According to Gaither & Griffin (1971) part of this adjustment for most of the international students is the general financial discrepancy between the more affluent American society and their homelands. To gain a better perspective of this initial impact on the student, the relationship of financial discrepancy between Hong Kong, Guyana, Nigeria, Ethiopia, Israel, Jamaica, Norway, and the United States can be seen (Table 1).

Obviously, the average international student must either be wealthy, relative to his country's income level, or receive sponsored support. In view of this, it is necessary to examine the sources and amount of expenditures for international students. As the study (Gaither and Griffin, 1971) shows,

...older students (i.e. over age 25), most of whom are in graduate programs, receive the majority of their financial support from the University of Tennessee. Younger students (i.e. under age 25), receive the bulk of their money from their family or personal savings. The student's home government, the United States government, and private institutional sources, in subsequent order, supply the other major sources of income (Table 2).

Surprisingly enough, at this southern university, foreign students ranked finances exceedingly low as a "very important problem." There is no specific financial aid earmarked for this purpose, "ostensibly due to legal restrictions under Tennessee law which prohibits such financial outlay." However, international students are eligible for a \$50 emergency loan through the University Financial Aids Office.

The study done at the University of Tennessee does not negate the fact that finances are a major problem. A survey (Deutsch, 1970), (N=286) of five colleges and universities in a large mid-western community indicated that 73 percent of the international students reported having money difficulties.

Foreign Students at a Financial Disadvantage

To amplify the international students' financial plight, a comparison is necessary. Two studies made of foreign students at the University of Minnesota make grim reading. Watt (1967) studied the pattern of income and expenditures for new foreign students and American graduate students. Foreign students were spending an average of \$525 less per year than American students for all costs of education.

TABLE 1
COMPARISON OF PER CAPITA INCOME
IN SELECTED COUNTRIES*

COUNTRY	YEAR**	PER CAPITA
Ethiopia	1963	\$44 (U.S.)
Nigeria	1966	\$75
United States	1966	\$3303
Guyana	1969	\$295
Jamaica	1970	\$545
Israel	1966	\$1158
Hong Kong	1963	\$434
Norway	1970	\$2550

* These figures were obtained from "The United Nations Statistical Handbook 1970," (New York: United Nations).

** These were the last years the per capita income was listed in the United Nations Statistical Handbook.

TABLE 2

FINANCIAL ASSISTANCE UTILIZED BY AMERICAN AND FOREIGN GRADUATE STUDENTS:
SOME COMPARATIVE DATA 1966-67^a

Source of Funds	American Grads ^b	Foreign Grads ^b	Total Amounts	% This is Resource Utilized by:		% This Resource Is Of All Sources Utilized by	
				Amer.	For.	Amer.	For.
Employment ^c	5,887,464	1,416,218	7,303,682	80.6	19.4	54.1	79.5
Fellowship ^d	3,434,320	232,280	3,666,600	93.7	6.3	31.6	13.1
Scholarship ^e	458,190	113,882	572,072	80.1	19.9	4.2	6.4
Loans ^e	<u>1,097,320</u>	<u>17,664</u>	<u>1,114,984</u>	<u>98.4</u>	<u>1.6</u>	<u>10.1</u>	<u>1.0</u>
Totals	10,877,294	1,780,044	12,657,338	85.9	14.1	100.0	100.0

^a "Report of the Study Committee on International Student Programs," University of Minnesota, Jan. 15, 1968, table I, p. 57.

^b American grads are 85.26% of all grads; foreign grads are 14.74%.

^c Employment amounts do not include employment outside the university or employment on other than academic payrolls.

d

Fellowship amounts are from figures furnished by the Graduate Fellowship Office. The amounts shown for foreign students are based on the estimate that 10 percent of all foreign students are on U.S. or foreign government fellowships of an annual value of \$3,000.

e

Scholarship and loan amounts are based on estimates of the Bureau of Student Loans and Scholarships and the Foreign Student Advisor Office. The allocations of the amounts indicated above to graduate foreign and American students are based on the proportion the American and foreign graduate students are of all American and foreign students at the university. This system of allocation was used since no division of amounts was possible on any other basis.

The income figures show why the gap in spending exists-- largely because it must, since income for foreign students was roughly \$945 less per school year than for American students. These figures (see table 3) are based on foreign and American single males, and are for a single quarter only, projected for a full year (Moore, 1970).

Graduate foreign students are being supported largely by employment--79.5 percent as compared to 54.1 percent of the American students. Thirty-two percent of the American students are supported by fellowship aid as compared with 13 percent of the foreign students. A more comprehensive study undertaken at Minnesota in 1968 to determine the sources of American and foreign student support disclosed that it would take an additional \$300,000 in scholarship and fellowship aid to give foreign students an equivalent amount of aid of this kind (Moore, 1970).

Importance of Low Tuition

Unlike foreign students at the University of Wisconsin who have their tuition waived, the majority of international students at the other universities must pay tuition. State law in Wisconsin permits the Director of Financial Aids to waive tuition for foreign students. However, the number of foreign students receiving such a tuition waiver, must not exceed one percent of the previous year's enrollment for that particular institution.

TABLE 3
 COMPARISON OF INCOME AND EXPENSES FOR SINGLE
 U.S. AND FOREIGN GRADUATE STUDENTS*

	U.S. Students	Foreign Students	Difference in Amount
Income	\$4173	\$3228	\$945
Expenditures**	\$3222	\$2697	\$525

*Gail Watt, Income Expenditure Survey (University of Minnesota, Feb. 1968), pp. 19 and 26.

**Expenditures for automobiles or for travel to the U.S. were omitted from these compilations.

In the other universities of the United States, foreign students pay tuition. Many of these students find it difficult to meet the cost of tuition. This can be attributed to the high cost of education and the limited financial resources of these students. A study (Deutsch, 1970) found that at universities throughout the United States, foreign students are seeking avenues to reduce tuition. The president of the International Student Committee, California State College, Long Beach, wrote to the chairman of the trustees on the importance of low tuition in permitting enrollment of foreign students with limited financial resources. He stated:

Though some of us come from Canada, Japan and a few countries of Europe, most of us come from the less developed countries of Asia, Latin America, and Africa. Leaders, as study of the backgrounds of your public officials show, can come from any walk of life. This is important in a democracy....

as tuition for foreign students is increased, however, the greater is the degree of restriction of those who can come to those whose families are of the economic elite of their countries.

Where the gaps between the "haves" and the "have-nots" are vastly greater than in the United States, it would seem important that the new leaders be educated in other than authoritarian or totalitarian environments and be drawn from broad segments of populations. This can be accomplished in the colleges of your state only if the tuitions charged foreign students remain at the lowest possible levels.

University administrators have realized the necessity of low tuition for foreign students. The executive vice-chancellor at California State College, Long Beach, replied

The Board of Trustees has carefully considered the human factors noted in your letter in arriving at

its decision to keep foreign student tuition for 1970-71 at its lowest possible level in keeping with legislative action. We share your concern that education be available to more than the economically elite.

However, during the last two years, colleges throughout the United States were experiencing difficulties. California state colleges were no different. These institutions faced a decrease in enrollment, tight state budgets and in many instances failing bond issues. These had prevented capital outlay for buildings and funding for salaries and other operating costs commensurate with the numbers of qualified students applying. Many times irate parents, quite understandably, raised the question, "If my son or daughter is qualified and can't get in, why are all these foreign students here?" Political pressures developed. Consequently, foreign students must pay higher tuition. The only alternate is for foreign students to seek employment. (Deutsch, 1970).

Restrictions on Employment

Employment has been, and continues to be, a serious problem for many foreign students in the United States. To say this is not meant merely to repeat the truism that jobs generally are hard to find. As immigration regulations tighten, it is increasingly difficult for aliens to receive labor certification. As Gaither and Griffin (1971) of the Office of International Student Affairs at the University of Tennessee stated:

Employment, part-time or full-time, is also something of a legal problem for many international students who wish to supplement their income in this country. All international students must receive immigration and naturalization service (I and NS) permission to accept off-campus employment. Such permission is difficult to obtain until the non-resident alien has been in this country at least one year. However, they are allowed intra-campus employment such as teaching assistantships and other jobs around campus without government permission.

A recent study (De Antoni, 1972) shows that hiring practices are becoming more restrictive as a growing majority of employers require citizenship or immigrant (permanent residence) status as prerequisites. Job-hunting techniques in the United States are cultural phenomena unfamiliar to most foreigners. These factors make employment even more difficult for foreign students to obtain. These students may find many opportunities denied to them exclusively. Many may come to feel that most Americans lack a real understanding of their need and abilities for employment. Consequently, they may leave America with a bitter aftertaste.

As a country in which individual initiative is rewarded at least by employment, America may seem to "short change" many foreign students. What had begun as a venture in good will and international cooperation may end in frustration and doubt for the foreign student.

Summary

It seems that foreign students will continue to encounter difficulties while in the United States. These students come from a variety of cultural norms. Consequently, their

difficulties in adjusting to the United States will mirror the strength of their cultural heritage.

The foreign students' financial status in the United States will also reflect their family's financial position. Students who come from a poor family will continue to have to seek financial aid.

CHAPTER III

METHOD

Design of the Study

This study was designed to survey the opinions of foreign students at the University of Wisconsin-La Crosse. The purpose was to identify the problems that foreign students encounter in adjusting to their new environment.

Sample and Setting

The 45 subjects in the sample included 38 males and seven females from the University of Wisconsin-La Crosse.

These undergraduate students are members of the International Club and represent seven countries--Ethiopia, Guyana, Hong Kong, Israel, Jamaica, Nigeria, and Norway.

The subjects represented a typical sample of students that have been coming to this university for the past decade.

Instrumentation

The instrument used to gather information on foreign students was a questionnaire that contained five sections.

The first section--consisting of four questions--dealt with general information about the respondent, such as country of birth, marital status, sex, and year in college.

Section two presented 11 questions on academic adjustment.

These included the extent to which the foreign students are able to: speak and write English, understand Americans and teachers, take tests and notes, participate in class discussion, and use of the library.

Section three contained 11 questions based on social adjustment. These covered the areas of foreign students' abilities to interact with Americans, their adjustment to the food, and their adjustment to the climate.

Section four consisted of six questions that related to finance. The items covered the areas of job discrimination on and off-campus; permission from the immigration department to work part-time off-campus; and money to finance college education and personal expenses.

Section five provided space for the respondents to describe any additional problem(s) they had encountered, but not listed in the questionnaire.

Procedure

The investigator developed a 28 question survey instrument based on selected readings from the literature and on his personal experience as a foreign student. The questionnaire was administered to 15 international students to determine whether the material covered the pertinent problem areas and to ascertain the clarity of the questions. Comments from participating international students assisted in rewording parts of the questionnaire. Further modifications

and additions to the current form were based on suggestions from the foreign student advisor, and an advisor of the International Club.

After revision, the questionnaire was administered to 20 foreign students who attended the International Club meeting on May 19, 1973 (See Appendix A). The 20 questionnaires were collected at the end of the meeting.

Thirty international students who did not attend the meeting were contacted individually and asked to fill out the questionnaire. By June 7, an additional 25 questionnaires were collected.

The combined count of questionnaires totaled 45 of the 50 subjects contacted, and reflected a 90% response.

Data Analysis

The responses for the 45 subjects were scored on a 5-point scale. The scores for each of the 28 items in the instrument were ranked in order from greatest problem to no problem.

The statistical computations were accomplished on the 1130 IBM computer at the University of Wisconsin-La Crosse. The responses were tallied for each item and those scores were converted to mean scores for each item.

The computer also tallied scores for each item for each country. Those scores were converted to mean scores and were ranked from 1 to 28. The item that had the

highest mean score was ranked one. The other mean scores were respectively ranked in that order.

The rank order scores were tallied by the researcher, while suggestions and comments offered by respondents were not treated statistically, they provided some basis for the investigator's conclusions and generalizations about foreign students' adjustment.

CHAPTER IV

RESULTS AND DISCUSSION

Of the 50 undergraduate international students contacted, 45 students, or 90 percent participated in this study. These students represented seven countries: Ethiopia, Guyana, Hong Kong, Israel, Jamaica, Nigeria, and Norway (Table 4).

However, five students who represented three countries, were eliminated from the study. These included three students from Israel and one student each from Norway and Jamaica. These countries not only had a small student population on campus, but did not represent foreign students who have been coming to the University of Wisconsin-La Crosse over the past decade.

Results

The study suggests that "personal finances" is the most important problem international students experience. The second greatest problem is "college finances." This demonstrates that some international students who come from developing countries have a financial problem (Table 5).

Foreign students have shown that "adjusting to the food" and "adjusting to the climate" are their third and fourth greatest problems. This was not surprising, since nearly all the foreign students who participated in this study

come from tropical countries. The food in cafeterias and restaurants such as hot dogs, hamburgers, steaks, and potatoes are not native dishes of foreign students. Rather, for the most of these students, rice is the primary food. It may be difficult for some Americans to understand since if this situation were reversed so that Americans were in a foreign country for a year or more, they probably would have a tremendous craving for their own food.

While Ethiopia, Guyana, Hong Kong, and Nigeria experience temperatures in the 80's throughout the year, the winter temperature in La Crosse ranges between 30°F to -30°F. This is enough reason to explain why foreign students selected "adjusting to the climate" as an important problem.

Foreign students have difficulty dating (Table 5). This is not surprising, since many students have a language barrier. Their race and foreign appearance have contributed to this dilemma. Also, the city of La Crosse is predominantly "white." But most of all, the problem may lie in the foreign students' inabilities to make friends with Americans. As the results indicated, foreign students selected this item as their ninth greatest problem (Table 5).

Foreign students at the University of Wisconsin-La Crosse have difficulties "writing papers" and "taking notes" (Table 5). This should be expected since educational systems of teaching and classroom participation vary from

TABLE 4
COUNTRIES REPRESENTED

COUNTRIES	NO. OF STUDENTS
Ethiopia	5
Guyana	10
Hong Kong	21
Israel	3
Jamaica	1
Nigeria	4
Norway	1
Total	45

country to country. It is inevitable, therefore, that foreign students must adjust to the American system of education if they desire to achieve their educational goals.

Although the University of Wisconsin-La Crosse does not have special programs to aid foreign students' adjustment to college, there are some academic programs which may be beneficial. The English Language Department has a program designed to help students with the mechanics of writing themes. The Counseling and Testing Center has a program to assist students in preparing for tests, note-taking, and reading books and notebooks effectively. These programs are for the entire student body.

Ethiopian Students

Ethiopian students reported difficulties with finances. They endorsed "personal and college finances" as their greatest problems (Table 5).

In the academic area, they ranked "English language proficiency" second, and "preparing for tests" as their fourth greatest problem. Ranked fifth were "format of tests" and "note-taking." Three items were ranked eighth. These included: "Americans seem to have difficulty understanding you," "reading," and "writing papers."

The social items on the instrument revealed that Ethiopians ranked "dating" as their fifth greatest problem. "Adjusting to the food and climate" were ranked eighth.

TABLE 5

RANK ORDER OF PROBLEMS EXPERIENCED BY FOREIGN STUDENTS

AT UW-LA CROSSE

ITEMS	N=40	RANK	MEAN SCORE
Personal finances		1	3.18
College finances		2	3.13
Adjusting to the food		3	2.80
Americans seem to have difficulty understanding you		4	2.75
Adjusting to the climate		4	2.75
Writing papers		6	2.72
Note-taking		7	2.63
Dating		7	2.63
Your inability to make friends with Americans		9	2.60
English language proficiency		10	2.58
Job discrimination off-campus		10	2.58
Preparing for tests		12	2.53
Class discussion		12	2.53
Format of tests		12	2.53
Job discrimination on-campus		15	2.43
Reading		15	2.43
Homesickness		17	2.38
Recruiters of U.S. firms unwilling to interview you for summer jobs		17	2.38
Your foreign appearance has limited your contacts with Americans		19	2.35

ITEMS	RANK	MEAN SCORE
Language difficulty has been a barrier in interacting with Americans	20	2.30
Your race has limited your contact with Americans	21	2.28
Difficulty understanding Americans	22	2.25
Permission to get off-campus employment	22	2.25
Using the library	24	2.20
Lack of contact with people of your own country	25	2.10
Discrimination in housing	26	1.95
Difficulty in getting along with teachers	27	1.93
The unfriendliness of American students	28	1.88

Note: The higher the scores, the greater the problem. The scores were rated on a 1-5 point scale of low, moderate, and high.

Guyanese Students

Guyanese students reported their greatest difficulties in the financial area, with "personal finances" reported as their greatest concern. They ranked three items in second place. These included, "recruiters' of U.S. firms unwillingness to interview you for summer job," "job discrimination on-campus," and "permission to get off-campus employment." Ranked fifth and sixth were "job discrimination off-campus" and "college finances" (Table 6).

The Guyanese ranked the item "preparing for tests" as the eighth problem in the academic area. Two items, "format of tests" and "note-taking," were ranked ninth.

On the social scale, "adjusting to the climate" was ranked seventh and "homesickness" as ninth.

Hong Kong Students

Hong Kong students ranked "personal finances and college finances" as their first and second greatest difficulties in adjusting to the United States. In the financial area, they ranked "job discrimination off-campus" as eleventh (Table 6).

In response to the academic portion of the questionnaire, students from Hong Kong ranked "Americans seem to have difficulty understanding you" and "writing papers" as their third greatest problems. Ranked ninth and tenth were "class discussion" and "English language proficiency."

The items on the social part of the questionnaire

indicated that Hong Kong students ranked third and sixth, respectively, "adjusting to the climate," and "adjusting to the food." Ranked seventh and eighth were "your inability to make friends with Americans," and "language difficulty has been a barrier in interacting with Americans."

Nigerian Students

The Nigerians ranked "job discrimination on-campus" and "job discrimination off-campus" as their fourth and fifth greatest problems (Table 6).

"Note-taking" was one of their first major difficulties. Ranked eighth were "preparing for tests" and "Americans seem to have difficulty understanding you."

The items in the social part of the instrument revealed that Nigerian students ranked as their first problem "your race has limited your contact with Americans" and "your foreign appearance has limited your contacts with Americans." "Adjusting to the food" and "discrimination in housing" were ranked fifth. Ranked eighth were "dating, language difficulty has been a barrier in interacting with Americans," and "your inability to make friends with Americans."

The results clearly show that foreign students experience many difficulties in adjusting at the University of Wisconsin-La Crosse. These students indicated that "personal and college finances" are their most extensive problems. They

TABLE 6

FOREIGN STUDENT RANKINGS OF PROBLEMS IN ORDER OF DIFFICULTY

ITEMS	RANK			
	Ethiopia N=5	Guyana N=10	Hong Kong N=21	Nigeria N=4
1. English language proficiency	2	12	10	23
2. Difficulty understanding Americans	17	19	16	27
3. Americans seem to have difficulty understanding you	8	13	3	8
4. Difficulty in getting along with teachers	21	26	26	23
5. Format of tests	5	9	17	28
6. Note-taking	5	9	18	1
7. Preparing for tests	4	8	19	8
8. Class discussion	17	24	9	19
9. Using the library	14	24	19	19
10. Reading	8	19	11	19
11. Writing papers	8	15	3	13
12. Your inability to make friends with Americans	14	13	7	8
13. Your race has limited your contact with Americans	17	19	19	1
14. Your foreign appearance has limited your contacts with Americans	21	15	11	1
15. Language difficulty has been a barrier in interacting with Americans	27	27	8	8

ITEMS	RANK			
	Ethiopia	Guyana	Hong Kong	Nigeria
16. Discrimination in housing	21	19	28	5
17. The unfriendliness of American students	27	19	26	13
18. Lack of contact with people of your own country	17	28	25	23
19. Homesickness	21	9	11	13
20. Dating	5	18	11	8
21. Adjusting to the food	8	15	3	5
22. Adjusting to the climate	8	7	6	23
23. Recruiters of U.S. firms unwilling to interview you for summer job	13	2	22	13
24. Job discrimination on-campus	14	2	23	4
25. Job discrimination off-campus	21	5	11	5
26. Permission to get off-campus employment	26	2	24	19
27. College finances	1	6	2	13
28. Personal Finances	2	1	1	13

Note: Items are ranked 1-28. The smaller the number, the greater the problem.

discovered that the freezing temperatures in La Crosse were uncomfortable for them and that the taste of American food is unfamiliar to them.

In the academic area, foreign students encountered problems in "writing papers," and "note-taking." It is not surprising that "English language proficiency" is an additional problem.

Other problems that confront foreign students include some items on the social instruments. Among these are "Americans seem to have difficulty understanding you," "dating," and "your inability to make friends with Americans."

Discussion

Logically, foreign students experience some difficulties in adjusting to American colleges. This is envisaged when the cultural shift is greatest between foreign students and the American environment. Thus, a student from England or Canada may find many differences in an American college, but would also find many similarities as well. For example, this student would have little difficulty by way of a language barrier. Students who come from third world countries would find greater cultural differences as well as a language barrier. It is not difficult, therefore, to speculate why students from Ethiopia, Guyana, Hong Kong, and Nigeria experience problems in adjusting to the United States.

Ethiopian Students

Ethiopian students have difficulties in supporting themselves financially in college. Most of these students come from families who depend on the "land" for their livelihood. Large amounts of money are hard to obtain as the per capita annual income is less than \$100 (U.S.). It is difficult under these circumstances for students to receive support from their parents. Even if they do receive money, they would not have much to spend since the process of converting their money to American dollars would greatly reduce their buying power.

Educational systems differ from country to country. Ethiopian students at the University of Wisconsin-La Crosse expressed their inabilities to master English, preparing for tests, format of tests, note-taking, reading, and writing papers. Their educational systems are not geared to educate them as sophisticatedly as the American system. Rather, the Ethiopian system was established to provide a minimum general education for the masses. This philosophy was generated after World War II to educate the African nations. However, there were insufficient schools and trained teachers for this project. The academic difficulties Ethiopian students encounter at the University of Wisconsin-La Crosse demonstrate the inadequacies of the educational system in their country.

The Ethiopian students have difficulty dating. This is the result of the students' home culture where traditional group behavior is the norm rather than the exception of individual behavior. The University of Wisconsin-La Crosse and the city of La Crosse have a predominantly white population, which may account for the Ethiopians' problem of dating. It can also be interpreted that these students are not aggressive and this too may contribute to their problem.

Adjusting to the food and the climate are difficulties confronting the Ethiopian students. The foods served in cafeterias and restaurants are alien to these students. Their favorite food is Injera bread which is broken off and dipped with the fingers into a stew called Wat. However, this Ethiopian food is not served in La Crosse.

The climate in La Crosse, Wisconsin is cold during the winter months. This is unlike the cool invigorating temperature (60°F-70°F) experienced in their tropical country throughout the year.

The results of this study clearly indicate the disparity between conditions experienced by Ethiopian students in their home country and in their host country. It is not surprising, therefore, that Ethiopian students report many problems of adjustment at the University of Wisconsin-La Crosse.

Guyanese Students

The greatest problem confronting Guyanese students is

their inability to support themselves financially.

These students also come from low income families where their parents earn their livelihood from the land. Most of their parents depend on rice farming while others work on the sugar plantations. They earn enough money to sustain their large families with the bare necessities. Consequently, there is little or no money to be sent abroad to help their children in colleges. Assuming the parents were willing to support their children in colleges, they would have had difficulties sending the money overseas. The Guyanese government has put restrictions on sending money overseas. To compound this problem, the Guyanese dollars, when converted to American dollars, are reduced to half of their original value. Thus the students must seek other means of support--perhaps part-time employment.

Obtaining part-time employment is no easy task. Some Guyanese students claimed that U.S. firms were unwilling to interview them for summer jobs. Maybe it is the policy of these companies to employ only residents and citizens. This criticism can also be alluded to frustration experienced by some Guyanese students in attempting to adjust in this society.

These students also indicated that they had difficulties obtaining part-time employment on-campus as well as off-campus. For example, one student indicated that he had

gone several times within the school year to the employment office in school, but received no help. They complained that American students are given preference over them. They do not understand this policy. Consequently, their reaction is one of frustration. They believe it is useless to seek employment in school; as a result they pursue jobs in the city.

Part-time employment in La Crosse is difficult to obtain. Unemployment in the city is high. Jobs are few, and these positions are competitive. Also, the city has a predominantly white population, and this factor has limited the chances of Guyanese students to obtain part-time employment. However, Guyanese students should recognize these factors and maintain a positive attitude toward seeking employment.

The American system of education provides a unique set of problems for the Guyanese students. Preparing for tests, taking notes, and mastering the format of tests are areas of concern. The Guyanese system of testing is generally more subjective than the American system. Preparing for objective tests (True or False, Multiple Choice) is the major problem in adjusting to the new standard. These students must recognize this difference and strive to master the format of tests, the methods of taking notes, and preparing for tests.

It is not surprising that they had difficulties with the climate in La Crosse, Wisconsin. The temperature in

winter is below freezing whereas the temperature throughout the year in Guyana is between 80°F and 90°F. As long as Guyanese students continue to live in La Crosse, they will have to accept the climatic conditions.

The Guyanese students also report suffering from homesickness. This is surprising, since there are about 15 Guyanese in La Crosse who visit each other quite frequently. Contrary to this view however, it is probable that these students experienced homesickness because of their close relationships with their families and friends at home.

Hong Kong Students

Hong Kong students clearly indicate that personal and college finances are their greatest difficulties in adjusting to the United States.

It would seem that most of the Hong Kong students also come from low income families, and therefore, their parents may not be able to support them while in college. Assuming that their parents could have sent them money, the conversion of Hong Kong currency to American would reduce the students' purchasing power.

For Hong Kong students to support themselves while in college, they will have to seek part-time employment. However, this is not an easy task. Hong Kong students have indicated that they have difficulties obtaining off-campus employment. One reason is that there are not enough part-

time jobs in the community. Second, employers may have a moral responsibility to provide jobs to American students before foreign students. Third, employers may not be aware of the immigration laws, that is, foreign students can accept employment provided that they have permission to work from the Immigration Department.

Because Hong Kong students have difficulty obtaining part-time employment in La Crosse, they supplement their finances by working in large cities on the East Coast during their summer vacation.

Hong Kong students are descendants of Chinese tradition and culture. Their cultural language is Chinese. It is reasonable, therefore, to expect these students to have difficulty using the English language and in participating in class discussion. English is spoken as a second language in primary and secondary schools in Hong Kong. This is a formality to fulfill their academic obligation. This does not imply that they are proficient in the use of English as they are in Chinese.

Americans speak English, and class discussion in most American colleges is the rule rather than the exception. Therefore, the Hong Kong students will have to improve their English usage in order to communicate more effectively. This could explain why American students have difficulty in understanding Hong Kong students. Classroom discussion

is a problem for Hong Kong students. This is due to their inability to speak English fluently. Also, they are not as aggressive as others in participation. After all, Hong Kong students come from a traditionally oriented and closely knit group. They would rather suppress their thoughts and feelings than express them openly.

Writing term papers is also a problem for Hong Kong students. Expressing their ideas in English and mastering the mechanics of writing papers will require a genuine effort and a great deal of practice.

Other items contributing to Hong Kong students' problems of adjustment are the climate and the food. Hong Kong experiences mild temperatures from October to March. Then in April through September the temperature rises to 90°F. This warm climatic trend is unlike the temperatures in La Crosse, Wisconsin where the winter temperatures drop below freezing. The food in La Crosse is typical American and much unlike the exotic Chinese dishes.

The language barrier has prevented the Hong Kong students from interacting with their American counterparts. This basic and fundamental ingredient has created difficulties that inhibit the Hong Kong students from fully participating in a college environment--class discussion, writing papers, and making friends.

Nigerian Students

It would seem that Nigerian students are financially wealthy relative to other foreign students on the University of Wisconsin-La Crosse campus. From the responses of the Nigerian students, it appears that they have no difficulty in supporting themselves financially in college. However, they indicated that they were discriminated against in seeking employment on-campus as well as off-campus. Maybe some school officials and some business employers are not aware that foreign students can accept employment as long as they have permission from the Immigration Department.

One Nigerian student complained that he was relieved of his part-time job because he was not an audiovisual major. This job was purported to be given to a student majoring in audiovisual. This Nigerian student later found out that the American student who had taken over his job was not an audiovisual major.

Why would Nigerian students want to work part-time when they do not have problems supporting themselves financially in college? It is possible that these students have enough money for college but prefer to supplement their funds in the event of an emergency. Another reason may be that Nigerian students do consider college and personal finances as an important problem, but felt that other problems affect them to a greater extent.

In the academic area, note-taking and preparing for tests are their main problems. Nigerian students have been educated on a philosophy based primarily to provide basic reading and writing skills. Note-taking and preparation for tests were not stressed in high school. This is because many Africans believed that the kind of education offered under the British Colonial regime prepared them only for subordinate positions in all walks of life. As a result, there is a total deficiency of qualified teachers to provide a high standard of education. It is expected, therefore, that Nigerian students encounter academic difficulties in adjusting in an American college.

The results have shown that Nigerian students are experiencing a phenomenal cultural gap at the University of Wisconsin-La Crosse. These students feel that their race and foreign appearance are limiting their contacts with Americans. It is possible that the Nigerian students are sensitive of their physical appearance in a community that is predominantly "white." They may not have the self-confidence and aggressiveness to pursue a course of interaction. These students have difficulties with the English language and this may have also contributed to their dilemma of making friends with Americans. In view of these factors, it is reasonable to see why Nigerian students have problems dating.

Nigerian students, also, cannot adjust to the food here,

in that it is so unlike that of Nigeria. This was not an unexpected problem.

To obtain housing in the community is a frustrating experience for Nigerian students. These students were discriminated against in seeking apartments. Here again, these students, unfortunately, are caught up in the "white" community syndrome. It will take some time, perhaps, for the community to accept non-white renters.

Nigerian students will probably continue to have difficulties. Unless these students recognize their problems and work to alleviate them, they will not be in a position to live fully in their college environment.

Foreign students at the University of Wisconsin-La Crosse indicate that they have difficulty supporting themselves financially in college and that they experience problems adjusting to their new academic environment.

Most students from Ethiopia, Guyana, and Hong Kong select college and personal finances as their greatest problem. However, students from Nigeria indicate that those two items are not important problems. Rather, Nigerians choose as their immediate problems your race has limited your contact with Americans, your foreign appearance has limited your contact with Americans, and note-taking.

The majority of foreign students also concur that they have difficulty adjusting to the American educational

standard. By virtue of their poor educational systems at home, foreign students have difficulties in mastering the techniques of note-taking, preparing for tests, and taking objective tests (True or False and Multiple Choice).

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to identify the problems experienced by foreign students in adjusting to college life at the University of Wisconsin-La Crosse.

Forty-five of the 50 foreign students contacted completed the questionnaire which reflected a 90 percent response. The questionnaire involved areas of foreign students' status, academic adjustment, social adjustment, and financial need.

The results of the study indicate that the majority of foreign students have problems financing themselves in college. They listed "personal and college finances" as their major difficulties.

The majority of the foreign students selected "adjusting to the food and climate" as their immediate problems. They indicated also that "English language proficiency" was another of their problems. It is not surprising, therefore, that "Americans have difficulty understanding them." Another important problem as selected by these students was the area of "dating."

Foreign students have some difficulties adjusting to the

academic environment. They chose "note-taking, writing papers, format of tests, preparing for tests, and class discussion" as their major academic concerns.

Conclusions

On the basis of the results presented, it was concluded that foreign students will experience financial hardship as long as they continue to come from developing nations. Basic conclusions are:

1. Parents of foreign students earn less money relative to the average American. To compound this difficulty, foreign students have larger families than their American counterparts.

2. Assuming that foreign students did receive some financial support from their parents, it means that the money will be of less value in the United States. The conversion of foreign currency to American currency will greatly reduce the amount of money the foreign students have to spend.

3. Some foreign governments do not want money leaving their countries. Foreign students who come under this category will have a problem.

4. Black foreign students have a greater problem than Hong Kong and Guyanese students in seeking housing in the city of La Crosse.

5. Foreign students who speak English fluently have no difficulties in classroom participation.

6. It will be some time before Americans in La Crosse accept interracial dating, especially with black foreign students.

7. Meaningful communication between foreign students and the foreign student advisor is desirable regarding immigration laws.

8. The problems encountered by foreign students on the University of Wisconsin-La Crosse campus are similar to those experienced by other foreign students on other campuses.

9. Although foreign students at the University of Wisconsin-La Crosse have their tuitions waived, they still have financial difficulties.

10. As long as foreign students continue to attend the University of Wisconsin-La Crosse, they will have difficulty adjusting to the food and climate. The degree to which foreign students adapt to the food and the climate will reflect the degree of their difficulty.

11. There is no doubt that the American system of education is different from those of most developing nations. Consequently, foreign students must recognize these differences and strive to understand and master the format of tests, note-taking, and preparation for tests.

Recommendations

This investigation has demonstrated that international students enrolled in the University of Wisconsin-La Crosse

have problems, a large percentage of which are related to finance and academic skills. It is therefore recommended that the international student advisor do the following:

1. Explore additional methods of helping reduce the financial hardship confronting international students. This can be accomplished if foreign students who have permission to work from the Immigration Department are given equal opportunity to obtain employment on or off-campus.

2. That the foreign student advisor indicate to all foreign students special help programs the university offers which may help them in their academic adjustment--study skills and English reading lab.

3. That a detailed booklet be mailed to prospective students about the climate and the food in La Crosse prior to their acceptance and arrival in the United States.

4. That the foreign student advisor meet each semester with all foreign students to explain the immigration laws, and current changes in the laws, governing their stay in the United States.

5. That the foreign student advisor be aware of black foreign students' need to locate off-campus housing.

6. That foreign students be made aware of the predominantly white community of La Crosse, and that they should expect some form of unpleasantness due to culture, color of skin, and language.

7. That foreign students should seek help from the Counseling and Testing Center to alleviate some of their academic problems.

8. That foreign students should realize that the university is not responsible, per se, for their financial inadequacies. Rather, foreign students should discuss their problems with the foreign student advisor in order to seek alternative avenues to alleviate their difficulties.

9. Further research should be done to include case studies on foreign students' specific problem areas.

APPENDIX A

SECTION I

Please complete as applicable to yourself.

1. Home country _____
2. Marital status
 - a) married
 - b) single
 - c) divorced
 - d) widowed
3. Sex
 - a) male
 - b) female
4. Classification
 - a) freshman
 - b) sophomore
 - c) junior
 - d) senior
 - e) graduate

First, read each of the statements listed below. Second, indicate the degree to which each of these statements represents a problem for you as a foreign student at the University of Wisconsin-La Crosse.

SECTION II-ACADEMIC

<u>Problem Area</u>	<u>Low</u>		<u>Moderate</u>		<u>High</u>	
1. English language proficiency	1	2	3	4	5	
2. Difficulty understanding Americans	1	2	3	4	5	
3. Americans seem to have difficulty understanding you	1	2	3	4	5	
4. Difficulty in getting along with teachers	1	2	3	4	5	

<u>Problem Area</u>	<u>Low</u>		<u>Moderate</u>		<u>High</u>
5. Formats of tests	1	2	3	4	5
6. Note-taking	1	2	3	4	5
7. Preparing for tests	1	2	3	4	5
8. Class discussion	1	2	3	4	5
9. Using the library	1	2	3	4	5
10. Reading	1	2	3	4	5
11. Writing papers	1	2	3	4	5

SECTION III--SOCIAL

1. Your inability to make friends with Americans	1	2	3	4	5
2. Your race has limited your contacts with Americans	1	2	3	4	5
3. Your foreign appearance has limited your contacts with Americans	1	2	3	4	5
4. Language difficulty has been a barrier in interacting with Americans	1	2	3	4	5
5. Discrimination in housing	1	2	3	4	5
6. The unfriendliness of American students	1	2	3	4	5
7. Lack of contact with people of your own country	1	2	3	4	5
8. Homesickness	1	2	3	4	5
9. Dating	1	2	3	4	5
10. Adjusting to the food	1	2	3	4	5
11. Adjusting to the climate	1	2	3	4	5

<u>Problem Area</u>	<u>Low</u>	<u>Moderate</u>	<u>High</u>
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SECTION IV-FINANCIAL

1. Recruiters for U.S. firms unwilling to interview you for summer jobs	1	2	3	4	5
2. Job discrimination on-campus	1	2	3	4	5
3. Job discrimination off-campus	1	2	3	4	5
4. Permission to get off-campus employment	1	2	3	4	5
5. College finances	1	2	3	4	5
6. Personal finances	1	2	3	4	5

SECTION V-If you would like to comment on any additional difficulties, please use the space below.

THANK YOU FOR YOUR COOPERATION

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