Adjustment of Persian Students at Utah State University

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ADJUSTMENT OF PERSIAN STUDENTS

AT UTAH STATE UNIVERSITY

by

Homa Aflatouni

A thesis submitted in partial fulfillment
of the requirements for the degree

of

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in

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Homa Aflatouni

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ABSTRACT

Adjustment of Persian Students

at Utah State University

by

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Utah State University, 1976

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Department: Sociology

Social adjustment of Persian students in terms of their social
participation with Americans is analyzed by correlation and multiple
regression analyses with six independent variables. The six inde-
pendent variables are: education, attitude, time, English, social
class, and religion. The results of correlation and multiple re-
gression analyses support some of the hypotheses. The significant
finding is that the level of education the Persian students completed
before coming to the United States, their attitudes toward the
Americans, and the length of stay in the United States are the most
important factors while other variables are much less useful.

(84 pages)

CHAPTER I

INTRODUCTION

Statement of the problem

Contacts between diverse peoples and races have been an integral part of the life of man since the dawn of history. These have been of various natures: warlike, political, economic, and cultural (Cieslak and Charnwood, 1955). This thesis will be concerned with the cultural contacts of foreign students with Americans, and particularly Persian students' contacts with Americans while attending Utah State University at Logan. The research will examine the extent of cultural contacts and their relationship to the process of the social adjustment of Persian students to an American community (Logan), which is quite different in socio-cultural environment from Persian society. As an index of social adjustment, measures of interaction or participation with others, mostly Americans, are employed.

Indeed, an essential element of adjustment probably requires a certain degree of participation with others, since participation in groups is one of the features which most separates humans from most other animals. The level of communication in human groups may be the single most important aspect which distinguishes human groups from all other animal groups. Implicit in the axiom that man is a social animal is that participation with others is a normal state of human expression. Complete self-isolation is normally viewed as a type of maladjustment.

The level of adjustment of foreign students to American society may differ from that of persons who immigrate to this country. Since

their stay is expected to be temporary, there may be a greater degree of contact with their home country than is the case with those whose stay is not temporary. The foreign student may feel a stranger feeling of commitment to the native country than one who has "forsaken" his native country. After all, the student must be prepared to reenter his country as a full-fledged citizen and, as a result of his education, he will possibly assume a position of leadership. Thus, while some of the findings of the research on adjustment of immigrants may apply to foreign students, others may not.

Undoubtedly, for many foreign students the informal participation in American society is a very important element of their education. It seems reasonable to assume that social participation with Americans would indicate on the average a higher degree of satisfaction and overall adjustment than would isolation or lower levels of participation.

Objective

The objective of this study was to investigate the process of social adjustment of Iranian students at Utah State University in terms of the following factors: attitude toward Americnas, proficiency of spoken English, education, social class, religion, and duration in the United States.

Setting

Since the students were attending Utah State University, a brief description of historical background of this locality is provided. Combined with a similar description of the Iranian setting, a contrast

of the respective cultures may be gained which may also provide
insights as to some of the adjustment students must make. First,
it should be mentioned that Logan is a unique American setting in some
respects. Therefore, as with any study findings may not apply to
adjustments in many American communities.

(1) Logan is the largest population center in the Cache Valley,
northern Utah. The climate is temperate--wet in winter and dry in
summer.

(2) The population of Logan is about 25,000. Racially, it is
almost entirely Caucasian, chiefly of northern European stock. In
addition to the college, the major occupations of townspeople are
related to the agricultural hinterland. There is little industry.

(3) In religion, Logan is largely of the Latter-Day Saints
(Mormon) faith, a religious group who make up only a small fraction
of the total United States population. The other represented religions
include chiefly the Protestant and Catholic faiths. Logan was founded
by pioneers of the Mormon faith. It was populated by Mormon people
among whom numbered many new convert immigrants from northern European
countries (Bush, 1931).

Utah State University is a state college with a student body of
about 10,000. This University (the former "Utah State Agricultural
College") was founded in 1888 as a part of the public educational
system of the State of Utah and operates under the constitution and
laws of the state. It belongs to a great family of institutions known
as land-grant universities which had their origins in 1862.

There are usually about 750 foreign students registered at the
University. Many of these are from Middle Eastern Asian countries.
The rest are chiefly from Latin American countries, Southeast Asian
countries, and Europe. Among the foreign students there were 223
Iranian students enrolled at Utah State University in Fall, 1975.
This was the larger number from any foreign country (according to
the Foreign Student Advisor, 1975).

Iranian's background

In order to provide a brief description of the setting from which
the students come, the following information about Iran is presented.

Persian students come from Iran which is a large country in Middle
East Asia forming the Western part of Asia and the easternmost part of
the Mediterranean world. Covering an area of 628,000 square miles,
Iran is the fourth largest country in Asia. Its area is equal to those
of France, Britain, Germany, Italy, Holland, and Denmark combined.
Iran's longest frontier, 1,500 miles, is to the north, bordering the
Soviet Union. To the east lie Afghanistan and Pakistan, while the
Persian Gulf and the Sea of Oman constitute the southern limits of
Iran. To the west Iran's neighbors are Iraq and Turkey (Iranian Minis-
try of Information and Tourism, 1974). The population of Iran for the
1974 census was 32.2 million.

Iran is a constitutional monarchy in which the executive, the
legislature, and the judiciary have their responsibilities defined
under the constitution.

Iran is a Moslem nation, which has historically taken an important
role in the development of Islamic philosophy, arts, sciences, and

literature. Iran embraced Islam in the 7th century A.D. and soon there-
after began to provide some of Islam's most noted theologists, poets,
philosophers, and men of scientific learning in such fields as medicine,
mathematics, astronomy, chemistry, engineering, architecture, and
public administration and organization. People of many other faiths
are also at home in Iran. Prior to Islam the religion of Iran was
predominantly Zoroastrian. Today there are several Zoroastrian centers
and communities. There are also large communities of Christians, Jews,
and Bahais (Iranian Ministry of Foreign Affairs, 1971).

The language of Iran is Persian, which belongs to the large family
of the "Iranian" sub-group of Indo-European languages. Persian, which
is widely spoken not only in Iran but also in various parts of Central
and Western Asia, is the official and literary language of the country.

The family is a basic social unit of Iranian society. The extended
family unit is still strong, especially in rural areas of Iran. With
a change towards a modern, industrial society many changes have occurred
to modify traditional family roles in the cities, and these changes are
rapidly extending to the countryside. One of the most important facets
of this change is being brought about by the more active public role of
women in the society, and their influence on the legislative processes.
Within the frame of basically Islamic views, a girl today faces a
remarkably different set of social circumstances than did her mother.
A travelor visiting Iran 40 years ago would have noticed that very few
women appeared in public and that those who did were covered from head
to toe by a long, black, all-enveloping veil. Today, Iranian women,
particularly in big cities, are playing an increasingly important role

in the nation's social, economic, and cultural life. In short, family life in Iran is becoming less patriarchal with greater educational opportunities for both males and females, and greater job diversity and gainful employment opportunities for both men and women. Nevertheless, living alone, either as a bachelor or a spinster, is not prevalent. Normally one leaves a family to create a new family, rarely to set up independent housekeeping. Thus, family life in the modern context remains strong and lively (Ministry of Foreign Affairs, Iran, 1971; Ministry of Information and Tourism, Iran, 1970, 1974).

It is beyond the scope of this study to make a comparison between the people of the United States and Iran. Such a comparison merits a study by itself. Since the focus of the present study is on the experiences and social adjustment of Iranian students, a few points, however, regarding the differences and similarities of the two countries are worth noticing.

In terms of non-material culture, Iranians differ widely from Americans. In addition to language, Islam is the major religion in Iran while Christianity is dominant in the United States. Differences in the belief system and communication make it difficult for individuals or groups to interact. Since each group has a different religious system, individuals find it difficult to accept the ideas of the others and which leads to conflict and lack of adjustment of Iranian students. There are, however, certain similarities between Mormon religious principles and the Islamic when it comes to certain prohibitions, such as drinking alcohol.

Another major difference between the United States and Iran can be seen in terms of their kinship system. The United States is dominated by the nuclear family, while Iran is still largely characterized by an extended family. The Iranian family system, however, with its emphasis on family cohesion, resembles the Mormon family unit.

In terms of material culture, there are differences in music, good items, clothing (costume), eating habits and life styles. Here also one could find similarities between the Iranian elites and the Western culture of the United States.

Socially, Iranian's life is centered around the group, and whether it is in the form of family, clan or tribe, the Iranian individual always feels at home as a member of that group. In contrast, the American's emphasis on individualism and the breakdown in the kinship system in America make the individual lose his identification and lead to the possible drive toward alienation. However, this social belonging is largely related to the extended family system, which to some extent still exists in Utah.

In terms of race, Iranians are classified, like the majority of Americans, Caucasians. However, their darker skin makes them look different than the average American, and more similar to the Chicanos or American Indians. In this country, where the "non-White" color is still problematic, the Iranian student finds some difficulties being accepted leading to difficulties in participation and hence of adjustment.

Economically, the United States has a high standard of living in comparison to Iran's low standard. Even though Iran is classified as

one of the richest nations in the world in terms of oil production, a large segment of its population is still very poor. The average income per capita in Iran is very low. The wealth is accumulated in the hands of a few.

In terms of climate, since the majority of the Iranian students come from the city of Tehran, to them Logan is considered mild. It is similar to the weather of the city of Tehran with its seasonal variations. Most of the Iranian students find it easy to get acclimated.

Politically, the United States has a constitutional government, a basically two-party system, with democratic-electorial elections. The idea of the separation of power, both at the federal and the state level, and the complexity of the government make the average Iranian individual unable to fully comprehend its functioning. His government, which is backed by a totalitarian regime and run by monarchy, makes it difficult for him to be at ease in a less-controlled situation.

In terms of education, the majority of Americans have access to an adequate educational system. A large proportion of Americans obtain higher education. A four-year college degree in the United States is not necessarily prestigious as a standard for economic advancement. The situation is different in Iran. Few people can afford higher education. A college degree (Bachelor of Arts or Bachelor of Science) is used as a criteria for success. Those with college degrees are guaranteed a privilege in Iran.

In terms of prestige in Iran, an individual with a high school education is equivalent to an individual with a Bachelor of Arts (or Bachelor of Science) education in the United States. When an Iranian

college student with a Bachelor of Arts, evaluated highly in his country, faces a situation where Bachelors of Arts are plentiful, pride and expectations are affected.

If one will consider these few contrasts, it should be no surprise to anyone to observe the difficulty of adjustment of Iranian students to an American community such as Logan.

History of Iranian students at
Utah State University

International understanding on a people-to-people basis is a pre-requisite to international peace. The 15,000 American students abroad and the 57,000 international students in the United States plus the interchange of thousands of teachers contribute yearly to better understanding among peoples of the world (Utah State University, 1965).

The Utah State University student body in Logan has included more than 1,300 foreign students each year from 70 countries since 1951. An additional 905 persons from 73 countries have visited Utah for short courses and tours during the past decade. Logan did not have a large number of students from abroad until after World War II. In 1939-1940, Dr. Franklin S. Harris, former president of the Utah State Agricultural College, was an agricultural advisor to the Iranian government. His visits to Iran attracted a large number of Middle Eastern Asian students to the Utah State Agricultural College. A large number of students from Iraq and Iran came to the college soon after the end of World War II.

The background of Utah State University's cooperation with Iran dates back to 1912 when Dr. John A. Widtsoe, the president of Utah

State Agricultural College at that time, met a young Iranian diplomat at an International Dry Farm Congress at Lethbridge, Alberta, Canada. President Widtsoe invited Mirza Ali Gholi Kahn, Counselor of Legation of Persia and Consul General for His Majesty The Shah of Persia, to speak at the Baccalaureate Service in 1915. His speech described geographic and other similarities between the two great areas and noted the similar spiritual interests of the two peoples. From this beginning, Iranian students began to come to Utah State University to study agricultural methods in use here.

Following the first official contact the years went by until 1939 when Reza Shah Pahlavi, who was seeking to reform his country, introduced a plan for agricultural improvement to be assisted by an American advisor. The United States Department of Agriculture and the Department of State recommended Dr. Franklin S. Harris, a soil scientist and former Director of the Utah State University Experiment Station, and also internationally known for his research in irrigation, soil management, crop production, dry farming, drainage, and reclamation of alkali soils. Dr. Harris and his wife left for Iran in July of 1939 where he made a survey of the agricultural needs of the country. Iran began sending an increasing number of students to Utah State University. Enrollment of Iranian students has risen rapidly since World War II, and Utah State University today has one of the largest enrollments of Iranian students among American universities (Utah State University, 1965).

Foreign students' perception of
Americans

From a number of studies it appears that certain views
about Americans are held quite generally by people of many
other countries--both those who have been to the United States
and those who have not. Americans are widely believed to be
friendly and informal, practical, efficient, materialistic,
ambitious, optimistic, egalitarian, and lacking in individu-
ality. (Selliz and Cook, 1962)

To many foreign students the difference between family relation-

ships in the United States and in their home countries is striking.

The great majority see both emotional ties and sense of obligation

among family members as less strong in the United States than in

their own countries (Selliz and Cook, 1962). There is also the

general notion that in the United States the wishes of an individual

take precedence over family obligations, whereas the reverse is

frequently said to be the case in Iran. Foreign visitors are

frequently struck by the high status of women in the United States

and by the amount of freedom children enjoy. Reactions to family

patterns are mixed. Disapproval of some aspects seems to be balanced

by a feeling that less strong family ties may mean greater freedom

and happiness for the individual.

There is, of course, general agreement that the standard
of living in the United States is very high. There is con-
siderable agreement, too, that there is a rather high degree
of democracy. Americans are seen as active in community
affairs, and this meets with approval. But foreign visitors
are also aware of discrimination against minority groups in
the United States. (Selliz and Cook, 1962)

CHAPTER II

REVIEW OF LITERATURE

Introduction

In defining "cross-cultural education" as an education in a
culture contact situation, we introduce a necessity for several
subsidiary definitions. Cross-cultural education is only one example
of a much broader dynamic culture change. A common understanding of
the terms to be employed, and of the phenomena they name, is essential
for communication.

Culture is defined here as the man-made part of the environment,
both material and non-material (Herskovits, 1949). Tylor (1958) describes
culture as "that complex whole which includes knowledge, belief, art,
morals, law, customs, and any other capabilities and habits acquired
by man as a member of society." There is also a general agreement that
culture is learned; that it allows man to adapt himself to his natural
setting; that it is greatly variable; that it is manifested in insti-
tutions, thought patterns and material objects (Herskovits, 1949).
Therefore, culture is a social phenomenon. It is learned through
collective experiences of people (CRM Books, 1973). According to
Smith and Zopf (1970), all life is a process of intermingling, adaptation,
and adjustment. Society itself is a large system in a vast arena in
which individuals and groups are constantly moving about, intermingling,
and adjusting themselves to one another and to the physical environment
or culture.

Culture contact refers to the situation existing when people of different cultures are sufficiently proximate to interact. That the culture contact situation is stimulating to cultural exchange is a reason foreign students seek experience in America. The Iranian student is in contact with the Logan culture, and with the technological culture of his field of study. From the contact many may hope to gain education which will help them as innovators when they return to their native country (Redfield, Linton, and Horskovits, 1936).

When an individual is in close and constant contact with a culture which is not his own, he is subject to adjustment difficulties. Many of the behavior cues to which he responds in his own culture are absent or have a changed meaning. The effect on him has been called culture shock (Herskovits, 1949). Smith (1962) in an unpublished paper describes this as a form of personality maladjustment which is a reaction to a temporarily unsuccessful attempt to adjust to new surroundings and people. Instead of absorbing new stress successfully, the person becomes anxious, confused, and often appears apathetic. The symptoms of culture shock are usually accompanied by a subjective feeling of loss, and a sense of isolation and loneliness often called homesickness. Culture shock can be viewed as a response to stress by emotional and intellectual withdrawal, and is characterized by a longing for an environment in which the gratification of important psychological and physical needs is predictable and less uncertain (Smith, 1962).

Interaction means mutual bearing or influence. Every person is influenced by his surroundings. And each has some effect on the particular environmental settings of which he is a part. The relative

amount of influence varies from setting to setting and from time to time within a particular setting (Arkoff, 1968). Cooley argued that a person's self grows out of a person's commerce with others (Coser, 1971). "The social origin of his life comes by the pathway of intercourse with other persons." (Cooley, 1964) The self, to Cooley, is not first individual and then social; it arises dialectically through communication. One's consciousness of himself is a reflection of the idea about himself that he attributes to other minds. Thus, there can be no isolated self. "There is no sense of 'I' without its correlative sense of 'you,' 'he,' or 'they.'" (Cooley, 1964)

Symbolic interaction theory argues that the individual's behavior is learned through interaction with others (Vernon, 1973). Society is internalized in the individual psyche; it becomes part of the individual self through the interaction of many individuals, which links and fuses them into an organic whole (Coser, 1971). Mead also argued that there can be no self apart from society, no consciousness of self and no communication. In its turn, society must be understood as a structure that emerges through an ongoing process of communicative social acts, through transactions between persons who are mutually oriented toward each other (Blumer, 1966). Human communicative processes involve the constant self-conscious adjustment of actors to the conduct of others; a repeated fitting together of lines of action through definitions and redefinitions, interpretations and reinterpretations (Coser, 1971). Following William James, Mead argues that consciousness must be understood as a thought stream arising in the dynamic relationship between a person and his environment, more particularly his social environment (Coser, 1971).

Adjustment can be defined as a person's interaction with his environment (Arkoff, 1968). Each person constantly strives to meet his needs and reach his goals. At the same time, he is under pressure from the environment to behave in certain ways. Adjustment involves the reconciliation of personal and environmental demands. It also refers to the process whereby an individual enters into a harmonious or healthy relationship with his environment (Mitchell, 1908). Environment refers to everything external to the person with which he is in some relation. In the study of adjustment, the unit of study is frequently a social group (Arkoff, 1968). White argues that "the concept of adjustment implies a constant interaction between the person and his environment, each making demands on the other. Sometimes adjustment is accomplished when the person yields and accepts conditions which are beyond his power to change. Sometimes it is achieved when the environment yields to the person's constructive activities. In most cases adjustment is a compromise between these two extremes and maladjustment is a failure to achieve a satisfactory compromise (White, 1956). According to Smith and Zopf (1970), at least four concepts seem to be essential in the analytical study of the process of intermingling, adaptation, and adjustment. These are: (1) homogenization of society, (2) accommodation, (3) acculturation, and (4) assimilation.

The homogenization of society is the process by which such factors as migration, diffusion, borrowing and others bring about an intermingling of populations, societal patterns, and cultural traits and thereby create a greater heterogeneity in the composition of society in each given locality while at the same time they are reducing the

differences between any two segments of the general society. Adjust-
ment is of two types: one brought about by biological variation and
selection, is called adaptation; and the other, due to social adjust-
ments, is called accommodation (Smith and Zopf, 1970). However, accom-
modation and conflict are closely related. Individuals, groups, and
cultures, even though antagonistic to one another, must discover some
means of compromise, even if only for short breathing spells. Then,
accommodation is properly used to refer to the process by which such
differences are solved. Each person or group retains its own charac-
teristic traits and each adjusts to a situation in which others are
permitted the same privilege.

Acculturation. The use of the term acculturation within the
field of the social sciences originated in the 1880s without a formal
definition. Consequently, when acculturation emerged as a significant
area of study in the writings of such North Americans as W.H. Holmes,
Franz Boas, and W.J. McGee, it was not used "to name the same phenomena."
(Spicer, 1968, p. 21) It was not until 1935, therefore, before a formal
definition of acculturation was to be established by the subcommittee
on acculturation appointed by the Social Science Research Council:
Acculturation comprehends those phenomena occurred when groups of indi-
viduals having different cultures come into continuous firsthand contact
with subsequent changes in the original cultural patterns of either or
both groups (Redfield, Linton, and Herskovits, 1936, p. 149). The
committee also added a note to this definition which is essential to
an understanding of acculturation.

Under this definition, acculturation is to be distinguished from culture change of which it is but one aspect, and assimilation which is at times a phase of acculturation. It is also to be differentiated from diffusion, which while occurring in all instances of acculturation, is not only a phenomenon which frequently takes place without the occurrence of the type of contact between peoples specified in the definition given above, but also constitutes only one aspect of the process of acculturation (Redfield, Linton, and Herskovits, 1936, p. 149).

Gillin and Gillin (1942, p. 672) in An Introduction to Sociology distinguished the meaning between acculturation and assimilation. By acculturation they mean "the process whereby societies of different cultures are modified through fairly close and long-continued contact, but without complete blending of the two cultures." Assimilation, on the other hand, is

the process whereby groups with different cultures come to share a common culture, composed of elements from both but different from each other, because adopting elements from one culture into another changes in both form and meaning are often necessary. (Gillin and Gillin, 1942, p. 673 and p. 675).

In summary, acculturation can be defined as the general concept for the processes of change or the results of such processes that occur when two distinct cultures come into continuous firsthand contact. To better comprehend this definition acculturation should also be distinguished from the processes of cultural change, assimilation, and diffusion. First, acculturation is only one aspect of cultural change and includes the processes operative in all instances of cultural change.

directly related to his attitude toward the United States (Morris,
1960; Lambert and Bressler, 1956, etc.).

(2) The frustration-aggression hypothesis asserts that the degree
of frustration a foreign student experiences in the host country is
inversely related to his attitude toward the host country (DuBois,
1956; Singh, 1963, etc.).

(3) The authoritarian personality hypothesis suggests that a
foreign student with an authoritarian personality tends to have an
unfavorable attitude toward the host country (Scott, 1965; Farris,
1960; Levinson, 1957; Sampson and Smith, 1957; Rokeach, 1962;
Gladstone, 1955).

(4) The association hypothesis asserts that frequent contact
with Americans tends to produce a favorable attitude among foreign
students toward the United States (Seltz et al., 1963).

(5) The U-curve hypothesis (Figure 1) asserts that a foreign stu-
dent has a favorable attitude toward the host country upon his arrival;
has an unfavorable attitude during the adjustment stage; and has a favor-
able attitude during the post-adjustment stage (Lundstedt, 1963; Lysgaard,
1955; Gullahorn, 1963; Coelho, 1958; DuBois, 1956, etc.). There-
fore, this U-curve hypothesis asserts that the attitudes of foreign
students undergo three distinct stages: the spectator, the adjustment,
and the coming-to-terms stages. According to this hypothesis, a
foreign student brings with him a favorable attitude when he arrives,
and his attitude is preserved during the initial (spectator) stage which
usually lasts less than three months after his arrival. This favorable
attitude undergoes drastic changes during the second (adjustment) stages

U-curve hypothesis

High

Level of
satisfaction
and
adjustment

Spectator
Phase

Pre-departure
Phase

Involvement
Phase

Coming-to-terms
Phase

Low

Beginning

End

Stage of sojourn in the United States
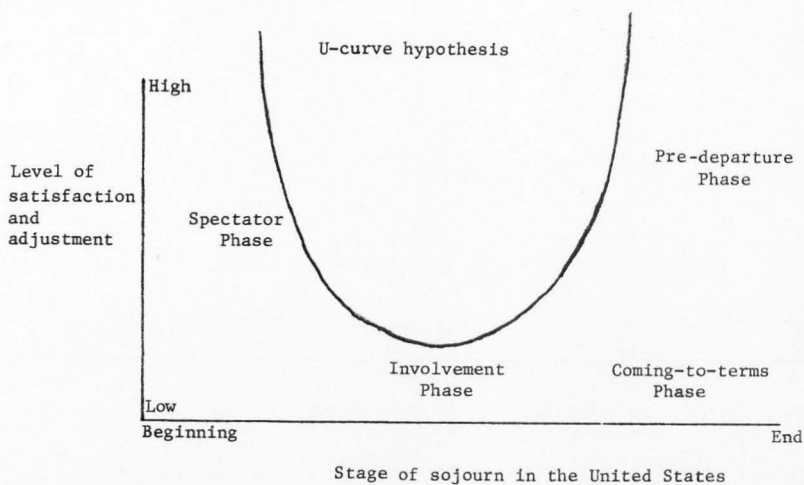
Figure 1. A generalized U-shaped curve relates the foreign national's
adjustment to his length of sojourn in the United States
(Lysgaard, 1955).

when he faces all sorts of problems and difficulties--financial,

academic, and social. After about two years of stay, the third stage

of "coming-to-terms" starts to operate. By this time a foreign student

becomes to manage most of his problems and adjust to his environment.

Although some of these hypotheses have been generally accepted,

other studies indicated otherwise. As evident from some of the

studies (Riegel, 1953; Watson and Lippitt, 1955; Langley and Basu,

1953), the effects of visiting the United States may produce decreased

favorableness. For example, Riegel (1953) reported that although

Belgians who had been in the United States on grants expressed more

favorable attitudes toward the American people than comparable Belgians

who had never been in the United States, they did not differ in their

attitudes about aspects of American life. In another example Becker

(1971) questioned the applicability of the U-curve proposition to

representatives of underdeveloped countries. In his study about

attitude of Indian and Israeli students toward Americans related to

time, Becker fails to find a U-shape curve relationship. Instead, he

found a converted U-relations, i.e., in the first phase, both Indians

and Israelis exhibited critical attitude toward Americans. In the

second phase, this changed to a favorable period toward the United

States. In the third phase, the pattern was reversed to a negative

attitude. Since Iran is classified as a developing country, it would

be important to recheck the hypotheses using the Iranian students.

Persian students have a unique socio-cultural background, and therefore

may have a unique life experience in the United States. The combination

of the unique socio-cultural background and life experiences may produce

a special kind of attitudes among Iranian students toward the United States.

In this paper it is hypothesized that a Persian student's frequency of contact with Americans is directly related to favorableness of his attitude toward the United States. More specifically, a substantially higher percentage of the more favorable attitude group of Persian students toward Americans might have a higher contact with them than the less favorable attitude group of Persian students. It is also hypothesized that Persian students have high level of participation with Americans during the early period of their stay--usually less than three months after their arrival; have low participation during the second stage of their stay--usually between the seventh and eighteenth months after arrival; and again have high level of participation during the third stage of stay--usually two years or more after their arrival.

Findings from a 1975 study which tested the above hypotheses among Chinese students lent support to some of the hypotheses. A Chinese student's attitude toward the United States was found to be positively associated with the degree of his contact with Americans and negatively associated with his degree of authoritarianism. A U-curve hypothesis concerning attitude changes through time was partially supported by the findings. The national-status hypothesis and the frustration-aggression hypothesis were rejected (Chang, 1973).

Another study by Hofman and Zak hypothesized that interpersonal contact in a cross-cultural situation would be associated with attitude change. A group of secondary school pupils from the United States and Canada, of Jewish background, who attended a summer camp at an Israeli

youth village, were observed with reference to the contact each es-
tablished with Israeli peers. Before and at the end of camp their
attitudes toward Jewishness and Israel were assessed. Subjects were
divided into high and low contact groups. High contact campers
became more favorable in their attitudes, while low contact campers
did not change at all or became less favorable in their attitudes as
predicted (Jofman and Zak, n.d., p. 78, pp. 165-171).

"Adjustment in a foreign society" (Lysgaard, 1955) was a study
based on interviews with 200 Norwegians who had spent some time in
the United States. All had received Fulbright travel grants to go to
America, and they represented nearly 100 percent of all Norwegian
Fulbright travel grantees who had, by March, 1953, returned to Norway
after a stay in America. In his study, concentration was from two
points of view: the relationship between adjustment in different
areas and adjustment as a process over time. First the findings were
that the tendency for adjustment is more general than specific, i.e.,
one tends to adjust equally well or equally badly with respect to all
the different items of adjustment considered. Second, he observed that
adjustment as a process over time seems to follow a U-shaped curve:
adjustment is felt to be easy and successful to begin with; then follows
a "crisis" in which one feels less well adjusted, somewhat lonely and
unhappy; finally one begins to feel better adjusted again, becoming more
integrated into the foreign community. Or, to put it differently, he
suggested that adjustment as a process over time operates at increasingly
more intimate levels of contact with the community visited. The need
for more intimate contact, however, makes itself felt before one is able

to achieve such a contact, and for some time therefore one may feel "lonely and maladjusted (Lysgaard, 1955, pp. 45-51).

Another study pertinent to the current study focused on the adjustment of Scandinavian students by Sewell and Davidsen (1956). The paper was based on a study of the entire group of 40 Scandinavian students regularly enrolled at the University of Wisconsin within the period 1952-1954. The study was designed as exploratory research rather than to test a specific hypothesis or to evaluate foreign student programs. In this report an attempt was made to focus on four aspects of the research. First, since it was assumed that communication is one of the necessary preconditions of satisfactory adjustment, attention was given to the variables found to be significantly related to maximum communication and contact with Americans and the American environment. Second, factors related to two aspects of foreign student adjustment were dealt with in some detail: adjustment to academic life and attitudes toward the United States. These aspects of adjustment were selected because they correspond to two major purposes in foreign student study programs: the acquisition of specific knowledge, skills, and techniques, and the facilitation of understanding and goodwill. Third, the adjustment process over time was considered briefly. Fourth, typical patterns of adjustment by students with varying sojourn motivations, role perceptions and return expectations were presented.

While the communication and contact that a foreign student has with Americans and the various aspects of American society and culture are difficult to measure, the data of that study provided information on a number of relevant indicators including the following: contacts with

the American community (homes, churches, commercial recreation centers, etc.), participation in campus activities and events, proportion of time spent in the company of Americans, and extent of travel in the United States.

The statistical analysis indicated the following significant relationships (at the .05 level) between the index of contact and selected characteristics of the students. The higher the index of contact:

- the higher the student's English-speaking facility;
- the higher the student's socio-economic status at home country;
- the less foreign the student's appearance;
- the more urban the residential background of the student;
- the more prior contact the student have had with America and Americans;
- the more informal guidance the student had received;
- the more likely that the student's field of study was in the liberal arts in contrast to physical and biological science;
- the more likely that the student's purpose in coming to the United States was social or cultural in contrast to strictly professional purposes;
- the less frequent and severe the frustrating experiences encountered by the student;
- the more likely that the elapsed sojourn is short or long rather than intermediate duration.

Those background variables dealing with English facility, foreign appearance, urban background, socio-economic status, and prior contact

with the American culture would ordinarily be thought of as having an important bearing on subsequent contact, in that high ratings make for ease of communication and personal acceptance. The variables dealing with the student's general orientation, namely, his field of study and purpose in coming to the United States, would be expected to influence the extent and nature of the contacts he would wish to have with American life and culture. Finally, it would be expected that such situational variables as informal guidance and freedom from frustrating experiences during the sojourn would make an increased opportunity for communication and contact. It should be pointed out that these factors may be of even greater importance in dealing with foreign students whose backgrounds may vary more than those of the Scandinavian group and who do not find themselves in academic communities that are as receptive to them as this one is to Scandinavians. Actually, the Scandinavian sample does not show as great diversity of language facility, socio-economic status, prior contact, and background characteristics as one would expect in other foreign student groups. Moreover, national status perceived by the group is high. They are hardly foreign looking, and in general, they are sought after rather than ignored.

In addition to the analysis of relationship between variables, the study was designed to obtain information on the pattern of adjustment over time. The findings also support that student's overall attitudes followed a distinctly U-shaped pattern. The same general pattern was clearly apparent in academic and personal adjustment. As would be expected, there were a number of factors of a personal and situational nature which influenced the rate at which a particular

student passed through the cycle of particular importance: language facility, extent of contact with Americans, previous contact with other cultures, personality characteristics, and informal guidance. Of these, the extent and intimacy of contact with Americans seemed to be the most important.

In comparing the present study with those mentioned in the Review of Literature section, this work has added to their conclusions. In terms of attitude, the previous studies found a U-curve relationship. This study is using the same logic, but testing behavior (participation), instead of attitude, to find out a U-curve association. Since previous studies used other groups to test the U-curve hypothesis, using Iranian students will add to its generality if validated. Other variables, such as education, which were neglected in studying adjustment, will also by analyzed.

Summary

Undoubtedly, there are many other factors, besides those described, that influence a foreign student's beliefs and feelings about the country in which he is studying. These may include past experiences and personal characteristics; they may include his expectations of how the sojourn will affect his future career; they may include events on the international scene. Although a beginning has been made in understanding what takes place in the process of cross-cultural education and what factors may affect some of its outcomes, much remain to be learned.

CHAPTER III

THE DESIGN OF THE STUDY

The survey

The population under study was Iranian students who were at-
tending Utah State University at Logan, Utah during the 1974-75 school
year. The unit of the analysis was the individual Iranian student.
The survey was conducted by a graduate survey research class, Sociology
513, taught by Professor Michael Toney. An attempt was made to survey
the total foreign student population of Utah State University, con-
sisting of about 800 students from almost 20 different countries. Of
the total, 480 completed the questionnaire, resulting in a response rate
of 60 percent. A list of names, addresses, and phone numbers of all
foreign students was provided by the Office of Foreign Student Advisor
and other foreign student organizations. The questionnaires were
delivered to the students and either picked up by the person who
delivered them or returned by mail. The questionnaire was 11 pages,
consisting of 90 questions. For this study, however, only the question-
naires which were filled out by 128 of the 220 Persian students--a
response rate of 60 percent--were used.

Prior to the final administration, the questionnaire was pre-
tested and revisions were made accordingly. The questionnaire was
designed to collect information on a wide range of items. Specific
sections were included to collect demographic information, information
about Utah State University, information about higher education in

the United States, information about the Logan community, and information about American society in general (see Appendix).

Iran was chosen for several reasons: First, there have been a relatively large number of Iranian students on campus for several years, making some historical data available. Second, the number of Iranians is expected to continue to be rather large. Third, the arrangements between the foreign operations administration and the college make probable a continued awareness of Iranian affairs at Utah State University. Thus, a future intensive study of Iranian students might profitably be centered at this college. Finally, since the author of this study is a Persian, this resulted in her interest in Iranian students and their adjustment at Utah.

Statement of hypotheses

This study is an attempt to determine if such factors as education, religion, years of stay in the United States, proficiency of spoken English, social class, and attitude would affect the social participation of Persian students at Utah State University and hence their adjustment.

Adjustment can be observed in the empirical world as the interaction or social participation of Iranian students to the Utah society.

> If we take as a measure of social relations such relatively objective facts as the proportion of free time a foreign student spends with Americans, the nature and variety of the activities in which he participates with them, and the frequency of such participation, it appears that students who have more extensive interaction with Americans tend to see personal relationships in the United States as being closer than do those who interact less with them, and to be more approving of such aspects of

American life as friendship and family patterns and the charac-
teristics of Americans as individuals (Goldson, 1955; Morris,
1960).

Measures of participation

An index was developed to measure participation. The items employed

in developing the index are the following (see Appendix Section IV):

1. Have you been a guest in American homes in Cache Valley?

   1-very much 2-considerably 3-somewhat 4-little 5-not at
   all

2. How do you like American food in general?

   1-very much 2-considerably 3-somewhat 4-little 5-not at
   all

3. Have you dated an American?*

   1-yes 2-no

4. Would you consider dating an American?

   1-frequently 2-fairly often 3-occasionally 4-rarely
   5-never

5. How often do you do the following activities in Logan?
   (Check one of the categories given for each activity)

	1-frequently	2-fairly often	3-occasion-ally	4-rarely	5-never
a. Conversation with neighbors	___	___	___	___	___
b. Dancing	___	___	___	___	___
c. Dating	___	___	___	___	___
d. Recreation/ sports (parti- cipation)	___	___	___	___	___

---

*This item was adjusted to match the rest of the questions, i.e.,
its nominal response was changed to ordinal. The yes-no response was
formed to five categories of frequent to never categories. Yes was
assumed to correspond to the first three of this scale and no to the
last two.

The above items combined formed the index of participation with
the total score ranged from 8-40. In addition to the above variables,
some others such as going to movies, camping, attending organizations
or clubs, and so forth, were deleted, since they correlated low with
the total score of the items which were used in developing the index.
Their low correlation coefficient may be explained by the fact that
they correspond to other dimensions of participation. It should be
mentioned that, of the eight items used in developing the index,
questions a, b, c, and d did not specifically ask whether the par-
ticipation was with Americans. However, it is assumed that most of
these activities are culturally bound. In particular, questions b,
c, and d, dancing and dating are, in large, American cultural traits
which are limited in the Iranian culture. Therefore, if the Iranian
students do participate in these activities, they are most likely to
do so with Americans. Plus, the proportion of males in the sample
was very large (90 percent). Therefore, if they do these activities,
obviously they are most likely to do it with the opposite sex, in
this case, American females. The same reasoning can be applied to
recreation and sport activities. In addition, since the majority of
Persian students do not live in one compound, rather in different
areas in the city, it is very likely that the majority of their neigh-
bors are Americans. In this case their conversation, if any, will be
influenced by this propinquity to Americans. The Table 1 shows the
item analysis of social participation by each one of the component
variables.

Table 1. Item analysis of social participation

Variable	Correlation with participation score
1. Being guest in American home in Cache Valley	.39
2. Degree of liking American food	.35
3. Date an American	.51
4. Considering date an American	.45
5. Conversation with neighbors	.54
6. Dancing	.62
7. Dating	.724
8. Recreation/sports participation	.36

The variables affecting social participation are:

1. Education

2. Attitude

3. Length of stay in the United States

4. Social class

5. English

6. Religion

Since the study focuses on asymmetrical relationships, involving a property as the independent variable, and disposition as the dependent variable, and since this type of relationship is probably the central type of relationship in social researches (Rosenberg, 1968), the choice of the independent variables in this study is a

logical one. These variables are relatively perduring characteristics and strongly resistant influence and background variables that are normally of a major concern in the study of social phenomena.

Hypotheses

The hypotheses are the following:

Hypothesis 1. The higher the level of education completed before coming to the United States for individuals, the higher the level of adjustment and the greater the social participation.

Hypothesis 2. The more favorable the attitude of Persian students toward Americans, the higher the level of participation with them.

Hypothesis 3. The U-curve hypothesis states that later participation of the foreign student with the Americans will reach almost the same high level of participation as when he first arrived.

Hypothesis 4. The higher the social class of Persian student, the higher the social participation with Americans and hence adjustment.

Hypothesis 5. The higher the degree of proficiency of spoken English in the United States, the greater the frequency of social participation.

Hypothesis 6. Persian non-Moslem students will participate more in social activities in the United States than Persian Moslem students will.

Test of hypotheses

The Pearson product-moment correlation coefficient (r) used to analyze the data is considered to interpret the nature of the relationship between dependent variables and independent variables. In addition, stepwise multiple regression analyses were employed (McGraw-Hill, 1972).

The correlation coefficients show the simple relationship between each part of variables. In order to understand the complex structure of the relations, stepwise multiple regression analyses are employed. By the stepwise entering of independent variables to the following regression equation we can predict social participation (McGraw-Hill, 1972).

A theoretical example of stepwise multiple regression is found in Table 2.

Table 2. Theoretical example of stepwise multiple regression of social participation of Persian students in the United States

Regression step	Entered independent variables	Multiple R	R Square
Step 1	Eng		
Step 2	Eng, Pd		
Step 3	Eng, Pd, Rel		
Step 4	Eng, Pd, Rel, Edu		
Step 5	Eng, Pd, Rel, Edu, Soc class		
Step 6	Eng, Pd, Rel, Edu, Soc class, Att		

Eng=Proficiency of spoken English, Pd=Period in the United States, Rel=Religion, Edu=Education, Soc class=Social Class, Att=Attitude.

Limitations

As in any research, there are some obvious shortcomings of this study. First, as with most survey research, there were problems in obtaining responses. Some respondents had language difficulty and hence, this was a deterrent to their willingness to answer the questions. Second, the time for the distribution of the question- naires coincided with the schedule for final exams. Third, the questionnaire is lengthy, thus requiring a considerable amount of time for completing it. In addition, since the data are not taken from a randomly selected sample, generalization may be restricted. Another problem which may limit the study is the indexes of adjustment and participation. For instance, in some of the items it was necessary to assume that participation was with Americans rather than with other foreign students.

CHAPTER 4

ANALYSIS

Socio-economic and demographic
characteristics of the re-
spondents

The population under study was composed of Persian students at
Utah State University. This population was largely composed of young,
male, and single persons, predominantly of the Moslem faith and
largely of a middle-class urban background.

The following percentages describe the composition of this
population:

In terms of sex, males make 90 percent of the population. Of
this population 74 percent are of the average age of twenty, 85 percent
are single, 85 percent are Moslem, 66 percent come from the capital of
Iran, Tehran, and 77 percent belong to the middle class. A large
percent of this population, about 70 percent, are supported by their
families. Of this population, 75 percent had just completed their
high school education before coming to the United States. The other
25 percent had some higher education in Iran. About half of this
population (59 percent) have been away from home less than two years,
and for the majority (68 percent), this has been their first inter-
national travel.

In terms of their living quarters, 54 percent are living off-
campus, the remainder live on-campus. Of this population, 40 percent
share their living quarters with kinsmen.

Regarding their educational goals, the majority of the Iranian students (66 percent) are majoring in engineering: Eighty-eight percent thought that their educational training in the United States will improve their career opportunities.

Regarding the view of Americans of Iranian students, 83 percent felt that Americans are overly concerned with money and material success. Fifty-three percent do not consider Logan as an ideal place for living at all; and the majority of them (almost 60 percent) are not satisfied with Utah State University.

Almost all (90 percent) felt that their education would help contribute to the development of their country. Most of the students (81 percent) indicated that they will go back to Iran after they finish their training in the United States.

Analysis

The study was initiated with 128 Persian students. This included married and unmarried Persians at Utah State University. However, married students were deleted from the analysis of social participation since dating and dancing were part of the participation variable. The married students were 15 percent of the total Persian population. Hence, the actual population under study resulted in 109 cases.

Test of hypotheses

Hypothesis 1. The higher the level of education completed before coming to the United States, the higher the level of adjustment and the greater the social participation.

Education could be an important factor influencing the foreign student's participation with Americans. Through education a person may gain knowledge about different countries and get acquianted with different ways of life and thinking as well. Besides, it was assumed that when a person is more educated, he might find less problems in adjusting to a new culture which is quite different from his.

Table 3 shows the crosstabulation of social participation by education.

Table 3. Crosstabulation of participation by education*

Participation	Education High school	College	Others	Raw total
Low	23.3%	25.0%	50.0%	25.0% (27)
Medium	48.9	75.0	50.0	51.9 (56)
High	27.8	0.0	0.0	23.1 (25)
Column total	83.3%	11.1%	5.8%	100.0% (108)

Raw Chi square=7.99643 with 4 degrees of freedom.
Significance=0.0917
Gamma=0.47904
*The writer has constructed a scale of social participation based on the eight participation variables together (see Methodology). This score is divided into three categories.

According to Table 3, 27.8 percent of high school graduate have very high participation whereas the other two, college graduates and

others, do not include any respondents within the high participation category.

This indicates that the lower the level of education completed before coming to the United States, the higher the level of participation. This is the opposite of what was hypothesized. In other words, the Persian students who had just completed their high school program before coming to the United States would participate more than Persian graduate students and others who had completed higher level of education in Iran.

This is probably due to the socialization experiences of these individuals. Those students who spend more time in their countries and get more education there, become more ingrained in their cultural heritage. This may lead to rigidity and lack of adaptability when the individual is confronted with another culture. On the other hand, those who get less education in their country, and instead, obtain it in another culture will be less rigid and more likely to adapt to and participate in other cultures.

In this case the educational background of the individual is an important factor in his social participation. It is also possible that students who come with higher education and enter graduate school are more busy with their graduate work and less with other activities than undergraduate students.

Hypothesis 2. The more favorable the attitude of Persian students toward Americans, the higher the level of participation with them.

The attitude of foreign students toward the Americans could also be an important factor influencing their participation and adjustment in

the American's community. However, this relationship could be the
other way around as well, i.e., the highly participatory Persian
students have more favorable attitude toward Americans. Figure 2
shows the relationship between social participation and attitude.

It shows that there is a positive relationship between favorable
attitude and participation, i.e., Persian students who expressed a
more favorable attitude toward Americans tend to participate more
than those who expressed less favorable attitude.

Hypothesis 3. The social participation of Persian students with
Americans over a period of time is hypothesized to resemble a "U"
curve, i.e., when they first arrive, they have a high level of partici-
pation with Americans, and then it changes to a critical period and
again back to favorable participation.

In dealing with social accommodation no analysis is available
without time dimension. According to the time concept, the trends of
social process can be formulated by the multi-dimensional social
actions (Figure 3 and Figure 4).

According to the two figures (Figure 3, which is about the number
of months the Persian students have been away from home; and Figure 3,
which is about the number of years they have been in Logan), there is
a positive linear relationship between these two variables, but this
does not follow a "U" shape curve. In other words, the longer the
Persian sutdents stay here, the more likely they are to participate
with Americans.

The literature supports the U-curve hypothesis in terms of atti-
tude. Since this study fails to find a U-curve relationship between
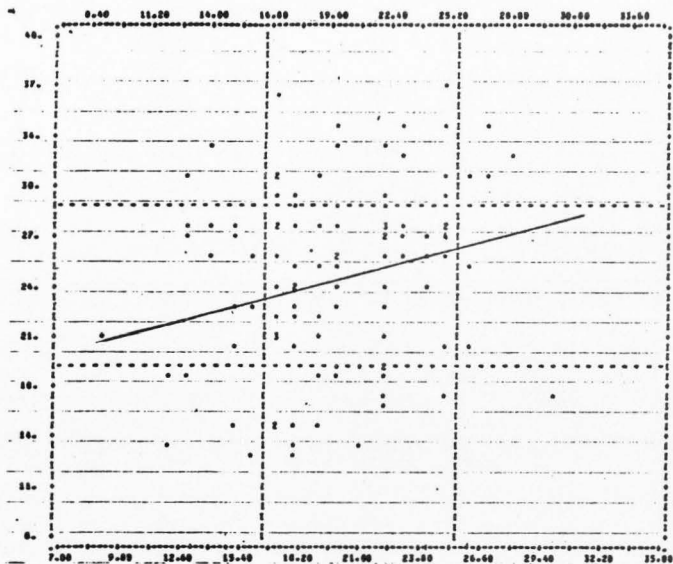
Correlation (R)=.23.   R square=.05.   Significance=.008.

Figure 2.   Scattergram of particiaption by attitude*

*For measuring attitude, the writer has also constructed an index which includes seven indices. These seven variables are directly related to attitude of Persian students toward Americans. For details please see Appendix for items 6, 8, 14, 17a, and 17b of section IV and items 29, 31g in section V.
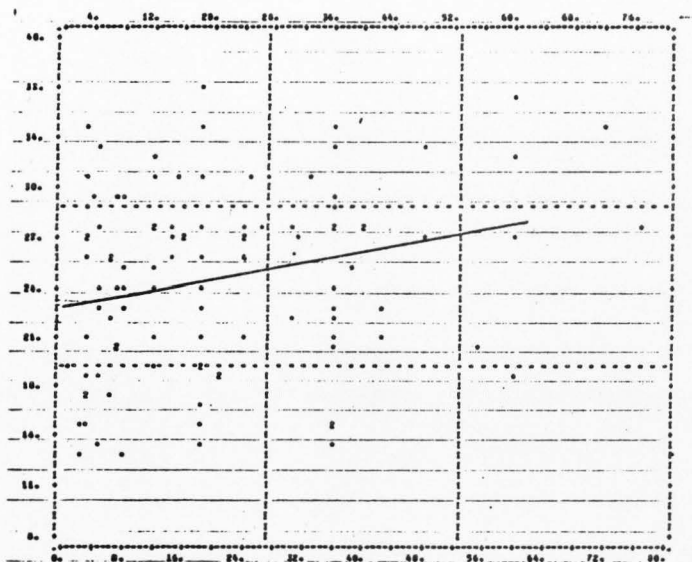
Correlation (R)=0.22.   R square=0.05.   Significance=0.01.

Figure 3.   Scattergram of participation by duration of stay
in the United States (by months)
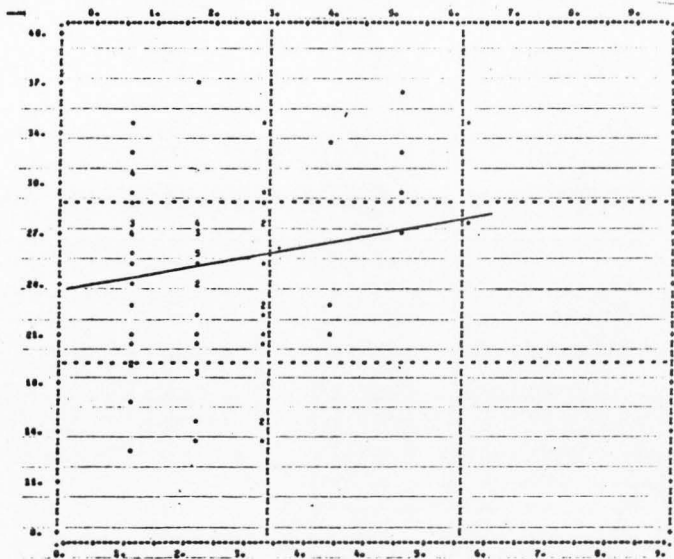
Correlation (R)=0.15.   R square=0.02.   Significance=0.09.

Sigure 4.   Scattergram of participation by duration of stay
             in Logan (by years)

participation and time, this suggests that attitude of a person is a function of familiarity of persons with other cultures. This familiarity can be obtained directly through participation and interaction or indirectly through observation and secondhand information. Participation on the other hand is not a function of familiarity, but rather is a function of direct contact with others.

Hypothesis 4. Students who come from a high social class background have a high participation, and hence, adjustment.

Since the socialization of individual, to some extent, is dependent on the class he belongs to, his adjustment may be associated with his class background. Table 4 shows a positive relationship between these two variables.

Table 4. Crosstabulation participation by social class

| Participation | Class | | | Row total |
	Upper	Middle	Low	
Low	10.5%	25.9%	50.0%	24.5% (26)
Medium	47.4	54.3	33.3	51.9% (55)
High	42.1	19.8	16.7	23.6% (25)
Column total	17.9%	76.4%	5.7%	100.0% (106)

Raw Chi square=7.12485 with 4 degrees of freedom.
Significance=0.1294
Gamma=-0.43814

According to Table 4, 42.1 percent of higher class Persian students have high level of participation, whereas the other two classes (middle and lower) show a lower participation proportion--19.8 and 16.7 percent, respectively. In other words, the higher the student's social class, the more likely he exhibits a participation behavior. One explanation for the relationship is the exposure of the upper classes to Western cultures. Members of upper classes have the means to travel and to get exposed and acquainted with other cultures. In addition, they have the means to get educated in Western universities and get exposed to Western ideas and customs.

Hypothesis 5. The higher the degree of spoken English, the greater the social participation.

Proficiency of spoken English was assumed to be an important factor influencing the social participation of students. Since language is a means of communication, a knowledge of it, speaking proficiency, will impede the fear students often experience when they are confronted in a situation where participation and discussion and other variable activities is largely dependent on the ability to communicate.

Figure 5 shows a positive relationship between English speaking proficiency and participation. Those who have a high English proficiency are more likely to participate than those who have less. The association can be viewed as reciprocal (symmetrical), i.e., the more a person participates, the more likely will improve his English. Since the author is interested in the association between the two variables, the question of causality was not introduced.
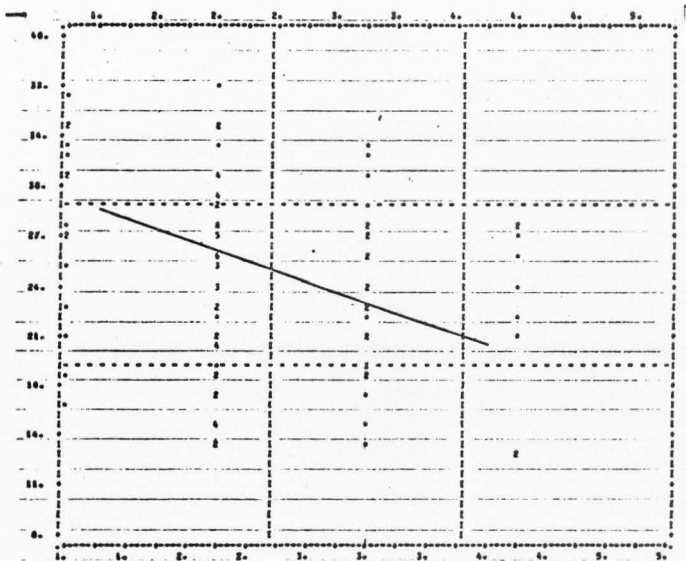
Correlation (R)=-0.25.   R square=.06.   Significance=.005.

Figure 5.   Scattergram of participation by proficiency of
spoken English

Hypothesis 6. Non-Moslem Persian students are more likely to participate in social activities with Americans than Moslem Persian students (Table 5).

Table 5. Crosstabulation of participation by religion

| Participation | Religion | | | | | Row total |
	Moslem	Christian	Bahai	Jew	Others	
Low	24.7%	0.0%	25.0%	60.0%	33.3%	25.5% (27)
Middle	52.8	80.0	75.0	20.0	33.3	52.8% (56)
High	22.5	20.0	0.0	20.0	33.3	21.7% (23)
Column total	84.0%	4.7%	3.8%	4.7%	2.8%	100.0% (106)

Raw Chi square=7.10645 with 8 degrees of freedom
Significance=0.5252
Gamma=-0.13131

Table 5 shows the association between student's religion and participation. According to the statistics in Table 5, the stated hypothesis will not be accepted. On the other hand, an apparent non-significant trend in the opposite direction of what was stated is indicated. That is, Moslem students seem to participate more with Americans than non-Moslem. That is probably due to the size of the population of non-Moslems, which is only 15 percent in comparison to 85 percent of the Moslems.

Regression analysis

The previous analysis was largely a uni-variate and bi-variate analysis in terms of crosstabulation. This type of analysis is to some extent descriptive with some elaboration. It does not, however, extend the elaboration process further. In other words the analysis focused on one variable or relation at a time, excluding the possible influence of other variables. The following multivariate analysis will use regression. That is, the several variables will be analyzed taking them together. This technique or method will show the degree of relation and how much each variable contributes to the explanation of the variation in the dependent variable. In doing the regression analysis, all variables used were on the ordinal or interval level with the exception of religion. Religion was represented as a dichotomous dummy variable (Moslem/others). The simple correlations are shown in Table 6.

Table 6. The correlation coefficient between the independent variables and the dependent variable, social participation (N=109)

	REL**	MOS	CLASS	EDUC	ENG	ATT	PART
REL	1.00	.003	-.09	.07	.01	.08	-.06
MOS	.003	1.00	-.06	-.16	.19*	.23*	.17
CLASS	-.09	-.16	1.00	.17	-.11	.04	.19
EDUC	.07	-.16	.17	1.00	.32*	.006	-.23*
ENG	.01	.19*	-.11	.32*	1.00	.34*	.22*
ATT	.08	-.22*	.04	.006	.34*	1.00	.21*
PART	-.06	.17	.19	-.23*	.22*	.21*	1.00

REL=Religion, MOS=Months, CLASS=Social class, EDUC=Education, ENG=
English, ATT=Attitude, PART=Social participation.
  $*/r/=.19$ for significance at the .05 level.
  **Religion was dichotomized into Moslem and non-Moslem.

Education has the highest correlation with social participation

(-.23) followed by English proficiency (.22) and attitude toward

Americans (.21). The correlation with social class (.19) is also

significant. These correlations, however, do not take into consideration

the influence of other factors. In order to see the simultaneous

influence of the independent variables, the Table 7 stepwise multiple

regression, is introduced below.

Table 7. Stepwise multiple regression of social participation of
Persian students at Utah State University

Regression step	Entered independent variables	Multiple R	R Square
Step 1	EDUC	.23	.05
Step 2	EDUC, ATT	.31	.09
Step 3	EDUC, ATT, MOS	.36	.13
Step 4	EDUC, ATT, MOS, CLASS	.40	.16
Step 5	EDUC, ATT, MOS, CLASS, ENG	.41	.17
Step 6	EDUC, ATT, MOS, CLASS, ENG, REL	.42	.174

EDUC=Educational level before coming to the United States
ATT=Attitude toward Americans
MOS=Months in the United States
CLASS=Social class
ENG=English proficiency
REL=Religion (Moslem/Non-Moslem)

From the above table, the most important independent variable is

education. It contributes to the explanation of the dependent variable,

participation, more than the rest of the independent variables. Next

most important is attitude toward Americans, followed by months in the United States and social class.

Looking at the R^2 column, we see that education alone explains 5 percent of the variation in participation and as the other variables are added this raises to 17.4 percent. Until step 4 we see that R^2 goes up several percent on each step. After that the increase is so small that we can say the last variables--English proficency and religion--only add complexity without significantly improving our prediction.

To be rigorous, we should also check whether or not the introduction of social class as a fourth variable is done with the following F-test (Nie. SPSS, 1975, p. 336):

$$F_{1,104} = \frac{(R_4^2 - R_3^2) / 1}{(1 = R_4^2) / (N - 4 - 1)} = \frac{.03 / 1}{(1 - .16) / (104)}$$

$$= 4$$

$(p \quad .05)$

Thus, we see that social class does contribute to the participation but not significantly. Thus, our best prediction equation would seem to be from step 3. The standardized coefficient (betas) for this equation are shown in Table 8 along with their F ratios.

Combined the independent variables are related to the dependent variable as shown by multiple R, .42, only to explained 17 percent of the variance. This low contribution of explanation may be explained by several reasons. The relationships among the independent variables

Table 8. Standardized coefficients for step 3

	EDUC	ATT	MOS
Beta	-.20	.25	.19
F	4.345*	6.59*	3.79*

*Significant at .05 level

could contribute to this low explanation. However, we note from Table 6 that the largest of these is only .32. One can also doubt the heterogeneity of the population under study. There may not be enough variation within the population of students studied to produce any meaningful results. In addition, there are probably other variables that may have influence over participation which were not considered or tapped within the survey, for example, the socialization process itself, i.e., if a student was raised by an authoritarian father or within a liberal environment, etc. In other words, participation could be more influenced by subjective indicators, social-psychological than background variables such as English, social class, and religion. There is a greater possibility that subjective factors may work as suppressor variables between the background factors in participation. If it had been possible to control the subjective personality factors, then the present results might have been clarified and explanation become meaningful.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

This study focused on a portion of the population of Iranian

students at Utah State University. It was an attempt to study their

adjustments to the American culture in terms of their participation.

Participation was assumed to be an indicator of social adjustment.

That is, the degree of the student's participation in the American

culture affects his behavior and determines his level of adjustment.

Several hypotheses which relate the degree of participation to the

student's experience and background were tested. Some of these

hypotheses were rejected. The following three points or hypotheses

which are substantiated by the research findings in the preceding

chapter are noteworthy:

1. It was found that the level of education the Persian students

completed before coming to the United States is an important factor

in affecting their adjustment. That is, the lower the level of

education completed before coming to the United States, the higher

the level of participation with Americans. This finding indicates

that the period of education a person spends in his culture defines

his personaltiy and influences his behavior and his adjustment to other

cultures. Students who receive more effective socialization in their

countries become more absorbed with their cultural heritage. This may

lead to a lack of flexibility and a lack of adaptability when the person

(student) is faced with a different culture or a different environment.

On the other hand, those students who get less education in their
country, and instead, acquire it in another culture, will be more
flexible and more likely to adopt and participate in different cultural
settings.

2. It was found that the attitude of the Iranian student toward
Americans influences his participation level. That is, the more favorable
the attitude of Persian students toward Americans, the more they parti-
cipate.

3. It was found that time is related to the student's partici-
pation, that is, with the passage of time a student increases his
participation with Americans and gets more involved in American activi-
ties.

The finding to some extent is related to the U-curve hypothesis,
where a student's attitude changes with time from positive evaluation of
Americans to negative and then back to positive. However, the present
finding does not show a U-curve relationship but rather a linear
relationship. This probably indicates that attitude and behavior are
not the same.

Limitation and suggestion for
further study

This study is to some extent an exploratory investigation of the
social experience and adjustment of Iranian students at Utah State
University. Since this study was based on a portion of the Iranian
students (50 percent) derived by enumeration, any generalization will
be limited. That is, the non-probability sampling is a limitation for
this study. However, the portion studied seems to have some coverage

of the characteristics needed, that is, the study group was hetero-
genous. In this sense it can be considered as representative with
unknown error. Generalizations from this study should not be con-
sidered definitive but rather tentative and probable. Generalization
from the Iranian students studied is also limited since Iranian stu-
dents in other universities in the United States may be different.

An improvement over this research would be to randomly select
Iranian students from randomly selected American universities where
they are attending. One also should be careful in inferring the
finding of this study to other foreign students. Cultural differences
limit such inferences. If this is desired, however, one could study
the social experience, and adjustment of all foreign students of Utah
State University taking nationality into consideration. With the
above considerations generalizations are possible.

In general, to improve the validity of this study, future research
should take into consideration the following points: First, if not
complete enumeration, probability sampling is essential in order to
have equal presentation and adequacy for generalization. Second, the
universe under study should be defined more accurately, so sampling
procedure, and later, generalizations are possible. Third, the timing
and the period of collection of the data should be determined in advance
and adhered to. Otherwise, maturation and history may enter the problem
and influence the results. Fourth, since a significant portion of the
foreign students have some difficulties in reading English, simplifying
the instrument in terms of readability and minimizing the number of

items asked is a necessity. Fifth, and finally, a more valid measure of adjustment in addition to participation will add to the definition and the understanding of this phenomena.

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APPENDIX

Department of Sociology, Social
Work and Anthropology
Utah State University
Logan, Utah 84322

Dear Foreign Student:

Students in my Survey Research class have developed the attached
questionnaire to learn about the experiences and attitudes of foreign
students at USU. Your name or any other information to identify you
with answers <u>will</u> <u>not</u> be collected.

The data gathered will be used for two basic purposes: First, stu-
dents are required to write research papers and many will use the
information for that purpose. Many of the questions have been asked
at other American universities and your responses may be compared
with theirs. In that sense, the study is a continuation of research
on attitudes, adjustment and experiences undertaken by social scientists.
Secondly, the data will be used to identify situations which pose
particular difficulties to foreign students. In this respect, the
study will provide guidelines in dealing with foreign students and
their needs. This could have a practical value for you and future
foreign students.

The attached questionnaire will be collected after a few days by the
same person who delivered it to you.

I hope you will cooperate in the project. Your cooperation will be
greatly appreciated and I feel it will contribute toward improving
conditions for foreign students.

If you have any questions about the project or want to comment on any
of its aspects, you may talk to the student assigned to deliver and
collect the form or call me at 752-4100, extension 7662.

Sincerely,

Michael B. Toney
Assistant Professor

seb

Enclosure

SOCIOLOGY DEPARTMENT   Date:_____

This study is interested in a number of issues that concern the
foreign students in the United States. The questionnaire is divided
into five (5) sections, asking information about the following:
demographic, Utah State University, universities in the U.S., Logan
community, and the American society in general.

Please indicate your answers and/or opinions to the following
questions by circling or checking the number which closely represent
your opinion.

Section I. Demographic Information

1) Sex: 1. male 2. female

2) Age:_____ (state age at last birthday)

3) Marital status: 1. never married 2. married 3. divorced
                   4. separated 5. widowed

   If never married, go to question 7).

4) If married, divorced, widowed, or separated, what is the size of
   your own (immediate) family? _____

5) Referring to question 4), are you living with your own family now?
   1. yes 2. no

6) If no to question 5), how often do you get in contact with them?
   1. frequently 2. fairly often 3. occasionally 4. rarely 5. never

7) Religion:_____

8) Has this always been your religion?
   1. yes 2. no

   If no, what was it? _____, and
           when did you convert to new religion? _____

9) Nationality and/or citizenship:_____

10) Address in native country:_____ _____
                               (village/city)   (country)

11) How many brothers and sisters do you have? brothers:_____
                                                sisters:_____

12) Do any of your relatives live in the same house with you in your home country?
1. yes   2. no

If yes, how many?_____

13) How often do you have contact with your family?   (parents, brothers and sisters)
1. frequently   2. fairly often   3. occasionally   4. rarely
5. never

14) How long have you been away from your home country?

_____ _____
(months)   (years)

15) Is this your first international travel?   1. yes   2. no

If yes, go to question 17).

16) If no, where have you traveled, for what period, and how long have you stayed there.

country	months	years

17) To what class status, social and economic, do you or your family belong in your home country?
1. upper class   2. middle class   3. lower class
4. others (specify)_____

18) What is the population (approximate size) of your home town or home village?_____

19) What is the highest grade or degree you completed before coming to the U.S.?
1. elementary   2. high school   3. college
4. others (specify)_____

20) How would you judge your English upon arrival?
a) spoken
1. very good   2. good   3. satisfactory   4. fair   5. poor
b) written
1. very good   2. good   3. satisfactory   4. fair   5. poor

21) How is your English now?
a) spoken
1. very good   2. good   3. satisfactory   4. fair   5. poor
b) written
1. very good   2. good   3. satisfactory   4. fair   5. poor

Section II.   Information about Utah State University

1) How did you choose Utah State University? (clarify)
_____
_____
_____

2) What academic degree are you pursuing now? _____

3) What is your major?_____

4) Why did you choose this major (referring to answer in question 3))?
_____
_____
_____

5) What year are you in now?
   1. freshman 2. sophomore 3. junior 4. senior 5. graduate

6) What is your financial support?
   1. fellowship/assistantship 2. self 3. family
   4. others (specify)_____

7) To what extent do you believe you have an access to the university's
   financial aid (e.g., fellowship, teaching assistantship, etc.)?
   1. very much 2. considerably 3. somewhat 4. little 5. not at all

8) How well does this university prepare you to meet your goals?
   1. excellent 2. good 3. fair 4. poor 5. very bad

9) How would you judge the counselling and advising in your department?
   1. excellent 2. good 3. fair 4. poor 5. very bad

10) Does the academic program in your department meet your needs?
   1. very much 2. considerably 3. somewhat 4. little 5. not at all

11) Do you feel comfortable with the staff in your department?
   1. very much 2. considerably 3. somewhat 4. little 5. not at all

12) Do you feel comfortable with other students in your department?
   1. very much 2. considerably 3. somewhat 4. little 5. not at all

13) Are you satisfied with the general academic atmosphere of this
   university?
   1. very much 2. considerably 3. somewhat 4. little 5. not at all

14) Have you tried utilizing the services of any of the following offices? (check your answers on the columns provided at the right)

		Yes	No
a.	Office of Admission -------------------		
b.	General Information -------------------		
c.	Registrar -----------------------------		
d.	Housing -------------------------------		
e.	Foreign Student's Office --------------		
f.	Student Organization (A.S.U.S.U.) -----		
g.	USU Health Service --------------------		
h.	USU Food Services ---------------------		
i.	University Placement Center -----------		

15) How do the non-academic people in the following offices attend to your needs? (put a check on columns corresponding to your chosen answer)

A) Office of Admission

	1-very much	2-considerably	3-somewhat	4-little	5-not at all
a. prompt					
b. friendly					
c. courteous					
d. indifferent					
e. rude					
f. hostile					

B) General Information

	1-very much	2-considerably	3-somewhat	4-little	5-not at all
a. prompt					
b. friendly					
c. courteous					
d. indifferent					
e. rude					
f. hostile					

C) Registrar

	1-very much	2-considerably	3-somewhat	4-little	5-not at all
a. prompt					
b. friendly					
c. courteous					
d. indifferent					
e. rude					
f. hostile					

D) Housing

	1-very much	2-considerably	3-somewhat	4-little	5-not at all
a. prompt	___	___	___	___	___
b. friendly	___	___	___	___	___
c. courteous	___	___	___	___	___
d. indifferent	___	___	___	___	___
e. rude	___	___	___	___	___
f. hostile	___	___	___	___	___

E) University Placement (Employment) Center

	1-very much	2-considerably	3-somewhat	4-little	5-not at all
a. prompt	___	___	___	___	___
b. friendly	___	___	___	___	___
c. courteous	___	___	___	___	___
d. indifferent	___	___	___	___	___
e. rude	___	___	___	___	___
f. hostile	___	___	___	___	___

F) Foreign Student's Office

	1-very much	2-considerably	3-somewhat	4-little	5-not at all
a. prompt	___	___	___	___	___
b. friendly	___	___	___	___	___
c. courteous	___	___	___	___	___
d. indifferent	___	___	___	___	___
e. rude	___	___	___	___	___
f. hostile	___	___	___	___	___

G) Student Organization (A.S.U.S.U.)

	1-very much	2-considerably	3-somewhat	4-little	5-not at all
a. prompt	___	___	___	___	___
b. friendly	___	___	___	___	___
c. courteous	___	___	___	___	___
d. indifferent	___	___	___	___	___
e. rude	___	___	___	___	___
f. hostile	___	___	___	___	___

H) USU Health Service

	1-very much	2-considerably	3-somewhat	4-little	5-not at all
a. prompt	___	___	___	___	___
b. friendly	___	___	___	___	___
c. courteous	___	___	___	___	___
d. indifferent	___	___	___	___	___
e. rude	___	___	___	___	___
f. hostile	___	___	___	___	___

I) USU Food Services

	1-very much	2-considerably	3-somewhat	4-little	5-not at all
a. prompt	___	___	___	___	___
b. friendly	___	___	___	___	___
c. courteous	___	___	___	___	___
d. indifferent	___	___	___	___	___
e. rude	___	___	___	___	___
f. hostile	___	___	___	___	___

16) Do you have any suggestions for the improvement of this university?

_____
_____
_____
_____

Section III.   Information about Higher Education
               in the United States

1) Do you think the quality of higher education in the U.S. is quite
   high?
   1. yes 2. no 3. undecided

2) Do you approve of the informality of student-professor relationship
   in American universities? (Informality defined as lack of rigid
   rules and regulations)
   1. yes 2. no 3. undecided

3) Do you feel that there is excessive emphasis on "social life" in
   American universities?
   1. yes 2. no 3. undecided

4) Do you think American students learn enough about other countries?
   1. yes 2. no 3. undecided

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Section IV. Information about Logan Community

1) How long have you been in Logan? _____ _____
   (months)   (years)

2) Have you lived in any other parts of the U.S. before coming to Logan?
   1. yes   2. no

   If no, go to question 4).

3) Where?   How long?

City	State	Months	Years

4) Where do you live?
   1. on-campus 2. off-campus

5) Who is(are) your roommate(s)?
   1. American 2. person from your country 3. another foreigner
   4. none 5. others (specify)_____

6) With whom do you most prefer to live?
   1. American 2. person from your country 3. another foreigner
   4. none 5. others (specify)_____

7) Why? (referring to question 6)) _____
   _____

8) Does the community of Logan fit your ideal place for living?
   1. very much 2. considerably 3. somewhat 4. little 5. not at all

9) Have you been a guest in American homes in Cache Valley?
   1. frequently 2. fairly often 3. occasionally 4. rarely 5. never

10) How do you like American food in general?
    1. very much 2. considerably 3. somewhat 4. little 5. not at all

11) Have you dated an American?
    1. yes 2. no

12) Would you consider dating an American?
    1. frequently 2. fairly often 3. occasionally 4. rarely 5. never

13) If single, are you planning to get married in the near future?
1. yes   2. no   3. don't know

14) If <u>yes</u>, whom would you prefer to marry?
1. American   2. person from your country   3. another foreigner
4. others (specify)_____

15) Which were you in your home country?
very social __1__   __2__   __3__   __4__   __5__ not social

16) How often do you do the following activities in Logan? (Check one of the categories given for each activity)

	1-fre-quently	2-fairly often	3-occa-sionally	4-rarely	5-never
a. conversation with neighbors					
b. dancing					
c. dating					
d. recreation/ sports (par-ticipation)					
e. listening to the radio or watching TV					
f. going to movie					
g. camping/hiking					
h. entertaining at home					
i. attend organi-zation or club meeting					
j. spectator of sports					
k. symphony/concerts					

17) Do you feel that in your contact with any or all of the following in Logan you receive equal attention to your problems, needs, and required services as compared to American students?

	1-very much	2-considerably	3-somewhat	4-little	5-not at all
a. university staff					
b. community					
c. businessmen					
d. landlord					
e. government officials					
f. employers					

Section V. Information about American Society

1) How would you rank the following religious groups with respect to
their tolerance of your values, beliefs and life style? (Assign
numbers 1, 2, 3, 4, where 1-means most tolerant
                          2-   .
                          3-   .
                          4-means least tolerant

    a. Protestants _____
    b. Catholics   _____
    c. Mormons   _____
    d. Jews   _____

    If the question 1) is not applicable to you, put a check on this
    space. _____

2) Do any of your relatives live in the U.S.?
   1. yes   2. no

   If yes, go to question 3); if no, go to question 5).

3) What are(is) their relation to you?_____

4) Are any of them citizen of the U.S.?
   1. yes   2. no

5) Have you applied for a job while in the U.S.?
   1. yes   2. no

   If yes, indicate the type of job you applied for.
   1. full-time   2. part-time   3. summer

6) Do you feel that being a foreigner in this country helps or hinders
   you in finding a job?
   1. helps   2. hinders   3. no effect (no influence)

   If you had never been employed while in the U.S., go to question 9).

7) List the occupational titles of your last three jobs in the U.S.
   (Examples of occupational title: typist, bookkeeper, packer,
   carpenter, cook, housekeeper, accountant, draftsman, technician,
   and the like)
   1._____ 2._____ 3._____

8) Do you feel that non-citizen employees receive equal or fair
   treatment as citizen workers from your employer?
   1. yes   2. no   3. don't know

9) How do you feel about the recent work restrictions imposed on foreign students by the immigration office?
1. strongly agree 2. agree 3. undecided 4. disagree
5. strongly disagree

10) Do you feel that a non-citizen who wishes to become a permanent U.S. resident has an equal opportunity as a citizen for improving his economic status?
1. yes 2. no 3. undecided

11) Do you feel that you have a better or worse chance for improving your economic status in your home country than in the U.S.?
1. better 2. worse 3. don't know

12) Have your experiences in the U.S. affected your view of this country?
1. yes 2. no 3. don't know

If yes, go to question 13); otherwise, go to question 14).

13) Are your views more or less positive than your prior expectations?
1. more 2. less

14) Do you plan to return to your home country?
1. yes 2. no 3. don't know

If no, go to question 17).

15) Do you feel that your educational training in the U.S. will improve your career opportunities in your home country?
1. yes 2. no 3. undecided

16) Do you feel that your training in the U.S. will improve your ability to contribute to the development of your home country?
1. yes 2. no 3. undecided

17) Do you plan to migrate?
1. yes 2. no

If yes, go to question 18); otherwise, go to question 20).

18) Where do you plan to migrate? _____
(write down the name of country)

19) Has your overall experience in the U.S. strengthened or weakened your commitment to migrate?
1. strengthened 2. weakened 3. undecided

20) Would you say that your cross-cultural experience is more valuable than your formal education?
1. yes 2. no 3. undecided

21) In general, the Americans have very high level of economic
security.
1. yes   2. no   3. undecided

22) On the whole, the U.S. government is characterized by democratic
procedures.
1. yes   2. no   3. undecided

23) An individual can achieve improvement in his economic status in
the U.S., regardless of his cultural background.
1. yes   2. no   3. undecided

24) Religious, national, and political minorities are treated fairly
in the U.S.
1. yes   2. no   3. undecided

25) Racial minorities are treated fairly in the U.S.
1. yes   2. no   3. undecided

26) Americans are hard-working people.
1. yes   2. no   3. undecided

27) Americans are overly concerned with money and material success.
1. yes   2. no   3. undecided

28) Americans have poor manners.
1. yes   2. no   3. undecided

29) American hospitality is superficial.
1. yes   2. no   3. undecided

30) Is the treatment you are receiving in the U.S. pretty much as you
expected before coming here?
1. yes   2. no

31) There are several hundred countries in the world. As compared
to all countries with which you are familiar, where would you
approximately rank the U.S. on the following factors. On the
left side rank the U.S. in terms of each factors listed. Opposite
to it in the righthand columns write the name of the country you
think should be first. (1-means best . . . . . 5-means poorest)

Factors	Rank					Name of country (which you think should be first)
	1	2	3	4	5	
a. as a place of residence for non-citizen	__	__	__	__	__	_____
b. opportunities for non-citizen	__	__	__	__	__	_____
c. civil liberties for non-citizen	__	__	__	__	__	_____
i) equal access to housing	__	__	__	__	__	_____
ii) equal access to jobs	__	__	__	__	__	_____
iii) access to citizenship	__	__	__	__	__	_____
d. treatment of racial minorities	__	__	__	__	__	_____
e. treatment of religious minorities	__	__	__	__	__	_____
f. treatment of political minorities	__	__	__	__	__	_____
g. treatment of foreign visitors	__	__	__	__	__	_____
h. treatment of women	__	__	__	__	__	_____
i. restriction of personal freedom	__	__	__	__	__	_____

32) In general, Americans seem to have a rather high opinion of my
home country and people.
1. yes   2. no   3. undecided

33) Americans seem more aware of the mistakes and misfortunes of my country's history than of the achievements and progress.
   1. yes   2. no   3. undecided

34) Most American government officials seem to think that my country cannot manage its own development.
   1. yes   2. no   3. undecided

35) A great many Americans are interested in learning more about my country.
   1. yes   2. no   3. undecided

36) Do you feel American foreign policy is generally fair?
   1. yes   2. no   3. undecided

37) In what cultural setting do you feel you have most control over your life situation?
   1. U.S.   2. home country   3. other

38) Would you mind being interviewed again for a similar study?
   1. yes   2. no

VITA

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