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## Reentry Shock Experienced by American College Students Returning Home from Study Abroad

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REENTRY SHOCK EXPERIENCED BY AMERICAN COLLEGE STUDENTS  
RETURNING HOME FROM STUDY ABROAD

by

Heidi Gregori-Gahan

A Thesis Submitted to the Faculty of the Graduate School  
of Loyola University of Chicago in Partial Fulfillment  
of the Requirements for the Degree of  
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## VITA

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## CHAPTER I

### INTRODUCTION

International education encompasses the broad realm of programs which encourage students to develop a greater understanding of the world, its cultures, its peoples, and its languages. These programs include study abroad programs, faculty and professional exchanges, foreign area studies, global issues studies, foreign students on American campuses, foreign languages, and ideally, the international components which are incorporated into all disciplines in higher education. The concept implies an integration of international aspects into all areas of education, specifically higher education, in order to create "an international dimension throughout our academic programs" (1960 Morrill Committee Report, in Smuckler, 1981, p. 70). In short, from a federal perspective the broadly stated goal of international education has been

to increase American students' and the public's awareness, understanding and appreciation of the cultures, actions, and interconnections of nations and peoples, and to enable them to better evaluate the international and domestic impact of major international policies and actions of the United States. (U.S. Department of Education, 1981, p. A1)

Concern over the actual realization of the goals of international education has been the focus of recent studies

attempting to evaluate international dimensions of the American educational system. Indeed, as S. Frederick Starr points out in his recent essay on this subject, "international studies entered American higher education because society required them at the moment, and not because the colleges and universities deemed them to be inherently valuable" (1981, p. 59). As a result, a discrepancy has developed between the purpose and goals of international programs and actual outcomes of those programs on all levels of American education. This discrepancy has been clearly elucidated by two nationwide studies conducted within the past three years. The results of these studies are cited here as illustrations of the fact that the goals of international education remain for the most part unfulfilled. These findings also illustrate the degree to which the discrepancy between goals and outcomes exists, which must be understood before the American educational system can become truly "internationalized."

The signing of the Helsinki Accords in 1975 provided impetus for an intensive evaluation of international education in the United States which was designated by President Carter. As reported by the President's Commission on Foreign Languages and International Studies (1979), the final act of this agreement committed those nations who signed it "to encourage the study of foreign language and civilization as an important means of expanding communication among peoples" (p. 1). In 1978, the President's Commission began

a year-long review of institutions throughout the nation and on all levels of education, to determine national strengths and weaknesses in foreign language training and competency and in international programs. The intensive investigation and the resulting recommendations are described in the report entitled Strength Through Wisdom: A Critique of U.S. Capability (President's Commission, 1979). In this report, the Commission addresses its findings on all levels of schooling and training, from kindergarten up through advanced research and scholarly exchanges, and in various segments of society, from the academic world to citizen education to the business community. In short, the Commission found that most educational programs in the United States lack an international perspective. The members of the Commission report

We are profoundly alarmed by what we have found: a serious deterioration in this country's language and research capacity, at a time when an increasingly hazardous international military, political, and economic environment is making unprecedented demands on America's resources, intellectual capacity, and public sensitivity. . . . Nothing less is at issue than the nation's security. (1979, pp. 7-8)

With regard to foreign language study in American colleges and universities, the Commission found that in 1978 a mere 8% of institutions of higher education required a foreign language for admission. This figure was as high as 34% in 1966. Further, the Commission found that only 5% of prospective teachers have had any courses in international affairs or foreign areas as part of their professional training (1979, p. 8).

The Commission reported that a "pressing need [exists] at all levels and in all subjects for new curricula that will incorporate teaching about other countries and about international problems, and . . . eliminate the stereotyping of people from other cultures" (1979, p. 59). Strength Through Wisdom offers major recommendations for the internationalizing of American undergraduate institutions including:

1. Institutions of higher learning should improve and strengthen the courses available to undergraduates in the area of international studies, relating these courses not only to cultural and academic goals but to career-oriented goals as well;
2. A minimum of 2 or 3 courses in international studies should be required for completion of the B.A. degree;
3. All subjects (except pure science) should be taught with an international/comparative perspective;
4. The study of international areas and cultures should be more in congruence with the study of international issues;
5. Faculty members should also be urged to acquire a greater degree of international awareness;
6. Major federal support (\$8 million) should be allocated to institutions for the development or improvement of International Studies Programs on the undergraduate level; and
7. Institutions should expand the opportunities for students and faculty to participate in overseas exchange programs and internships. (President's Commission, 1979, pp. 71-75)

The report issued by the President's Commission sent shock waves throughout educational communities from coast to coast. Indeed, Strength Through Wisdom provided advocates of international education with a strong argument for evaluating the international aspects of individual campuses and

the effectiveness of international education in general.

Another recent study, with equally alarming findings, has been the focus of discussions on campuses and in educational organizations across the country. This project, entitled Education and the World View (1981), was conducted by the Council on Learning in cooperation with the Educational Testing Service (ETS) to determine how much college students know and understand about world affairs, foreign languages, and global issues. The survey also asked students about affective elements related to international issues, such as how they felt about statements regarding other cultures and peoples (see Appendix A for sample questions used in the study). The results of the ETS survey have been summarized in What College Students Know and Believe About Their World (Barrows, Klein, & Clark, 1981).

Three thousand college freshmen and seniors at four-year institutions and students at two-year institutions were tested at a total of 197 institutions. The ETS survey

stressed the themes of interdependence among nations, the problems of developing nations, and such historical transformations that the [project assessment committee] and the ETS staff felt to be important to an understanding of the modern world. (Barrows, Klein, & Clark, 1981, p. 8)

Seniors scored an average of 50.5 (out of a total of 101 items); freshmen scored an average of 41.9; and two-year college students had an average score of 40.5. Of all students tested, the lowest scores achieved (39.83) were those of education majors preparing to be America's future

teachers.

Many students had false conceptions about issues that had recently received broad coverage in the news media. For example, the majority of freshmen indicated that they thought OPEC was an organization comprised solely of Middle Eastern countries. A significant number of students (150) were unable to locate the United States on a map; they circled Central or South America in response to the question concerning the region of the world in which they were born. The ETS researchers later discovered that these students were from the Midwest and the southeastern United States (p. 27).

In short, the Educational Testing Service found that only 10 to 15% of the students tested have an adequate knowledge and appreciation of the world. The ETS researchers concluded that most students have a "limited, parochial view of the world," and that they are "not interested in world affairs" (Barrows, Klein, & Clark, 1981, p. 38).

The ETS survey, like the President's Commission report, clearly illustrates that a problem exists within the educational system of this country. When one examines the results of these studies from within the historical framework of international education, it becomes obvious that the general goals of international education remain unfulfilled. The universities and colleges of the United States are not successfully educating their students to be citizens of

a global community.

As stated by George Bonham, President of the Council on Learning,

the three thousand college students tested [in the ETS survey] will be America's leaders at the entry of the twenty-first century. One wonders whether we shall learn our lessons in time that the education of our citizenry must keep apace of the changing circumstances of national existence. (Barrows, Klein, & Clark, 1981, p. 1)

### Statement of the Problem

A need exists for continued evaluation and examination of objectives designed to improve global dimensions of the American educational system. The specific elements that make up those global dimensions (i.e., foreign language programs, international educational exchange, foreign area studies) need to be examined individually to determine their goals and how effectively those goals are being realized.

This study examines one important component of international education in the United States: campus-based study abroad programs. The purpose of the study is three-fold: (1) to compare the objectives of international educational exchange as defined by institutions of higher education and by student participants; (2) to explore problems which American students encounter during the transitional period following their return to the home campus; and (3) to examine the relationship between the reentry experience and one important goal of international education, global awareness among participants of a study abroad program.



By examining international education from the perspective of the study abroad experience, this study provides information on what conditions of the reentry experience relate to a higher level of global awareness among returning students. The data will increase understanding of how students learn from the transitional experience. Further, investigation of the reentry experience from the students' perspective might help in better understanding other situations in which a student reenters the educational system, such as an older student returning to college after a prolonged absence.

Research questions. In summary, the following research questions provided direction for this study:

1. What are the objectives of campus-based international educational exchange programs as defined by American colleges and universities?

2. What are the objectives of international educational exchange programs as defined by the student participants? Are these objectives congruent with the formal objectives outlined by the sponsoring institutions?

3. What are the conditions of "positive" and "negative" reentry experiences?

4. Does a correlation exist between positive and negative reentry transition and the acquisition of world-minded attitudes? Is there a relationship between a disintegrative transitional experience and a global outlook?

The answer to these questions as determined by the

research data are discussed at length in the following chapters. A summary of the professional literature on the transitional experience and the goals of international educational exchange provides the framework for this discussion and the interpretation of data.

### Significance of the Problem

Although much has been written about foreign students in the United States and about the initial adjustments one must make in a foreign land (culture shock), little research has been done on reentry transition. Indeed, one need only review the professional literature on international educational exchange to realize the gaps of knowledge which exist in various aspects of this field.

And yet, understanding this transition is vital in helping the study abroad experience more effectively fulfill the goals of international education. According to a 1980 survey conducted by the Institute of International Education (IIE) in New York, an estimated 25,000 American students traveled abroad in 1979-80 as participants in over 850 foreign study programs (Boyan, 1981, p. 66). However, relatively little information exists on the effects and the effectiveness of study abroad upon American students. It is not known, for example, what kinds of international programs are most effective in increasing global awareness and how students learn from the international experience. The ETS survey (1981) found no significant relationship between

foreign language ability and knowledge of the world, although there was a positive correlation between language ability and attitudes about the world. The study did not reveal, however, what relationship exists between global awareness and appreciation and the overseas study experience.

The value of this research has been confirmed by numerous study abroad directors responding to this study's survey on institutional goals and reentry programs. Many of these program administrators expressed great interest in the study and requested a summary of the results. The editor of a professional journal on international interchange has contacted the researcher in this regard, expressing her intentions to set up a national interest group of individuals who are pursuing research in this area.

Finally, the study is significant on a much broader scale when viewed in terms of the provincialism of American students evidenced by recent studies (Educational Testing Service, 1981; The President's Commission, 1979). The study serves as one step towards achieving a fuller understanding of what must be done to foster a greater level of worldmindedness among American students. By understanding more clearly how the foreign study experience and reentry transition can help students to grow in their global outlook, one comes closer to achieving greater degrees of internationalism among American students and a far-reaching global dimension on the college and university campuses of the

United States.

### Theoretical Framework

This study explores issues involved in reentry transition within a theoretical framework espoused by Peter Adler. Adler has applied the basic foundation of Erik Erikson's theory of human development to the transitional context, in an effort to explain how the transition and anxiety stemming from this context can be "a source of higher levels of personality development" (Adler, 1975, p. 14). The conflict arising from movement into a foreign culture initially, or back into one's native culture, creates tension within the individual in transition. Adler's theory illustrates how this tension can be channeled into a positive, proactive force which causes the individual to achieve greater levels of self-awareness and growth.

The foundation for Adler's transitional model was built from basic premises found in the work of educational psychologist Erik Erikson. According to Erikson, individuals, throughout the course of development, must continually face critical issues during the major events of their lives. The underlying issue in all developmental stages is that of "defining and redefining one's personal identity" (Whitbourne and Weinstock, 1979, p. 121). A period of disequilibrium, of being "off-center", occurs whenever one is confronted with a situation which causes a redefinition of one's identity. Throughout adulthood, individuals confront various

psychological crises, "a time when the individual is particularly sensitive or vulnerable to certain developmental issues resulting from interaction of biological, psychological and social forces" (Whitbourne & Weinstock, 1979, p. 121).

However, for personal growth to occur, the individual who is faced with the crisis situation must see that situation as an event which in some way calls for change. Identity differentiation or clarification becomes a functional process only when the individual perceives a discrepancy between what is being experienced and how that individual has defined his or her identity within a global context (see Figure 1).

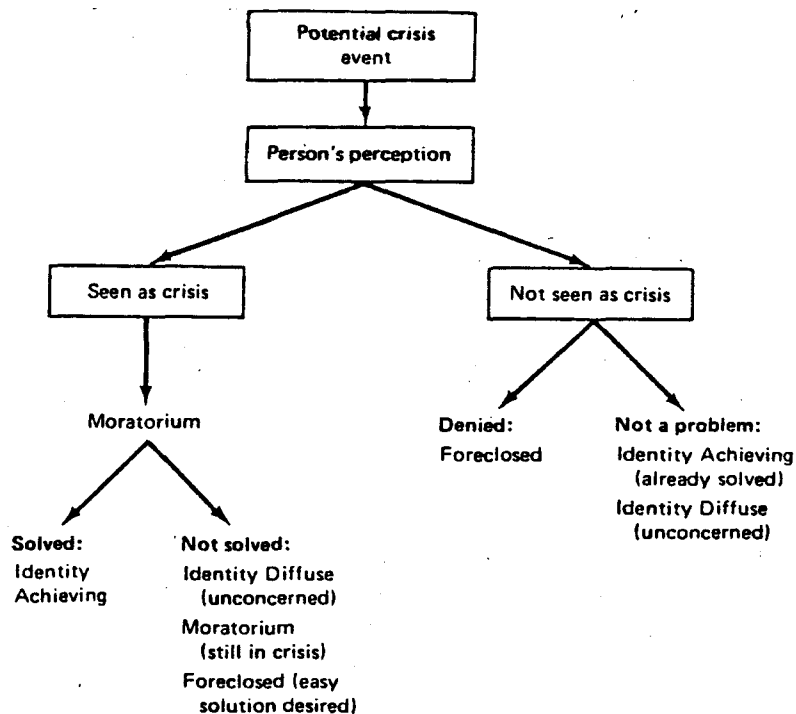


Figure 1. (Whitbourne & Weinstock, 1979, p. 116)

It is particularly interesting to note that Erikson, upon completion of his formal schooling, traveled through Europe. He later described this experience as his personal "moratorium." According to Sprinthall and Sprinthall (1977),

for adolescents and young adults [Erikson] noted the importance of a moratorium, a temporary life space, between the completion of general academic education and the choice of a life career. He noted at the time of his own young adulthood it was fashionable to travel through Europe, gaining a perspective on civilization and one's own possible place in it. (p. 192)

Thus, Erikson recognized the importance of a foreign sojourn in facilitating one's definition of personal identity in the world.

Two major parallels of Erikson's theory of human development are particularly applicable to the questions explored in this research: (1) a conflict or anxiety-producing situation can result in a higher level of awareness and growth if (2) the individual experiencing the crisis event perceives it as one which necessitates change or revision in one's definition of personal identity and/or the world.

The transitional experience often involves a time of major crisis for the sojourner. Adler applies the basis provided by Erikson to the process of crosscultural transition. Extracting from the latter's theory of development, Adler explains his model of the transitional experience with the following major premises:

1. "Modern persons, and especially Westerners, tend to live within discontinuous, overlapping fragments of

experience" (Adler, 1975, p. 14). Individuals tend to define themselves and their perceptions in terms of a variety of separate, dynamic "worlds" which do not always coincide within a given context. At the same time, however, there is a force present within individuals which draws them toward the desire to achieve "wholism" and integration of these worlds. "As each person attempts to comprehend both the universe and him- or herself, these two tendencies come into interplay. In situations of psychological, social, or cultural tension, each person is forced into redefinition of some level of his or her existence" (p. 14).

2. Each individual experiences the world through a "pattern of perceptions" which are defined as his or her culture. The culture to which one is bound influences values, beliefs, attitudes, world view and assumptions.

3. Most individuals, however, are not consciously aware of their personal beliefs, outlook and values. "Transitional experiences, in which the individual moves from one environment or experience to another, tend to bring cultural predispositions into perception and conflict" (p. 14), causing the individual to become aware of what those predispositions are.

4. The physical transitional experience from one culture into another, by creating new levels of awareness within the individual, leads to a psychological transition, as well. This psychological movement into a new realm of perception

often causes a period of disintegration within the individual. "'Disintegration is the basis for developmental thrusts upward, the creation of new evolutionary dynamics, and the movement of personality to a higher level . . . [Dabrowski, 1964]'" (Adler, 1975, p. 15). When the individual is able to resolve the conflicts of disintegrative experiences, he or she surfaces from the process of reintegration at a higher level of consciousness and growth.

Inherent in Adler's model are several implications which apply to the present study. A "successful" overseas experience should conclude with an increased awareness within an individual with regards to values, attitudes, and world view. The movement of one's personality to a higher level of consciousness results in a shift from "dependence to independence" and from a "monocultural to an intercultural frame of reference" (Adler, 1975, p. 20). In essence, this implication has been the main assumption adopted by the researcher; students returning from abroad, often experiencing tension and conflict due to the transition, should emerge from that experience with an increased awareness, a higher level of consciousness, a more global outlook and perspective.

If the reentry experience is an anxiety-producing event, how can one take full advantage of its positive, proactive potential? This study provides data which lead to a clearer understanding of that important question.



## Definitions

Defining concepts central to the study is as essential as identifying the theoretical framework employed. Before perspectives of major researchers on reentry shock and related issues can be presented, the primary concepts need to be identified within the context of this research.

Culture: Culture has been defined by Brislin (1981) as "an identifiable group with shared beliefs and experiences, feelings of worth and value attached to those experiences, and a shared interest in a common historical background" (p. 2).

Culture shock: Culture shock occurs when the unity of one's cultural framework is temporarily shattered by the transition of moving into a second, foreign culture. Culture shock refers to the tensions and stress which build up after this move, caused by one's inability to carry on a normal routine in a new and unfamiliar environment. The term culture shock, first introduced by Oberg in 1958, has been used in various contexts to describe the discomfort involved in any kind of transition from one cultural framework to another. However, as it is used in this study, the term refers more specifically to the anxiety and stress which exceed the normal reaction experienced by strangers encountering a new culture or sub-culture. Instead of merely encompassing the normal range of feelings experienced upon the sojourner's arrival in a foreign land, the concept refers to a more extreme reaction. In addition to a certain amount of anxiety stemming from the

loss of all "familiar cues to reality", the sojourner experiences "a decline in inventiveness, spontaneity, and flexibility to the extent that it interferes with normal behavior" (Brislin & Pedersen, 1978, p. 13).

Reentry shock: Often referred to as reverse culture shock, reentry shock encompasses many of the same tensions and conflicts prevalent in culture shock. The anxiety stemming from the return home differs from that of culture shock in that it is caused by an individual's attempts at becoming reintegrated into the home culture after being out of the country for quite some time. This anxiety is often accompanied by feelings of anger and/or isolation, due to the realization on the part of the individual that she has become a "foreigner" to her native culture (Asuncion-Lande, 1980).

Transitional experience: Another concept dealing with the movement across cultural boundaries is the transitional experience defined by Peter Adler (1975). The transitional experience, or transition, involves "the movement from a state of low self and cultural awareness to a state of high self and cultural awareness . . . [beginning] with the encounter of another culture and [evolving] into the encounter with self" (pp. 15, 18). In other words, this concept refers not only to the physical movement across cultural boundaries but also to the psychological movement within the individual who experiences the transition.

Third culture: John and Ruth Useem (1967) have identified another dimension of culture which they call the third culture. This concept refers to the cultural dimension achieved by people from two separate cultures who attempt to establish common ground and realize a true understanding of one another's perspective. The third culture consists of "cultural patterns created, learned and shared by the members of different societies who are personally involved in relating their societies, or sections thereof, to each other" (p. 130). In this sense, third culture is a positive result stemming from the transitional experience.

Biculturalism: Another potential and perhaps more common result of the transitional experience is what Bruce La Brack (1980) has termed biculturalism. This concept refers to one's ability to operate successfully within a second culture. In contrast to ethnocentrism, the view that one's own culture is superior to all others, biculturalism implies a certain degree of appreciation for the values of another culture and the abandonment of previous ethnocentric attitudes. Biculturalism, however, is a limiting term in that it also refers to an element of "dual ethnocentrism" present in the sojourner.

Worldmindedness: A third concept dealing with potential effects of the transitional experience is worldmindedness. This concept is broader than the concepts of third culture and biculturalism, for it refers to attitudes not only which extend beyond the boundaries of other countries but which

attempt to see the world in its entirety. Worldmindedness encompasses a knowledge of and understanding of other countries, peoples, and cultures, and of world affairs and global issues. A person with a high degree of worldmindedness is genuinely interested in expanding this knowledge and understanding, and sets forth with an open mind and tolerance for foreign perspectives, customs, and beliefs. Worldmindedness has, therefore, an affective as well as a cognitive dimension.

#### Limitations of the Study

Two research populations were involved in this study: (1) study abroad program directors at 173 institutions throughout the United States. Surveys were sent to these program directors to ascertain their program goals and the extent to which reentry workshops are available to students returning from overseas study; and (2) University of Kansas students who had just completed foreign study through a University sponsored program. Thirty-two students participated in interviews which focused on personal objectives for foreign study, the transitional process, and changes in attitudes and ideas as a result of that process. The students also completed an internationalism scale designed to measure attitudes concerning nationalistic and internationalistic statements (Marion, 1980).

Limitations: research population. The focus of the research was determined to a large extent by the number of

students interviewed (32) and by the fact that all students involved in the study are enrolled in one public university. These participants are for the most part white, middle-class, American undergraduates from the Midwest region.

Therefore, applications of the results of this study to transitional experiences of other populations may be limited. The study can serve, however, as an initial examination of the difficulties of reentry transition and the correlation between the transitional experience and world-mindedness among participants of campus-based foreign study programs.

Limitations: research methods. Another limitation imposed upon the research is inherent in the testing instruments employed. The survey sent to institutions sponsoring study abroad programs was designed to gather specific information on program objectives and reentry workshops. Generally, mail surveys are limiting in that one cannot control the rate of response. Also, the reliability of data is difficult to ascertain. For example, some program directors indicated that they sponsor a reentry program but did not elaborate on the format of that program, thereby limiting the usefulness of their response.

The researcher utilized an open-ended, standardized interview format for gathering data from students on reentry shock. In using this qualitative approach, one risks the danger of collecting information that may not be valid, for

students may have told the researcher what they thought she wanted to hear and not their true feelings. In spite of this risk, however, the researcher felt it essential to employ a qualitative approach in this facet of the study. It was important to talk with students on an individual basis to obtain a better understanding of what they were personally experiencing upon their return from abroad. These data cannot be easily quantified from paper and pencil tests.

Students interviewed were asked to complete an internationalism survey which also had some limitations. One cannot hope to accurately measure levels of worldmindedness within a two-page survey. The survey does indicate, however, general attitudes held by individual students and is valid insofar as it is interpreted in this way.

Another limitation has been imposed by time factors. Students were not pretested on their attitudes prior to foreign study. Therefore, one cannot draw absolute relationships between the elements of transition and worldminded attitudes following reentry transition. For instance, it cannot be determined if students attracted to study abroad programs are exceptionally open-minded before they leave the United States, or if changes in attitudes occur solely as a result of living in another country. The researcher focused instead upon determining correlations that exist between the reentry experience and one's global outlook in order to understand more fully the transition and the conditions of

reentry which can be related to worldminded attitudes among students.

### Summary

The development of an international dimension within the American educational system has illustrated the goals and ideals upon which international programs have been structured. However, recent studies, such as the 1980 study of the Educational Testing Service, have indicated alarming discrepancies between the goals of international education and what American students are actually learning about the world. The purpose of this study is to examine that discrepancy from the perspective of one facet of international education, the transitional process. This examination provides insight into the goals of international educational exchange programs, the difficulties encountered when students return to their native culture, and how the experience of reentry relates to the achievement of goals set forth by program directors. A review of relevant literature in the field of international educational exchange provides the basis for subsequent discussion of the results of this study and the interpretation of data.

## CHAPTER II

### REVIEW OF THE LITERATURE

The following review of professional literature on crosscultural transition provides an overview of significant studies on transition, on reentry shock, and on the effects of the foreign sojourn upon American students. The literature chosen for review appears frequently in bibliographies of the "classic" works on reentry transition and crosscultural dynamics. The review includes works which focus on issues related to reentry shock: the concept of culture shock; attitudinal change resulting from foreign study; models of transition and uprooting; and, to some extent, learning theory. Several objectives were identified by the researcher which provided direction for this review. These objectives included: (1) to review the explicit and implicit goals of international educational exchange as defined in the literature; (2) to examine studies which have focused on changes in student attitudes resulting from foreign study, in order to relate these changes to patterns of continued personal and intellectual growth after students return home; (3) to gain an understanding of the issues involved in and the consequences of culture shock in order to comprehend more clearly and to draw parallels to the conditions of reentry shock; and (4) to understand the dynamics



involved in the transitional experience and how learning can be perpetuated or hindered in that process.

### Goals of International Educational Exchange

This study was conceived because of the researcher's belief in the goals and the potential for international educational exchange. One needs to keep in mind those goals and objectives which serve as the major justification for maintaining and expanding current exchange programs and for developing new programs that will better meet the goals set forth by the program administrators. This section focuses on the goals of international student exchange programs as reported in the professional literature.

The United States government (1981) has outlined the goals of international programs in its description of the "International Understanding Program," which allocates approximately \$2,000,000 annually for various projects in the field of international education. In rather broad terms, the purposes of the funding are defined as:

[1] to increase American students' and the public's awareness, understanding, and appreciation of the cultures, actions, and interconnections of nations and peoples, and [2] to enable them to better evaluate the international and domestic impact of major international policies and actions of the U.S. (p. A2)

Thus, the ideals of federally-sponsored international programs focus on increasing the international awareness of Americans in order that they might make more intelligent and far-reaching decisions, conscious of the impact those actions

will have within a global framework.

The goals of international educational exchange are defined as broadly on the local level as they appear in the federal guidelines. The terminology is often amorphous and the intended outcomes broad. According to one author, the furthering of international understanding as an explicit goal of crosscultural education has only become popular in the twentieth century (Coelho, 1962). In addition to an increase in international understanding, "technical and speciality training, personal growth and general educational development" (p. 66) are often cited as the outcomes specified by program administrators.

In her article entitled "Attitude Change in a College Program of Foreign Study and Travel," Elizabeth Leonard (1964) addressed the issue of whether or not goals and objectives of foreign study programs are indeed met. She cites previous studies (Taba, 1953; Watson & Lippit, 1955) which concluded that crosscultural contact does not foster greater understanding of other cultures and peoples. However, in her study of 85 students who participated in the Adelphi University foreign study program, she contests the conclusions of these previous studies. Leonard compared student attitudes measured on the Lentz C-R Opinionnaire before and after the foreign study experience during the 5-year period 1957-1961. She found that students who had studied abroad experienced a much greater change in one year (8 percentiles

on the C-R Opinionnaire) than students who followed a regular 4-year academic program (5 percentile change over a 3-year period) (p. 180). Leonard also refers to previous studies which indicate that orientation programs prior to the foreign study sojourn increase the occurrence of "beneficial student adjustment" (p. 174). According to Leonard, "if significant change [within student participants of foreign study] is to occur, it must be built into the program as an objective" (p. 180). In order to determine if a goal has been fulfilled, however, one needs to have a clear definition of that goal and some means of evaluating its realization in specific, measurable objectives.

Objectives of international exchange as defined by various authors are often more oriented toward the personal development of the individual participant rather than toward increasing the collective awareness of the American people. For instance, Bruce La Brack (1980) states that

at the heart of all overseas programs is the underlying and sometimes unstated philosophy that international experience should endow a person with greater capacities to cope with change, a greater understanding of themselves, a more international outlook. (p. 1)

The emphasis here focuses more upon assisting in the personal development of students than increasing their awareness of the world. Elizabeth Leonard (1964) sums up the goal of most foreign study programs as "an improvement of intercultural understanding and the development of personal values by the student" (p. 173). Perhaps implied by both La Brack and

Leonard is the idea that a student must develop his or her inner potential (reasoning, self-confidence, etc.) before he or she can adopt or operate within a global context.

The development of favorable attitudes about the foreign country in which one studies as well as the development of positive face-to-face interaction with its peoples are two commonly cited goals of foreign study. These goals are based on studies which have shown a positive correlation between the amount of interaction between peoples of different cultures and the degree of positive attitudes which develop (C. Selltiz, et. al., in Klineberg & Hull, 1979, p. 53). These objectives parallel others, such as the reduction of ethnocentrism and the increase of worldmindedness, or the development of a dual-ethnocentric outlook.

Other authors define the objectives of international educational exchange in terms of the desired outcomes. For example, the goals of international education have been identified with the type of person who develops ideally out of the international experience. Peter Adler (1977) designates this type of individual a multicultural person, "whose identifications and loyalties transcend the boundaries of nationalism and whose commitments are pinned to a vision of the world as a global community. . . . a product of interweaving cultures in the twentieth century" (p. 24). A multicultural person would be an internationalist, willing to trust in and work with peoples of other nations, adopting

an international frame of reference rather than merely knowledge of the world. He or she would be able to synthesize and integrate his or her experiences into a global context, in order to understand and explain the world and to define an identity in that world.

The goals of international educational exchange, such as multicultural man, are generally ideals, unattainable and without specific direction. What type of person actually does emerge from an overseas experience? What are the effects of that experience upon other aspects of American society? Indeed, are the goals of international education fulfilled through the exchange of peoples and ideas across cultural boundaries? Perhaps more about the purpose of international exchange programs can be learned from the changes within individual participants which occur as a result of the foreign study experience.

### Results of International Educational Exchange: Attitude Changes

Much of the professional literature concentrates on attitudinal changes resulting from crosscultural exchange. These studies can aid foreign study program administrators in better understanding the effects of the programs upon student participants and in implementing ways to improve those programs. These studies can also help administrators to define more clearly the goals of the program and to outline workable objectives for realizing those goals. For

example, if a majority of students studying at a certain program location experiences a greater degree of contact with local people--resulting in more favorable attitudes toward the host country than at other locations--an administrator could evaluate other programs accordingly and implement changes that would produce similar opportunities for contact with the local people.

A study done by Kagiticibasi in 1978, as reported by Richard Brislin (1981) in Cross-Cultural Encounters, provides criteria for what Brislin terms the "successful sojourn": "(1) an increase in worldminded attitudes; (2) a decrease in authoritarianism, which allows for greater flexibility and tolerance; (3) a greater degree of internal control and confidence in self; and (4) greater awareness of achievement values" (p. 293). However, these criteria are not fully reflected in the research literature on the results of international exchange programs.

A frequently cited study on attitudinal change after experience abroad was conducted by John and Ruth Useem in 1955. The Useems explored the influences that a western education had upon Indian students who had returned home to live. In their book The Western Educated Man in India: A Study of His Social Roles and Influence, the Useems report the results of their research, which are summarized below.

Of the 110 students participating in the study, 107

felt that the overseas experience was beneficial to their outlook and their character; one-third expressed the feeling that they had "an increased capacity to see society on a larger scale" (p. 42). Further, a majority of the students indicated that studying abroad gave them more "power" to change elements of their lives (p. 33); nine out of ten felt they had gained more self-confidence and were not as shy as they had been prior to living abroad.

In essence, the study revealed that living in a second culture "produces diverse effects on the individual's conception of himself and his roles. A comparative view engenders a fresh perspective and presents a new model by which persons judge their own society" (p. 30). The Useems describe the changes which took place among the sojourners as a "process of personality reorganization rather than a single process of adding or subtracting traits" (pp. 31-32). This observation parallels the theoretical assumptions made by Adler in his application of Erikson's developmental stages to the transitional experience.

John and Ruth Useem also address the implication which their findings have for international understanding. They base their observations upon the premise that, "from a long range point of view, understanding . . . of the reasons for a nation to perform in a certain way is more significant than factual knowledge and that, in turn, realistic knowledge is more important than approval" (p. 134). If one comprehends

why people of another culture act and make decisions as they do, one can draw better founded judgements about them. This, in turn, lessens the occasion for prejudices to flourish and leads to what the Useems call "a moderate gain" in the international perspective of the individual sojourner. A student returns home with "a new frame of reference for thinking-- not just a new set of beliefs about the . . . world" (p. 135).

In the past, studies such as the Useems' research have generally focused on the effects of foreign study upon students (greater degree of open-mindedness, increased international awareness, etc.); not until very recently has research focused more specifically on the relationship between changes in attitudes and values of the study abroad participants and the specific elements experienced during the year spent overseas which may have influenced change. In 1980, Paul Marion explored the attitude changes among American undergraduate students at the University of Colorado who had participated in study abroad programs in four European countries. He compared changes in attitudes with individual characteristics and experiences of the participants to determine what relationships exist between changes in one's outlook and the study abroad experience.

Marion distributed a set of questionnaires to the 90 undergraduates involved in the study prior to their departure from the United States. The instruments used in his study included an antecedents questionnaire, which recorded the



necessary biographical data and other information relevant to the study, such as the number of semester hours the student completed, individual interests, etc. Several scales designed to measure degrees of radicalism/conservatism, perceptions of the United States and of the host country, internationalism and dogmatism were also completed by the students before they departed for overseas.

Upon their return from abroad, the students were asked to fill out a transaction questionnaire, which provided data regarding the experiences of foreign study, such as the living situation, foreign language capacity, and other "transactional variables." The students also completed the attitude scales which they had filled out prior to their departure for the study abroad location.

Marion then correlated the results of the post-test scores with those of the pre-tests. He found several significant relationships between the pre-departure and post-return variables, as well as between the transactional and outcome variables. In general, Marion's findings indicate that the students who adopted more conservative attitudes and became more ethnocentric and less worldminded were those participants who tended to have a majority of American friends overseas, did not travel frequently, and had studied in France or Italy. The opposite attitude changes tended to apply for students who had traveled to other countries and had sought out friendships with people from the host country.

Marion postulates that the overseas experience "leads to a more open-minded, liberalized viewpoint" (p. 61). This claim is evidenced, for example, by the relationship between visiting a greater number of countries and the adopting of less dogmatic and less conservative attitudes upon return home.

However, Marion derives from his study a second important implication with regards to the changes which occur during a foreign sojourn: "the study abroad experience may have more influence in reinforcing attitudes than in changing attitudes" (p. 63). More attention should be given to determining the relationship between styles of learning or personality traits and the ability to be open to and learn from new experiences. What type of student benefits most from the study abroad experience? How can other students benefit more from the sojourn? How can the study abroad program administrator assist these students in deriving greater levels of personal and educational development from the overseas experience? These important questions provide direction for future research in this area of international education.

Klineberg and Hull, in a crosscultural study of students from 11 countries (1979), found that students from all countries felt that they had undergone significant changes in their personal and intellectual development. However, they do not report significant changes in terms of worldminded



attitudes, although students did become more tolerant of their host culture. To reinforce these findings, Klineberg and Hull quote Michael J. Flack (1976) from his extensive review of the research on the results and effects of study abroad that had been published since 1967. Flack summarized his findings as follows:

the sojourn and educational experience tends to engender a more sophisticated, differentiated, personalized and concretized knowledge and perception of the host society, its achievements and problems, its peoples and policies, and its 'way of life,' as compared to 'knowledge' and images held before. This is usually reflected in reduction of ethnocentric stereotypes, greater understanding of the functioning of the host society, and a heightened awareness of its diversity. The result is a soberer appraisal of some of its features, values, and practices and of their relevance to one's own role, one's field of activity, and one's own country. (p. 94)

Thus, Flack found that the general effects of study abroad as evidenced in recent research tend to be the development of bi-cultural or dual ethnocentric attitudes--not so much the worldminded focus designated by Brislin as an essential element for a successful transition.

The issue of dual ethnocentrism among study abroad returnees has been addressed by Bruce La Brack in his research on the effects of the international experience on American students. In a paper presented to an international society in 1980, La Brack poses the question: "can a year abroad, sometimes, if only temporarily, work against the creation of an international outlook?" (p. 1). He approaches this question from the perspective of the post-return experience. La Brack feels that study abroad program administrators can

and should do more to facilitate a greater degree of internationalism among students returning from abroad, not only in terms of economic and political factors, but also in terms of "more humanistic concerns of human commonality and the recognition of the value and variety of the total human endeavor" (pp. 3-4). La Brack bases his claim on the patterns which have emerged during the semester-long seminar which he teaches at Callison College (California) and which is required of all students returning from foreign study. La Brack has found that these students tend to exhibit parochial perspectives, viewing their overseas experience not as an integral part of a larger, global context, but rather as more of a personal, unique experience. To illustrate this point, La Brack has identified the following patterns which have reoccurred in his seminars:

constant discussion . . . of cultural patterns [found in the United States and in the host country], but often without specifying the vital contextual background which makes such comparisons useful;

. . . tendency to see many international issues as binary oppositions;

. . . some reluctance to extend discussions . . . into a larger theoretical perspective as though to do so would devalue or reduce the importance of the individual's experience. (1980, pp. 5-7)

Further, La Brack has found that reentry shock and the difficulties of returning to the home campus force students into a "state of mind which seems to work against the facile consideration of 'global perspectives' when so much personal experience is, as yet, undigested, sorted, or analyzed" (p.9).

How, then, does one acquire the new frame of reference to which the Useems allude? What processes are involved in the transition from a former set of beliefs to a new structure of thinking that goes beyond the dual ethnocentrism described by La Brack?

George Coelho discusses ways in which researchers should approach these questions in an article entitled "Personal Growth and Educational Development Through Working and Studying Abroad" (1962). Coelho reviews four studies focusing on outcomes of student exchange programs (Bailyn & Kelman, 1962; Bjerstedt, 1962; Selltiz & Cook, 1962; Schild, 1962). He questions the long term personal effects of the short term study abroad experience and whether or not competencies gained during this experience can help in personal and educational development. Coelho looks for a new perspective, a new approach in research which would "clarify short-term developmental patterns of competence in the sojourn so that the organization of attitude and behavior change over time in a specific direction can be related to significant preparatory experiences in individuals" (p. 55). Researchers, according to Coelho, should investigate how certain competencies contribute to the maturity of the individual sojourner.

Coelho feels that research on international educational exchange should focus more on the coping strategies and the abilities which facilitate the desired outcomes of the

overseas experience, "personal growth and educational development" (p. 67).

We propose that social scientists first seek to identify the coping behavior characteristic of those students who have shown high competency in managing various specific tasks of their sojourn in their new cultural environment. They could then build research hypotheses by scanning the same range of variables in a comparable sample of students who have shown gross difficulties in coping with the cultural transition. . . . the vague concept of international understanding can be reformulated into useful operational questions through a research focus on personality growth and educational development of overseas students at home and abroad.

### Reentry Transition and Reentry Shock

In the past, the majority of studies have focused on the process of transition into a second culture, as well as the adjustment and difficulties resulting from that transition. The phenomenon known as culture shock has been visualized by researchers as a U-shaped curve, describing the initial elation of being abroad, the subsequent period of alienation and frustration, and the process of reintegration to a higher level of awareness (see Figure 2).

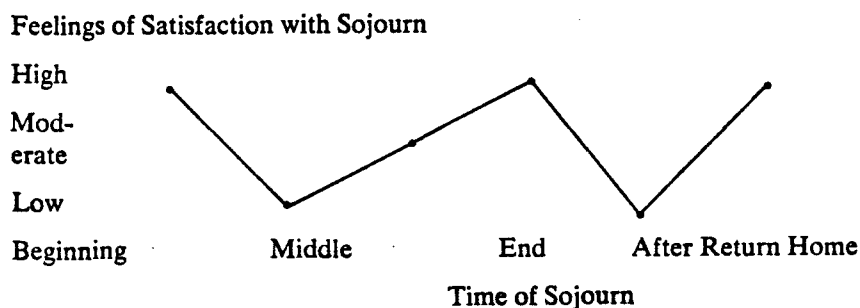


Figure 2. Adjustment over Time (taken from Brislin, 1981, p. 279)

John and Jeanne Gullahorn (1963) were the first researchers to suggest that the U-curve be extended to the reentry period as well, describing the entire process of studying abroad and returning home as a W-curve phenomenon. In their article entitled "An Extension of the U-Curve Hypothesis," the Gullahorns (1963) describe the interview results revealing that American students returning from abroad experience a period of reacclimation similar to that encountered overseas (p. 39). The same patterns seem to emerge in any situation where an individual is not familiar with the cues of that environment (i.e., moving to a new subculture within the United States).

The task of returning to the home culture was particularly difficult for younger students. Undergraduate students--as opposed to experienced sojourners such as faculty members--who had never undergone a "psychological [geographical] relocation" tended to feel lost when they returned to the United States (p. 40). "They had not before experienced such a shift in value identification and the concomitant difficulties which ensue when one returns to his former environment only to find that he 'can't go home again'" (p. 40). Returning home was an especially difficult process for students who had never really identified their own values and beliefs before they initially went abroad. These students tended to become "zealously converted" to a new system of values while overseas and grew quite secure

within that system (p. 40).

The Gullahorns discuss the different behaviors and psychological reactions which stem from transition into an unfamiliar environment. This discussion is especially significant in that it provides an understanding of the possible range of reactions among returnees. For example, in their research on American students in France and foreign students in the United States, they identify two important factors which can determine the severity of one's culture shock: "the sojourner's flexibility of role behavior and his sensitivity in recognizing subtle sanctions and discriminating relevant cues for appropriate behavior" (p. 38).

The Gullahorns also identified the variables of "interaction" and "sentiment" as significant in the W-curve phenomenon. Also influential upon these factors are the variables "proximity" and "similarity." After an initial period of elation which is usually experienced upon arrival in the host country or upon return home, one enters into the involvement phase of the W-curve. During this phase of transition, an increased awareness of one's role vis-a-vis other people begins to emerge. Proximity and frequency of interaction exert an influence on how attitudes and values are perceived within the new environment and whether positive sentiments will evolve as a result of that perception. For example, students who have the opportunity for frequent contact with their hosts and perceive similar values and



attitudes from them will think and feel more positively about the host culture. On the contrary, when attitudes are grossly different, proximity and frequent contact will result in negative sentiments.

These findings are significant because of the reactions that value perceptions can cause among students participating in a study abroad program. A negative experience in a particular environment can cause students to withdraw and dissociate from the people of that environment. For example, upon return home, students may perceive that their values are now drastically different from those of the Americans with whom they interact; they experience a "structural imbalance" (p. 44), and an easy solution to restoring balance to their world is to withdraw from that conflict-producing situation. They may withdraw from other Americans in their country or may even return to the foreign country.

These reactions are not healthy and are counterproductive. Not only does the individual avoid the conflict situation, he or she is not forced to work through the structural imbalance or to reintegrate the experience into his or her personal framework. Hence, the potential for growth and achievement of a higher level of awareness is greatly reduced. As the Gullahorns state, "such conflictful interactions may prevent the individual from ever coming to terms with his environment and of realizing either his original goals or realistic alternatives" (p. 45). It is equally

counterproductive for students who abandon their new value system altogether upon return home, wanting to fit back into their native culture without causing any conflict.

The Gullahorns express the need for research which focuses on these issues in order that one can better understand the processes of the W-curve transition. More specifically, they pose the question, "under what conditions is the dissonance resolution [of the student sojourner] likely to involve change in beliefs rather than in sentiments?" (p. 46). In other words, under what conditions are returning students likely to change their beliefs and adopt a new global framework, rather than merely remaining sentimentally attached to the country in which they studied, i.e., dual-ethnocentric?

The four phases of reentry shock--the second half of the W-curve--have been outlined by Nobleza Asuncion-Lande (1980). Initially, one experiences a feeling of excitement upon returning home to family and friends. After awhile, however, the novelty of that experience diminishes as individuals begin to encounter frustration with the task of re-establishing themselves in their native culture--the period of involvement discussed by the Gullahorns. The reaction to this frustration is the establishment of a sense of control, in which the student resorts to various means of alleviating the frustrations previously encountered. The student attempts to change the world around him or her in

order to decrease the dissonance perceived since the re-involvement. During this phase of reentry students withdraw from the surrounding environment, some even returning to the foreign country. Most students remain, however, in the home country and must therefore learn to cope with the negative aspects of reentry. This phase is what Asuncion-Lande terms "the slow and painstaking process of readaptation" (p. 142). During this final phase of readjustment, students

begin to realize that while they may not be able to change their own culture, they can attempt to understand and to respond to it in light of the new knowledge about themselves and about their environment. This process of responding requires an ability and a desire to listen for the messages and the responses of those around them. They must also develop an awareness of the messages which they are sending out to others. . . . This is the learning phase of the reentry experience. (p. 142)

The problems of reentry are magnified and the potential for growth greatly diminished, however, if an individual is not aware of the personal changes experienced while abroad. Asuncion-Lande terms this common phenomenon on the part of the returnee the period of "out of awareness," which prohibits one from seeing beyond the frustrations and conflicts of the reentry period.

On the other hand, if students are prepared for re-entering their native culture, they can be brought to a level of awareness which would enable them to confront the difficulties they encounter. When viewed in the proper manner and dealt with accordingly, "re-entry can mark a promising

beginning for a new outlook on one's life and culture" (p. 143).

Researcher disagree about the length of time needed to readjust to the home culture. La Brack has researched the problems American and Japanese students face when they return home from Japan and the United States, respectively. In his essay entitled "Can You Go Home Again?" (1981), he cites evidence which has revealed that American students generally need six months before they fully readjust to the American culture. Other research (Kagiticibasi, 1978) has found that it takes at least one year. La Brack and other researchers (Brislin, 1981) have cited evidence that perhaps the adjustment to one's home culture is never fully achieved. Students who spend time abroad will "to some extent become marginal" in their native society (La Brack, p. 10).

In several ways, marginality or deviance can be considered a positive result of the overseas sojourn (Brislin, 1981). For example, individuals become more open in their behavior because they are no longer as concerned with the norms of a particular group. Brislin cites the study conducted by Kluckhohn and Strodtbeck in 1961, which found that those people who initiated changes within a society were almost always deviants in the system. Marginality also allows for greater creativity, for an individual is not as afraid of the rejection of new ideas as one might be as a member of the norm.

Returnees generally see themselves as being somewhat deviant from their former ingroups. The two major issues which surface for most students have been summarized by Dr. Harold Bradley, director of a campus-based study abroad program, as follows:

One, none of their old friends wants to hear about their experiences in the other country. Two, returnees are uncomfortable and frustrated with the change in themselves. They feel that their vistas have been opened, they know they think differently about the world than before their sojourn, but they can't put their feelings into words. (Brislin, 1981, p. 125)

If these frustrations lead to withdrawal from society and other avoidant behaviors, a student "may not develop beyond the point reached during the sojourn" (p. 129). Students who are left at a plateau probably do not want to experience further pain and conflict which they fear would be part of the reintegration process.

Louis Cajoleas in "The American Educated Foreign Student Returns Home" (1959) discusses the problems involved in the reentry process. He cites the results of his study of participants of a Teachers College overseas program who returned to the United States between 1946 and 1955. The returnees were asked to report the problems encountered after their reentry into the United States. The results are significant for they offer greater insight into the negative aspects of transition. Problems most frequently cited were in two categories: (1) reconstruction of personal values upon return home and (2) bringing about changes in the home

country environment (p. 192). As previous authors have pointed out, the solution to these problems would have to involve an awareness of one's new value system as well as a willingness to confront the inner conflicts and actively seek ways to integrate one's home environment--indeed one's study abroad experience in its entirety--not by withdrawing from the source of dissonance. Cajoleas suggests that the problems of readjustment and their solutions be the concern of the sponsoring institution and not merely that of the returnee.

One of the most extensive volumes to date on the process of transition is Uprooting and Development: Dilemmas of Coping with Modernization, edited by George V. Coelho and Paul I. Ahmed (1981). A chapter written by Sidney Werkman, "Coming Home: Adjustment of Americans to the United States After Living Abroad," is particularly useful in this research.

From his study of four different groups of American students involved in some aspect of international exchange, Werkman generalizes that "the task of readapting to the United States after living overseas is, for many, the most difficult hurdle in the cycle of international life" (p. 233). He found evidence of "recurring, seemingly fundamental characteristics common to Americans who have been abroad . . . regardless of the range of differences in life experience that occur throughout the world with its enormous variety of cultural and work patterns" (p. 235).

Werkman examines the problems of reentry and ways of coping within the framework of the entire overseas experience from the time of departure from the United States to the time of return. He has found that most returnees appear to be readjusting well but are actually covering over their underlying anxieties, alienation, and confusion (p. 239).

Problems stem from several sources. One major problem, as expressed by other authors, hinges on the lack of an outlet for communication of the experience to other Americans.

This large component of experience, nonverbal and unshared, creates a painful barrier to comfortable communication, and the [returnee], isolated from the world around him, may find that he becomes prey to all kinds of distorted perceptions and disturbing fantasies. (p. 240)

Many of the returning Americans interviewed by Werkman felt a certain discomfort or unidentifiable discontent with their lives, frustrated even more by their inability to identify the cause of these feelings (p. 241). They frequently reported an enduring restlessness and a sense of rootlessness upon their return--even among those students who readjusted to the United States relatively easily. Further, two-thirds of the college students interviewed expressed a desire to go abroad again and to live in different places throughout the world, not limiting themselves to the United States or the American way of life (p. 243).

What types of people have the most difficulty reentering their own culture after living overseas? According to

a recent study (Bochner, 1977), individuals who adjusted successfully and easily to the foreign culture often encounter the most difficulty in readjusting to the native culture. Overseas they experienced an entirely new and stimulating world, adjusting readily to new ways of viewing the world and different perspectives. They return home to find that friends are not interested in their overseas' experience; they do not meet many "internationally minded" peers, and the culture they know so well seems boring. "There is always some discomfort stemming from thoughts about one's previous cross cultural experience compared to life in the home country" (p. 122). According to another author, the degree of discomfort and the adjustments one must make depend on the perceived differences between one's own culture and the foreign culture, as well as on personal objectives for traveling abroad (Althen, 1981, p. 7).

Perhaps the most complete analysis of the various factors in the personal, social, cultural and political dimensions which influence the reentry transition can be found in Learning Across Cultures (Althen, 1981). Because of its completeness and the significance these issues have for the present study, a summary of factors is included here in its entirety:

#### Personal issues and concerns influencing transition

1. Changes in eating, sleeping, and other habitual patterns.
2. Physical, mental and emotional anxiety and



irritability due to changes in environment and in relationships with others.

3. Identity crises resulting from inability to reconcile previous values, attitudes and life styles with those experienced and adopted while abroad.
4. Insecurity as a result of inability to fit into previous roles and patterns of behavior expected by others.
5. False expectations of self and others resulting from failure to anticipate and/or acknowledge re-entry concerns, i.e., 'Nothing has changed.'
6. Uncertainty about educational and career plans due to new insights and opportunities gained through the experience abroad.
7. Frustration with professional situation due to inability to study or work in chosen field.
8. Unhappiness over the loss of status, income, host country activities or other benefits and enjoyments of living abroad.

#### Social issues and concerns

1. Changed patterns of behavior in relating to others; differing social activities, recreational and leisure time interests, and work or school related activity.
2. Feelings of alienation and isolation from family, friends, and community due to changes in individuals and relationships.
3. Pressure from others to conform again to social norms in the home community.
4. Boredom resulting from a return to a daily work or school routine.
5. Loneliness due to becoming more independent while abroad, yet feeling 'let down' as a result of no longer being a center of attention as a foreign student.
6. Feelings of superiority due to international experience and travel; frustration with others due to their perceived 'provincialism' and failure to recognize the significance of the experience abroad.

7. Feelings of jealousy and resentment from peers who have not had international opportunities; need to share re-entry concerns and issues with others who have had a similar experience.
8. A need to maintain communication and relationships with friends and/or host family members in the host country.
9. Inability to integrate the cross-cultural learning experience into studies or work at home; inability to communicate what was learned to others.
10. Resentment from others due to adoption of host country communication patterns (verbal and non-verbal) that are not accepted in the home country; unfamiliarity with new or forgotten communication patterns (verbal and non-verbal) in home country.

#### Cultural issues and concerns

1. More objective and critical viewpoint of one's own culture and society.
2. More informed about and appreciative of one's own country and cultural background.
3. Reverse culture-shock resulting from unexpected changes in culture and society that have taken place during the experience abroad.
4. Feelings of alienation and 'marginality' in that one does not fit into the home culture as before, yet is not a part of the new culture either.
5. Difficulty in readjusting to the educational environment and/or curriculum in the home country.
6. Frustration resulting from inability to 'do something' to effect changes in social and cultural systems which are now viewed more critically.

#### Political issues and concerns

1. Changes in political conditions and policies that are unfavorable to the returnee.
2. Political climate and views of the returnee not conducive to professional activity and advancement.
3. Dissatisfaction with observed lack of or inadequacy of national goals and policies, especially in

relation to host country.

4. Dissatisfaction with observed nationalism instead of internationalism in foreign policy and international relations. (Althen, 1981, pp. 23-24)

How does one overcome these concerns to achieve a successful readjustment to the native culture without losing new perspectives? Werkman cites several studies conducted over the past 20 years (Borus, 1973b; Hamburg & Adams, 1967; Silber, Coelho, Murphey, Hamburg, Pearlin & Rosenberg, 1961; Werkman, 1977) which identify certain attitudes and strategies that seem to work towards a positive, successful transition. Generally, as pointed out by other authors, the success of one's transition depends to a large extent on awareness of the situation. In this particular context, one becomes aware by taking the necessary initiative to learn about the unfamiliar situation and to test new ways of thinking and behaving that will enable mastery of that situation. The successful sojourner seeks out a support group of peers and relies on what has been learned from past difficulties. Further, individuals are generally more successful at transitional experiences if they confront the painful aspects of the transition, such as saying goodbye to friends, and do not attempt to withdraw from them.

Brislin and Van Buren (1974) utilize a similar philosophy in their reentry workshops for students at the East-West Center in Honolulu who are preparing for departure to their native land. It has become evident to these researchers

that thinking about and working through a painful situation prior to actually experiencing that situation lessens the discomfort and conflict one encounters. Therefore, Brislin and Van Buren encourage the returnees to deal with all of the potential negative aspects of their reentry before they depart for home. The researchers employ various techniques during the reentry seminars which help students to discuss the problems they can anticipate experiencing when they return home.

Another approach to reentry transition has been suggested by Carole Abrams-Reis (1980) in her report on the effects of the foreign sojourn upon American college students. Drawing from her preliminary yet significant findings, she concludes that outside support--or lack thereof--during reentry transition could have "significant influence" on how students view their overseas experience and how they integrate that experience into their personal framework. Abrams-Reis found that over two-thirds of the students who perceived their foreign study experience as a positive, beneficial period of their lives had received support from the study abroad program staff and other American and foreign exchange students. Similarly, a majority of students who felt that their study abroad experience was less positive or somewhat negative reported that they had not received outside support.

Thus, there may be a correlation between one's

perceptions and the assistance one receives during the difficult reentry period. This possible correlation is significant in that it supports the need for reentry workshops or seminars, which help students to sort through and understand more clearly the changes in their Weltanschauung, the way in which they look at the world, resulting from foreign study--leading to further personal growth within the individual participant.

Abrams-Reis' conclusions are significant in another way as well. She defends the need for more research on the conditions of reentry because of this potential link between perceptions and attitudes and the reentry experience. She states, "clearly, we need more information before we can determine any direct correlation between the circumstances of the re-entry period and the acquisition of world-minded attitudes that endure. . . . Missing from the bibliography [of the research available] are studies of the long-term influences of re-entry, and of the conditions during re-entry which might encourage persisting attitudes" (pp. 10-11).

### Summary

Recent research has focused on several important aspects of the process of international educational exchange: goals and desired outcomes, actual results, and the process of transition. Several significant findings have emerged from this research.

First, the goals of international educational exchange

programs, on the federal as well as an institutional level, have been defined in vague, idealistic terms which neither offer clear objectives nor measures by which goal achievement can be determined. This lack of specific direction is indeed one weakness in attempts to justify the continued support of international exchange programs. If administrators of these programs do not have specific and measurable goals and realistic objectives outlined, how can they know if their goals have been fulfilled after the students have returned?

Second, recent studies on the effects of foreign study upon college students report only moderate changes in attitudes and values. Marion (1980), for example, suggests that study abroad may have a greater influence on reinforcing former attitudes than on introducing new perspectives. Other authors have found that students often return with a dual-ethnocentric perspective, rather than a worldminded outlook as a result of having lived in a foreign country (Klineberg & Hull, 1979; La Brack, 1980).

Coelho (1962) calls for a new approach to the research on overseas study programs. Researchers need to examine the competencies which enable some students to derive more beneficial experiences from the crosscultural transition, resulting in greater degrees of personal and educational maturity.

Third, the processes involved in the transitional experience were discussed, specifically reentry shock and

reentry transition. The Gullahorns (1963) describe the entire transitional experience as a W-curve, from the initial elation of being abroad to the final readjustment to the home culture and the reintegration of the overseas experience into one's personal framework. Evidence has shown, however, that the entire W-curve process is not always fully experienced by students. Students may never completely readjust to their native culture; some return to the foreign country, unable to cope with the inner dissonance they feel upon their return home.

More than one researcher has shown that returning students can be assisted in the process of reentry and that the dissonance and conflict resulting from the transition can be reduced. Preparing students for the negative as well as positive elements of reentry before they depart for home, as well as offering them means of outside support upon their return can be effective techniques in diminishing the structural imbalance they will encounter.

In addition to the findings summarized above, the review of the literature emphasizes the need for more research on various aspects of international exchange. For example, what relationships exist between the stated goals of foreign study programs and the actual outcomes of those programs? What implications does this relationship have for future educational policies in general and for international exchange programs specifically?

The process of transition needs to be examined as it relates to the changes in student attitudes and other effects of the overseas experience. Future research should focus on the types of experiences which enable an individual to benefit more fully from living abroad. Or, perhaps, more focus should be given to examining the type of person who benefits most from the transitional experience and why. What can foreign study program personnel do to help more students derive a positive, proactive experience from the transition?

Finally, future research needs to examine the goals of international educational exchange--specifically the acquisition of worldminded attitudes--and how these goals relate to the process of transition. The administrators of exchange programs can benefit greatly from the results of this research, which would help them to ensure the realization of their goals during and after the foreign sojourn of their students.



## CHAPTER III

### METHODOLOGY

This study has a national as well as an institutional focus, drawing data from campus-based study abroad programs around the country as well as from interviews with participants of one specific campus program. Data collection centered upon the following areas: (1) institutional objectives for foreign study programs, (2) availability of reentry seminars at institutions throughout the country, and (3) reentry experiences and global attitudes held by undergraduate students who had recently returned from overseas study locations.

#### Research Populations

Two separate populations were surveyed in this study: (1) study abroad program directors at universities and colleges throughout the country, and (2) University of Kansas students who had just completed foreign study through a University sponsored program.

College-sponsored programs of foreign study. The 173 institutions surveyed are American colleges and universities sponsoring campus-based, academic programs abroad. All programs of this type are listed in The Learning Traveler: U.S. College Sponsored Programs Abroad: Academic Year,

published annually by the Institute of International Education (IIE) in New York (Cohen, 1981). The majority of the 801 foreign study programs listed in the IIE handbook offers undergraduate level courses, generally for juniors and seniors, although some programs also award graduate credit. All of the programs are either one semester (up to six months) or a full academic year in duration.

The sponsoring institutions range from small, private liberal arts colleges, such as Kalamazoo College, to large state universities, such as the State University of New York. Foreign study program locations can be found virtually worldwide, from Africa to South America to Europe. The fields of study available through various overseas programs are as diversified as the locations themselves.

Campus-based programs abroad generally follow one of three patterns: (1) programs which consist solely of regular courses at the foreign university, sometimes supplemented by tutorials arranged for the foreign study participants; (2) programs which are based at a foreign institution but which include special courses that have been arranged for the group of American students; and (3) programs consisting of courses arranged and taught by American faculty members or foreign faculty members employed by the sponsoring American institution. Foreign study centers surveyed in this study included each of the three categories of programs.

The researcher surveyed these institutions in order to

gain information on the goals and desired outcomes defined by the sponsors of international educational exchange programs. It is essential that an institution's philosophy for enabling students to study overseas be understood in order to determine how effective overseas programs are in fulfilling their objectives. Further, the frequency of reentry workshops and seminars can be viewed in relation to the goals of institutions sponsoring foreign study programs.

Foreign study program participants. The University of Kansas in Lawrence, Kansas, sponsors one of the most extensive foreign study programs in the United States. This institution was chosen for this case study because of the diversity and number of overseas opportunities that are available to its students. Established in 1960, the Office of Study Abroad at the university offers academic year programs in 14 countries throughout Europe, Asia, South America and Africa. Other study abroad opportunities are available at over 20 overseas locations for qualified students who wish to pursue independent study programs or have been chosen for a direct exchange program with a foreign university.

Most foreign study programs sponsored by the University of Kansas are open to qualified students from any American college or university. Generally, junior status, a grade point average of 3.0 (out of 4.0), and at least two years of college level coursework in the appropriate language are the

three basic requirements for application to the various programs.

Approximately 100 students participate annually in academic year, overseas programs through the University of Kansas. About 60 of these students are enrolled at the university; the remaining 40 come from other institutions of higher education throughout the country. In addition, 150 students take part in one of eight overseas summer programs available through the Office of Study Abroad (see Appendix B).

All students interviewed for this study had recently returned from foreign study as participants in one of the University of Kansas programs. Only those students enrolled at the university were interviewed. These students comprise 60% of the total number of participants in the 1980-81 foreign study programs sponsored by the University of Kansas.

By interviewing students who had recently returned from foreign study, the researcher gained insight into the problems and issues these students face during their reentry transition. The personal factors of reentry illustrate the need for assistance during the reentry period. The individual interviews with students provide information on the conditions of reentry transition which can be correlated to other situational factors of transition and to attitudinal factors reflected in the internationalism survey. Also, the objectives for foreign study defined by the sponsoring

institutions can be compared with students' objectives for studying abroad.

### Sampling Procedures

Institutional survey of college-sponsored programs abroad. The Learning Traveler: U.S. College Sponsored Programs Abroad: Academic Year (Cohen, 1981) lists over 800 foreign study programs sponsored by 436 institutions throughout the United States. Nineteen of these sponsors are not universities or colleges and were therefore not included in this study. All public universities which are part of a state system, such as the University of Wisconsin, have been counted as one institution.

Of the 417 sponsoring colleges and universities, 244 have only one foreign study location or are part of a consortium of institutions. This would likely indicate that these institutions do not have a large or active international educational component and therefore were not included in the survey. This supposition was verified in the 1979/80 edition of Open Doors (Boyan, 1981), which indicates the largest campus-based foreign study programs sponsored by American institutions. None of the institutions omitted in the sample are listed in Open Doors.

Therefore, the sample of colleges and universities surveyed was drawn from the 173 institutions which sponsor two or more overseas study programs. This number represents approximately 70% of the total number of foreign study

programs available to American college and university students. Surveys were sent to 173 institutions including four-year private colleges, state universities, and two-year community colleges.

Interviews: student participants of study abroad. The Office of Study Abroad at the University of Kansas provided the researcher with a list of names and addresses of students who had participated in the 1980-81 foreign study programs and who were enrolled at the university. The researcher contacted each student by letter, introducing the project and requesting his or her cooperation (see Appendix C). The students were contacted by a follow-up telephone call to determine their willingness to participate in the study and to arrange a time for the interview. In some instances, the student took the initiative to contact the researcher upon receipt of the letter. In other instances, students either could not be reached over a two-month period, or they expressed their disinterest in the project due to lack of time and declined to participate.

The original population consisted of 51 students; due to factors previously indicated, 32 of these students actually participated in the study. Thus, 63% of the returning University of Kansas students were interviewed following their reentry into the United States and their return to the home campus.

## Instrument Development

Three data collection procedures were employed in this study: (1) a survey designed by the researcher to gather information on two components of institutional programs of foreign study: (a) the stated goals of the program, and (b) the format, if any, of a reentry workshop or seminar sponsored by the program staff; (2) an open-ended, standardized interview format which was used by the researcher when interviewing individual study abroad participants; and (3) an internationalism scale (Marion, 1980) that was administered to each student interviewed. These three instruments can be found in Appendix D, E, and F, respectively.

Institutional survey. The institutional survey was designed to be simple, straightforward and to encourage a greater response from study abroad directors. The survey sought information regarding three variables central to the study. (1) The goals, objectives, and/or philosophy of the individual study abroad programs: this variable is essential to understanding why a particular institution sponsors the international exchange of its students and how it expects the students to benefit from this opportunity. (2) The availability of reentry workshops or seminars: this variable is also an important factor in that study abroad program directors need some program for returning students with which they can evaluate whether or not the objectives and goals of that program have been accomplished. (3) The format of the

reentry workshops or seminars: this variable is significant for it illustrates the extent to which reentry programs exist and the issues which are addressed in the programs available.

Open-ended standardized interview. The researcher employed an open-ended, standardized interview to collect the qualitative data for the study. It was important to talk with the returnees in person rather than distribute a questionnaire to them, which would have limited their responses and would certainly have omitted the emotional, personal factors of their reentry that are essential to understanding the transitional experience.

Thus, an interview schedule was designed to focus on the major elements of the transition. These include: situational factors, such as overseas living arrangements and the program of study; the degree of culture shock originally perceived abroad; the reentry transition as a positive or negative experience; difficulties encountered upon return home; efforts to maintain ties with the host culture; student perceptions of attitude changes resulting from study abroad with an emphasis on changes in their world view.

The interview questions followed a sequential pattern determined by the time framework of studying abroad. Interviews began with introductory comments and background information. This was followed by a discussion of the foreign study experience, student perceptions of the reentry



transition, and attitude changes which they were discovering within themselves.

The interview format was originally designed as part of a final project for a graduate research methods course at Loyola University of Chicago, and was therefore critiqued by the professor of that course and by fellow students. Upon consultation with her academic adviser, the researcher revised some interview questions to give greater focus to the issues of reentry and attitudinal change. The final interview format was then submitted to study abroad directors at two institutions for their suggestions and comments. Both of these individuals thought that the interview format was thorough and well-focused.

Internationalism survey. In order to obtain more detailed information on the global perspectives of students participating in the study, an internationalism survey was administered. This survey is designed to measure "nationalistic-internationalistic attitudes" (Marion, 1980, p. 59). Marion developed the survey after adapting instruments used by Sampson and Smith (1957) and Lutzker (1960) for his 1980 study on attitudinal change in a program of foreign study. In order to compare the results of this study and past research on international educational exchange, the researcher used the Internationalism Scale developed by Marion. After giving his verbal consent over the telephone, Dr. Marion sent the researcher a copy of the survey along with a

written confirmation and a description of the reliability of the scale (see Appendix G). He reports in his study that the Internationalism Scale produced a Hoyt Estimate of Reliability of .74 in the pre-test and .82 in the post-test of foreign study participants (1980, p. 60).

Marion's Internationalism Scale consists of 18 statements which express opinions concerning political and cultural aspects of global issues. "There are nine pro-worldminded items and nine anti-worldminded items which require a degree of agreement or disagreement on statements concerning immigration, race, education, economics, patriotism, war, the United Nations or some form of World Government, and foreign policy" (Marion, 1980, p. 59). Five additional statements were included by the researcher to measure attitudes regarding other factors which are not part of Marion's scale but which are important to this study. These are:

1. It is important that all Americans learn at least one foreign language.
2. All high school and college curricula should include courses in international relations, geography, and other global studies.
3. Peoples of other nations probably know more about the U.S. than we know about them.
4. The U.S. government must recognize the importance of international education and should continue giving strong

support to exchange programs.

5. World peace and understanding of other cultures must begin on a one-to-one basis.

Students indicated the degree to which they agree or disagree with each of the 23 statements by circling the number corresponding to their sentiment; the scale of possible responses ranges from strongly agree (1) to strongly disagree (5), with "3" being neither agree nor disagree. The internationalism survey is intended to reflect general attitudes and affective factors vis-a-vis an individual's world outlook. It was chosen for use in this study because of this intent. The attitudes and feelings which students have about the world are essential elements of a foreign study experience.

The perceptions of attitude changes and worldmindedness expressed by students during the interviews can be compared with the results of the internationalism survey. In this way, the researcher has a more accurate indication of how the returning students view the world and to what degree their attitudes reflect an international outlook. The comparison of these data also provides a measure of reliability for the data.

#### Endorsement

This research has received endorsement from several professionals actively engaged in international educational exchange. Philip P. Byers, Director of the Midwest office

of the Institute of International Education, located in Chicago, endorsed this study in an open letter to his colleagues in the field of international education (see Appendix H). IIE is a private international organization which administers graduate student exchange programs under the Fulbright-Hays Act. Extremely active in other areas of international education, such as publishing The Learning Traveler and other series, IIE is well-known and well-respected in the field of international exchange.

The letter from Mr. Byers was enclosed with surveys sent to study abroad program directors across the country. The Midwest office of IIE serves an 11-state region; therefore, many of the foreign study directors receiving the survey would have known Byers professionally. All of them, at any rate, would be familiar with the Institute of International Education and would recognize the significance of this endorsement.

Other unsolicited endorsement of the research emerged as the study progressed. Judith Martin, editor of the Bulletin of the International Society for Educational, Scientific, and Cultural Interchange (ISECSI), recently contacted the researcher with regards to the current study. Dr. Martin emphasized the need for this type of research and expressed an interest in establishing a national network of individuals who are pursuing research on reentry transition. Additional support for the project has been expressed

by other researchers, such as Bruce La Brack, Associate Professor of Anthropology at the University of the Pacific (California), who have long been involved in investigating the problem of reentry.

Strong interest in and endorsements of the study were also expressed by numerous study abroad directors responding to the mail survey. For example, Dr. Joe Fugate, Director of the Foreign Study Office at Kalamazoo College, one of the largest study abroad programs in the country, wrote, "I would be interested in the results of the study . . . this is an area where much needs to be done. We need to expand our activities in this area" (August 18, 1981).

Several requests for a copy of the results of the study came from interested foreign study directors who want to learn more about this area of international exchange. Their interest has been interpreted by the researcher as an endorsement of her study; especially since they are currently involved in foreign study programs and, perhaps more than anyone, would recognize the need for more research in this area of the transitional process.

### Data Collection

Survey of program directors. The collection of data began in August, 1981, with the mailing of surveys to the directors of campus-based study abroad programs. They were asked to return the completed questionnaire by the end of August. Included on the questionnaire was the promise that

anonymity of the institution would be assured. This assurance increased the degree of reliability of the data. Eighty-two responses--approximately 47% of the sample--were received.

Student interviews. The initiation of student interviews at the University of Kansas was dependent upon the Advisory Committee on Human Experimentation at the University of Kansas and the Institutional Review Board at Loyola University of Chicago. The approval of both committees was needed before research involving human subjects could begin. Permission was received from these committees by the end of September, 1981 (see Appendix I), at which time the Office of Study Abroad at the University of Kansas provided the researcher with the list of 1980-81 foreign study participants. Thus, it was not until early October that the researcher was able to contact the students. Interviews began on October 20, 1981, and continued through the second week of December.

Individual interviews generally lasted between 40 minutes to an hour. The student and the researcher met in an office provided by the University of Kansas. After reading the statement of informed consent (see Appendix J) to the student, the researcher began the discussion with questions from the standardized interview format. Students were encouraged to elaborate on any particular question as much as they liked, which sometimes made it necessary for

the researcher to adapt the format of the interview. In each case, however, all questions on the interview schedule were posed at some point during the discussion. The interviews were taped--upon consent of the student--to allow the researcher to participate fully in the discussion and to concentrate upon what was being said. However, the students were assured both in writing and verbally that their names would not be used in the study. Again, in doing so, the researcher increased the reliability of her data.

Internationalism survey. Following the interview, students were asked to fill out the internationalism survey. They were encouraged to comment upon any particular item in the survey if they felt it necessary for clarification of their response. The surveys were number coded to correspond to the interviews.

### Analysis of the Data

Institutional survey. Of 173 surveys sent to institutions, 82 responses were received. The researcher first analyzed the sample of respondents to determine the type (public, private, two-year), location, and enrollment size of the institutions. This information was obtained from The College Handbook 1981-82 (College Entrance Examination Board, 1981).

Data on three areas had been gathered in the surveys: (1) study abroad program locations. Program locations

were grouped according to world region (e.g., Europe) and total numbers of programs in each region were calculated.

(2) goals and formal objectives for foreign study. The researcher determined the main categories which emerged from the goals, objectives, and philosophies listed by responding institutions. After six major categories had been identified according to their emphasis, specific goals and objectives were divided accordingly. Total numbers in each category as well as percentages were calculated.

(3) availability and format of reentry programs. The research sample was divided into two groups: (a) institutions which offer reentry programs for students returning from abroad and (b) those which do not sponsor reentry programs. The total number and the percentages for both groups were then compared. The group of respondents which sponsor reentry programs was further analyzed according to the format of the program available (mandatory, structured; optional, structured; unstructured/informal). The researcher compared goals for study abroad of the institutions which sponsor reentry programs with goals listed by other institutions to determine differences between the two groups. Further comparisons were made between the type and size of institutions in both groups.

Student interviews. The interviews with 32 participants of foreign study programs had been taped and were therefore transcribed. The background data of each



interview were first summarized and charted for the purpose of broad comparisons. Categories included male/female, time spent overseas, study location, previous time spent abroad, objectives for study abroad, degree of culture shock experienced, and negative/positive reentry. This summary served as a foundation for further comparisons and analysis of specific factors to determine correlations between factors. It was possible to determine, for example, if one's foreign study location related to perceptions and degree of culture shock.

The objectives for foreign study discussed by students were compared with institutional objectives. The researcher listed and ranked student objectives in order to determine overall emphasis given them. These objectives were then compared to categories and emphasis of institutional goals and objectives.

The researcher analyzed by content the qualitative data from the interviews. Specifically, four areas were analyzed for content: (1) experiences of culture shock; (2) student perceptions of how they had changed since or as a result of foreign study; (3) difficulties in readjusting to the United States; and (4) the experience of reentry as an overall positive or negative transition.

Some of these areas covered two or three questions on the interview schedule. The researcher analyzed answers to each question individually and then interpreted all answers

relating to one area, such as changes in attitudes and ideas. Themes emerging from the various interview questions were compared. For instance, student perceptions on how they had changed as a result of foreign study were compared to the nature of their reentry transition.

Reentry transition was looked at in terms of general difficulties and readjustments encountered by all students. The researcher then grouped the interviews into positive and negative reentry experiences as defined by individual students. Reentry experiences were compared to other factors, such as the amount of time previously spent overseas.

Internationalism survey. The internationalism survey was scored according to the method employed by Marion in his 1980 study. Students indicated whether they agree or disagree with each of 23 items on the survey, nine of which are pro-nationalistic and 14 of which are pro-worldminded. Each statement was scored one to five, one being total agreement with worldminded items or total disagreement with nationalistic items. Thus, low scores indicate more internationalistic attitudes and high scores indicate more nationalistic attitudes. The total score for each student was determined by the sum of points for each item on the survey. The range of possible scores was 23-115.

The average score of all students was calculated to provide a basis for comparison of scores among students. The researcher compared the scores with the transitional

experiences of students to determine correlations which exist between internationalistic attitudes and the nature of reentry experiences. Other factors, such as the study abroad location, were also compared with survey scores. Finally, the scores of students who had experienced negative reentry transition were compared with the scores of students who felt that their reentry had been an overall positive experience.

### Summary

This study has a quantitative as well as a qualitative dimension, due to the two separate populations surveyed and the research methods employed. Institutions sponsoring two or more foreign study programs in locations throughout the world provided information on formal goals, objectives and philosophies for international educational exchange. Important information was also provided on the availability of reentry workshops and seminars for students returning from abroad. The data gathered from these institutions are essential to understanding the benefits program directors expect their students and their institution to derive from foreign study. The data are also useful in examining the degree to which institutions offer continued support to program participants following their return home.

Interviews with student participants of foreign study provided qualitative data on the nature of reentry transition. Discussions highlighted several areas of concern

which are central to this study; student objectives for studying abroad; difficulties in readjusting; changes in attitudes and ideas; and negative/positive reentry experiences. The internationalism scale provided further information on levels of worldmindedness among returnees which was correlated to themes emerging from the interviews.

The data gathered from institutions and from student sojourners are presented in the following chapters. Chapters IV and V analyze the results of the study and offer interpretations of those results within the context of past research. Chapter VI provides an overview of the study, its implications for study abroad program administrators, and suggestions for future research in this area of international educational exchange.

## CHAPTER IV

### ANALYSIS OF THE DATA: INSTITUTIONAL PROGRAMS

The survey instrument mailed to 173 institutions across the country assessed stated goals and objectives of campus-based foreign study programs and collected data in three areas central to this research. First, respondents listed the goals or philosophy--or sometimes an interpretation thereof--of their overseas study program. Second, the survey gathered information on the number of institutions offering reentry workshops or seminars for students returning from abroad. Third, the data revealed the formats that these institutional reentry programs follow.

The data generated by this survey are significant to the study in several ways. First, it is necessary to determine the various justifications for and objectives of foreign study programs in order to put into perspective the emphasis given to worldmindedness among returning students. If, indeed, the development of international awareness among participants is a major goal defined by study abroad directors, then an emphasis should be placed on assisting students in their development. And, as Adler (1975) and others postulate, if the difficult phases of the transitional process are potentially ripe times for growth, then the

reentry period should receive much greater focus from study abroad program administrators.

These data also contribute to the professional literature on international exchange. For instance, the literature has indicated that the goals and objectives for federal and institutional foreign study programs are often vague and idealistic. By examining the formal objectives of individual institutions, one can better ascertain the extent to which these goals have been defined. Further, the data take on greater significance when viewed in perspective to the effects of study abroad upon students as evidenced in the professional literature; i.e., are the goals congruent with the outcomes?

Information on the availability and formats of reentry workshops elucidates the current programming needs which exist on a national level. A comparison will also be made between the goals for foreign study of institutions which sponsor reentry workshops and those institutions which do not. Finally, the information provided by institutions which conduct reentry seminars is important in that other administrators seeking this type of information might benefit from the examples.

### Respondents to the Survey

Description of respondents. Of 173 surveys mailed to study abroad program directors across the country, 82 were completed and returned. Thus, the data generated from the

survey represent 47% of all American colleges and universities which sponsor two or more study abroad programs worldwide.

Institutions responding to the survey include 28 public institutions, 53 private colleges, and one community college. Undergraduate enrollments at these institutions range in size from 510 students to over 100,000 students (College Entrance Examination Board, 1981) (see Table 1). All except seven of these institutions are co-educational. The responses received represent institutions in 26 states throughout the country; one institution is located in Washington, D.C. The geographic distribution of respondents is summarized in Table 2.

Table 1

Undergraduate Enrollments at Responding Institutions

Undergraduate Enrollment (Full- and Part-time Students)	<u>n</u>	Percentage of Total Number of Respondents
500 or less	0	0
501 - 1500	24	29.2%
1501 - 5000	21	25.6%
5001 - 10,000	14	17.1%
10,001 - 15,000	6	7.3%
15,001 - 25,000	11	13.5%
25,001 and over	<u>6</u>	<u>7.3%</u>
Total	82	100.0%

Table 2

## Geographic Distribution of Responding Institutions

Geographic Region	Number of Institutions	
	Per State	Per Region
North East		14
Connecticut	2	
Massachusetts	2	
New Jersey	4	
New York	5	
Vermont	1	
South East		10
Florida	4	
Georgia	1	
North Carolina	1	
Virginia	3	
Washington, D.C.	1	
Central, South Central		13
Ohio	8	
Pennsylvania	4	
Tennessee	1	
North Central		16
Illinois	7	
Indiana	3	
Michigan	3	
Wisconsin	3	
Mid West		12
Colorado	1	
Iowa	3	
Kansas	1	
Minnesota	5	
Montana	1	
Wyoming	1	
North West		10
Oregon	4	
Washington	6	
South West		7
California	6	
Texas	1	
Total	82	82



Description of programs. The study abroad program locations represented in the sample include Europe, Asia, Africa, South and Central America, the Middle East, and Oceania. Europe is the most popular location, with 78 of the respondents (95%) listing programs in European countries (see Table 3). This figure corresponds to results of a national survey on study abroad programs conducted by the Institute of International Education (IIE) in 1980. The IIE reported in Open Doors 79/80 that 73% of American college-sponsored foreign study programs are located in Western Europe (Boyan, 1981, p. 67).

Table 3  
Study Abroad Program Locations Represented by  
Responding Institutions

World Region	<u>n*</u>	Percentage of Programs	Percentage of Respondents*
Europe	78	45%	95%
Central/South America	30	17%	37%
Asia	28	16%	34%
Middle East	17	10%	21%
U.S.S.R.	11	6%	13%
Africa	7	4%	9%
Oceania	<u>3</u>	<u>2%</u>	4%
Total	174	100%	

\*Institutions often listed programs in more than one country and/or world region.

## Program Objectives

Several categories emerged from the goals, objectives, or philosophies for international educational exchange as stated by program directors responding to the survey. These categories have been broadly defined by the researcher as follows: (1) international awareness, which includes development of an appreciation for and knowledge of another culture; (2) personal development of the student; (3) academic enrichment; (4) skill-building, such as increasing one's fluency in a foreign language; and (5) enhancement of the sponsoring institution.

More specifically, the following objectives comprise each of the five categories:

### International Awareness

- to broaden students' horizons
- to learn more about the United States from a new perspective
- to experience total immersion in another culture
- to gain an understanding of another culture
- to gain an appreciation for another cultural heritage
- to facilitate international understanding, international friendship, and world peace
- to contribute to intelligent citizenship in a world community
- to gain intercultural understanding and an awareness of the world

### Personal Development

- to learn more about oneself

- to gain personal maturity
- to gain a sense of independence
- to gain personal satisfaction
- to learn to cope with new and unfamiliar situations

#### Academic Enrichment

- to enrich one's academic program
- to gain increased intellectual awareness
- to help fulfill the vision of a liberal arts education
- to engage in a multidisciplinary study of one region
- to have the opportunity to study at an outstanding foreign university
- to develop insights with respect to other cultures from the point of view of a specific discipline

#### Skill-building

- to become proficient in another language
- to learn a specific skill which is best taught in the host country, such as Chinese Brush Painting
- to develop skills which may open up new avenues for employment

#### Enhancement of the Sponsoring Institution

- to contribute to the international reputation of the university
- to develop interinstitutional ties
- to enrich the home campus by presence of returnees
- to strengthen the academic programs available at the university
- to contribute to the professional development of faculty

Distribution of goals. Approximately 12% of the study

abroad directors responding to the survey indicate that their institution did not, to their knowledge, have any formal objectives or goals for the administration of their overseas programs (see Table 4). This finding reflects the need which previous researchers have identified for developing realistic, workable objectives for the administration of international programs (Coelho, 1962; Leonard, 1964).

The majority of institutional goals and objectives for foreign study programs was found in the category of international awareness. Over 41% of institutional goals pertain to some aspect of internationalism, worldmindedness, or biculturalism. The second largest category of objectives concerns the academic achievement which sponsors expect their students to attain by studying abroad; approximately 24% of the goals listed in the surveys relate to the category of academic enrichment. Objectives which concern the attainment of a skill--in particular, foreign language proficiency--were listed in similar proportion to those concerning the personal development of the student (16% and 14%, respectively). Approximately 5% of stated goals for foreign study pertain to the enrichment of the home institution in the creation of an international dimension for the campus and the strengthening of academic programs.

Thus, these data clearly indicate that the fostering of an international or worldminded outlook among participants is indeed a prime goal of American institutions which

Table 4

Distribution of Institutional Goals and Objectives  
for Foreign Study

Goal/Objective	Number*	Percentage of Total Listed*
<u>No institutional goals/objectives</u>	10	(12%)
<u>International Awareness</u>		41%
Broaden horizons	3	
Learn more about the U.S.	9	
Cultural immersion	22	
Cultural understanding	16	
Cultural appreciation	5	
International understanding	11	
Informed citizenry	6	
Global awareness	14	
<u>Academic Enrichment</u>		24%
Enrich academic program	17	
Intellectual awareness	5	
Contribute to liberal arts education	9	
Multidisciplinary study	7	
Study at outstanding foreign university	7	
Insights into cultures within specific discipline	4	
<u>Skill-building</u>		16%
Language proficiency	25	
Special skill	2	
Enhance employment skills	5	
<u>Personal Development</u>		14%
Learn about self	8	
Personal maturity	4	
Independence	2	
Self-confidence	2	
Personal satisfaction	2	
Learn to cope with new situations	4	
<u>Enhancement of Institution</u>		5%
International reputation	1	
Institutional ties	2	
Enrichment of campus by returnees	2	
Strengthen academic programs	3	
Faculty development	2	

\*Institutions often listed more than one goal or objective.

sponsor two or more overseas study programs. These findings are particularly significant for the present study, which has been based upon the assumption that worldmindedness is and should be one of the major concerns in administering foreign study programs. Examining the emphasis given to various goals of overseas study programs is important in two contexts: (1) it elucidates the perceived value of foreign study, and thereby, is useful in evaluating the success of the program; and (2) it clarifies the significance of the reentry phase not only in terms of evaluation of the program itself but also as a time for potential growth among returnees. Only after students have returned from study abroad locations can program administrators ascertain the degree to which attitudinal change and other program objectives have been fulfilled.

### Reentry Programs

The formal goals indicated by the directors of study abroad programs emphasize global awareness among student sojourners. This emphasis, however, is not reflected in the programs available to students once they complete their foreign sojourn.

Availability of reentry programs. Only two of the 82 study abroad directors responding to the survey indicated that they conduct a mandatory reentry workshop for their students returning from overseas study. Fifteen additional institutions offer optional reentry programs, although the

format and length of programs vary greatly. Nine other respondents indicated that they did not have a formal re-entry seminar but did have some type of informal meeting or interview with returning students. However, the vast majority (over 68%) of the respondents does not conduct any type of reentry program for their study abroad participants (see Table 5).

These results demonstrate that there is a lack of institutional support in terms of structured programs for the student returning from abroad. According to a recent study, the amount of outside support received by returning sojourners has a significant influence on their perceptions and sentiments vis-a-vis the study abroad experience (Abrams-Reis, 1980). Other research on the difficulties of the

Table 5

Availability of Reentry Programs  
Among Responding Institutions

<u>Type of Reentry Program</u>	<u>n</u>	<u>Percentage of Total Respondents</u>
<u>Structured/Formal</u>		(20.5%)
Mandatory	2	2.5%
Optional	15	18.0%
<u>Unstructured/Informal</u>	9	11.0%
<u>No Programs Available</u>	<u>56</u>	<u>68.5%</u>
Total	82	100.0%

reentry transition (Gullahorn & Gullahorn, 1963; La Brack, 1980; Werkman, 1981) indicates the importance of this phase in the transitional experience. Reentry is a significant time during which students can realize new values and adopt these values into their personal framework; the reentry transition can also result in students' withdrawal from the native culture or in a total reversion to former ways of thinking and living. Study abroad program administrators need to focus greater attention upon this phase of foreign study if their programs are to be more effective in achieving the goals set forth.

The professional literature on the effects of foreign study also highlights this concern. For example, La Brack (1980) has found that students return more often with dual-ethnocentric attitudes rather than an international framework. Another author suggests that the foreign study experience has a greater effect on reinforcing previous attitudes rather than fostering new attitudes (Marion, 1980). These previous findings, viewed in light of the results of this survey, imply that study abroad programs are not as effective as they might be in fostering international awareness and worldmindedness among American students. Thus, it is imperative that more focus be given to the reentry period, viewing it as an integral part of the transitional experience.

#### Institutions sponsoring reentry seminars/workshops.

The 26 institutions which conduct reentry seminars or



workshops, either formally or informally, do not differ significantly in study abroad program goals from institutions which do not. In both groups, the goals and objectives for international education emphasize international awareness, the personal development of the student, and academic enrichment. In fact, two of the institutions offering reentry programs do not have any formally stated goals for their study abroad programs. No significant correlation can be drawn from these data between the goals for foreign study and institutions which offer a reentry program for their students.

Even though these 26 institutions do not differ in program goals, they do differ in other ways. The majority of institutions which sponsor reentry programs are private colleges; only five of these 26 institutions are public universities. One of the institutions is a community college. Of the 20 private colleges, 16 have enrollments of less than 1500. These results imply that smaller colleges may be better equipped or staffed for programming reentry seminars. Or, perhaps reflected in these findings is the student developmental philosophy which many smaller institutions have adopted.

Program formats. A wide range in reentry program emphasis, duration, and frequency emerged from the third item on the institutional survey, "If you do conduct a reentry workshop, please briefly describe the format and

contents of the program or enclose a copy of the reentry workshop format." Study abroad directors responding to the survey interpreted "reentry workshop" in a variety of ways. For example, one program director wrote:

We do several things, none of which might accurately fit your definition of workshop. During the first week after the return of the students, meetings are scheduled with all students just returned and their academic departments. After these meetings all of the returning students gather together with members of the faculty and administration for a special dinner.

Secondly, we have an extensive questionnaire which each participant is required to fill out and turn in. The Foreign Study Office attempts to schedule a follow-up session with each individual group in the quarter after the students return to campus from abroad. I have to stress we try, as sometimes we do not succeed in scheduling such a session for every group because of time problems. At these sessions the students are given an opportunity to talk about their experiences, to raise questions, to make comments, or to expand what they have already said in their questionnaires. Program administrators are present to respond to the students' concerns.

Another study abroad director described her reentry program as follows:

. . . a 2 hour meeting in which students were informed of developments on campus during their absence, and were asked to discuss their semester abroad and to communicate any feelings they had about reentry. We discussed the problems of orientation both to foreign cultures and to the home culture upon return. This could perhaps be called a 'seminar.' We called it a 'debriefing session.'

Several study abroad directors were reluctant to describe their reentry meetings as "seminars" or "workshops." Most respondents sponsoring reentry programs (17 out of 26) indicated that they have "informal meetings" with returning students or meet with students on an individual basis

during the semester following foreign study. Some of these meetings emphasize academic evaluation of the study abroad programs and focus little, if any, upon the difficulties of reentry transition.

Several program directors indicated that they maintain an "open door" policy for returning students who may visit them at any time during the semester. The study abroad program staff at one institution distributes a list of "International Activities for Study Abroad Alumni," which includes opportunities for students to become more involved in the international dimension of the college. These opportunities range from classroom visits for the promotion of study abroad to working part-time in the Office of International Education. These efforts are indeed important in the support that they offer to returning students (Abrams-Reis, 1980).

Six institutions sponsor reentry workshops which devote several hours to the personal as well as practical issues concerning the return to one's home campus. For example, one program administrator described this type of workshop in her invitation to all returnees:

The purpose of the Workshop is to give each of the four programs an opportunity to share experiences with each other and to discuss some of the common questions asked when readjusting both to U.S. culture and to the 'culture' of [the college]. For example: How do I answer the question, 'How was the trip?'; How can I share what I've learned and who I've become as a result of the experience?; Will I ever adjust to dorm life?; Will I be sucked in to college life and lose my sense of independence?; Will these courses ever interest me?; Is Saturday night all these people live for?; How can I preserve what I've learned and the relationships I've

developed without alienating or feeling alienated by my life at home?; Will I ever 'fit in' again?; Do I want to 'fit in'?; Is readjustment inevitable? . . . Is there something wrong with me that I haven't felt it?

How you respond to these questions now will help to shape your personal skills for coping with change, albeit cultural changes, career changes, family changes, etc.

The Workshop will combine small group discussion of the relevant, common issues of returning home ('Welcome Home'), and a sharing of the individual responses to those issues ('Re-entry'). These two levels of discussion will also be addressed from the perspective of our College resources in a segment entitled 'Where do we go from here?'. Representatives from the Counseling Center, Student Activities and Career Planning and Placement will make presentations for this concluding segment of the workshop.

The workshop described above has been structured around the issues of reentry and attempts to assist students with problems they might face as they readjust to campus life. This format stands out as one of the most detailed and focused workshop descriptions received by the researcher.

However, is one afternoon enough time for a productive session in which students can experience personal growth? Ideally, the issues and problems of reentry transition should be dealt with over a longer period of time. According to one researcher actively involved in administering reentry workshops, "since seminars for credit extend over a much longer period of time than short-term orientations, it is possible that solutions to certain re-entry/transition problems can be examined" (Brislin, 1974, p. 28),

Indeed, many of the issues of returning home do not surface until students have been home for several months.

Also, levels of awareness of returning students vary greatly. For example, one program participant of a college-sponsored study abroad program writes, "transition was easy--no culture shock coming or going--it almost seems like a dream now." In contrast, another participant of the same program seems to have achieved a greater level of awareness:

Reentry is difficult, but the ways in which you deal with it make a difference. Don't simply shrug your inner conflicts off to 'temporary culture shock' because they will only be temporary if you work to overcome them and put your 'new' present life into perspective--who you were, what is really important to you, and how you wish to continue. The trip was one of many periods of time that have allowed me to decide 'who I am.' Applying the good points of what I learned abroad to my situation here at home has been difficult but important. I can't expect myself to just pick up where I left off, nor can I allow my overseas experience to dominate my whole being. An equilibrium of understanding and acceptance is necessary.

That equilibrium cannot be achieved in a couple of hours. Research has shown that readjustment to one's native culture takes at least six months and is sometimes never fully achieved (Brislin, 1981; Kagiticibasi, 1978; La Brack, 1981). A well-organized, focused reentry program can be one tool in facilitating students' reintegration into American life without abandoning new perspectives--thereby achieving higher levels of awareness and personal growth.

### Summary

Several important findings emerged from the survey of American colleges and universities sponsoring overseas study programs. The responding institutions strongly

emphasize goals and objectives pertaining to the facilitation of international awareness and a broader outlook among student sojourners. And yet, there is little congruence between institutional goals and philosophies for administering foreign study programs and the availability of structured programs designed to assist students returning from abroad.

The results of the survey also revealed that 12% of the program administrators were not aware of the goals or formal objectives for their programs. This finding is important in that it illustrates a weakness in the justification for maintaining international programs on campuses across the country. If the administrators of these programs do not have objectives, goals, and intended outcomes for their programs, then what is the purpose for establishing them and what directions should they take in the future?

Finally, the availability and type of reentry programs were discussed. Less than one-third of the responding foreign study directors conducts any type of formal or informal workshops for students returning from abroad. Only 17 out of 82 respondents sponsor a structured reentry program.

These findings illustrate a general lack of institutional support available to students returning from abroad. The importance of support from the sponsoring institution has been demonstrated in recent studies (Abrams-Reis, 1980;

Brislin, 1981; La Brack, 1980; Werkman, 1981). More focus needs to be given to the reentry phase of the study abroad experience, if program administrators are to ensure the realization of their goals, particularly the personal and intellectual development of their students.

The need for assistance during reentry transition must also be viewed from the perspective of individual participants of study abroad. Indeed, difficulties experienced during the transition as well as levels of awareness attained by individual sojourners emphasize the importance of the reentry phase as a time for reflection and growth. Chapter V will present research findings based upon structured interviews of 32 students who recently returned from study abroad programs sponsored by the University of Kansas. These results describe the nature of the reentry experience for these students and levels of worldmindedness achieved.

## CHAPTER V

### ANALYSIS OF THE DATA: STUDENT INTERVIEWS AND THE INTERNATIONALISM SCALE

Thirty-two students at the University of Kansas were interviewed regarding their experiences overseas and their transition back into the United States. The researcher was interested in the affective elements of the study abroad experience, since attitudes and feelings about the world are dependent upon emotional as well as cognitive factors.

Five main areas were covered in the interviews (see Appendix E):

- I. Situational Factors
  - A. Study location
  - B. Duration of the study abroad sojourn
  - C. Previous time spent abroad
  - D. Living arrangements and study program
  - E. Major field of study
- II. Personal Objectives for Studying Overseas
- III. Experiences of Culture Shock
- IV. Ties with the Host Country
  - A. Desire and plans to return
  - B. Maintenance of foreign friendships



## V. Reentry Experiences

- A. Difficulties in readjusting
- B. Changes in attitudes, ideas, and lifestyle
- C. Perception of experience as "positive" or "negative"

Students' objectives for studying abroad have been compared to the priorities assigned by institutions sponsoring study abroad programs. Objectives listed by both groups were assessed in terms of emphasis and content.

The interview focused particularly on reentry transition as perceived by individual sojourners. These perceptions were then compared with the students' scores from a survey designed to reflect levels of internationalism. Thus, the correlation between conditions of reentry and levels of worldmindedness could be determined. The conditions of reentry were also correlated to other factors of the entire study abroad experience, such as the degree of culture shock experienced upon arrival in the host country.

### Student interviews

Description of participants. All students interviewed had recently returned from foreign study as participants in one of several University of Kansas programs. Of 32 students interviewed, 21 were women and 11 were men. Although some were graduate students, the majority of students were juniors when they studied abroad. Thus, the average age of the students was 21 years at the time of the interview.

Their fields of study varied, although most students were enrolled in a humanities program at the University of Kansas, such as French, History, or Political Science (see Table 6).

Table 6  
Fields of Study of Participants

<u>Fields of Study</u>	<u>Number of Students</u>
Political Science	5
English Literature	4
Elementary Education	3
Communications/Journalism	3
Architectural Engineering	2
Physics	1
Computer Science	1
Educational Administration	1
Art History/French*	1
Social Work	1
Mathematics	1
Chinese Literature	1
Engineering/Business*	1
Art Design	1
Spanish	1
Unclassified	<u>5</u>
Total	32

\*double major

The vast majority of students interviewed come from the state of Kansas or from neighboring towns in Missouri. Twenty of the returnees had never been abroad for an extended period of time prior to foreign study. Four students had participated in a previous summer study program either in high school or during college. The remaining eight students had lived overseas prior to the 1980-81 foreign study experience; of these, two had spent several years abroad with their families.

Description of programs represented. As indicated in Table 7, the majority of students interviewed had studied in Western Europe. Students at all 15 overseas locations attended regular courses at the foreign university. In Rennes, France, and in Taipei, Taiwan, these courses were supplemented with special courses arranged for visiting foreign students. Tutorials were often arranged for students at British universities. Thus, all students were free to attend classes in a variety of fields.

Most students (27) lived in residence halls, generally in single rooms, or in apartments which had been located by the overseas program director. Five students were housed with host families.

Twenty-five students had studied overseas for the entire academic year. Six students, at locations in England and Costa Rica, were overseas for one semester. One student had stayed in Costa Rica for three semesters.

Table 7  
Foreign Study Locations Represented

<u>Program Location</u>	<u>Number of Partici- pants Interviewed</u>	<u>Total 1980-81 KU Participants</u>
<u>Austria</u>	(1)	1
Salzburg*	1	
<u>France</u>	(10)	15
Avignon*	1	
Bordeaux	5	
Rennes	2	
Strasbourg	2	
<u>Germany</u>	(3)	3
Erlangen	2	
Tubingen*	1	
<u>Great Britain</u>	(11)	17
Bath	2	
Edinburgh	2	
Exeter	1	
Reading	2	
St. Andrews	1	
Stirling	3	
<u>Costa Rica</u>	(5)	10
San Jose	5	
<u>Taiwan</u>	(2)	3
Taipei	2	
<u>Italy</u>	(0)	1
<u>Korea</u>	(0)	1
Total	32	51

\*through the International Student Exchange Program,  
Georgetown University

Student objectives for studying abroad. The reasons for deciding to study abroad, as well as the expectations of that experience, varied from student to student. Most participants cited more than one objective, but they seemed to vary in their awareness of those objectives. For example, one student listed his three objectives in order of their significance; another hesitantly responded that he never really had any personal objectives, thereby indicating no particular (conscious) reasons for studying abroad.

The objectives listed by students comprise nine categories: to experience another culture (18 students); to improve one's language proficiency (16); to "get away" for awhile (12); to broaden one's horizons (7); to take classes in one's major field (6); to travel (3); to learn more about the United States (2); to receive training for future employment (1); and to achieve independence and a sense of identity (1). Of these, students cited their main objectives for studying overseas as follows:

- to become proficient in a language (14)
- to get away for awhile (7)
- to experience another culture (6)
- to broaden one's horizons (3)
- to travel (1)
- to learn about the United States (1)

Thus, learning the language and culture of the host country were primary goals for the majority of students, as was

getting away from their home environment. All but four students felt they had fulfilled their objectives. Levels of satisfaction were dependent upon, among other factors, the scope of the goals set forth. For example, one student decided to study overseas for "a broader education . . . a more objective view of the world." When asked if she had met these objectives during her foreign sojourn, she replied, "I don't think I'll ever meet them. . . .it's a continual exploring."

How do these objectives for foreign study compare with the objectives set forth by institutions sponsoring overseas programs? As indicated by the institutional survey on goals and objectives for study abroad, international awareness comprised the largest category (41% of all objectives listed). This category includes cultural immersion and cultural understanding, which were cited as objectives by 18 students, although only six listed them as primary objectives. Further, only three students gave top priority to objectives related to developing an international outlook. Similarly, 12 students indicated that "getting away for awhile" (i.e., a moratorium) was one of their reasons for studying overseas; seven of them felt that it had been a major reason. As one would expect, study abroad directors did not list this as one of their main goals, although personal development of the student was important (14% of all objectives listed). Language proficiency was a major

objective for over half of the students who had studied in non-English speaking countries. However, this objective was not emphasized as strongly by the institutions sponsoring foreign study programs.

Students' objectives, therefore, were similar to those listed by institutions but they differed in the emphasis given them (see Table 8). The students tended to have a more personal focus in their reasons for studying abroad. They sought to learn about another language and culture but did not approach foreign study with the broader perspective indicated by sponsoring institutions, i.e., the development of international awareness. For many students, foreign study was a moratorium, a time in which they could gain distance from their lives in the United States and could reflect upon their future.

Initial culture shock abroad. Personal accounts of culture shock experienced while overseas ranged from "it was horrible, it was really hard for me at first" to "I really didn't have any problems, it was like being at home." Students who had been overseas before tended to experience less culture shock, if any, upon their arrival in the host country.

Ten students reported experiencing particularly negative or "traumatic" transitions when they first arrived in the foreign country. Five of them--all of whom had never lived abroad prior to foreign study--were participants of an

Table 8

Comparison of Objectives for Foreign Study:  
Sponsoring Institutions and Participants

Goal/Objective	Percentage of Institutions	Percentage of Participants
<u>International Awareness</u>		
Broaden horizons	4%	22%
Learn more about U.S.	11	6
Cultural immersion	29	56
Cultural understanding	20	--
Cultural appreciation	6	--
International understanding	13	--
Informed citizenry	7	--
Global awareness	17	--
<u>Academic Enrichment</u>		
Enrich academic programs	21	--
Intellectual awareness	6	--
Contribute to liberal arts education	11	19
Multidisciplinary study	8.5	--
Study at outstanding foreign university	8.5	--
Insights into culture within specific discipline	5	--
<u>Skill-building</u>		
Language proficiency	30	50
Specific skill	2	--
Enhance employment skills	6	3
<u>Personal Development</u>		
Learn about self	10	--
Personal maturity	5	--
Independence	2	3
Self-confidence	2	--
Personal satisfaction	2	--
Learn to cope with new situations	5	--
Moratorium	--	38
Travel opportunities	--	9
<u>Enhancement of Institution</u>		
International reputation	1	--
Institutional ties	2	--
Enrichment of campus by returnees	2	--
Strengthen academic programs	4	--
Faculty development	2	--



independent study program and were therefore not part of a group of American students. Being alone in a foreign town for the first time would certainly have had an influence on the degree of culture shock experienced:

[I remember] being really, really lonely in the beginning, because I didn't know anybody at all. . . . I wasn't really very happy. When I first got over there I was really scared about the university. . . . I got there about two weeks early, so the American students hadn't arrived yet, so I figured that I was practically the only foreign student there. . . . I was really worried about it and felt really isolated.

Four of the remaining five students experiencing difficult transitions abroad had never spent much time overseas and had been housed with families upon their arrival in the host country. In each case, the student was not comfortable with the living arrangements and eventually moved into a residence hall or an apartment. Again, these experiences would have influenced their perceptions of the transition into the foreign culture.

The language barrier was a shock for several students who had been in non-English speaking countries:

My Spanish was deficient at first. I wanted to be able to communicate. That was my biggest frustration. . . . I consider myself a pretty verbal person and to try and communicate in another language and having to relate like a child . . . the things it does to your self-image and the image you present!

Others felt "subtle differences" upon their arrival in the foreign country, particularly students who had studied in England or Scotland where language posed no problem. Differences in attitudes between Americans and host country

nationals as perceived by the student caused varying degrees of dissonance. For example, the traditional roles for women in Costa Rica produced initial anxieties for three of the female participants.

Several students did not remember noticing any major differences and felt that the initial adjustment had been an easy one. In particular, students who had been overseas prior to foreign study reported feeling less alienated than they had when they went abroad for the first time; they "knew what to expect." Perhaps in some instances students could not vividly recall the degree to which they had experienced culture shock.

Ties with the host country. Contacts maintained with the host country reflect the nature (positive or negative) of the foreign study experience. All students interviewed plan to return to the host country or overseas in general. At least four had definite plans for returning to work or to study. Others mentioned wanting "desparately" to return "as soon as possible."

The researcher was also interested in the contact students maintained with their foreign friends. All but two corresponded regularly to at least one person overseas. Most students had been in contact with three or four people abroad since their return to the United States. The desire to return overseas as well as the contact with host country friends indicate that the majority of students felt a strong

tie to the host country. This would also imply that they had had, for the most part, positive experiences abroad.

Changes in attitudes, ideas, and lifestyle. Four interview questions concerned changes that students had made in lifestyle, attitudes, and ideas since or as a result of the foreign study experience. In many instances, the researcher observed that students had not given much thought to this aspect of their experience. For some it was a matter of having no time for reflection:

If there was something here, if there were people here that I knew there . . . if there was something to hold onto, it might still seem a part of me. Because I've been in this world [the United States], I'm changed, I'm not the same as before I went over, but I feel just like . . . I haven't even slowed down to adjust yet. Maybe when things cool down . . .

Most students saw themselves as being more open-minded and tolerant of other peoples, ideas, and ways of life. Ten of 23 students who described themselves as more tolerant felt that they were also more empathetic to foreign students at the University of Kansas. The broadening of perspective was often directly related to a change in their view of the United States. One-half of the students expressed having a more "negative" or "realistic" perspective of their country, as they became more aware of the materialism, apathy, and other aspects of American society. Only one student felt that he had become more ethnocentric; his negative experience in France made coming home a "relief" for him.

A broadened perspective also entailed a new interest in the world and world affairs. All students interviewed felt that the entire foreign study experience had given them a new perspective on the world or had at least reinforced their former worldminded attitudes. For some, the overseas experience added a real dimension to the world and its peoples, places and cultures. This attitude is reflected also in the fact that all students want to travel abroad again in the near future.

Attitudinal change occurred on a more personal level as well. Fourteen students felt they had become more self-confident and independent as a result of their experience overseas. A few of these students cited their less conventional approach to dress as an example of this change. They felt more confident to be the person they wanted to be, regardless of peer pressure.

Over half of the students interviewed had changed their personal or career goals. Many had decided to major in an international field or a foreign language, thereby changing their career objectives. Others were planning to pursue a career overseas. Two students mentioned that they were simply more "goal-oriented" in general.

A few students (6) felt that they had matured and/or become more serious as a result of their experiences. Five others cited a change in their approach to life in general; they took more time to enjoy it and were trying to get the

most out of their stay at the University of Kansas.

Several students were not sure how they had changed. Perhaps this was due to the fact that they were in the process of change and could not recognize it as such. Or this might be because they had no time to reflect on how they had changed and what significance the foreign study experience had had on their lives. One student interpreted the difficulty of defining new attitudes:

One of the problems in going in and out of cultures like this is holding onto your attitudes and ideas. They tend to fluctuate. You tend to feel not very grounded in your attitudes. As soon as you come back here you find that all those attitudes that worked in Taiwan aren't going to work here, and you have to adjust them. So its hard to get down to rock bottom where you stand.

Reentry transition. Students were asked to discuss the experience of returning to the United States and readjusting to American life as well as academic and home life. The emphasis was on the difficulties encountered and on the conditions which made the experience a positive or negative one for the student.

Difficulties in readjustment. Students were asked to describe the most difficult part of their readjustment to American life. All students had experienced difficulties in returning to the United States, although the intensity of those difficulties varied, as did student reactions to them. Several common themes emerged from many of the interviews.

Over one-third of the students, for example,

encountered the greatest difficulty in their inability to relate their overseas experience to American friends and family members. Recent research has found that this inability to communicate is one of the major difficulties encountered by returning Americans (Werkman, 1981, p. 50). One student explained:

It's hard to talk with others, but I've learned not to do that too much. Not to even try. You can talk to other people who have been abroad to other places, but when people who have never been abroad ask you questions, its better to . . . try to find something they would want to hear about and make it brief, because they'll get tired listening. That can be real frustrating.

One-fifth of the students experienced difficulties in relating to their parents. The students felt that they had changed and had become more mature; yet, they were unable to maintain their new identity in the old, familiar home environment. A perceived loss of independence compounded their frustrations. As one student recalled:

It was very, very hard to share with [my family] because when I'd think of telling them about something, they just said, 'Oh, that's nice.' They couldn't really relate to it. My mom would ask me questions. It seemed like she would say, 'Well, now I'm going to ask Janice some questions about France. So, tell me a little about this . . .' That would turn me off. I never talked to my family about [foreign study]. That compounded my problem, feeling like I hadn't been away or something because I didn't talk about it much. I kind of felt right back where I'd been in high school.

Relating to Americans in general and trying to reintegrate into "the American way of life" was difficult for eight students. They felt as if they had changed significantly, and it was extremely frustrating for them to return to their

former lifestyle as if nothing had happened. The desire to change one's environment as well as the reconstruction of former values are often factors which produce great anxiety for returning sojourners (Cajoleas, 1959, p. 192). Several students describing the frustrations they had experienced as a "time warp":

The minute I got home nothing had changed. I went to my friends' houses. They were just the same. My sisters were just the same. Home was just the same and it just drove me crazy. I have changed quite a bit. . . . it was like they froze when I went to France and unfroze when I came home.

Another student found it difficult to relate to the close-knit community to which he returned and which had expectations of him. His frustrations were compounded by the expectations he had had of himself.

I returned from Britain without having finished my novel. I know that's an exaggeration, but sometimes I think that's what people expected. It's a thing for someone from a rural area. When I came back without any outward signs of change, there was some disappointment. They'd say, "What have you gained from all of this?" Well, I gained a lot, but I can't show you what it is. . . . It's like I'd never been away, like it had been a dream. And the hardest thing was to accept this familiar lifestyle and interact within in with my broadened view.

Several students described their study abroad experience as a "dream gone by." Again, difficulty in communicating to others what that experience meant to them reinforced this feeling. One student expressed this difficulty as trying to "draw significance from the time abroad", trying to integrate it into one's personal framework in a meaningful, lasting way.

Other factors also contributed to the sense that the experience had been a dream. For example, having to reintegrate into the academic lifestyle immediately upon return home made the transition especially difficult. One-fifth of the students interviewed felt that the renewed pressure and competition of academics forced them into their former routines, their former frame of mind. As described by one participant:

The reality of the [study abroad] experience is diminished over a period of time. I did spend over a year over there, but because I am coming back to an environment which was so thoroughly familiar, it is easy to fall right back into the routine of this familiar environment and you sort of lose touch with that which was different or Chinese.

Returning from an "unstructured" environment to a more structured routine was a problem for some. One-fourth of the students had difficulties adjusting to the different pace in the United States. They had become accustomed to a relaxed pace in which one had more time to enjoy life. Also, life in Lawrence, Kansas, did not seem as exciting as living overseas had been.

Six of the 21 students who had studied in non-English speaking countries found it hard to readjust to hearing and speaking English. This had caused several of them to seek out foreign friends at the University of Kansas, in an effort to maintain ties with the language and culture.

At least one-third of the students experienced a "structural imbalance" (Gullahorn & Gullahorn, 1963) due to



their new perspectives which they perceived as being incongruent with American perceptions and values. The new, often negative perspective on Americans which some students had developed enabled them to view their country as critical observers. As Adler (1975) has stated, "transitional experiences . . . tend to bring cultural predispositions into perception and conflict" (p. 14). Students were aware--often for the first time--of "American" values, ideas, and attitudes; and, for the first time, these former cultural predispositions were in conflict with what they had gained overseas. Several of them commented, for instance, on the political apathy, superficiality, and materialism they noticed among their peers.

Marginality was also a common theme among students. For example, both women who had belonged to a sorority before studying abroad felt uncomfortable in that living situation upon their return home. They had learned to value individuality and uniqueness while overseas and could not return to the norm group which was once so central to their lives. Feelings of dissonance and isolation were reinforced for at least two other students by the physical space Americans, especially in the Midwest, enjoy.

Thus, the majority of students felt isolated, out of touch with American culture, and frustrated by their attempts at relating their foreign study experiences to friends and family who could never understand. The inability

to relate to others upon their return home, as well as other factors, made the experience seem like a "dream gone by" for many. In different ways, many students seemed to fear losing what they had gained abroad, although some could not express exactly what that was.

Conditions of positive and negative reentry transition.

Students were asked if the experience of returning home had been an overall positive one or a negative one. The researcher was interested in how students categorized this experience in order to correlate "positive" and "negative" reentry with other factors of transition, such as levels of world awareness. Does a negative transitional experience cause the sojourner to reflect upon that experience more so than a positive, "easy" transition would?

A recent study has indicated that students who have an easy initial adjustment in a foreign culture often find it most difficult to return home (Bochner, 1977). Eight of 11 students reporting a negative reentry experience had had a relatively easy transition when they had first arrived abroad. Similarly, over half (13) of the 21 students experiencing a positive reentry into the United States reported having had a fairly difficult initial adjustment to the foreign culture.

Some conditions of foreign study were common to students experiencing both negative and positive reentry. There is insufficient evidence to determine, for example,

if foreign study location has a significant effect on re-entry transition. Students experiencing a negative reentry had studied in France, Germany, England, Austria, and Costa Rica, and had had a variety of living arrangements abroad, as did those students experiencing positive reentry. Also, the various objectives for studying overseas cited by both groups did not differ significantly in content or in emphasis. Major differences do exist, however, in how each of these groups perceived their transitional experience.

Positive reentry experiences. Although all students experienced readjustments upon their return home, and although all but two had had positive experiences abroad, a majority (21) felt that their reentry transition had been fairly positive. A recent study determined that most returnees appear to be readjusting well to American life but are actually covering over their underlying confusion, anxieties, and alienation (Werkman, 1981). Therefore, students who labeled their reentry as a positive transition may have been experiencing more difficulties than they cared to discuss.

Two students considered the transition to be positive because they had gained the most insight in coming home. Others defined positive transition as one that was "not negative." In at least two cases, coming home was a positive experience because the time spent abroad had been an uncomfortable one for the individual. Thus, "positive"

was interpreted in a variety of ways and was determined by a wide range of experiences.

Several themes, however, did emerge from the interviews with students encountering positive reentry transition. For example, over one-third (8) of the students experiencing positive reentry felt that they had returned to the same situations they had left. For some, this diminished the reality of the foreign experience:

Realizing I was coming home I started preparing myself for it the last week or so. When I finally got home it was really kind of strange because everything was pretty much just as I'd pictured it. . . . In some respects, after I got back it was just like the day after I left. Where did the year go?

Consequently, students who had relatively few difficulties returning home tended to "fall back into" their former lifestyle, either purposely or because of necessity:

Right at first, it was kind of hard, but now, especially this month, I feel like I've reverted kind of toward my old self, which is good and bad in some ways.

Because I am coming back into an environment which was so thoroughly familiar, it is easy to fall right back into the routine of this environment. . . . I have goals and I have to return home in order to pursue those goals.

Only one student who had undergone a positive reentry transition expressed his frustration of trying to reintegrate into American culture.

Another common theme among sojourners experiencing positive reentry was the inability or unwillingness to discuss the overseas experience with family and friends. Nine of 12 students expressing this frustration had had a positive

reentry transition. This might indicate that students who have a relatively "easy" time returning home are less prepared to discuss their foreign sojourn than are students who have a more difficult readjustment. Or, perhaps, reentry is positive for some students partially because they choose not to discuss the year abroad in order to facilitate their reintegration.

Negative reentry experiences. Eleven students, one-third of the research sample, revealed that they experienced a negative reentry transition. The condition most common to this group of students was the feeling that they no longer fit into American culture. For seven of these sojourners, that was the major issue with which they had to deal. They felt that they were different after having lived abroad and that they did not want to--nor could they--readapt to the same life they had known before foreign study. This frustration manifested itself in various ways: not being able to talk with friends on the same level as before; feeling lost and out of place in one's home culture; missing the way of life and friends from the host country.

The perception of not being able to "fit back in" expressed by students encountering negative reentry is related to general feelings of dissonance towards the United States or Americans. Nine students felt that they had developed a new perspective and were now able to see their native culture more objectively. These new

perspectives often led to negative impressions (e.g., Americans are "so egotistical"; students here "think America is the only country," etc.). These feelings were expressed by only two of 21 students who had found the reentry transition to be more positive than negative. Thus, these differences in perception would suggest that the way students view the United States and how they fit into American culture relate to the nature (positive or negative) of their readjustment and reintegration into that culture. Or, perhaps a negative reentry transition is reflected in the attitudes which returnees have of their country.

#### Internationalism Survey

Correlations between attitudes and reentry experiences were drawn from a comparison of interview data to the results of the internationalism survey. This instrument, administered to students following the structured interview, reflects general levels of internationalism/nationalism. Scores were calculated according to methods used by Marion in his 1980 study. The addition of five items designed by the researcher increased the range of possible points, with 23 being the lowest possible score (most internationalistic) and 115 the highest (least internationalistic, most nationalistic).

Table 9 illustrates the total distribution of scores from the internationalism survey. The average score of

Table 9  
 Distribution of Student Scores  
 on the Internationalism Survey

Range of Scores <sup>a</sup>	Total Number of Students	Students with Negative Reentry	Students with Positive Reentry
23 - 29	1	0	1
30 - 39	1	0	1
40 - 49	6	5	1
50 - 59 <sup>b</sup>	11	3	8
60 - 69	12	3	9
70 - 79	1	0	1
80 - 89	0	0	0
90 - 99	0	0	0
100 - 115	<u>0</u>	<u>0</u>	<u>0</u>
Total	32	11	21

<sup>a</sup> represents a continuum where low scores reflect a high level of worldmindedness and high scores reflect a low level of worldmindedness

<sup>b</sup> average score was 56

the 32 students participating in this study was 56.2, well below the median of 69. Most students scored below 69 points, which would indicate an overall tendency towards internationalistic attitudes among students.

Comparison of scores to reentry experiences. The researcher compared scores of students who had experienced negative reentry transition with those who had not. The former group scored an average of 53.2 points on the internationalism scale, while the latter group averaged 57.3 points. Further, students who expressed feeling most negative about the reentry transition had the lowest scores on the survey, and therefore, reflected the highest levels of worldmindedness. Of 11 students encountering negative experiences, six students described the transition as being "definitely very negative." Five of those students scored 48 or below. Thus, students who had negative reentry experiences tended to reflect more internationalistic attitudes than those who had found the reentry transition to be relatively positive.

This relationship is also illustrated by the comparison of scores of both groups to the average score of the entire research sample. Two-thirds of students experiencing a positive reentry into the United States scored above the average of 56 points, thereby indicating less international attitudes than their fellow sojourners. In contrast, more than half (6 of 11) of the sojourners who encountered



negative reentry experiences scored below the average, indicating more international attitudes. Further, only 3 of 11 students experiencing negative reentry reflected relatively less international attitudes (scoring 58 points or above). Therefore, 3/4 of these students reflected relatively greater degrees of worldmindedness, as opposed to only 9 out of 21 students experiencing a positive reentry transition.

In summary, conclusions based upon results of this study indicate that students who have a difficult and disintegrative reentry experience tend to have more worldminded attitudes. Conversely, students who do not perceive the readjustment to American culture as a negative transition tend to reflect relatively less worldminded attitudes.

Other differences also exist between the foreign study experiences of students with high internationalism scores and those with low scores. Of 12 students with scores equal to or below the average score of 56 (greater internationalism), 11 studied in France or Costa Rica (6 and 5, respectively). Nine of these students never studied abroad prior to 1980.

Conversely, of 13 students who had scored relatively high (60 or above) on the internationalism survey--indicating a tendency toward nationalistic attitudes--eight had studied in the United Kingdom; three in Germany or Austria; and two in Taiwan. Although nine of these students had never

been abroad for an extended period of time, four of them had spent from one to four years overseas prior to 1980.

Thus, in this case there appears to be no correlation between previous time spent abroad and levels of worldmindedness. There is some indication, however, that a correlation exists between foreign study location and worldmindedness. Perhaps the type of student who had not studied a foreign language and who decided to study in the United Kingdom tends to be more ethnocentric than the student who chooses to study elsewhere. Or, perhaps the challenges of a non-English speaking country stimulate students to reflect more upon their attitudes, ways of thinking, and lifestyle. These tendencies, however, could be the result of a myriad of factors, such as the language proficiency of students studying in France prior to their departure from the United States. Therefore, they cannot be analyzed on the basis of the limited sample of this study. Further, no correlation can be drawn based on the results of this study between the foreign study location and experiences of negative reentry transition. Eight program locations in five countries were represented in the group of students who had described their reentry as negative.

### Summary

Several important conclusions can be drawn from the interviews with students who had recently returned from abroad. Students' objectives for foreign study differed in

emphasis and somewhat in content from the formal objectives listed by sponsoring institutions. The students tended to have more self-oriented goals; whereas, institutions often emphasized the development of an international outlook as the primary goal for foreign study. Foreign language proficiency and learning about a second culture, however, were deemed important objectives by both students and their institutions.

This study also found that students were not always aware of how the overseas study experience had affected them. Several students mentioned not having had time to reflect upon the experience, while others had found it easier or less painful to "just fall back into the familiar routine." Brislin (1981) warns of this tendency among sojourners of not wanting "to develop beyond the point reached during their sojourn. They may broaden themselves as a function of their crosscultural experience, but go no further" (p. 129).

Other students, however, had been greatly affected by foreign study and fought against returning to their former ways of life. They had changed--although they could not always express how--and they felt out of place in American culture. They viewed the United States from a new, more critical perspective. These frustrations were expressed for the most part by students who felt that their reentry experience had been a negative one. They seemed to be attempting to integrate their foreign experience into a

former framework, which was often a painful and confusing process.

Finally, students who experienced negative or disintegrative reentry tended to reflect higher levels of world-mindedness on the internationalism survey. Thus, a positive correlation can be drawn between a negative reentry transition and one's level of world awareness. This correlation, albeit tentative and subject to further research on larger samples, emphasizes the importance of the reentry phase of the transitional experience as a time of personal and intellectual growth. The significance of these findings and their implications for study abroad program administrators will be discussed in Chapter VI.

## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

Two recent studies conducted on a national level have demonstrated the ineffectiveness of the American educational system in preparing its students to be "citizens of the world." The President's Commission on Foreign Languages and International Studies (1979) examined international dimensions of education on an institutional level. After an intensive study, the Commission reported on the "serious deterioration in this country's language and research capacity, at a time when an increasingly hazardous international . . . environment is making unprecedented demands on America's resources, intellectual capacity, and public sensitivity" (pp. 7-8).

The 1981 study of the Educational Testing Service (ETS) examined this deterioration on an individual, student level. The ETS found that most students not only have inadequate knowledge of the world, but that they are simply "not interested in world affairs" (Barrows, Klein, & Clark, 1981, p. 38).

Other recent research has indicated that international

educational exchange--one important component of the international dimension of higher education--may not be as effective in producing globally-minded students as its advocates claim. For instance, in his 1980 study of American undergraduates participating in overseas programs, Paul Marion found that the experience "leads to a more open-minded, liberalized viewpoint" (p. 61). He cautions, however, that the overseas study experience "may have more influence in reinforcing attitudes than in changing attitudes" (p. 63). Another researcher has found that foreign study often results in dual-ethnocentric rather than worldminded perspectives among students (La Brack, 1980).

Statement of the problem. This study has examined one component of international education in the United States: campus-based foreign study programs. The purpose of the study has been (1) to compare the goals and objectives of international educational exchange as defined by institutions of higher education and by student participants; (2) to explore problems which American students encounter during the transitional period following their return to the home campus; and (3) to examine the relationship between the reentry experience and one important goal of international education, global awareness among participants of a study abroad program.

The study has focused on the reentry phase of the transitional experience as an important time in which

fulfillment of the goals of foreign study can be assessed by sponsoring institutions. Reentry is also an important phase during which personal and intellectual development of student participants can be hindered or facilitated.

Significance of the problem. A review of professional literature on international educational exchange revealed that relatively few studies have focused on reentry transition. And yet, research has indicated that this phase of the foreign study experience is indeed significant in terms of personal growth among student sojourners (Abrams-Reis, 1980; La Brack, 1980; Werkman, 1981).

This claim has been echoed by numerous study abroad program directors responding to the institutional survey mailed to each program director as part of this study. Their endorsement of the current study and their interest in its results have been interpreted by the researcher as further indication that more emphasis needs to be given to the reentry phase of the transitional experience.

Further, the significance of the study is illustrated on a broader scale by the recent reports of the President's Commission on Foreign Languages and International Studies (1979) and the Educational Testing Service (1981). The current study brings educators one step closer to achieving a fuller understanding of what must be done to alleviate the provincialism prevalent on American campuses and to improve the international dimensions of undergraduate education.

Methodology. A qualitative approach was used in this study. Two research populations were involved: (1) institutions of higher education which sponsor two or more overseas study programs; and (2) students at the University of Kansas who had just completed foreign study through a university sponsored program.

Surveys on institutional goals and objectives for foreign study were sent to 173 institutions across the country. The surveys also gathered data on the number and type of reentry programs available to student participants upon their return to the home campus. The surveys were assessed on the basis of the emphasis of objectives and goals; of the availability of reentry programming; and of the formats of reentry programs.

Thirty-two students at the University of Kansas were interviewed. The interviews focused on the foreign study experience in general and on reentry transition in particular. Students were asked to discuss their objectives for studying abroad, the difficulties of reentry, and reentry transition as an overall positive or negative experience. Student objectives for study abroad were compared with goals and objectives listed by sponsoring institutions.

Following the interviews, students were asked to complete the internationalism scale designed to measure attitudes about global issues (Marion, 1980). The scores from this scale were then correlated to reentry experiences and



other factors.

## Results

Several important findings resulted from the study:

1. Objectives and goals for foreign study as defined by sponsoring institutions of higher education emphasize international awareness among students (41% of all objectives listed).

2. A significant number (12%) of study abroad program directors responding to the survey reported having no formal, institutional objectives or goals for foreign study.

3. Less than one-third of the responding institutions sponsor reentry programs (formal or informal) for their students returning from abroad. Only 17 out of 82 (21%) institutions conduct a structured reentry workshop.

4. Student participants of one campus-based study abroad program emphasized goals related to personal development, language proficiency, and bi-cultural experience.

5. All students experienced difficulties in returning or readjusting to the United States. These include:

- a. inability to relate overseas experience to American friends or family members;
- b. inability or difficulty in relating to parents on a more mature, independent level;
- c. frustration in trying to reintegrate into American way of life as if nothing had changed;
- d. renewed pressure of academic environment;

- e. structural imbalance between former perspective of the United States and new insights and objectivity;
- f. feelings of marginality, dissonance, and isolation vis-a-vis other Americans.

6. The majority of students (21 out of 32), however, termed the reentry transition an overall positive experience.

7. "Negative" as opposed to "positive" reentry was not related to factors of foreign study location, study program, living arrangements, student objectives, or previous time spent overseas. Rather, the major differences occurred among student perceptions of the transitional experience and of themselves.

8. Students experiencing a negative reentry transition tended to reflect more worldminded attitudes on the internationalism scale than students whose reentry transition was positive.

### Conclusions

Several conclusions can be drawn from the results of this study. First, American colleges and universities sponsoring two or more foreign study programs emphasize goals related to increasing international awareness of students. However, there is an incongruency between these and other objectives and the willingness or ability of institutions to conduct reentry programs for students returning from abroad. Approximately 80% of responding

institutions do not sponsor structured reentry programs, indicating a general lack of institutional support for returnees. The importance of institutional support for returning students has been elucidated by recent studies (Abrams-Reis, 1980; Brislin, 1981; La Brack, 1980; Werkman, 1981). Abrams-Reis (1980), for example, found that students' perceptions of the entire study abroad experience were related to the amount of outside support they received during their reentry to the United States. This period is also an important time in which institutions can examine their objectives and the degree to which they have been fulfilled.

Students' objectives for foreign study are similar in content to objectives listed by sponsoring institutions. However, students tended to emphasize self-oriented goals, such as having time away from family or academic life, as well as goals related to experiencing a second culture and language. Therefore, most students did not approach the overseas sojourn with the intention of developing greater global awareness. Looking back on the year or semester abroad, however, all felt that the experience had given them a broader perspective on the world. Erik Erikson, in his theory of human development, recognized the importance of a "moratorium, a temporary life space," during which one has time to gain "a perspective on civilization and one's own possible place in it" (Sprinthall & Sprinthall, 1977, p. 192),

At least 38% of the students interviewed felt the need for this temporary pause in their lives, during which their perspectives on the world and on themselves had indeed changed.

All students experienced varying degrees of difficulties in returning to the United States. Only one-third, however, described the reentry experience as being negative. A conflict or anxiety-producing situation can result in higher levels of awareness and growth. The individual experiencing the crisis event must perceive it as one which necessitates change or revision of definition of personal identity and/or the world (Adler, 1975). When individuals are able to resolve the conflicts of disintegrative experiences, they surface from the process of reintegration at a higher level of awareness. Students who viewed their reentry transition as a negative or disintegrative experience seemed to have spent more time trying to resolve the "wholeness" of their former lives and their new insights. They were especially affected by the feeling that they had changed and did not fit into American life in the same ways they had prior to their departure. Conversely, only one student describing reentry transition as positive had expressed this frustration.

Further, as evidenced by the internationalism scale, students who had undergone a disintegrative (negative) reentry transition tended to reflect higher levels of internationalism. This would suggest that negative transitional

experiences, when perceived as such, do indeed relate to higher levels of international awareness among students.

Many students were not aware of how the foreign experience had affected them, although they felt they had changed. Some had no time to reflect upon the experience after returning home. Others found it easier not to reflect, to simply fall back into their former lifestyle. They chose to ignore or to repress the tensions arising from the transitional experience. Recent research indicates that most returnees appear to be readjusting well but are actually covering over their underlying confusion, anxieties, and alienation (Werkman, 1981). Asuncion-Lande (1980) has termed this the danger of being "out of awareness". Other authors (Werkman, 1981), too, have stressed the importance of individual awareness in achieving a successful transitional experience. Therefore, an individual must be aware of the discrepancy between what is being experienced and how his or her identity has been defined, before he or she is willing to change. Otherwise, as with those students who fell back into the familiar routine, students risk not developing "beyond the point reached during their sojourn" (Brislin, 1981, p. 129).

Further, researchers disagree about the length of time American students need to readjust to the home culture. It has been suggested that readjustment occurs anywhere from six months to one year or even longer (Brislin, 1981; Kagiticibasi, 1978; La Brack, 1981). At the time of the

interviews for this study, students were at different levels of awareness and in various phases of reentry transition. Thus, what was anxiety-producing for some in November may not have surfaced for others until January. Had all students been assisted in the process of reentry, foreign study may have become more than a "dream gone by" for more returnees. As it were, those who experienced conflicts shortly after their return and dealt with those conflicts benefited more from the transition than students who found it easier to slip back into former ways of life.

### Recommendations

This study has clearly demonstrated the importance of reentry transition as a time of personal and intellectual growth among students. Based upon the results and conclusions which have emerged from the study, the researcher has two major recommendations for policy change in the administration of campus-based foreign study programs.

First, study abroad program directors should examine program goals and objectives with regards to the actual outcomes of their programs. Are they fulfilling their intended goals? If not, what changes can be made in their study program or the administration of the program to ensure fulfillment of major objectives?

Examination of program objectives would necessarily entail evaluation of the program itself and its effectiveness. The reentry phase of the foreign study experience

should comprise one important component of an evaluation of this type. More communication should take place between returning sojourners and program administrators to discuss the program, benefits derived, and means of improving various elements of the program. Many institutions administer questionnaires to returning students in efforts to evaluate study abroad programs. However, reentry workshops could serve a dual purpose if they were utilized by administrators as a tool for obtaining important feedback from students-- in the form of direct verbal exchange as well as from student results on various scales such as the Internationalism Survey.

Second, and perhaps most important, colleges and universities sponsoring the international exchange of their students should place greater emphasis on reentry transition as a time for student development. As evidenced in this study, students experiencing positive as well as negative reentry transition would benefit from the proper assistance during the months following their return. It was especially disconcerting for the researcher to hear again and again from students that foreign study was quickly becoming "a dream gone by." Students should be assisted in the process of reintegration in order that they might continue to grow upon return home and incorporate into their lives the benefits and insights gained from having lived abroad.

Ideally, this can best be done through a course for

credit offered to all students returning from abroad. Dr. Bruce La Brack, Associate Professor of Anthropology at Callison College, University of the Pacific, has designed a three-hour semester course which serves as an excellent example of effective reentry programming. In his 1981 Fall syllabus, Dr. La Brack describes course objectives as follows:

This is a course for those recently returned from study outside of the United States. It is specifically designed to assist people in coming to terms, emotionally and intellectually, with the pleasure and pain of participating in another culture and, perhaps even more to the point, coming 'home.' If the course is successful it will be on an individual basis as there is no known, reliable index of post-experience adjustment other than the actions and attitudes of the returnee. Therefore, the course will involve a mirroring process whereby students will be given various perspectives from which to evaluate and analyze their time abroad.

Consideration will be given to how perspectives are created, how value systems are replaced or accompanied by parallel (but different) values, and how the intercultural processes affect identity. Specifically, the phenomena of culture shock (going and returning), the notion of 'integration' of cultures and ideational systems, communication difficulties (linguistic and kinetic), and the extent to which we are able to harmonize our personal lives while appreciating the diversity of manners and morals.

During the semester, students are faced with issues ranging from "What is Re-entry?" to "What Does It Mean to Become: Internationalized? Protean? Marginal? Bi/cultural? Alienated?". Required readings include such works as Never in Anger: Portrait of an Eskimo Family by Jean Briggs (1970); selections from The Lonely Crowd by David Riesman (1950); and "Beyond Cultural Identity" by Peter Adler



(1977).

A course of this type not only helps students to become aware of what they are experiencing and how they can grow from the transitional process, it also gives them the time needed for reflection on the entire foreign study experience. Since individuals confront (or avoid) issues of reentry at different times following their return home, a semester course would assist more students with the actual reintegration than a one-day seminar would. Further, as Brislin points out, "solutions to certain re-entry/transition problems can be examined" more fully in a seminar for credit (1974, p. 28).

#### Suggestions for Further Study

This study has examined one facet of reentry transition experienced by American undergraduates returning from overseas study. Many questions, however, remain unanswered and provide direction for future research possibilities.

George Coelho (1962) called for a new approach to research on overseas study programs, a need which still exists today. For example, researchers need to examine the competencies which enable some students to derive more beneficial experiences from crosscultural transition, resulting in greater degrees of personal and educational maturity. Why do some students cope more readily with the anxiety and confusion resulting from transition? How can program administrators best assist all students in various phases of the

transitional experience?

That question must also be viewed from the perspective of the study abroad experience in general. Future research should focus on the types of overseas experiences which foster attitudinal change and awareness within individuals. Is, indeed, the foreign study experience more influential in reinforcing attitudes than in producing new outlooks? Are some students, for example, "worldminded" before they leave the United States or does the foreign experience foster higher levels of global awareness?

Another possibility for research would be to compare internationalism among study abroad returnees with students who did not study overseas. This type of research would help determine if students attracted to foreign study are more internationally-oriented than their peers, or if the overseas sojourn does indeed change attitudes and outlook.

Finally, more research needs to be done on how students acquire worldmindedness and the long-lasting effects of foreign study. For example, Marion (1980) suggested that future research concentrate on the "relationship between certain cognitive styles or personality characteristics and the tendency to be open to new experiences" (p. 63). The relationship between acquisition of global awareness and the transitional experience must also be examined in depth with larger research samples. Administrators of campus-based study abroad programs would benefit greatly from the

results of these studies, which would help them improve the effectiveness of their programs. More student participants would derive long-lasting personal and educational benefits from study abroad, which would remain a reality for them upon return home, instead of fading into a dream gone by.

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APPENDIX A

## APPENDIX A

Sample Questions from the 1981 Study  
of the Educational Testing Service\*

1. Which of the following lists is composed entirely of OPEC (Organization of Petroleum Exporting Countries)?
  - (1) Iran, Iraq, Kuwait, Egypt
  - (2) Great Britain, Norway, Mexico, United Arab Emirates
  - (3) Syria, Lebanon, Libya, Ethiopia
  - (4) Venezuela, Indonesia, Nigeria, Saudi Arabia
  
2. Which grouping of the religions below presents them in descending size of estimated world membership?
  - (1) Christianity, Buddhism, Islam, Hinduism, Judaism
  - (2) Islam, Christianity, Hinduism, Buddhism, Judaism
  - (3) Hinduism, Islam, Christianity, Judaism, Buddhism
  - (4) Christianity, Islam, Hinduism, Buddhism, Judaism
  
3. The World Zionist Organization, which sought the creation of a Jewish state, was founded in response to
  - (1) the anti-Semitism that surrounded the Dreyfus case at the end of the nineteenth century.
  - (2) the British government's 1917 declaration in support of the concept of a Jewish national homeland.
  - (3) Stalin's anti-Semitic purges in the 1930's.
  - (4) Nazi persecution of the Jews.
  
4. The largest groups of people living outside their home countries in 1978-79 were made up of
  - (1) political refugees leaving or fleeing their countries.
  - (2) foreign workers and their families working and residing in West European countries.
  - (3) legal and illegal immigrants to the United States.
  - (4) military forces of the United States and the Soviet Union stationed in the territories of allied countries.

\*Taken from Barrows, Klein, & Clark, 1981, pp. 18-22.



APPENDIX B

## APPENDIX B

Study Abroad Programs Available  
Through the University of KansasAcademic Year Programs

France Bordeaux Rennes	People's Republic of China Tianjin Nanjing
Germany Erlangen	Costa Rica San Jose
Great Britain Exeter Lancaster Reading Stirling St. Andrews	World-Wide International Student Exchange Program  Independent Study

Greece  
Athens

Summer Study Programs

Italy Florence	Summer Institute in Great Britain
Spain Sevilla	Summer Language Institute in France
Poland Warsaw	Summer Language Institute in Germany
Russia Leningrad	Summer Language Institute in Italy
Nigeria Benin	Summer Institute in Mexico
Israel Jerusalem	Summer Language Institute in Spain
Japan Tsukuba	Summer Language Institute in Leningrad
Korea Seoul	Summer Language and Folk Culture Camp in Yugoslavia

APPENDIX C

## APPENDIX C

## Sample Letter Sent to Student Participants

October 7, 1981

Dr. Anita Herzfeld, Director of the Office of Foreign Study, has provided me with a list of University of Kansas students who have recently returned home after studying overseas this past year. It is in this regard that I am contacting you.

I am currently conducting research for my Masters thesis in Student Personnel Administration in the area of overseas study programs, specifically the phenomenon of reentry shock or reverse culture shock. A very important and integral part of my research involves talking with recent returnees of foreign study regarding their experiences, feelings, and attitudes during and after studying abroad.

I would greatly appreciate it if you would consider talking with me about your own foreign study experience. The interview would take no more than 45 minutes to an hour (if that much), and complete anonymity of your answers and comments would be assured.

My project has been approved by the Advisory Committee on Human Experimentation at the University of Kansas, and has been commended by Dr. Herzfeld, who hopes to use my conclusions to improve upon programs sponsored by her office. Since so little information exists in the area of reentry shock, your participation in this project will help to benefit other administrators and participants of study abroad programs throughout the U.S.

I am really looking forward to talking with you, and I do hope that you will be able to participate in my study. I will contact you within a week to see if you are able to take part in an interview and, if so, to arrange a time that would be convenient for you.

Thank you!

Sincerely yours,

Heidi Gregori-Gahan

APPENDIX D

## APPENDIX D

## Sample Letter Sent To Study Abroad Directors

August 7, 1981

West Hills Apartments  
Apartment A-11  
1012 Emery Road  
Lawrence, Kansas 66044

Dear Study Abroad Director:

As a graduate student in the Student Personnel Administration program at Loyola University of Chicago, I am currently conducting multi-faceted research for my thesis. My research focuses on the area of reentry shock as experienced by American college students returning home from abroad. As one part of that research, I have designed a brief survey on study abroad program objectives and reentry workshops offered by individual institutions.

I ask your cooperation in taking just a moment to complete the enclosed questionnaire and to return it to me on or before August 28. As you know, a great need exists for more research on the experiences and effects of foreign study programs, and I appreciate your assistance in providing me with the necessary information to thoroughly investigate my research topic. Please note that Mr. Philip Byers of the Institute of International Education has endorsed this project and encourages your cooperation in responding to this survey.

Please do not hesitate to contact me if you have any questions concerning my research. Thanking you in advance for your kind cooperation, I am

Sincerely yours,

Heidi Gregori-Gahan

encl.

## Study Abroad Programs Survey

Study Abroad Program Location(s) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Please list the formal objectives for study abroad that have been defined by your institution. If these objectives appear in a brochure or catalogue, you may wish to enclose a copy instead.

Does your office conduct a reentry workshop or seminar for American students returning from overseas study?

\_\_\_\_\_ No

\_\_\_\_\_ Yes, optional

\_\_\_\_\_ Yes, mandatory

If you do conduct a reentry workshop, please briefly describe the format and contents of the program or enclose a copy of the reentry workshop format:

For follow-up purposes, the questionnaires have been number coded. However, anonymity of your institution will be assured. Thank you for your assistance.

Please return on or before August 28 to  
 \_\_\_\_\_

Heidi Gregori-Gahan  
 1012 Emery Road, #A-11  
 Lawrence, Kansas 66044

APPENDIX E



## APPENDIX E

## Standardized Interview Format

Where did you study abroad?

How long were you overseas? When did you return to America?

Do you plan to return someday?

Please briefly describe your situation while overseas in terms of living arrangements, study program and so forth.

How much time had you spent overseas prior to foreign study?

Think back on your arrival in \_\_\_\_\_ (country) last year. What kinds of adjustments (culture shock) can you remember experiencing at that time or during the year?

While you were in \_\_\_\_\_ (country), were you part of a group of students from the University of Kansas? How often do you now get together with those students from your foreign study group?

How many individuals in \_\_\_\_\_ (country) do you now correspond with?

What were your personal objectives for studying overseas?

Do you feel that these objectives were met?

You have been home for  X  weeks/months. What was the hardest thing for you to adjust to when you returned home?

In what other ways have you had to readjust?

Has the experience of returning home been an overall positive one or a negative one for you?

How did it feel to be home after spending  X  months abroad?

What changes have you made in your life since your return?

How have your attitudes/ideas been influenced by the experience of foreign study and the transition back home again?

## APPENDIX E (Cont'd.)

In what ways are you a different person since foreign study?

How do you feel foreign study has helped you, if at all?

How has foreign study hurt you, if at all?

Has the experience of studying overseas and returning home made you look at the world from a different perspective? If so, please explain.

APPENDIX F

## APPENDIX F

## Internationalism Survey

Please indicate your reaction to each statement below by circling the number under the appropriate response. Please consider each item independently. Do not mark the answer you think should be "right" but rather the response which parallels your personal reaction. There are no right or wrong answers; this survey is intended to measure attitudes. Thank you!

- 1 -- Strongly Agree
- 2 -- Agree
- 3 -- Neither Agree nor Disagree
- 4 -- Disagree
- 5 -- Strongly Disagree

	SA	A	NA/D	D	SD
1. In the interests of humanity, America's doors should be opened wide to immigrants from all nations and current restrictive quotas should be abolished.	1	2	3	4	5
2. It would be a good idea if all the races of the world would intermarry until there was only one race in the world.	1	2	3	4	5
3. Our country should not participate in any international organization which requires that we give up any of our national rights or freedom of action.	1	2	3	4	5
4. It would be better to be a citizen of the world than of any particular country.	1	2	3	4	5
5. The United States should concentrate upon keeping itself strong and should not get involved in the affairs of other countries.	1	2	3	4	5
6. We should teach our children to uphold the welfare of all people everywhere even though it may be against the best interest of our own country.	1	2	3	4	5
7. In the interest of permanent peace, we should be willing to settle absolutely all differences with other nations within the framework of a World Gov't.	1	2	3	4	5
8. The United States should not trade with any communist country.	1	2	3	4	5
9. Immigrants should not be permitted to come into our country if they compete with our own workers.	1	2	3	4	5
10. The U.N. should be strengthened by giving it control of armed forces of all member nations.	1	2	3	4	5

Internationalism Survey. (Cont'd.)	SA	A	NA/D	D	SD
11. Only a show of military strength can prevent the Russians and Chinese Communists from trying to gain world domination.	1	2	3	4	5
12. Our country is probably no better than many others.	1	2	3	4	5
13. It is an idle dream to expect to abolish war.	1	2	3	4	5
14. Our country should not cooperate in any international trade agreements which attempt to better world economic conditions at our expense.	1	2	3	4	5
15. Any form of international government is impossible.	1	2	3	4	5
16. A person who loves his fellow man should refuse to engage in any war, no matter how serious the consequences to his country may be.	1	2	3	4	5
17. If an international police force is established, the U.S. should retain a large army and navy anyway so that we can be certain of having military forces when we need them.	1	2	3	4	5
18. All military training should be abolished.	1	2	3	4	5
19. It is important that all Americans learn at least one foreign language.	1	2	3	4	5
20. All high school and college curricula should include courses in international relations, geography, and other global studies.	1	2	3	4	5
21. Peoples of other nations probably know more about the U.S. than we do about them.	1	2	3	4	5
22. The U.S. government must recognize the importance of international education and continue giving strong support to exchange programs.	1	2	3	4	5
23. World peace and understanding of other cultures must begin on a one-to-one basis.	1	2	3	4	5

\*\*\*Thank you so much for your time and cooperation!!\*\*\*

APPENDIX G

## THE UNIVERSITY OF NORTH CAROLINA

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*General Administration*P. O. BOX 2688  
CHAPEL HILL 27514

August 6, 1981

Paul B. Marion  
Assistant Vice President  
Student Services and Special Programs

TELEPHONE: (919) 933-6981

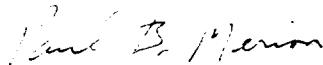
Ms. Heidi Gregory  
12121 Coach Rd.  
Polos Heights, Illinois 60463

Dear Ms. Gregory:

I have enclosed a copy of the Internationalism Scale which I used in a research project with University of Colorado students and a description from my dissertation of how the scale was developed. You may use the scale in your research.

Good luck with your dissertation. I look forward to receiving a summary of the results.

Sincerely,



Paul B. Marion

APPENDIX H





INSTITUTE OF INTERNATIONAL EDUCATION • MIDWEST REGION  
SUN-TIMES BUILDING, SUITE 534  
401 NORTH WABASH AVENUE, CHICAGO, ILLINOIS 60611 • (312) 644-1400

July 24, 1981


Dear Colleague:

IIE as an organization cannot officially endorse an employee's personal research; however, we can and do suggest that the research is worthy of your consideration and that the person conducting the research is intelligent, industrious, and completely reliable.

Heidi Gregori has been employed in this office for three years and has given evidence of being extremely capable and dependable. If you support her in this endeavor, and I personally hope that you will, I am firmly of the conviction that her research will result in a document which will prove valuable to those of us devoting our life to international education.

Thank you for any support you may give to Miss Gregori's project.

Sincerely,

  
Philip P. Byers  
Director, IIE/Midwest

PPB/ml

## APPENDIX I

Date: November 3, 1981Name of Investigator: Heidi Gregori-GahanName of Sponsor (if different): Dr. Terry WilliamsTitle of project: Reentry Shock as Experienced by American College  
Students Returning Home from Abroad

The Institutional Review Board for the Protection of Human Subjects,  
Non-Medical Campuses has reviewed your research proposal involving  
human subjects.

Review Date: 11/3/81

The project as described has been approved by the IRB.

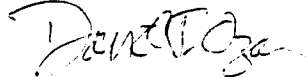
The project can not be approved as described. However, the IRB  
will give approval if written agreement is given the IRB that the  
following conditions will be met.

The project can not be approved as described. The risks to the  
rights and welfare of the human participants which are inherent  
in this project are not sufficiently safeguarded and/or are not  
deemed justified given the potential outcome of this project.

Details of this review may be obtained by contacting the Chairperson  
of the IRB.

Thank you for your cooperation in this review process.

Sincerely,

  
David T. Ozar, Ph.D.  
Chairperson, IRB

Investigator: Heidi Gregori-Gahan  
 Faculty Member: Terry Williams, Ph.D.  
 Loyola Univ. of Chicago  
 1012 Emery Road, Apt. A-11  
 Lawrence, Ks. 66044

#3157  
 \_\_\_\_\_  
 ACHE Number

N/A

\_\_\_\_\_

Funding Agency  
 SEP 25 1981

\_\_\_\_\_

Dear Investigator:

The University Advisory Committee on Human Experimentation has reviewed your statement concerning the research proposal entitled:

Reentry Shock as Experienced by American College Students Returning Home from Abroad

\_\_\_\_\_

The Committee has found that, as described, it complied with all the requirements established by the University and with the policies established by the Department of Health, Education and Welfare for protection of human subjects.

The human subjects will not be at risk.

The human subjects will be at risk but the importance of the objective outweighs the inherent risk to the subject.

The following two procedures are required for continued supervision of this research project.

1. At six month intervals until the project is completed, one of the enclosed Project Status Forms must be returned to the ACHE Chairman. Three dated copies are attached for your future use.
2. Any significant change in the experimental procedure as described should be reviewed by this Committee prior to altering the project.

Thank you for your help and cooperation. If you have any questions, please feel free to contact us.

Sincerely,

*John F. Brandt*  
 Chairperson, ACHE

cc: Principal Investigator  
 Research Administration — RHS, Room 224, Strong  
 Faculty Member Responsible for Project  
 Departmental Chairman

8/30

\* Note: The consent form should list U. of Kansas along with Loyola U.

APPENDIX J

## APPENDIX J

## Statement of Informed Consent

The Department of Guidance and Counseling at Loyola University of Chicago, and the University of Kansas support the practice of protection for human subjects participating in research. The following information is provided so that you can decide whether you wish to participate in the present study. You should be aware that even if you agree to participate you are free to withdraw at any time.

This study is concerned with the experiences students face when returning home from foreign study. I will ask you some questions regarding your own personal experiences both overseas and at home. I am particularly interested to hear about your return home, or reentry transition, as well as about the initial adjustment you made when you first arrived overseas. Your responses will be identified only by a code number; I will not include your name in the research at all. After the interview I will ask you to fill out a survey which focuses on your attitudes about the world.

Your participation is solicited, but strictly voluntary. Do not hesitate to ask any questions about the study. Be assured that your name will not be associated in any way with the research findings. I appreciate your cooperation very much.

APPROVAL SHEET

The thesis submitted by Heidi Gregori-Gahan has been read and approved by the following committee:

Dr. Terry E. Williams, Director  
Assistant Professor, Guidance and Counseling  
Loyola University of Chicago

Dr. Manuel S. Silverman  
Associate Professor, Guidance and Counseling  
Loyola University of Chicago

Dr. Nobleza Asuncion-Lande  
Professor, Speech and Drama  
University of Kansas

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval by the Committee with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

August 30, 1982  
Date

Terry E. Williams  
Director's Signature