

SOCIAL ADJUSTMENT PROBLEMS OF NIGERIAN STUDENTS IN
LAND-GRANT UNIVERSITIES IN THE UNITED STATES

by

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(ABSTRACT)

One purpose of this study was to identify the social adjustment problems experienced by Nigerian students in land-grant universities in the United States. A second purpose was to predict the severity of these problems with age, sex, marital status, English language proficiency, ownership of transportation, academic status, previous international experience, duration of stay in the United States, and the source of financial support.

A questionnaire of 28 items was sent to a sample of 500 Nigerian students in land-grant universities in the United States. Out of these 500, a usable return of 337 (67.4%) was realized. A factor analysis was applied to these 28 items, and six factors were extracted (feelings of discrimination, feelings of belonging, establishing relationships, feelings of adequacy, feelings of loneliness, and absence of home news). The mean, standard deviation, and rank for each item were calculated. In addition regression equations were calculated in studying the relationship between the severity of the problems and students' demographic descriptions.

Major findings were:

1. Out of the 28 problems identified in the questionnaire, there were seventeen problems which elicited high concern and eleven areas which elicited low concern.
2. Students with less English language proficiency, with no transportation, with longer duration of stay in the United States, and undergraduates tended to identify discrimination as a greater problem.
3. Those with less English language proficiency, those with no transportation, females, and those that are married or single living without a spouse or intimate friend tended to identify feelings of belonging as a greater problem.
4. Students with less English language proficiency, with no transportation, females, self-supported students, those with longer duration of stay in the United States, and undergraduates tended to identify feelings of adequacy as a greater problem.
5. Students with less English language proficiency, with no transportation, with longer duration of stay in the United States, younger, and self-supported students tended to identify establishing relationships as a greater problem.
6. The younger, undergraduates, females, and married or single students living without a spouse or intimate friend tended to identify feelings of loneliness as a greater problem.
7. The older, self-supported students, undergraduates, and those with longer duration of stay in the United States tended to identify absence of news from home as a greater problem.

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CHAPTER 1

INTRODUCTION TO INTERNATIONAL EDUCATION

Study abroad has been a common practice among many nations for about 2,500 years, but since World War II it has become big business and the United States has emerged as a major host country to foreign students. In the 1982-83 academic year, the United States was host to almost one-third of all foreign students, followed by France, U.S.S.R., United Kingdom, and the Federal Republic of Germany (Institute of International Education, 1983). United States colleges and universities are attracting and admitting foreign students all over the world in record numbers. For example, there were 47,242 foreign students in 1958-59 academic year in the United States, 121,362 in 1968/69, 263,938 in 1978-79, 336,985 in 1982-83, and 338,890 in 1983-84 (Institute of International Education, 1984).

Foreign students represent nearly 25 percent of all students in U.S. graduate schools and about 3 percent of the total enrollment in U.S. colleges and universities. According to a 1979 report of the National Center of Educational Statistics, the number of foreign students is climbing 12 to 16 percent a year, especially students from nations in the Organization of Petroleum Exporting Countries. For example, Nigerian students account for 48.5 percent of all African students in the United States, and 6.1 percent of total for-

foreign student enrollment in the U.S. (Institute of International Education, 1984). Nigeria is the third largest sender of students (20,080), trailing behind Taiwan (21,960) and Iran (20,360) (Institute of International Education, 1984).

Foreign students account for 39.6 percent of all students pursuing a master's degree and 47.4 percent of those seeking doctoral degrees in engineering in U.S. colleges and universities (Feldbaum and Potashkin, 1980). Data on 1979 Ph.D.s reported in Syverson's summary of earned doctorates show that foreigners received one-fifth of the Ph.D.s awarded in all the sciences. Foreign students received approximately 46 percent of the Ph.D.s awarded in engineering, 37 percent in agricultural sciences, 32 percent in economics, and 25 percent in physics and astronomy (Syverson, 1980). Some of these students are enrolled in the nation's top universities. The foreign student percentage of total student enrollment in some U.S. leading universities are as follows: Stanford University 15.1%, Columbia University 13.4%, Harvard University 10.6%, Howard University 17.1%, and University of Southern California 13.7% (Institute of International Education, 1984).

The above statistics and figures reflect the priority most foreign countries place on educational pursuits. Almost every developing country in the world has made education its major priority, and the United States has become the major caretaker for the educational training of the countries in-

volved (Pruitt, 1978). For example, there is a contract between the United States and Nigeria to train thousands of technicians and middle-level managers for Nigeria. It is called "Nigerian Manpower Project" which is administered through the office of the Agency for International Development (NAFSA, 1982).

The literature has indicated that these students come to the United States for the following reasons: (a) to pursue academic goals (Hull, 1978), (b) to get education and training that is inadequate or unavailable in their home countries, (c) to acquire prestige through a degree from U.S. institutions, (d) to take advantage of disposable scholarships, (e) to escape unstable home-country economic and political conditions, (f) and to experience the American culture (Spaulding and Flack, 1976).

This large influx of foreign students from different parts of the world with distinctively different cultures poses a tremendous challenge for the educational and noneducational communities of the United States. Many of these students are unfamiliar with and lost in their new culture. The universities have a responsibility to help these students towards a smooth transition. But this smooth transition cannot be achieved until quality studies are undertaken to ascertain areas of concern for these students.

Research Questions

This study will seek answers to the following questions:

1. What is the nature and extent of social problems experienced by Nigerian students in U.S. land-grant universities?
2. What predictor variables account for the variation in these problems? The predictor variables in consideration are:
 - a. Age
 - b. Sex
 - c. Marital status
 - d. Academic level
 - e. English language proficiency
 - f. Adequacy of transportation
 - g. Previous international experience
 - h. Duration of stay in the United States
 - i. Source of financial support

Significance of the Study

This study is one of the few studies (Arubayi,1981; Adelegan and Parks, 1985; Oshodin,1982; and Sofola,1962) on the social adjustment of Nigerian students in the United States. This area of social adjustment seems to be the most pressing area of problems for Nigerian students. Social ad-

justment is crucial because it involves living and interacting with people in the social system in which one lives; inability to do so generates strings of other adjustment problems such as academic problems, loneliness or withdrawal, alcoholism among others. For example, Oshodin (1982) found that 65 percent of his sample of Nigerian students in the New York City area had increased their consumption of alcohol since coming to the United States. He attributed this to "cultural shocks, social and personal problems" (p. 153). It is hoped that proper identification of the problem areas of these students will help universities develop plans of action that would assist the students with adjustment.

Results of this may provide useful information to people working with Nigerian students, to enable them to design programs which will facilitate the transition from Nigeria to American colleges and universities. Smooth transition of these students is very important because they are probably the best and brightest of their nation. After graduation, they will fill major roles in America or their nation's businesses and government. How they feel about their experiences in this country can be expected to have a significant effect on how they will act and relate to the United States after they return home (Knowles, 1971). Many of them will undoubtedly become molders of public opinion, the determiners of relationships between their country and others, and their

experiences in the United States will determine their attitude towards this country.

Selection of Variables

Two criteria were used in selecting the variables for this study: (a) each variable had to be cited in Lee, Abd-Ella, and Burks' (1981) review as either a problem or as a predictor of a problem experienced by foreign students, and (b) the variable had to be associated (in the judgement of the researcher, a Nigerian, and the dissertation chairman, who has published on the social adjustment of African students in the U.S.) with the social problems of Nigerian students. These criteria resulted in the selection of twenty-eight criterion variables and nine predictor variables.

The clusters of social adjustment problems of Nigerian students and their associated criterion variables are:

1. Loneliness Cluster

- Being lonely
- Absence of family and friends you grew up with
- Absence of country people in the community
- Absence of news from home-country
- Dull weekends due to dating limitations
- Finding time for social activities

- Lack of invitation to visit U.S. homes
- Opportunities to meet U.S. people
- Finding leisure-time activities
- Finding dates with the opposite sex

2. Relationship Cluster

- Being accepted in social groups
- Establishing relationship with local people
- Establishing relationship with American students
- Establishing relationship with Nigerian students
- Establishing relationship with other foreign students
- Establishing relationship with academic advisor
- Making and keeping new friends
- Relationship with the foreign students' advisor

3. Discrimination Cluster

- Discrimination due to my dark skin color
- Discrimination due to my continent
- Discrimination due to my accent
- Discrimination for being a foreigner

4. Communication Cluster

- My pronunciation not understood
- Ability to speak English
- Understanding U.S. slang
- Way people look at you at social gatherings

5. Counseling Cluster

- Insufficient personal counseling
- Insufficient social counseling
- Insufficient information about life in U.S.

Theoretical Framework

The conceptual framework for this study is that social adjustment problems of foreign students are often associated with many complex and interlocking factors and adjustment would vary with each individual and groups.

It is obvious that if entry into a U.S. collegiate institution is a "major developmental transition" for well-prepared American high school graduates, the transition will be more difficult for people arriving from distinctly different cultures with different educational systems. Add to this the problem of language and unfamiliar customs and it is easy to understand how the U.S. educational environment itself may produce social problems for the foreign students.

The adjustment problems of foreign students stem from their transition from their known culture to the unknown and unfamiliar culture of the host country. Some of the social problems encountered are also due to the degree of differences shared by the two cultures involved. Van Gennep (1960) espoused that a society is similar to a house divided into rooms and corridors. The more the society resembles ours in

its form of civilization, the thinner are its internal partitions and the wider and more open are its doors of communication. Van Gennep (1960) goes on to argue that an individual or group that does not have an immediate right, by birth or through specially acquired attributes, to enter a particular house and to become established in one of its sections is in a state of isolation. This isolation arises because such an individual is weak based on his classification as an outsider in a given group or society. This argument is consistent with the literature on foreign students that African students, because of their race and culture, have the potential for experiencing greater distress in adjusting to the predominantly white society of the United States than the students from Western developed nations (Spaulding and Flack, 1976; Hull, 1978).

Transition from culture to culture, group to group, and from one social situation to the next involves a succession of stages, namely: separation, transition and incorporation (Van Gennep, 1960). This study will make mention of a departure stage, but it will not be incorporated into the study.

The social adjustment problems of Nigerian students can be broken down into clusters which fit into the transition stages as shown in Figure 1. The associated variables can then be used to explain the differences in adjustment among Nigerian students in each of the transition stages.

<u>Separation</u>	<u>Transition</u>	<u>Incorporation</u>	<u>Departure</u>
Loneliness	Communication Discrimination Counseling Relationships	Communication Discrimination	

Figure 1. Social Adjustment Problem Clusters as Experienced
in Each Transition Stage

Separation Stage

The separation stage involves the problem of loneliness. It involves leaving behind in the home country families, friends and familiar customs and mores for the unpredictable and unfamiliar sojourn in another culture. "Letting go" of the familiar and accommodating to a new environment is difficult for foreign students (Adelegan and Parks, 1985). Some of the typical problems encountered in the separation stage are being lonely, absence of family and friends, absence of country people in the community, absence of news from home, dull weekends due to dating limitations, finding time for social activities, lack of invitation to American homes, lack of opportunities to meet Americans, and finding leisure-time activities.

Married foreign students with families/spouses in the United States experience more difficulty with loneliness than the single students (Adelegan and Parks, 1985). The high cost of day-care centers, cost of babysitters, and their meager incomes do not permit them to actually go out and socialize. The married students without families and spouses in the U.S. probably have the greatest problem with loneliness because of their inability to cope with the separation from their families or spouses. From the researcher's experience as a Nigerian student, many of these married students

without their families/spouses quit school in order to go back home to join their families/spouses.

Female foreign students experience greater difficulty with loneliness because of their small number (29.1% of foreign student population). They have very few, if any, female foreign students in some schools with whom to interact with. And since it is not traditionally acceptable in most foreign countries for females to always associate and be with their male counterparts, they are forced to stay home and be lonely.

The younger students have less difficulty with loneliness. One could speculate that younger people are more adaptable and more willing to extend themselves, whereas older people tend to be more interior (Neugarten, 1968), more concerned with themselves, less outgoing, and less willing to make adaptations.

The undergraduate students experience less difficulty with loneliness because they are generally younger, more adaptable, more willing to go out and find things to do, and they presumably have more time away from their studies to spend in leisure-time activities.

The foreign students with adequate transportation have less difficulty with loneliness because of the mobility they acquire by having good transportation. They do not have to depend on their friends, they can go out of town to visit friends they could not otherwise do if they had no transpor-

tation. They also can take members of the opposite sex on dates, and they can search for leisure-time activities outside the college community given adequate transportation.

Students with strong English language proficiency experience fewer problems. What students do in terms of social conduct depends on their English language proficiency (Selltiz et al., 1963; Hull, 1978; Spaulding and Flack, 1976). People with poor English language proficiency are usually withdrawn. They tend to avoid social contacts because of their lack of confidence and the fear of embarrassing themselves and being laughed at.

Transition Stage

This stage involves straddling two cultures, reluctantly relinquishing one and adaptively confronting the other (Adelegan and Parks, 1985). This stage is characterized by active involvement in the life of the new culture. This is the period when the student first participates in the host country's activities; when he enters into tasks which require adaptation to American institutions, customs, habits and way of life. This stage involves the following problem clusters: (a) communication, (b) discrimination, (c) availability of genuine counseling, and (d) establishing relationships.

Communication Cluster

This cluster includes both the verbal and nonverbal aspects of communication. Some of the typical problems encountered in this cluster are: problems with American pronunciation, ability to speak English, understanding U.S. slang, and the way people look at you in social gatherings. Students with strong English language proficiency have less problem with this cluster because most of what they do in terms of social interactions depends on their English proficiency (Selltiz et al., 1963; Hull, 1978; Spaulding and Flack, 1976).

Older students and graduate students have less problem with this cluster. One could speculate that the older and graduate students have accumulated more years of experience, and they presumably have taken more courses in English language than their younger and undergraduate counterparts.

Sex, transportation, and marital status variables are not associated with the communication cluster.

Discrimination Cluster

The discrimination experienced by foreign students comes in different forms and for various reasons. Some of the typical problems are: discrimination due to skin color, discrimination due to continent, discrimination due to accent, and discrimination for being a foreigner. All Nigerian students, regardless of age, sex, marital status, academic

level, transportation, and English language proficiency experience discrimination in the United States except students in the predominantly black schools. Bouenazos and Leamy (1974) found females to experience more discrimination. African students have been found to experience more discrimination than other international students (Cieslak, 1955; Hossain, 1982; and Arubayi, 1981).

Counseling Cluster

The most common problems encountered in this cluster are: insufficient personal counseling, insufficient social counseling, and insufficient information about life in U.S. Female students have less problem with this cluster than their male counterparts (Clubine, 1966). Females are more familiar with resource persons on the campus because they are more patient and are more apt to engage in extensive search for information than the males. This rationale parallels the conclusions drawn in the marketing profession that females are the ones that do the actual search and research for low and high cost household products (Scriffman and Kanuk, 1983). Married students with their families or spouses in the U.S. have less problem with this cluster because of the involvement of the female in the search process for information. Most of the wives of married foreign students in the U.S. are housewives, and they perceive the search for such resource persons in the community as part of their responsibility.

Foreign students with strong English language proficiency experience less problem with this cluster because they are confident with themselves and are not frightened to talk to people to inquire about these counseling services. The students with poor English language proficiency have problems with this cluster because of the fear of making mistakes in their English language and being ridiculed.

Older students and graduate students have less problem with the counseling cluster because they are more mature and more apt to seek information about a school before they enroll than younger and undergraduate students. In other words, their experiences have taught them the importance of rational information search for decision-making. The older and graduate students are willing and eager to search for additional information and services even after they arrive in a school. They somehow feel they are paying for those services and that their maximum use should be sought. Transportation as a predictor variable is not associated with the counseling cluster.

Establishing Relationships Cluster

Problems encountered in this cluster are being accepted in social groups; making and keeping new friends; and establishing relationships with local people, American students, Nigerian students, other foreign students, the academic advisor, and the foreign student advisor.

Married foreign students with families or spouses have greater problem with developing relationships than do single students. The argument for this is that family responsibilities and sharing among family members takes the time that students without family responsibilities are able to devote to socializing with other students (Adelegan and Parks, 1985 p. 506)

The older foreign students experience a greater problem with establishing relationships than the younger students (Adelegan and Parks, 1985; Hull, 1978; Lee, Abd-Ella, and Burks, 1981; and Spaulding and Flack, 1976). The speculation could be that the older students are not as excited and inquisitive to explore the new culture as the younger students are. The younger students are more fascinated with the new culture and are more prone to seek relationships in order to be part of the new culture.

Graduate foreign students have a greater problem with establishing relationships than the undergraduates. The age variable discussed above is a factor because graduate students are generally older than undergraduate students. Also, the additional research responsibility of the graduate student takes the time that an undergraduate is able to devote to socializing.

Female foreign students experience a greater problem with establishing relationships than their male counterparts. Females in most foreign countries are traditionally condi-

tioned not to be aggressive, assertive or extroverted, while the male foreign students are excused if they fall into any of these three categories (assertive, aggressive, or extroverted). Since initiating relationships requires being assertive, aggressive or extroverted, female foreign students are forced to refrain from initiating relationships. It is a common phenomenon that most people with the greatest problem with establishing relationships are the ones that do not take the initiative but rather expect others to do so.

Foreign students with inadequate transportation experience a greater problem with establishing relationships than students with adequate transportation. The foreign students with adequate transportation have the advantage of spreading their contacts beyond the campus community, while the students with inadequate transportation are forced to confine their relationships with people just within the campus. The researcher has observed students with adequate transportation drive fifty miles away from campus for a party or to meet friends.

Incorporation Stage

The incorporation stage involves coming to terms with the new culture and actively participating in its activities. This stage involves discrimination and communication clusters. Some of the typical problems encountered in this stage are discrimination due to dark skin color, discrimination due

to continent of origin, discrimination due to accent, discrimination for being a foreigner, pronunciation not understood, ability to speak English, understanding U.S. slang, and self-consciousness.

This incorporation stage almost never materializes for African students, because the host country fails to incorporate them due to their dark skin and the unfavorable status of their continent among the western nations. After spending almost six years in the United States, the researcher has never seen or heard of any African student who has a success story to tell about this stage. However, a small percentage of the foreign students may refuse to be incorporated even if they were given the opportunity. Sewell and Davidson (1956) refer to this group as the "detached observers". They do not involve themselves socially or emotionally in the host country, they usually have secure position or family in home country, and their purpose in coming to the United States is usually of a strict academic nature. They seek companionship among their fellow countrymen and do not experience severe adjustment problems while in the host country.

Departure Stage

The departure stage for a foreign student is full of hopes, excitement and apprehensions. Though this stage would not be used in this study since the Nigerian students under

study are still in the United States, it deserves some attention. At this stage, students have already established perceptions of their educational experiences in the host country, be they positive or negative. This stage could be considered similar to the separation stage, i.e. breaking of ties, leaving behind newly acquired friends, and leaving behind those luxuries they wish were in their country. Most of these foreign students, under this stage are faced with the uncertainty of job availability or appropriateness of their overseas training to the available jobs in their country. In general, they are still very excited about going back home to their families, friends, familiar culture, and most importantly going back to where they feel accepted, incorporated and recognized with due respect.

Related Research

The available studies on African students may be divided into two periods: pre-1974 when there were few Africans in the United States and 1974 to the present when Africans are among the largest groups of foreign students in the United States (See Institute of International Education, 1984, for statistics.).

The pre-1974 studies were involved with Black African students' perceptions of race relations in the United States (Miller, 1968; Sofola, 1967; USIA, 1971), black Africans'

relationships with black Americans (Becker, 1973; Odenyo, 1971), and the formation of isolated co-national communities (Cohen, 1972; Hegazy, 1968; Sofola, 1967).

Studies emerging from 1974 to the present day have offered more insight into the specific problems faced by African students in U.S. colleges and universities. Among the identified problems are: (a) academic problems, including program relevance, academic performance and assimilation of the American educational system (Arubayi, 1981; Hull and Klineberg, 1979); (b) interpersonal problems, especially relationship with the opposite sex (Arubayi, 1981; Hull and Klineberg, 1979), antagonism with Black Americans (Arubayi, 1981), discrimination (Arubayi, 1981; Hossain, 1982; Pruitt, 1978); (c) financial problems including transfer of funds and restrictions on employment (Arubayi, 1981; Hossain, 1982; Klineberg and Hull, 1979); (d) psychological problems, including homesickness and separation from family and friends (Pruitt, 1978; Hull and Klineberg, 1979; Hossain, 1982), depression, irritability, tiredness (Pruitt, 1978; Klineberg and Hull, 1979), and alcohol consumption (Oshodin, 1982); (e) food adjustment problems (Hossain, 1982; Hull and Klineberg, 1979); (f) climate adjustment problems (Hossain, 1982; Klineberg and Hull, 1979), including both systematic bodily adjustments and the selection and purchase of appropriate clothing and (g) housing problems (Hull and Klineberg, 1979). Some of the predictor variables that have been utilized in

the previous studies and which will be utilized in this study are:

Sex

Sex differences have been investigated in relation to academic performance (Hountras, 1956; El-LaKany, 1970; Melendez-Craig, 1970; Hj:zainuddin, 1974; and Chongolnee, 1978), problems encountered in the U.S. (Porter, 1962; Bouenazos and Leamy, 1974; and Collins, 1976), adaptation and adjustment (Clubine, 1966; Dunnett, 1977; and Pruitt, 1977), and perception of educational experiences (Lather, 1978).

The results of studies concerning the relationship between sex and problems encountered in U.S. concur that females encounter more problems than males. Porter (1962) reported that females checked more problems than males in the Michigan International Student Problem Inventory. Females were also found to experience more discrimination and transportation problems (Bouenazos and Leamy, 1974). However, Collins (1976) found that male foreign students experienced significantly more problems than females. Dunnett (1977) stated that the sex difference of foreign students was an important factor in adaptation in the U.S. Female foreign students were found to be more familiar with resource persons on campus than males (Clubine, 1966). However, Pruitt (1977) reported that male African students were better adjusted to the U.S. environment than their female counterparts. Lather

(1978) found no difference between male and female foreign students.

Age

The relationship between age and social adjustment is more consistent in the literature. Gaither and Griffin (1971) stated that adjustment problems for younger foreign students were minimal compared to those of older students. Clark (1963) found that older students were more satisfied with their overall experience in the U.S. Adelegan and Parks (1985) found that older students had more difficulty with social adjustment, generally, and with developing relationships with other people than younger students.

Marital Status

According to the literature, it appears that married and unmarried foreign students on U.S. campuses will have different lifestyles, needs, and problems. Dunnett (1977) found that marital status was an important factor in the adaptation of foreign students. More married students than single students were found to be satisfied with their U.S. experience (Clark, 1963, and Siriboonma, 1978). In a study by Han (1975), it was concluded that unmarried foreign students encountered more major problems than married students. Similar results were reported by Collins (1976), while Pavri (1963) found the opposite to be true.

Academic Level

A number of studies investigated academic level in relationship to adjustment problems (Porter, 1962; Quinn, 1975; Collins, 1976; and Stafford, 1978) and satisfaction with U.S. experience (Siriboonma, 1978). Porter (1962) found that undergraduates checked more problems in the Michigan International Student Problem Inventory than graduates. Collins (1976) found that kinds of problems encountered by foreign students vary by academic level. Stafford (1978) found that undergraduate foreign students reported greater unfriendliness of the community. Siriboonma (1978) reported that academic level was positively related to satisfaction with the U.S. experience. However, Quinn (1975) found that undergraduate foreign students had the most successful adjustment, while Ph.D. students had the least successful adjustment. Selltiz et al. (1963) found that undergraduate students establish more social relationships than graduate students.

English Language Proficiency

English language proficiency is of central importance to the social adjustment of foreign students. Lack of English language proficiency is often the source of foreign students' social problems (Spaulding and Flack, 1976). Morris (1960) found that difficulty with English was negatively related to foreign students' satisfaction with their

stay and contacts with U.S. nationals. Nenyod (1975) concluded that some social problems were due to lack of proficiency in English language. English language proficiency was also found to be related to social and emotional adjustment (Selltiz et al., 1963; and Hull, 1978). Spaulding and Flack, (1976) concluded that foreign students who had difficulties with oral or written English tended to have social adjustment problems.

Transportation

No study could be found that used transportation as a predictor variable. Most studies that were found treated transportation as a dependent variable. The speculation here is that foreign students with adequate transportation will have less of a problem with social adjustment than those with no transportation. The transportation variable will be a better predictor of the loneliness and establishing relationships clusters than for the counseling and communication clusters.

Previous International Experience

Selltiz et al. (1963) found that previous international experience has a positive relationship with emotional and social adjustment of foreign students, especially the social involvement of non-European students with U.S. students. According to Wilson (1975), previous international experience

was related to social adjustment both with Americans and non-Americans. Hull (1978) indicated that foreign students without previous international experience are more likely to report problems in adjustment to local language, relations with the opposite sex, and contact with local people. Also, students who had traveled overseas for more than one month had fewer adjustment problems.

Length of Stay

Spaulding and Flack (1976) concluded that length of stay has remained a significant and confirmed predictor variable related to adjustment problems. Quinn (1975) and Hull (1978) found that length of stay in the U.S. was positively related to the adjustment problems of foreign students.

The relationship between length of stay and foreign student problems seems to be rather complex. Some problems were found to diminish by length of stay, while others may have grown. Research findings show that foreign students experience English difficulties during the first year (Lozada, 1970 and Gabriel, 1973). Tanenhaus and Roth (1962) also found that students who had been at New York University for less than six months complained more about the lack of opportunity to meet other people than those who had been there for six months or more. However, this positive trend is not common for all problems. Shattuck (1961) indicated that some foreign students who had been in the U.S. for one

or more years often remained maladapted. Porter (1962) found that students who had been at Michigan State University for 13 or more months checked more problems on the Michigan International Student Problem Inventory than did those who had been there for one year or less. Sharma (1971) found that length of stay had little effect on problems of foreign students.

Source of Financial Support

Pruitt (1977) found that sponsorship was related to social adjustment to the U.S. environment; government sponsored students had better adjustment. However, Hull (1978) found that foreign students without scholarships were more likely to interact with U.S. nationals.

Although the problems experienced by foreign students are well documented, there is less information available on African or Nigerian students' social adjustment problems. Adelegan and Parks (1985) reported that research on international students:

identified promising predictor variables, but this research has three major problems: First, it is doubtful that any attempt should be made to generalize data about Asians and Europeans to Black and Arabic Africans because racial and cultural differences are too great. Second, the research findings are full of ambiguities; this is especially evident in the literature review by Lee, Abd-Ella, and Burks (1981). And, third, the data in the studies have been analyzed predominantly with univariate statistical methods. (p. 504)

To overcome some of the problems in previous studies, the focus of this study will be on Nigerian students, and multivariate statistical methods will be used to clarify the relationships among and between predictor variables, and between the predictor variables and the extent of the experienced social adjustment problems.

Organization of the Study

This study is divided into four chapters. Chapter I includes an introduction to the study and related literature review. The design of research and procedures utilized in the study will be described in Chapter II. Chapter III will be devoted to the analysis of data, and the findings will be presented and discussed. The study will be summarized, conclusions will be drawn, implications and recommendations will be offered for further investigation in Chapter IV, the final chapter.

CHAPTER 2
RESEARCH METHODOLOGY

This chapter explains the research questions and design methodology; the selected population and the random sample determination; the instrument's design, development, and administration; and data collection and analysis techniques. This study will seek answers to the following questions:

1. What is the nature and extent of social problems experienced by Nigerian students in the U.S. land-grant universities?
2. What predictor variables account for the variations in these problems? The predictor variables in consideration are:
 - a. Age
 - b. Sex
 - c. Marital status
 - d. Academic level
 - e. English language proficiency
 - f. Adequacy of transportation
 - g. Previous international experience
 - h. Duration of stay in the United States
 - i. Source of financial support

Research Design

The survey method was used to gather the research data for this study. Dillman's (1978) "Total Design Method" (TDM) for surveys was used as a foundation in the preparation of the research design. To conduct the survey research required for this study, a mail questionnaire was developed as the research instrument.

Dillman (1978) noted that there are three things that must be done to maximize survey response: minimize the costs for responding, maximize the rewards for doing so, and establish trust that those rewards will be delivered. This study sought to meet the above three requirements in the following way: (a) it emphasized how the study could help university administrators understand the problems and concerns of Nigerian students and how these same administrators could develop programs that would make the transition from home country to the United States smoother for them and future students, (b) the questionnaire was short, (c) the questionnaires were sent to the respondents with self-addressed and stamped envelopes, and (d) the respondents' trust was established by assuring them that their names and identities would be held confidential by assigning code numbers to each one of them. Also the cover letter accompanying the questionnaire had the university's letterhead and it was signed

by the dissertation chairman to assure the respondent that this was a legitimate and authorized study.

Population

The population for this study consisted of all Nigerian students enrolled at U.S. land-grant universities with foreign student enrollment of 1,000 or more. National Association of State Universities and Land-grant Colleges provided the listings of land-grant universities, while the foreign students' enrollment in these land-grant universities was determined from the Minority Enrollments at More than 3,100 Colleges and Universities (Chronicle of Higher Education, Dec. 5, 1984). Where multi-campus colleges were reflected, the main campus or the campus with the largest designated headcount was used. The defined population reflected 20 institutions out of the 71 land-grant colleges and universities in the United States.

Sample

The sample size in this study was determined based on the premise that at least 30 subjects are needed for each predictor variable when dealing with regression analysis. Since the study was utilizing nine distinctive variables, the sample size was determined to be 270 (9 x 30). The study assumed a 50 percent return, so to acquire the predetermined

sample size of 270, the questionnaires were mailed to 500 Nigerian students.

Dillman (1978) strongly feels that the day of mail survey has arrived. Using Dillman's TDM method in 48 individual mail surveys the average response was 74 percent (p. 21). Dillman (1978) emphasized that equally significant is the fact that no survey obtained less than a 50 percent response rate, a level once considered quite acceptable for mail surveys (p. 21). Later in his writing, he reflected that "to date we can only say that the response rates are much higher than those which gave the mail survey the reputation of being one of the step children of survey research, a view we now believe to be safely behind us" (p. 198). Out of the 500 Nigerian students that the questionnaire was sent to, usable returns of 337 (67.4%) were realized. The average age of the students was 29.1 (SD=4.685). The students have resided in the United States for an average of 37.7 months (SD=31.764). A detailed description of these subjects appears in Table 1.

Instrumentation, Data Collection, and Preparation

The instrument used in this study was a two-part questionnaire administered through the mail. The first part requested age, sex, marital status, academic level (graduate or undergraduate), English language proficiency, and ownership of transportation, previous international experience,

Table 1

Number and Percentage of Nigerian Students with Specific Personal and Social Characteristics (n=337)

Predictor variables and categories	n	Percentage
<u>Sex</u>		
Male	285	84.6
Female	52	15.4
<u>Marital Status</u>		
Living with intimate friend or spouse	148	43.9
Not living with intimate friend or spouse	189	56.1
<u>Academic Status (n=331)</u>		
Undergraduate	132	39.9
Graduate	199	60.1
<u>Availability of Transportation</u>		
Have transportation	200	59.3
No transportation	137	40.7
<u>Previous International Experience</u>		
Have previous international experience	129	38.3
No previous international experience	208	61.7
<u>English Language Proficiency</u>		
Poor English proficiency	165	49.0
Good English proficiency	172	51.0

Table 1 (continued)

Predictor variables and categories	n	Percentage
<u>Source of Financial Support</u>		
External sponsorship (AID, govern- ment, scholarships, parents, relatives)	136	40.4
Self-sponsorship (university assistantships, employment on or off campus)	201	59.6
	<u>Mean</u>	<u>S.D.</u>
<u>Age</u>	29.1	4.69
<u>Duration of Stay in the U.S. (months)</u>	37.7	31.76

Note. N=337. In those cases where the total is less than 337, there were missing response data.

duration of stay in the United States, and source of financial support. These variables were the predictors of the variations in the social adjustment problems experienced by Nigerian students. The second part was a set of 28 Likert items (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree). The 28 items were selected from the current literature on foreign students' adjustment problems and by direct personal interview with them.

The second part measured the difficulty experienced by the students with twenty-eight potential social problems of life on American campuses. To reduce the number of dependent variables, related problems were grouped into five clusters: loneliness, establishing relationships, discrimination, communication, and counseling. The technique for this reduction was based on the investigator's judgement as to an item's relevance to the research problem, and the item's representativeness of the cluster into which it had been placed. Item sequence was randomly assigned to preclude order bias. These clusters and the content of each item in each cluster were as follows: (a) Loneliness Problems (10 items -- being lonely, absence of family and friends, absence of country people in the community, absence of news from home country, dull weekends due to dating limitations, finding time for social activities, finding leisure-time activities, lack of invitation to American homes, opportunities to meet Americans, and finding dates with the opposite sex), (b) Re-

relationship Problems (8 items -- being accepted in social groups, establishing relationships with local people, American students, Nigerian students, other foreign students, academic advisor, foreign student advisor, and making new friends), (c) Discrimination Problems (4 items -- discrimination due to my dark skin, continent, accent, and the phenomenon of being a foreigner), (d) Communication Problems (3 items -- my pronunciation not understood, understanding U.S. slang, and how people look at me in social gatherings), (e) Counseling Problems (3 items -- insufficient personal counseling, insufficient social counseling, and insufficient prior information about life in the United States.

All problems were presented as statements. Students were asked to indicate their degree of agreement with each statement in the questionnaire. Typical wording was: "Finding dates with opposite sex is difficult." A score from 1 (strongly disagree) to 5 (strongly agree) was recorded for each item for each student. Factor analysis was applied to these items to see if the same clusters would be produced.

Factor Analysis

Factor analysis refers to a variety of statistical techniques whose common objective is to represent a set of variables in terms of a smaller number of hypothetical variables. Factor analysis is based on the fundamental assump-

tion that some underlying factors which are smaller in number than the observed variables are responsible for the covariation between observed variables (Kim and Mueller, 1978). Kim and Mueller (1978) went on to point out that factor analysis assumes that the observed variables are linear combinations of some underlying factors. Some of these factors are assumed to be common to two or more variables and some are assumed to be unique to each variable. The general purpose of factor analytic techniques is to find a way of condensing the information contained in the observed variables into a smaller set of new composite factors with a minimum loss of information.

Factor analysis was chosen as the appropriate technique because of its expressed purpose of data reduction and summarization. The method allows the researcher to analyze the interrelationships among variables (e.g., scale items) in terms of their common underlying dimensions (factors). These factors may be considered the essential determining constructs representing a new set of variables which are solely defined in terms of the original dimensions.

The varimax criterion for orthogonal rotation was selected because it maximizes the number of very high and low factor loadings, thus providing the simplest factor structure solution. Varimax criterion centers on simplifying the columns of the factor matrix. Rotation of the factors in most cases improves the interpretation by reducing some of the

ambiguities which often accompany initial unrotated factor matrix. The ultimate effect of rotating the factor matrix is to redistribute the variance from earlier factors to later factors to achieve a simpler, theoretically more meaningful factor pattern (Thurstone, 1947). The computer was used for the analysis.

Utilizing the eigenvalue-one-or-greater criterion, the principal analysis (varimax rotation) of the 28 items resulted in a six factor solution which accounted for 65.8% of the total variance which is presented in Table 2. Table 3 indicates the communality for each item in the 28-item scale. Table 4 indicates the rotated matrix derived from the varimax rotation. The rotated factor matrix includes the factor loadings for each item in the 28-item scale.

To aid the reader, the highest factor loading for each item has been underlined using the criteria of $\pm .40$ or better.

The highest loadings in each factor were considered most important for the purpose of deriving labels. Thus, the factors and their contributing variables are as follows:

Factor I (Feelings of discrimination)

- Discrimination due to my dark skin
- Discrimination for being a foreigner
- Discrimination due to my continent
- Discrimination due to my accent

Factor II (Feelings of belonging)

Table 2

Eigenvalues, Percentage of Variance and Cumulative Percent for the Factors

	<u>FACTORS</u>					
	I	II	III	IV	V	VI
Eigenvalue	11.19	2.03	1.64	1.28	1.25	1.04
Percentage of Variance	40.00	7.30	5.90	4.60	4.50	3.70
Cumulative Percentage	40.00	47.3	53.2	57.8	62.3	66.0

Legend: I Feelings of discrimination
 II Feelings of belonging
 III Establishing relationships
 IV Feelings of adequacy
 V Feelings of loneliness
 VI Absence of homeneews

Table 3

Communalities for the 28 Questionnaire Items

Item	Communality
Loneliness	.66
Absence of family and friends	.72
Absence of home people in the community	.57
Absence of news from home	.72
Dull weekends due to dating limitations	.62
Finding time for social activities	.61
Few invitations to American homes	.76
Limited opportunities to meet U.S. people	.57
Finding leisure-time activities	.48
Finding dates	.74
Establishing relationships with local people	.69
Establishing relationships with American students	.62
Establishing relationships with Nigerian students	.55
Establishing relationships with other foreign students	.53
Establishing a relationship with my academic advisor	.78
Establishing relationship with the foreign student advisor	.67
Acceptance in social groups	.56
Making and keeping new friends	.68
Discrimination due to my dark skin	.74

Table 3 (continued)

Item	Communality
Discrimination due to my continent	.76
Discrimination due to my accent	.77
Discrimination for being a foreigner	.73
My pronunciation is often misunderstood	.60
Understanding U.S. slang	.67
People look at me strangely in social groups	.68
Insufficient personal counseling	.70
Insufficient social counseling	.71
Inadequate prior information about the U.S.	.51

Table 4
Factor Loadings for Rotated Matrix

	Factor 1 Discrimination	Factor 2 Feelings of Belonging	Factor 3 Establishing Relationships	Factor 4 Feelings of Adequacy	Factor 5 Feelings of Loneliness	Factor 6 Home News
Discrimination due to my dark skin	<u>.80</u>	.14	.22	.10	.02	-.07
Discrimination for being a foreigner	<u>.76</u>	.14	.17	.17	.04	.27
Discrimination due to my continent	<u>.76</u>	.17	.30	.26	.09	.00
Discrimination due to my accent	<u>.74</u>	.19	.23	.34	.11	.12
Few invitations to American homes	.23	<u>.80</u>	.08	.03	-.04	.23
Finding dates is difficult	.02	<u>.73</u>	.28	.16	.33	-.05
Relationships with local people	.36	<u>.67</u>	.14	.17	.23	.00
Limited opportunities to meet U.S. people	.20	<u>.57</u>	.23	.35	-.03	-.15
Relationships with American students	.36	<u>.56</u>	.22	.23	.22	.17
Finding time for social activities	-.05	<u>.52</u>	.26	.10	.21	.47
Relationship with my academic advisor	.23	.05	<u>.80</u>	.20	.13	.09
Relationship with my foreign student advisor	.23	.22	<u>.72</u>	.12	.05	.18
Relationship with Nigerian students	.35	.21	<u>.61</u>	.04	.12	.02
Relationships with other foreign students	.17	.25	<u>.53</u>	.30	.27	-.10

Table 4 (continued)

	Factor 1 Discrimination	Factor 2 Feelings of Belonging	Factor 3 Establishing Relationships	Factor 4 Feelings of Adequacy	Factor 5 Feelings of Loneliness	Factor 6 Home News
Making and keeping new friends	.34	.30	<u>.50</u>	.44	.18	-.03
Being accepted in social groups	.33	.35	<u>.44</u>	.33	.09	.15
Finding leisure-time activities	.00	.43	<u>.43</u>	.27	.07	.20
Understanding U.S. slang	.10	.06	.06	<u>.74</u>	.33	.06
Insufficient personal counseling	.27	.19	.28	<u>.71</u>	.06	.07
Insufficient social counseling	.28	.21	.30	<u>.67</u>	-.06	.23
People look at me strangely in social groups	.37	.07	.22	<u>.64</u>	.25	.15
My pronunciation is often misunderstood	.37	.32	-.06	<u>.56</u>	.20	-.03
Inadequate prior information about life in the U.S.	.06	.25	.33	<u>.46</u>	-.25	.24
Absence of family and friends	.11	.15	.02	.02	<u>.76</u>	.34
Loneliness	.04	.18	.18	.22	<u>.74</u>	.05
Absence of country-people in the community	.32	.03	.27	.15	<u>.49</u>	.37
Dull weekends due to dating limitations	-.03	.39	.45	.18	<u>.48</u>	-.09
News from home-country	.13	.07	.05	.19	.27	<u>.76</u>

- Few invitations to American homes
- Finding dates is difficult
- Relationships with local people
- Limited opportunities to meet U.S. people
- Relationships with American students
- Finding time for social activities

Factor III (Establishing relationships)

- Relationship with my academic advisor
- Relationship with my foreign student advisor
- Relationships with Nigerian students
- Relationships with other foreign students
- Making and keeping new friends
- Being accepted in social groups
- Finding leisure-time activities

Factor IV (Feelings of adequacy)

- Understanding U.S. slang
- Insufficient personal counseling
- Insufficient social counseling
- People look at me strangely in social groups
- My pronunciation is often misunderstood
- Inadequate prior information about life in the U.S.

Factor V (Feelings of loneliness)

- Absence of family and friends
- Loneliness
- Absence of country-people in the community
- Dull weekends due to dating limitations

Factor VI (Absence of homeneews)

- Absence of news from home

These factors including their item loading are presented in Table 4.

Thurstone (1947) and Kim and Mueller (1978) have indicated a couple of conditions that should exist for a meaningful factor analysis.

- 1) For factor analysis to be meaningful, the sample size should be 100 or larger or no less than 50.
- 2) As a general rule, there should be four or five times as many observations as there are variables to be analyzed. Most authors recommend at least three variables for each factor.
- 3) Factor loadings $\pm .30$ are considered significant, and if the loadings are $\pm .50$ or greater they are considered very significant.

The study under investigation met the above conditions. The sample size for this study was 337 which far exceeds the recommended sample size. The recommendation calls for at least three variables for each factor, and this study averaged about 4.67 variables for each factor. And finally, factor loadings of $\pm .30$ are considered significant, and this study has the lowest factor loading of .43 and the highest was .80.

Reliability of the Six Problem Scales

A factor analysis was applied to the 28 questionnaire items and six factors were extracted (feelings of discrimination, feelings of belonging, feelings of adequacy, feelings of loneliness, establishing relationships, and absence of homeneews). For practical purposes, these six factors will be referred to as "problem scales." The internal consistency of the six problem scales for this sample of 337 Nigerian students was tested using alpha reliability coefficients (Table 5). The instrument appeared adequate in view of the size of the coefficients.

Data Analysis

Two analyses were conducted. The first consisted of calculating means, standard deviations, and ranks for each item and problem area in the study. This analysis was designed to provide information on the absolute and comparative extent to which the students experienced the twenty-eight problems on part 2 of the questionnaire. The second step was the calculation of regression equations for each problem scale to determine the predictor variables associated with variations in the problems experienced.

Table 5

Alpha Reliability Coefficients for the Six Problem Scales

Scale Title	Number of Items	Alpha Coefficient
1. Feelings of Discrimination	4	.92
2. Feelings of Belonging	6	.85
3. Establishing Relationships	7	.87
4. Feelings of Adequacy	6	.84
5. Feelings of Loneliness	4	.75
6. Absence of Homenews	1	NA
TOTAL	28	

CHAPTER 3

RESULTS OF THE STUDY

The results are presented in two sections. The first section contains a description of the severity of the problems experienced by Nigerian students based upon means, standard deviations and ranks. The second section contains the results of a regression analysis used to predict the severity of the experienced problems.

The Severity of Experienced Social Problems

Table 6 contains the means, standard deviations, and ranks for the 28 problems listed on the questionnaire. Mean scores appear at the end of the problem area to which they refer.

Respondents reported that seventeen items gave them more difficulty (scores greater than 3.0) than the others. These problem areas were:

1. Absence of family and friends
2. Absence of news from home
3. Finding social activities
4. Limited invitation to American homes
5. Establishing relationships with local people
6. Establishing relationships with American students
7. Being accepted in social groups

8. Discrimination due to dark skin
9. Discrimination due to continent
10. Discrimination due to accent
11. Discrimination for being a foreigner
12. Pronunciation not understood
13. Understanding U.S. slang
14. People look at me strangely in social groups
15. Insufficient personal counseling
16. Insufficient social counseling
17. Inadequate prior information about life in the U.S.

Only eleven areas were of low concern (scores 3.0 or less) to the respondents. These problems areas were:

1. Being lonely
2. Absence of home people in the community
3. Dull weekends due to dating limitations
4. Opportunities to meet U.S. people
5. Finding leisure-time activities
6. Finding dates
7. Establishing relationships with Nigerian students
8. Establishing relationships with other foreign students
9. Establishing a relationship with the academic advisor
10. Establishing a relationship with the foreign student advisor
11. Making and keeping new friends

Table 6

Means, Standard Deviations, and Ranks of Social Adjustment
Problems of Nigerian Students at U.S. Land-grant Uni-
versities (n=337)

Item/Cluster	Rank	Mean	S.D.
Feelings of Discrimination			
Discrimination due to dark skin	4	3.58	1.27
Discrimination for being a foreigner	7	3.45	1.28
Discrimination due to continent	8	3.41	1.25
Discrimination due to accent	9	3.35	1.27
Discrimination cluster	-	3.49	1.09
Feelings of Belonging			
Invitations to American home	3	3.59	1.37
Finding dates	18	2.93	1.33
Relationships with local people	13	3.18	1.28
Opportunities to meet U.S. people	19	2.93	1.32
Relationships with American students	17	3.02	1.36
Finding social activities	15	3.10	1.37
Belonging cluster	--	3.14	1.00
Establishing Relationships			
Relationship with academic advisor	28	2.33	1.20
Relationship with foreign student advisor	25	2.59	1.27
Relationships with Nigerian students	27	2.48	1.29
Relationships with other foreign students	24	2.68	1.18
Making and keeping new friends	20	2.93	1.20
Acceptance in social groups	16	3.08	1.31
Finding leisure time activities	21	2.90	1.35
Relationship cluster	--	2.72	.93
Feelings of Adequacy			
Understanding U.S. slang	12	3.23	1.28
Insufficient personal counseling	10	3.34	1.17
Insufficient social counseling	11	3.32	1.17
Strange looks in social groups	14	3.17	1.24
Pronunciation not understood	2	3.62	1.19

Table 6 (continued)

Item/Cluster	Rank	Mean	S.D.
Inadequate prior information about life in the U.S.	6	3.53	1.37
Adequacy cluster	--	3.40	.88
Feelings of Loneliness			
Absence of family and friends	1	3.72	1.20
Being lonely	22	2.88	1.56
Absence of home people in the community	23	2.81	1.29
Dull weekends due to dating limitations	26	2.58	1.39
Loneliness cluster	--	2.99	1.01
Absence of Homenews			
Absence of homenews cluster	5	3.57	1.16

Note. Low ranks indicate more serious social problems. Response Legend: (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, (5) strongly agree. High scores indicate the item was more of a problem for the respondent.

Predicting the Severity of Experienced Problems

A multiple regression analysis was conducted to determine which personal and social characteristics measured in this study could be used to predict the severity of social adjustment problems of Nigerian students. The predictor variables for each regression analysis were selected on the basis of previous research findings and the researcher's judgement of each variable's potential for predicting the severity of the problem of concern. Problems are reported by scales. Table 7 shows the multiple R, R-square, adjusted R-square, overall F, standard error, and significance.

Feelings of Discrimination

Source of financial support, previous international experience, English language proficiency, marital status, age, duration of stay in the United States, sex, academic status, and ownership of transportation were included in the regression equation. These predictor variables accounted for 16.0% of the variance in the severity of experienced discrimination (Table 7). The overall regression equation was significant in predicting the discrimination scores [$F(9,321) = 6.77, p < .00$]. Table 8 indicates that four variables (English language proficiency, duration of stay in the United States, academic status, and ownership of transportation) contributed significantly ($\alpha = .05$) to the variance in the

Table 7

Multiple R, R-Square, Adjusted R-Square, Overall F, Degrees of Freedom, and Significance for the Six Problem Clusters

	Discrimination	Belonging	Adequacy	Relationship	Loneliness	Home News
Multiple R	.400	.355	.398	.382	.413	.287
R ²	.160	.130	.160	.150	.171	.082
Adjusted R ²	.136	.101	.135	.122	.150	.062
Overall F	6.77	5.13	6.68	6.11	8.28	4.14
Significance	.00	.00	.00	.00	.00	.00
Degrees of Freedom	9/321	9/321	9/319	9/321	8/322	7/323

Table 8

Regression Equation for Predicting Feelings of Discrimination

	b	SE b	Beta	t	p
Source of financial support	.218	.118	.099	1.84	.07
Previous international experience	-.087	.119	-.040	-.77	.47
English language proficiency	-.413	.118	-.191	-3.51	.00
Marital status	.018	.130	.008	.14	.89
Age	-.017	.013	-.075	-1.33	.18
Duration of stay in the U.S.	.007	.002	.213	3.66	.00
Sex	.312	.166	.105	1.88	.06
Academic status	-.372	.133	-.169	-2.79	.01
Ownership of transportation	-.345	.134	-.157	-2.58	.01
(Constant)	4.813	.614		7.84	.00

discrimination scores. In order of their contribution, these variables were duration of stay in the United States, English language proficiency, academic status, and ownership of transportation. All except duration of stay in the United States were negatively associated with discrimination. This means that those with less English language proficiency, those with longer duration of stay in the United States, undergraduates, and those with no transportation tended to identify discrimination as a greater problem. Source of financial support, previous international experience, marital status, age, and sex did not contribute significantly to the prediction of discrimination.

Feelings of Belonging

Source of financial support, previous international experience, English language proficiency, marital status, age, duration of stay in the United States, sex, academic status, and ownership of transportation were included in the regression equation. These predictor variables accounted for 13.0% of the variance in the severity of problems experienced with feelings of belonging (Table 7). The overall regression equation was significant in predicting the feelings of belonging scores [$F(9,321) = 5.13, p < .00$]. Table 9 indicates that four variables (English language proficiency, marital status, sex, and ownership of transportation) contributed significantly ($\alpha = .05$) to the variance in the feelings of be-

Table 9

Regression Equation for Predicting Feelings of Belonging

	b	SE b	Beta	t	p
Source of financial support	.151	.112	.074	1.34	.18
Previous international experience	-.043	.113	-.021	-.38	.71
English language proficiency	-.338	.111	-.169	-3.03	.00
Marital status	.441	.123	.218	3.59	.00
Age	-.016	.012	-.072	-1.26	.21
Duration of stay in the U.S.	.004	.002	.110	1.86	.06
Sex	.556	.158	.206	3.59	.00
Academic status	.018	.126	.009	.14	.89
Ownership of transportation	-.385	.127	-.188	-3.04	.00
(Constant)	2.957	.581		5.09	.00

longing scores. In order of their contribution, these variables were marital status, sex, ownership of transportation, and English language proficiency. All except marital status and sex were negatively associated with feelings of belonging. This means that those with less English language proficiency, those with no transportation, females, and those that are married or single living without a spouse or intimate friend tended to identify feelings of belonging as a greater problem. Source of financial support, previous international experience, age, duration of stay in the United States, and academic status did not contribute significantly to the prediction of feelings of belonging.

Feelings of Adequacy

Source of financial support, previous international experience, English language proficiency, marital status, age, duration of stay in the United States, sex, academic status, and ownership of transportation were included in the regression equation. These predictor variables accounted for 16.0% of the variance in the severity of problems experienced with feelings of adequacy (Table 7). The overall regression equation was significant in predicting the feelings of adequacy scores [$F(9,319) = 6.68, p < .00$]. Table 10 indicates that six variables (source of financial support, English language proficiency, duration of stay in the United States, sex, academic status and ownership of transportation) con-

Table 10

Regression Equation for Predicting Feelings of Adequacy

	b	SE b	Beta	t	p
Source of financial support	.239	.098	.132	2.45	.02
Previous international experience	.117	.098	.064	1.18	.24
English language proficiency	-.426	.097	-.241	-4.41	.00
Marital status	.100	.107	.056	.93	.35
Age	.012	.011	.065	1.15	.25
Duration of stay in the U.S.	.005	.002	.180	3.02	.00
Sex	.413	.137	.170	3.02	.00
Academic status	-.259	.110	-.143	-2.36	.02
Ownership of transportation	-.249	.111	-.138	-2.25	.03
(Constant)	3.044	.504		6.04	.00

tributed significantly ($\alpha=.05$) to the variance in the feelings of adequacy scores. In order of their importance, these variables were English language proficiency, duration of stay in the United States, sex, academic status, ownership of transportation, and source of financial support. English language proficiency, academic status, and ownership of transportation were negatively associated with feelings of adequacy. This means that those with less English language proficiency, females, self-supported students, those with longer duration of stay in the United States, undergraduates and those with no transportation tended to identify feelings of adequacy as a greater problem. Previous international experience, marital status, and age did not contribute significantly to the prediction of feelings of adequacy.

Establishing Relationships

Source of financial support, previous international experience, English language proficiency, marital status, age, duration of stay in the United States, sex, academic status, and ownership of transportation were included in the regression equation. These predictor variables accounted for 15.0% of the variance in the severity of problems experienced with establishing relationships (Table 7). The overall regression equation was significant for the relationship scores [$F(9,321) = 6.11, p<.00$]. Table 11 indicates that five variables (source of financial support, English language profi-

ciency, age, duration of stay in the United States, and ownership of transportation) contributed significantly ($\alpha=.05$) to the variance in relationship scores. In order of their contribution, these variables were duration of stay in the United States, English language proficiency, age, source of financial support, and ownership of transportation. English language proficiency, age, and ownership of transportation were negatively associated with relationship. This means that those with less English language proficiency, those that are self-supported, those with longer duration of stay in the United States, younger students, and those with no transportation tended to identify establishing relationships as a greater problem. Previous international experience, marital status, academic status, and sex did not contribute significantly to the prediction of establishing relationships.

Feelings of Loneliness

Source of financial support, previous international experience, age, marital status, duration of stay in the United States, sex, academic status, and ownership of transportation were included in the regression equation. These predictor variables accounted for 17.1% of the variance in the severity of experienced loneliness (Table 7). The overall regression equation was significant for the loneliness scores [$F(8,322) = 8.28, p<.00$]. Table 12 indicates that four variables (age,

Table 11

Regression Equation for Predicting Establishing Relationships

	b	SE b	Beta	t	p
Source of financial support	.243	.104	.127	2.34	.02
Previous international experience	-.010	.105	-.005	-.10	.92
English language proficiency	-.296	.103	-.158	-2.84	.00
Marital status	.130	.114	.069	1.14	.25
Age	-.030	.011	-.149	-2.62	.01
Duration of stay in U.S.	.008	.002	.253	4.32	.00
Sex	.265	.146	.103	1.81	.07
Academic status	-.181	.117	-.094	-1.55	.12
Ownership of transportation	-.228	.117	-.119	-1.94	.05
(Constant)	3.484	.538		6.47	.00

marital status, sex, and academic status) contributed significantly ($\alpha=.05$) to the variance in loneliness scores. In order of their contribution, these variables were marital status, sex, academic status, and age. Age and academic status were negatively associated with loneliness. This means that the younger students, undergraduates, females, and married or single students living without a spouse or intimate friend tended to identify loneliness as a greater problem. Source of financial support, previous international experience, duration of stay in the United States, and ownership of transportation did not contribute significantly to the prediction of loneliness.

Absence of Homenews

Source of financial support, previous international experience, age, marital status, duration of stay in the United States, sex, and academic status were included in the regression equation. These predictor variables accounted for 8.2% of the variance in the severity of the problems experienced from absence of homenews (Table 7). The overall regression equation was significant for the homenews scores [$F(7,323) = 4.14, p<.00$]. Table 13 indicates that four variables (source of financial support, age, duration of stay in the United States, and academic status) contributed significantly ($\alpha=.05$) to the variance in homenews scores. In order of their contribution, these variables were academic

Table 12
Regression Equation for Predicting Loneliness

	b	SE b	Beta	t	p
Source of financial support	.191	.109	.093	1.76	.03
Previous international experience	-.095	.110	-.046	-.86	.39
Age	-.026	.012	-.120	-2.14	.03
Marital status	.576	.120	.284	4.81	.00
Duration of stay in the U.S.	.003	.002	.106	1.84	.07
Sex	.659	.152	.239	4.35	.00
Academic status	-.332	.121	-.162	-2.75	.01
Ownership of transportation	.053	.124	.026	.43	.67
(Constant)	2.256	.544		4.15	.00

Table 13
Regression Equation for Predicting Homenews

	b	SE b	Beta	t	p
Source of financial support	.296	.133	.124	2.23	.03
Previous international experience	-.139	.133	-.058	-1.05	.30
Age	.056	.015	.223	3.81	.00
Marital status	.181	.136	.077	1.33	.18
Duration of stay in U.S.	.005	.002	.138	2.34	.02
Sex	.319	.185	.100	1.73	.08
Academic status	-.561	.146	-.235	-3.84	.00
(Constant)	1.748	.657		2.66	.01

status, age, duration of stay in the United States, and source of financial support. Academic status was negatively associated with absence of home news. This means that the older, self-supported students, those with longer duration of stay in the United States, and the undergraduate students tended to identify absence of news from home as a greater problem. Previous international experience, marital status, and sex did not contribute significantly to the prediction of home news problems.

The calculated regression equations explained a significant amount of variance, and eight predictor variables appeared in the predictions with the exception of previous international experience. All the cluster problems had mean scores of 3.0 or above except feelings of loneliness and establishing relationships with mean scores of less than 3.0. This means that feelings of loneliness and establishing relationships were less problematic for Nigerian students than feelings of discrimination, feelings of belonging, feelings of adequacy, and absence of home news.

CHAPTER 4

SUMMARY AND DISCUSSION

This chapter reports the summary and discussion of research data emanating from this study. One purpose of the study was to identify the social adjustment problems experienced by Nigerian students in U.S. land-grant universities. A second purpose was to predict the severity of these problems with age, sex, marital status, English language proficiency, ownership of transportation, academic status, previous international experience, duration of stay in the United States, and the source of financial support.

The study is important for two reasons: It provides useful information to enable people working with Nigerian students to design programs which will facilitate the transition from Nigeria to an American campus; and second, it provides a base of knowledge about Nigerian students in American universities.

The format for this chapter includes the following sections: (a) Summary, (b) Conclusions and Discussion and (c) Recommendations. The Summary includes a description of the problem, the research methodology, and findings. Conclusions and Discussion includes the outcomes of the study and interpretations. Recommendations includes suggestions for universities in dealing with the students' experienced

problems and suggestions for future studies relative to Nigerian students' social adjustment problems.

Summary

A questionnaire of 28 items was sent to a sample of 500 Nigerian students in land-grant universities in the United States. Out of these 500, a usable return of 337 (67.4%) was realized. A factor analysis was applied to these 28 items and six factors were extracted (feelings of discrimination, feelings of belonging, establishing relationships, feelings of adequacy, absence of home news, and feelings of loneliness). In addition to the mean, standard deviation, and rank for each item, regression equations were calculated for predicting the severity of the problems from the predictor variables selected for their relevance to each problem.

The overall regression equations for the six problem areas were significant ($p < .00$) and specific findings were as follows:

1. There were seventeen areas of high concern and eleven areas of low concern for the students in the 28 items.
 - a. The following were the most difficult problems experienced by the students in order of their severity.

Absence of family and friends

Their pronunciation is often not understood

Few invitations to American homes
Discrimination due to their dark skin
Absence of news from their home-country
Inadequate prior information about life in the
U.S.

Discrimination for being a foreigner
Discrimination due to their continent
Discrimination due to their accent
Insufficient personal counseling
Insufficient social counseling
Understanding U.S. slang
Establishing relationships with local people
People look at them strangely in social groups
Finding time for social activities
Being accepted in social groups
Establishing relationships with American stu-
dents

b. The least troublesome problems to the students were:

Finding dates
Lack of opportunity to meet U.S. people
Making and keeping new friends
Finding leisure-time activity
Being lonely
Absence of home people in the community
Establishing relationships with other foreign
students

Establishing relationship with the foreign student advisor

Dull weekends due to dating limitations

Establishing relationships with Nigerian students

Establishing relationship with the academic advisor

- c. Those student with less English language proficiency, those with no transportation, undergraduates, and those with longer duration of stay in the United States tended to identify discrimination as a greater problem than graduate students, those with good English language proficiency, those with transportation and those with shorter duration of stay in the United States. The longer the duration of stay in the United States, the more opportunity to experience discrimination. Source of financial support, previous international experience, marital status, age, and sex were not associated with feelings of discrimination.
- d. Students with less English language proficiency, those with no transportation, females, and those living without a spouse or intimate friend tended to identify feelings of belonging as a greater problem than those with good English language proficiency, those with transportation, those living with spouse

or intimate friend, and males. Source of financial support, previous international experience, age, duration of stay in the United States, and academic status were not associated with feelings of belonging.

- e. Students with less English language proficiency, those with no transportation, undergraduates, self-sponsored students, females, and students with longer duration of stay in the United States tended to identify feelings of adequacy as a greater problem than those with good English language proficiency, those with transportation, graduates, males, those on scholarships and those with fewer months of stay in the United States. Previous international experience, marital status, and age were not associated with the feelings of adequacy cluster.
- f. Younger students, undergraduates, females, and those living without a spouse or intimate friend tended to identify loneliness as a greater problem than the older students, graduate students, males, and those living with a spouse or intimate friend. English language proficiency, previous international experience, duration of stay in the United States, and ownership of transportation were not associated with loneliness.

- g. Students with less English language proficiency, younger students, those with no transportation, those that are self-supported, and those with longer duration of stay in the United States tended to identify establishing relationships as a greater problem than those with good English language proficiency, older students, those with transportation, those on scholarships, and those with shorter duration of stay in the United States. Previous international experience, marital status, sex, and academic status were not associated with establishing relationships.
- h. Self-supported students, undergraduates, older students, and those with longer duration of stay in the United States tended to identify absence of news from home country as a greater problem than students on scholarships, graduate students, younger students, and those with shorter duration of stay in the United States. Previous international experience, marital status, and sex were not associated with the absence of homenews.

Conclusions and Discussion

Some predictor variables appeared more frequently in predicting the severity of the problem areas than others (Figures 2 & 3). English language proficiency,

<u>Predictor Variables</u>	<u>Problem Clusters Predicted</u>
English Language Proficiency	Feelings of Discrimination Feelings of Belonging Feelings of Adequacy Establishing Relationships
Ownership of Transportation	Feelings of Discrimination Feelings of Belonging Feelings of Adequacy Establishing Relationships
Academic Status	Feelings of Discrimination Feelings of Adequacy Feelings of Loneliness Absence of Home News
Sex	Feelings of Belonging Feelings of Adequacy Feelings of Loneliness
Source of Financial Support	Feelings of Adequacy Establishing Relationships Absence of Home News
Duration of Stay in the United States	Feelings of Discrimination Feelings of Adequacy Establishing Relationships Absence of Home News
Age (months)	Feelings of Loneliness Establishing Relationships Absence of Home News
Marital Status (living with or without spouse or intimate friend)	Feelings of Belonging Feelings of Loneliness
Previous International Experience	Did not contribute to the prediction of any problem cluster

Figure 2. Predictor Variables and the Problem Areas They Predicted

<u>Predicted Problem Clusters</u>	<u>Predictor Variables in the Prediction of the Associated Problem Clusters</u>
Feelings of Discrimination	English Language Proficiency Ownership of Transportation Academic Status Duration of Stay in the United States
Feelings of Belonging	English Language Proficiency Ownership of Transportation Sex Marital Status
Feelings of Adequacy	English Language Proficiency Ownership of Transportation Academic Status Source of Financial Support Sex Duration of Stay in the United States
Feelings of Loneliness	Age Academic Status Sex Marital Status
Establishing Relationships	English Language Proficiency Age Ownership of Transportation Source of Financial Support Duration of Stay in the United States
Absence of Home News	Source of Financial Support Academic Status Age Duration of Stay in the United States

Figure 3. Predicted Problem Areas with the Associated Predictor Variables

ownership of transportation, academic status (undergraduate, graduate), and duration of stay in the United States appeared in the prediction of four problem areas. The variables sex, source of financial support, and age appeared in the prediction of three problem areas. Marital status appeared in the prediction of two problem areas. Previous international experience was the only predictor variable that did not contribute in the prediction of any problem area.

English Language Proficiency

English language proficiency appeared in the prediction of four problem areas (feelings of discrimination, feelings of belonging, feelings of adequacy, and establishing relationships). The results of the prediction indicates that students with less English language proficiency had more difficulty with feelings of adequacy, establishing relationships, discrimination, and feelings of belonging than those with good English language proficiency.

This high occurrence of English language proficiency in the prediction of social problems is consistent with the research on foreign students. English language proficiency is of central importance to the social adjustment of foreign students. Lack of English language proficiency is often the source of foreign students' so-

cial problems (Hull, 1978; Nenyod, 1975; Spaulding and Flack, 1976; and Selltiz et al., 1963).

The result of the study was consistent with the researcher's initial speculation that students with poor English language proficiency are usually withdrawn; they also tend to avoid social contacts because of their lack of confidence and the fear of embarrassing themselves and being laughed at.

Ownership of Transportation

Ownership of transportation occurred in the prediction of four problem areas (feelings of discrimination, feelings of belonging, feelings of adequacy, and establishing relationships). The results of the prediction indicates that students with no transportation have more difficulty with feelings of discrimination, feelings of belonging, feelings of adequacy, and establishing relationships than those that have transportation.

Since no documented studies have used transportation as a predictor variable, there is no frame of reference for its consistency as a predictor variable. But it was consistent with the researcher's prior speculation that foreign students with adequate transportation will have less difficulty in social adjustment than those with no transportation.

Academic Status

Academic status (undergraduate, graduate) appeared in the prediction of four problem areas (feelings of discrimination, feelings of adequacy, feelings of loneliness, and absence of news from home country). The results of the prediction indicates that undergraduate students have more difficulty with feelings of discrimination, feelings of loneliness, feelings of adequacy, and absence of news from home country than their graduate counterparts. There are various opinions on the effect of this predictor variable in the literature. The literature indicated that undergraduate students have more problems with social adjustment (Stafford, 1978; and Porter, 1962). However, Quinn (1975) found that undergraduate foreign students had the most successful adjustments, while the Ph.D. students had the least successful adjustment. Undergraduate students were also found by Selltiz et al. (1963) to establish more social relationships than the graduate students.

The researcher's initial speculation was not consistent with the result of the study. The researcher speculated that undergraduate students experience less difficulty with social adjustment because they are generally younger, more adaptable, more willing to go out and find things to do. Also, they presumably have more time away from their studies to spend in socializing.

The discrepancy between the researcher's speculation and the result of this study could be accounted for by the assumption that the graduate students who are presumably older might be more able to suppress their feelings of discrimination, loneliness, adequacy, and absence of news from home than their undergraduate counterparts.

Duration of Stay in the United States

Duration of stay in the United States appeared in the prediction of four problem areas (feelings of adequacy, establishing relationships, absence of homeneeds, and feelings of discrimination). The effect of this variable indicates that students who have had longer duration of stay in the United States had more problems with feelings of adequacy, establishing relationships, discrimination, and absence of news from home. As for the relationship between duration of stay and total number of problems, there is disagreement among research findings. On one hand, Porter (1962) found that foreign students who had been at Michigan State University for 13 months or more checked more problems on the Michigan International Student Problem Inventory than those who had been there for one year or less. On the other hand, Day (1968) reported that the number of problems foreign students experienced did not increase by length of stay, but that the specific kinds of problems may change.

Sharma (1971) found that length of stay had little effect on problems of foreign students.

Sex

Sex appeared in the prediction of three problem areas (feelings of belonging, feelings of adequacy, and feelings of loneliness). The result of the prediction indicates that females have more difficulty with feelings of belonging, feelings of adequacy, and feelings of loneliness than their male counterparts. The effect of this predictor variable on the social adjustment of these Nigerian students is consistent with the literature on foreign students. Numerous studies concerning the relation between sex and social adjustment problems concur that females encounter more problems than males (Porter, 1962; Bouenazos and Leamy, 1974; and Pruitt, 1977).

The result of the study was consistent with the researcher's prior speculation that female foreign students experience greater difficulty with social adjustment problems than their male counterparts. The assumptions behind this speculation are: (a) there is a small number of female foreign students (29.1% of foreign student population), as a result they have very few, if any female foreign students to interact with, (b) and since it is not traditionally acceptable in most foreign countries

for females to do what males do socially, they are forced to stay home and be lonely.

Source of Financial Support

Source of financial support appeared in the prediction of three problem areas (feelings of adequacy, establishing relationships, and absence of news from home country). The result of the prediction indicates that students that are self-sponsored have more difficulty with feelings of adequacy, establishing relationships, and absence of news from home country than those who are on scholarships. The effect of this variable in this study was consistent with Pruitt (1977) who indicated that foreign students with scholarships had better social adjustment than those who were self-sponsored. It could be speculated that the self-supported students do not have the time and money to socialize. Their time is spent in their respective jobs so as to make ends meet.

Age

Age appeared in the prediction of three problem areas (feelings of loneliness, establishing relationships, and absence of news from home). The result of the study indicates that younger students had more problems with feelings of loneliness and establishing relationships than the older students. Also the study showed

that older students had more difficulty with absence of news from home than the younger students. The result from this variable was not consistent with the literature. Numerous studies showed that adjustment problems for younger foreign students were minimal compared to those of older students (Adelegan and Parks, 1985; Gaither and Griffin, 1971; Hull, 1978; Lee Abd-Ella, and Burks, 1981; and Spauling and Flack, 1976). The result of this study was not consistent with the research's prior speculation that younger students have less difficulty with feelings of loneliness and establishing relationships. It could be assumed that older students suppress the existence of those problems better than the younger students.

Marital Status

Marital status appeared in the prediction of two problem areas (feelings of loneliness and feelings of belonging). The result of the study indicates that students living with no spouse or intimate friend had more difficulty with feelings of loneliness and feelings of belonging than students living with a spouse or intimate friend. The literature indicated that more married students than single students were found to be satisfied with their U.S. experience (Clark, 1963; Siriboonma, 1978; and Han, 1975). The result of this study cannot

be checked for its consistency with the literature because the predictor variable (marital status) was modified from married or single to married or single living without spouse or intimate friend. The result of the study was consistent with the researcher's prior speculation that married or single students living without spouse or intimate friend probably have the greatest problem with loneliness. This difficulty could be attributed to their inability to cope with the separation from their spouse or intimate friend at home. However, Adelegan and Parks (1985) found that married students with families/spouses in the United States experience more difficulty with loneliness than the single students.

Previous International Experience

Previous international experience was the only variable that did not appear in the prediction of any problem area. The result of the study showed that 129 (38.3%) of the students in the study had previous international experience while 208 (61.7%) of the students had no previous international experience. Numerous studies found that students who had previous international experience had fewer adjustment problems (Hull, 1978; Selltiz et al., 1963; and Wilson, 1975).

Recommendations for Universities

Six problem areas were used in the regression analysis as dependent variables. These problem areas in order of their severity were lack of homeneews (M=3.57, SD=1.16), feelings of discrimination (M=3.49, SD=1.09), feelings of adequacy (M=3.40, SD=.88), feelings of belonging (M=3.14, SD=1.00), feelings of loneliness (M=2.99, SD=1.01), and establishing relationships (M=2.72, SD=.93). Mean scores greater than 3.0 signify some difficulty with the problem area, and mean scores 3.0 or less indicate less problem with the problem area (Table 6).

Absence of news from home country was the problem area that these students indicated as their number one difficulty in the United States. Self-sponsored students, undergraduates, older students, and those students who have had longer duration of stay in the United States had more problems with this area. The universities that are involved with the education of these students can alleviate this problem by having their university libraries subscribe to some Nigerian major newspapers and magazines for the students to keep abreast of the current issues in their country. Those who have been in the United States for a long time should be advised to visit home.

Discrimination was predicted to be a major problem of the Nigerian students. Students with less English language proficiency, those with no transportation, those with longer duration of stay in the United States, and undergraduates had more difficulty in this area than those with good English language proficiency, those with transportation, those with shorter duration of stay in the United States and graduate students. Discrimination among minorities still lingers in college campuses, thus detracting from the full integration of international black students. Some support for this latter point comes from an incident reported in the study by Adelegan and Parks (1985). One of the participants in the study said that:

Whenever he or his friends sat down in one of the group areas in the library, white students sitting in that area moved to other locations. This happened so frequently that the international students used this information to their advantage. Whenever they wanted to have an area to themselves and white students were present, they would just take the empty seats and soon the area would be theirs. (p. 22)

Such prejudice toward international students is not unusual. Yates (1971), in summarizing a 1970 study of overseas students and nurses in Britain by Sen, reported, "after making due allowance for a certain amount of inevitable misunderstanding . . . , there is a sufficient amount of firm residual evidence to show that the majority of overseas students encounter racial discrimination

to a degree that makes it difficult for them to adjust satisfactorily to social life in this country [Britain]" (p. 36). Most of the incidents of discrimination occurred "in shops, on buses, and in places of public entertainment" (p. 36). This goes on to explain why students with no transportation experience more discrimination than those with transportation. They come into contact with discrimination because they have to use the bus. Most prejudice was directly related to the depth of skin color. Africans and West Indians suffer more than Europeans, Asians, Middle Eastern or South American students: the darker the color, the more pronounced is the prejudice (Yates, 1971; Spaulding and Flack, 1976; and Adelegan and Parks, 1985).

The prediction also showed that the students had problems with feelings of adequacy. Students with less English language proficiency, no transportation, undergraduates, self-sponsored students, females, and those with longer duration of stay in the United States had more problems with this problem than those with good English language proficiency, those with transportation, graduates, males, those on scholarship, and those with shorter duration of stay in the United States. To alleviate this problem, the universities should endeavour to provide more personal and social counseling. Schools should try to identify the student with poor English

language proficiency through some testing process, and put them through the "English as a foreign language" program. Above all, the universities should endeavour to provide adequate prior information about life in the United States. To overcome the problem of not understanding U.S. slang, the schools could recommend that the students buy some books on American slang or use the copies available in the school library.

Feelings of belonging were predicted to be a major problem of Nigerian students. Students with less English language proficiency, those with no transportation, females, married and single students not living with a spouse or an intimate friend had more problem with this problem area than those with good English language proficiency, those with transportation, males and those living with a spouse or intimate friend. This problem could be minimized if the schools could set up social functions either through the international students' office or the community that would bring the students and the community together. Students living with U.S. students tended to have more satisfying interpersonal experiences and stronger confidence in both primary and secondary goal attainment than those living with fellow countrymen in particular (Lee, Abd-Ella and Burks, 1981). U. S. educational institutions could assist and encourage foreign students to live with U.S. students. Such ar-

rangements can even be made in advance for foreign students, if so desired by them.

Establishing relationships and loneliness problem areas were of low concern to the students based on their low mean scores, so they were considered to be less problematic.

Future Research

Much additional research remains to be accomplished on the social adjustment problems of Nigerian students in the United States, and for this reason, the thrust of the general recommendations in this study is to recommend designated research areas for further study:

- a. Additional research needs to be conducted to validate the influence of ownership of transportation as a predictor variable since almost no study has used it as a predictor variable. This is important because it appeared in the prediction of four problem clusters.
- b. Further research study should be undertaken to verify the influence of previous international experience as a predictor variable for the social adjustment problems of Nigerian students. This is important because previous international experience was the

- only predictor variable in the study that did not contribute to the prediction of any problem cluster.
- c. Source of financial support was used as a predictor variable in this study; future research should endeavour to utilize this variable as a dependent variable. This is important because almost 90 percent of the respondents who responded to the general comments section in the questionnaire indicated that most of their social adjustment problems are a result of financial problems.
 - d. Further research should look into other predictor variables such as size and location of school, individual personality, ethnic group of origin in Nigeria, etc., in addition to the ones used in this study that might account for a greater percentage of variation in the problems. This is suggested because the R-squares in this study were relatively low.
 - e. Future studies are needed to explore the relationship between the Nigerian students and their country's consulate offices. Most students in the study complained that these offices are not helpful, nonchalant and insensitive to their problems and concerns.
 - f. Further studies are needed to explore the black Africans' relationships with black Americans. Odenyo (1971) and Becker (1973) were the only studies found

that dealt with black Africans' relationships with black Americans. This could be achieved by surveying Nigerian students in predominantly black institutions to see if they have fewer social problems than those in predominantly white institutions.

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APPENDIX A

Cover Letter

Questionnaire



A LAND-GRANT UNIVERSITY

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

College of Education/AES Division

November 8, 1985

Dear Fellow Nigerian:

Find attached a questionnaire to gather information on the social adjustment of Nigerians in U.S. land-grant colleges and universities. The questionnaire will take about 15 minutes to complete. A summary of the findings will be made available to you through your school's international student office at the completion of the study.

No individual responses will be reported since the research data will be aggregated, and you are fully assured of complete confidentiality.

Please complete the survey and return it to me in the enclosed stamped, self-addressed envelope. It is necessary to complete and return the survey as soon as possible in order for me to complete this research promptly.

Your participation in this study is vital to its success. May I express my appreciation to you in advance for your cooperation.

Sincerely,

Francis A. Edemobi
Doctoral Candidate, VPI&SU

Dr. David J. Parks
Chairman, Doctoral Dissertation

QUESTIONNAIRE

PART I.

Please complete each question as indicated. The information will help in the interpretation of the results.

4. Your sex (circle number of your answer) 1. Male 2. Female
5. What is your current marital status? (circle number of your answer)
1. Never married and living with an intimate friend in U.S.
 2. Married not with family/spouse in U.S.
 3. Married with family/spouse in U.S.
 4. Widowed
 5. Divorced
 6. Never married not living with an intimate friend in U.S.
- 6-7. How old were you on your last birthday? _____
8. What is your present academic status? (circle number of your answer)
1. Undergraduate
 2. Graduate
 3. Other (please specify) _____
9. Do you have a car or any other means of transportation?
1. Yes
 2. No
10. Have you had any previous international experience?
1. Yes
 2. No
- 11-13. How long have you been in the United States? Please enter the total months. _____ months
14. Do Americans speak rather too fast?
1. Yes
 2. No
- 15-16. What is the primary source of your financial support now? Please circle one number.

	Primary Source
AID, National Science Foundation Scholarship	1
Scholarship from your government	2
Rockefeller or Ford Scholarship	3
Fulbright Scholarship	4
University assistantship	5
Parents or relatives (gifts, loans)	6
Savings	7
Employment off-campus	8
Employment on-campus	9
Other sources (Please specify):	

PART II.

Please read each item carefully and think about the statements. Circle the number of the response that best describes your level of agreement with each of the statements.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
17. Loneliness is a problem for me	1	2	3	4	5
18. Absence of family and friends is difficult	1	2	3	4	5
19. Absence of home country people in the community is disturbing .	1	2	3	4	5
20. Absence of news from home is a problem	1	2	3	4	5
21. My weekends are dull due to dating limitations	1	2	3	4	5
22. Finding time for social activities is difficult	1	2	3	4	5
23. There are few invitations to visit American homes	1	2	3	4	5
24. Opportunities to meet U.S. people are limited	1	2	3	4	5
25. Finding leisure-time activities is difficult	1	2	3	4	5
26. Finding dates is difficult	1	2	3	4	5
27. Establishing relationships with local people is difficult	1	2	3	4	5
28. Establishing relationships with American students is difficult .	1	2	3	4	5
29. Establishing relationships with Nigerian students is difficult .	1	2	3	4	5
30. Establishing relationships with other foreign students is difficult	1	2	3	4	5
31. Establishing a relationship with my academic advisor is difficult	1	2	3	4	5
32. Establishing a relationship with the foreign student advisor is difficult	1	2	3	4	5
33. Being accepted in social groups is difficult	1	2	3	4	5
34. Making and keeping new friends is difficult	1	2	3	4	5
35. Discrimination due to my dark skin is a problem	1	2	3	4	5
36. Discrimination due to my continent is a problem	1	2	3	4	5
37. Discrimination due to my accent is a problem	1	2	3	4	5
38. Discrimination for being a foreigner is a problem	1	2	3	4	5
39. My pronunciation is often not understood by Americans	1	2	3	4	5

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
40. Understanding U.S. slang is difficult	1	2	3	4	5
41. People tend to look at me strangely in social groups . .	1	2	3	4	5
42. Personal counseling is insufficient	1	2	3	4	5
43. Social counseling is insufficient	1	2	3	4	5
44. Prior information about life in the U.S. was not adequate . .	1	2	3	4	5
45. Do you feel that the statements which you have responded to in Part II provide a fair picture of social problem areas of concern?					
	Yes _____		No _____		
46. If there are additional social problems which trouble you, and they are not specifically listed in Part II of the questionnaire, please indicate what they are in the space provided below.					

- THANK YOU VERY MUCH -

Please return to:

Francis A. Edemobi
239 EXOB
College of Education
Virginia Tech
Blacksburg, VA 24061

Appendix B

Respondent Comments on Questionnaires

1. "There is a distortion of information about life in the United States."
2. "There should have been some question on the involvement of the students in church activities."
3. "Americans smile at you or talk to you in class only when they need your notes or any other favor from you."
4. "Insensitivity of the authorities and local people to your problems is disturbing."
5. "Local people are too nosy into a foreign student's private affairs."
6. "Life is too fast in America."
7. "Americans sometimes think foreigners are dumb."
8. "Americans think they are superior."
9. "Black Americans think they are superior to Africans."
10. "Communicating with the staff in Nigerian Embassies is almost impossible."
11. "The transfer of money from Nigeria to me is very difficult."
12. "Some of our social problems are as a result of financial problems."
13. "Some professors find it difficult to accept foreign students."
14. "Some professors make irritating comments about one's country."
15. "Some professors feel that having foreign students in class is a set back for the American students."
16. "The cultural differences in the interpretation of friendliness confuses me."

17. "Sometimes discrimination is encountered from professors when you do better than native whites or foreign whites."
18. "People in authority gossip a lot about foreign students."
19. "Being open and truthful in this society can sometimes be disadvantageous where openness and freedom is supposed to be practiced."
20. "There should have been a question on teacher-student relationship."
21. "There should be a question on how long it takes one to really settle down and adjust in the United States."
22. "Traditional values are lacking; for example, respect for elders and calling seniors by their first names."
23. "The American public lack knowledge about other countries on earth."
24. "American food and eating habits is difficult to adjust to."
25. "Adjusting to the weather is difficult."
26. "Americans often ask which of the Super Powers your country supports (U.S. or U.S.S.R.)."
27. "Those of us with tribal marks on our face are often looked down on."
28. "Some Americans still ask whether Africa is a jungle or if we live on top of trees as the American press continues to refer to Africa as a jungle."
29. "Americans are too proud and ignorant."
30. "Prejudice against Nigerians is a serious problem here especially with the controller's office and occasionally with the Financial Aid office. These offices tend to label Nigerians as crooks."

APPENDIX C

List of Land-grand Universities in the Study

Alabama
Alabama A&M University*
Auburn University*
Tuskegee Institute
University of Alabama System
University of Alabama,
Tuscaloosa
University of Alabama in
Birmingham

Alaska
The University of Alaska
Statewide System*
University of Alaska, Fairbanks

Arizona
Arizona State University
University of Arizona*

Arkansas
University of Arkansas,
Fayetteville*
University of Arkansas, Pine
Bluff*

California
University of California
Systemwide*
University of California,
Berkeley
University of California, Davis
University of California, Irvine
University of California, Los
Angeles
University of California,
Riverside
University of California, San
Diego

Colorado
Colorado State University*

Connecticut
Connecticut Agricultural
Experiment Station*
University of Connecticut*

Delaware
Delaware State College*
University of Delaware*

District of Columbia
University of the District of
Columbia*

Florida
Florida A&M University*
Florida State University
University of Florida*
University of South Florida
The State University System
of Florida

Georgia
Fort Valley State College*
Georgia Institute of Technology
University of Georgia*

Guam
University of Guam*

Hawaii
University of Hawaii*

Idaho
University of Idaho*

Illinois
Southern Illinois University
System
Southern Illinois University,
Carbondale
University of Illinois*
University of Illinois, Chicago
University of Illinois,
Urbana-Champaign

Indiana
Indiana University
Purdue University*

Iowa
Iowa State University*
University of Iowa

Kansas
Kansas State University*
University of Kansas

Kentucky
Kentucky State University*
University of Kentucky*
University of Louisville

Louisiana
Louisiana State University*
Louisiana State University,
Baton Rouge
Southern University*

Maine
University of Maine
University of Maine, Orono*

Maryland
University of Maryland*
University of Maryland, College
Park
University of Maryland, Eastern
Shore*

Massachusetts
Massachusetts Institut. of
Technology*
University of Massachusetts*
University of Massachusetts,
Amherst

Michigan
Michigan State University*
Wayne State University

Minnesota
University of Minnesota*

Mississippi
Alcorn State University*
Mississippi State University*
University of Mississippi

Missouri
Lincoln University*
University of Missouri System*
University of Missouri,
Columbia
University of Missouri, Kansas
City
University of Missouri, Rolla

Source: National Association of State Universities and
Land-grant Universities

Montana
Montana State University*
University of Montana

Nebraska
University of Nebraska*
University of Nebraska, Lincoln

Nevada
University of Nevada, Reno*

New Hampshire
University System of New Hampshire
University of New Hampshire*

New Jersey
Rutgers, The State University of New Jersey*

New Mexico
New Mexico State University*
University of New Mexico

New York
City University of New York
Cornell University*
State University of New York System
State University of New York, Albany
State University of New York, Binghamton
State University of New York, Buffalo
State University of New York, Stony Brook

North Carolina
North Carolina A&T State University*
North Carolina State University*
University of North Carolina
University of North Carolina, Chapel Hill

North Dakota
North Dakota State University*
University of North Dakota

Ohio
Bowling Green State University
Kent State University
Miami University
Ohio State University*
Ohio University
University of Cincinnati

Oklahoma
Langston University*
Oklahoma State University*
University of Oklahoma

Oregon
University of Oregon
Oregon State University*
Oregon State System of Higher Education

Pennsylvania
Pennsylvania State University*
Temple University
University of Pittsburgh

Puerto Rico
University of Puerto Rico*

Rhode Island
University of Rhode Island*

South Carolina
Clemson University*
South Carolina State College*
University of South Carolina

South Dakota
South Dakota State University*
University of South Dakota

Tennessee
Tennessee State University*
University of Tennessee*
University of Tennessee, Knoxville

Texas
Prairie View A&M University*
Texas A&M University System*
Texas A&M University
Texas Southern University
Texas Tech University
University of Houston System
University of Houston, Central Campus
University of Texas System
University of Texas, Austin

Utah
University of Utah
Utah State University*

Vermont
University of Vermont*

Virgin Islands
College of the Virgin Islands*

Virginia
University of Virginia
Virginia Commonwealth University
Virginia Polytechnic Institute and State University*
Virginia State University*

Washington
University of Washington
Washington State University*

West Virginia
West Virginia University*

Wisconsin
University of Wisconsin System
University of Wisconsin-Madison*
University of Wisconsin-Milwaukee

Wyoming
University of Wyoming*

*Indicates land-grant university as designated by the state legislature.

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