SINO-AMERICAN AFFILIATION AND IDENTIFICATION
WITH THE AMERICAN SOCIETY:
A STUDY OF CHINESE STUDENTS AT
NORTH TEXAS STATE UNIVERSITY

THESIS

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF ARTS

By

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This study examines interrelationships between Chinese students' associations with each other, with American friends, and their identification with American society. Fifty-three randomly-selected Chinese students at North Texas State University were interviewed in May, 1974. The resulting data was tested by Chi-square and Gamma tests. The findings are as follows.

In the United States, Chinese students are in a dynamic adjustment process. In their early stay, Chinese students with high scores of affiliation with Americans have low scores of identification with American society. However, affiliation with other Chinese brings satisfaction and further identification. Therefore, Chinese students with high scores of affiliation with each other have high scores of identification with Americans.
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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

A foreign student who decides to study in the United States must undergo an adjustment to a different culture and society. Such a process of adjustment is dynamic and continuous. Whether his sojourn in the United States is valuable and successful will be determined by his ability to adapt to the American society.

The latest statistics report that of the 144,126\(^1\) foreign students studying in the United States nearly 35,000\(^2\) are Chinese students. Out of two hundred and eighty foreign students registering in the fall of 1973 at North Texas State University\(^3\) seventy were Chinese students.

Since Chinese students constitute one fourth of the whole foreign student population, the United States government and school administrators need detailed information on Chinese students so that operations and policy decisions will be more effective. However, the existing information on the Chinese


\(^2\)Youth Service Report (Taipei, Taiwan, 1973).

\(^3\)Dean of Students' Office, A Statistical Report, North Texas State University, (Denton, Texas, 1973).
student in the United States is not sufficient to understand their assimilation process.

The study makes the supposition that the Chinese students' degree of affiliation with their own countrymen is inversely related to their identification with the American society, and their degree of affiliation with Americans is positively related to their identification with the American society.

The purposes of this study are to measure Chinese students' degree of affiliation with Chinese and Americans at North Texas State University; to measure their degree of identification with American society; and to relate these two variables to each other in order to test the hypotheses.

**Background of This Study**

The frequency of cross-cultural studies increased in the 1940's. The war, in a sense, brought the East and the West closer together than ever before. Anthropologists and sociologists were employed by their governments to study alien cultures and societies. For practical reasons most of these studies centered upon Japanese culture and society. Representative of these studies is Ruth Benedict's *The Chrysanthemum and the Sword* (1946) published during World War II.

Foreign students have long been considered agents of cultural contact and transmission. Economic and academic opportunities as well as the melting-pot policy of the United States have attracted numerous students from all over the world. After World War II, large numbers of foreign students
came from such developing areas as Africa, Asia, and the Middle East.

It is assumed some foreign students have greater difficulties in assimilating into American society. It seems that the greater the difference between one's culture of origin and the host culture, the greater the difficulties he meets in assimilating into that culture. The process of assimilation for Asian students can be difficult, and may affect their academic success and their adjustment to the United States. As a result, the process of adjusting to life in the United States exerts a strong influence on their attitudes toward American society.

Review of the Literature

There are two major sources of studies on foreign students. Studies have been conducted pertaining to the adjustment of foreign students in the United States. The American government has funded studies on foreign students' attitudes toward American society, the best example of which is the American Council on Education Study. Individual scholars or committees of scholars under the sponsorship of various foundations have also conducted similar studies. For example, Claire Sellitiz studied foreign students' attitudes and their social relations.

*Cora Du Bois, Foreign Students and Higher Education in the United States. (Washington, D.C., 1956).*
in the United States. In these studies are merely descriptions of the foreign student population in terms of place of origin, field of study and general reaction to American society. The following works are representative of these types of studies: Useem, *The Western Educated Man in India* (1955); Bennett, *In Search of Identity: The Japanese Overseas Scholar in America and Japan*; Sewell, *Scandinavian Students on an American Campus* (1961); and Scott, *The American Experience of Swedish Students* (1956).

The studies listed above commonly view foreign students from the American point of view. Studies should also be conducted based upon the foreigners' point of view. Otherwise, a bias in perspective may develop. Studies based only upon the host country's investigation often fail to do justice to the foreign culture and background of the foreign student.

Other studies on foreign students have been limited to the collection of demographic data and general responses to attitude questions. Few studies have focused on the adjustment process of foreign students. Even fewer studies explore the underlying factors involving foreign student adjustment. The investigator was unable to locate any existing studies which pertain to the foreign students' type of affiliation and to their identification with American society.

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5 Claire Christ, Selltiz and others, *Attitudes and Social Relations of Foreign Students in the U.S.A.* (Minneapolis, 1963).
Significance of This Study

The Vietnam War once again made the government and people of the United State more aware of Asia, especially Communist China. Oriental philosophy and other aspects of Oriental culture are receiving more attention in the United States than ever before. Also, in 1972, mainland China was formally recognized by the United Nations, and formal diplomatic relations have resumed between the American and the Chinese governments. It is evident that China will continue to play a crucial role in the American foreign policy in the future. Needless to say, studies on the Chinese people will be beneficial to Americans in understanding China and Chinese culture.

Practically speaking, Chinese students in the United States are in a process of assimilation into American culture and society. Maladjustment may cause problems for the foreign students themselves as well as for the American society. It is interesting to note that the number of Chinese students coming to the United States is increasing. However, at the same time, a rather low but stable rate return to their homeland. Thus, the proportion of Chinese students on American campuses has been growing at an increasing rate. Chinese communities on each campus, to some extent, determine Chinese students' affiliation and identification with American society. At schools with large Oriental communities, a

Chinese student may find it easier to adjust or perhaps may be more resistant to change.

When reviewing previous studies on foreign students, one notices that there are few studies about the adjustment process of Chinese students. No study has ever been conducted on the relationship between Chinese students' affiliation with their countrymen and Americans and their identification with American society. The purpose of this study is to investigate the relationship between these two variables.

In a country having a large number of foreign students, it is worthwhile to conduct careful and systematic studies on Chinese students' type of affiliation and their identification with American society.

Hypotheses

Affiliation

The first time a Chinese student arrives in the United States, he has to face a culture completely different from his own. As many previous social psychology studies have shown, people feel uncertain and insecure when they suddenly move into a new physical and social environment. Normally, under this situation, they eagerly seek helpful information in order to resolve the feelings of uncertainty and insecurity. In seeking help, people compare themselves with others' expectations; comparison most often occurs between people of

similar characteristics. Obviously, Chinese students who have just arrived in the United States are more likely to compare themselves with their countrymen than with Americans.

In order to obtain information useful for adjustment to the new environment, it is reasonable to argue that at North Texas State University, Chinese students actively seek other Chinese students' help upon their arrival in Denton, Texas. Thus, gossip among Chinese students usually consists of information related to personal situations. They are eager to know what the rest of the Chinese students in Denton are doing and how other people will adjust when faced with similar difficulties. Comparison based on newly arrived Chinese students' uncertainty and insecurity in living in a new environment becomes a main factor which binds Chinese students together. Other potential psychological factors, such as Chinese students' sense of superiority about Chinese culture, and the political positions of Taiwan and Hong Kong, compel Chinese students to form a subcommunity of their own.

It is obvious that Chinese students studying in the United States should develop two types of affiliations with other Chinese and with Americans. The ten hypotheses which follow are based upon the assumption that the differences in Chinese students' type of affiliation with their countrymen or with Americans will be related to their identification with the American society.
Hypothesis I: Newly arrived Chinese students affiliate more with other Chinese students.

Chinese students feel most uncertain and insecure during the period of time following their arrival in America. Thus, newly arrived Chinese students should show a strong tendency to affiliate with other Chinese students.

Hypothesis II: Chinese students develop closer relationships with other Chinese than with Americans.

Chinese students have a tendency to compare themselves with each other. Since comparison which leads to affiliation is not likely developed among people of similar characteristics, Chinese students should develop closer relationships with other Chinese than with Americans.

Hypothesis III: Chinese students prefer to live closer to other Chinese students.

Chinese students show their preference for affiliation with other Chinese by their selection of housing. Most Chinese students want to live near each other and to be more closely related to the center of the Chinese community in Denton.

Hypothesis IV: Chinese students prefer to have Chinese roommates.

Because of the great cultural difference, Chinese students in the United States should prefer other Chinese students as roommates in order to achieve effective comparison.
Hypothesis V: Married Chinese students living with their partners in the United States affiliate less with Americans. Married Chinese couples probably associate more with other married Chinese couples; therefore, they have fewer opportunities to associate with other non-Chinese students.

Hypothesis VI: Students from Hong Kong affiliate more with Americans than do students from Taiwan.

Most students from Hong Kong have had more contact with westerners than have Taiwan students. Their previous experience should help them to adjust quickly in America and to initiate more American friendships.

Hypothesis VII: Younger Chinese students affiliate more with Americans than do older Chinese students.

The personalities of younger Chinese students are more adaptable than are those of older Chinese students. Therefore, it should be easier for them to adjust to a new environment than it is for older Chinese students.

Hypothesis VIII: Chinese students with Western friendship experiences before their arrivals in the United States affiliate more with Americans.

Previous associations with Western friends offer Chinese students an understanding of Western ways of life which should increase their tendency to affiliate with Americans.

The following hypotheses have been developed regarding the relationship between affiliation and identification.
Oriental students in the United States encounter a completely different society from their own. Their ability to identify with American society becomes a major factor affecting their adjustment to this society. Immediately following their arrival, Chinese students undergo a process of identification which can be viewed as a process of resocialization in a different society.

The identification of Chinese students with American society can be represented by a hierarchy of development. As Chinese students interact more frequently and intensively with Americans, they develop an American reference group. Through this interpersonal contact, Chinese students participate in and gradually identify with American society. To identify with this society, it is expected that most Chinese students will accept the norms of the American society and develop favorable attitudes toward it.

Hypothesis IX: As the Chinese students' degree of affiliation with other Americans increases, their identification with the American society will also increase.

Hypothesis X: As the Chinese students' degree of affiliation with other Chinese increases, their identification with the American society will decrease.

Summary

This chapter has presented the significance and reason for conducting this study. It is clear from the statement of the problem that Chinese students' type of affiliation and
their identification with American society are variables for study. Toward this goal, ten hypotheses have been formulated.
CHAPTER II

METHODOLOGY

Introduction

This chapter is designed to present the procedures of the research and includes definition of terms, methods of data collection, sample description and statistical procedures.

Definition of Terms

*Chinese students*, as a term, should be defined culturally rather than politically. Thus, students from Hong Kong and Taiwan are considered Chinese students. They are students enrolled at North Texas State University holding foreign student visas. For the convenience of conducting interviews, the investigator selected Chinese students who live in Denton, Texas. To obtain a sample for this study, the investigator used the directory of Chinese students published by the Chinese Student Association of North Texas State University, Denton, Texas.

*Affiliation*, represents a preference for frequent and intensive interpersonal interaction. The degree of affiliation in this investigation refers to expressed preference for physical and interpersonal intimacy. Physical contact refers to preference for roommates. Intimacy refers to the preference for closer interpersonal contact with another.
Identification is a part of the resocialization process whereby Chinese students incorporate the values and standards of American society. The degrees of identification can be represented by favorable and positive attitudes toward the norms and values of the American society.

Assimilation takes place when Chinese students adopt American values and norms and identify with American culture. Position on the hierarchy of assimilation indicates the adjustment of Chinese students to American society.

Values are society's abstract, generalized principles of behavior toward which Chinese students feel a strong, positive emotional commitment. Values provide for them a standard of judging specific acts and goals. Norms are sets of expected rules or standards of behavior as defined by the American society. These norms determine what behavior is to be considered socially acceptable. Attitudes refer to Chinese students' orientation toward certain objects or situations manifesting their specific expression of a value or belief about American society.

Cycle theory refers to a framework presented by Sewell and Davidson (1961) which discusses three stages in the sequence of foreign students' adjustment to American society. The first stage takes place when foreign students first arrive in the United States. At that stage, they possess a strong favorable attitude toward American society. In the second stage, a decline occurs in foreign students' favorable
attitudes. In the third stage, foreign students recover their favorable attitudes toward Americans by engaging in actual contact with the host society.

Foreign students in an alien land will be exposed to the process of assimilation. They may move toward or away from assimilation. Many studies point out that the degree of assimilation is primarily determined by the foreign students' attitudes toward the host country.

Collection of Data

The data supporting this study was collected in March, 1974. Fifty-three Chinese students were randomly selected from the Chinese Student Directory and interviewed in their place of residence. The respondents were questioned and interviewed using a structured questionnaire. The interviews were conducted in both English and Chinese. (See Appendix)

The questionnaire enabled the researcher to test the basic hypotheses. The questionnaire was divided into three parts. The first part includes questions regarding the respondents' background. The second contains questions indicating the respondents' affiliation with other Chinese and Americans. The third consists of questions on the respondents' identification with American society.

Background information regarding the respondents' age, sex, marital status, length of stay, place of origin, and

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previous experience in associating with Westerners was collected. Questions indicating the respondents' affiliation preference were used to construct an index based upon the degree of preference in associating with Chinese or with Americans. The respondents' degree of identification with American society was determined by questions contrasting the norms and values of American society and Chinese society. The procedures for obtaining scores on these questions will be discussed later.

Description of the Sample Population

Place of Origin

This section is chiefly concerned with the demographic description of the sample which consists of fifty-three Chinese students. In the sample more students were male than female, and more were from Taiwan than from Hong Kong. These results are indicated in Table I.

<table>
<thead>
<tr>
<th>Hometown</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hong Kong</td>
<td>11 (65%)</td>
<td>6 (35%)</td>
<td>17 (100%)</td>
</tr>
<tr>
<td>Taiwan</td>
<td>26 (72%)</td>
<td>10 (28%)</td>
<td>36 (100%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>37 (69%)</td>
<td>16 (31%)</td>
<td>53 (100%)</td>
</tr>
</tbody>
</table>
Marital Status

The majority of the Chinese students were single. Of the Chinese students who were married, the ratio of males to females was six to one. Thus, males were more likely to be married than females, although most of the males of this sample were single.

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>23 (62%)</td>
<td>13 (38%)</td>
<td>36 (100%)</td>
</tr>
<tr>
<td>Married</td>
<td>12 (86%)</td>
<td>2 (14%)</td>
<td>14 (100%)</td>
</tr>
<tr>
<td>Spouse at home</td>
<td>2 (100%)</td>
<td>0</td>
<td>2 (100%)</td>
</tr>
<tr>
<td>Separated</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Divorced</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>37 (69%)</td>
<td>15 (31%)</td>
<td>52 (100%)</td>
</tr>
</tbody>
</table>

No answer, 1.

Length of Stay

In the sample population, more than half of the Chinese students came to the United States less than two years ago. The male students interviewed had stayed at least one year.
to over five years. However, all but one female had been in the United States for less than two years.

TABLE III

FREQUENCY DISTRIBUTION OF POPULATION BY SEX AND LENGTH OF STAY

<table>
<thead>
<tr>
<th>Length of stay</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 years</td>
<td>2 (40%)</td>
<td>3 (60%)</td>
<td>5 (100%)</td>
</tr>
<tr>
<td>1 year</td>
<td>8 (53%)</td>
<td>7 (47%)</td>
<td>15 (100%)</td>
</tr>
<tr>
<td>2 years</td>
<td>7 (59%)</td>
<td>5 (41%)</td>
<td>12 (100%)</td>
</tr>
<tr>
<td>3 years</td>
<td>5 (84%)</td>
<td>1 (16%)</td>
<td>6 (100%)</td>
</tr>
<tr>
<td>4 years</td>
<td>6 (100%)</td>
<td>0</td>
<td>6 (100%)</td>
</tr>
<tr>
<td>5 years or more</td>
<td>5 (100%)</td>
<td>0</td>
<td>5 (100%)</td>
</tr>
<tr>
<td>Total</td>
<td>33 (63%)</td>
<td>16 (32%)</td>
<td>49 (100%)</td>
</tr>
</tbody>
</table>

No answer, 4 males.

Age

Regardless of sex, the ages of the samples for this study are concentrated in the mid- and late-twenty age group. More female than male students are in their mid-twenties. Male students are more evenly distributed in the age groups than are female students.
TABLE IV

FREQUENCY DISTRIBUTION OF POPULATION BY SEX AND AGE

<table>
<thead>
<tr>
<th>Age</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 - 24</td>
<td>10 (48%)</td>
<td>11 (52%)</td>
<td>21 (100%)</td>
</tr>
<tr>
<td>25 - 30</td>
<td>18 (78%)</td>
<td>5 (22%)</td>
<td>23 (100%)</td>
</tr>
<tr>
<td>31 or above</td>
<td>5 (100%)</td>
<td>0</td>
<td>5 (100%)</td>
</tr>
<tr>
<td>Total</td>
<td>33 (69%)</td>
<td>16 (31%)</td>
<td>49 (100%)</td>
</tr>
</tbody>
</table>

No answer, 4.

Affiliation

The degree of preference for closeness in interpersonal relationships is measured by an index. A progressive ranking of closeness was constructed which included the preference (1) to chat with, (2) to visit with, (3) to share personal problems with each other, and (4) to accompany a member of the opposite sex to a social event. As one indicates a preference for succeeding closeness in interpersonal relationships, the higher his score on affiliation.

For each of the categories above, respondents chose a score from one to five indicating their degree of preference in associating with Chinese and Americans. A score of one
indicates the lowest preference; a score of five represents the highest preference for affiliation. A similar procedure is also used to determine the identification score. A score of one represents the lowest preference, a score of five represents the highest preference for identification. Therefore, for each respondent, two scores are obtained, the first score representing affiliation with Chinese, and the second score representing affiliation with Americans.

The respondents' scores based on affiliation with both Americans and Chinese, were assigned to a low, medium, or high category. Likewise, the respondents were also rated as low, medium, or high according to their score for identification with American society.

The following tables describe the samples' affiliation scores with other Chinese by their degree of intimacy in interpersonal relationships.

Statistical Procedures

In this study Chi square and Gamma tests were used. Chi square is a test of the significance of difference between two or more quantitative groups. Using nominal level data, Chi square values provide the investigator with the ability to determine the probability that a relationship exists between two variables. Gamma values are used with ordinal level data and provide a measure of the direction as well as of the strength of the association among variables.

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TABLE V

FREQUENCY DISTRIBUTION OF POPULATION
BY AFFILIATION WITH CHINESE AND
DEGREE OF INTIMACY IN
INTERPERSONAL RELATIONS

<table>
<thead>
<tr>
<th>Indexes Measuring Personal Relationship</th>
<th>Affiliation with Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Preference to Chat with Chinese</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>5 (100%)</td>
</tr>
<tr>
<td>2</td>
<td>4 (57%)</td>
</tr>
<tr>
<td>3</td>
<td>6 (85%)</td>
</tr>
<tr>
<td>4</td>
<td>1 (8%)</td>
</tr>
<tr>
<td>5</td>
<td>2 (9%)</td>
</tr>
<tr>
<td>Total</td>
<td>18 (34%)</td>
</tr>
<tr>
<td>Preference to Visit with Chinese</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3 (75%)</td>
</tr>
<tr>
<td>2</td>
<td>7 (77%)</td>
</tr>
<tr>
<td>3</td>
<td>7 (58%)</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>17 (32%)</td>
</tr>
</tbody>
</table>
TABLE V--Continued

<table>
<thead>
<tr>
<th>Indexes Measuring Personal Relationship</th>
<th>Affiliation with Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Preference to Share Personal Problems with Chinese</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4 (100%)</td>
</tr>
<tr>
<td>2</td>
<td>6 (75%)</td>
</tr>
<tr>
<td>3</td>
<td>6 (60%)</td>
</tr>
<tr>
<td>4</td>
<td>2 (18%)</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>18 (34%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preference to Accompany a Chinese of Opposite Sex to a Social event</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 (71%)</td>
<td>2 (29%)</td>
<td>0</td>
<td>7 (100%)</td>
</tr>
<tr>
<td>2</td>
<td>4 (67%)</td>
<td>2 (33%)</td>
<td>0</td>
<td>6 (100%)</td>
</tr>
<tr>
<td>3</td>
<td>4 (24%)</td>
<td>10 (59%)</td>
<td>3 (17%)</td>
<td>17 (100%)</td>
</tr>
<tr>
<td>4</td>
<td>4 (50%)</td>
<td>4 (50%)</td>
<td>0</td>
<td>8 (100%)</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>2 (12%)</td>
<td>13 (88%)</td>
<td>15 (100%)</td>
</tr>
<tr>
<td>Total</td>
<td>17 (32%)</td>
<td>20 (37%)</td>
<td>16 (31%)</td>
<td>53 (100%)</td>
</tr>
</tbody>
</table>
CHAPTER III

ANALYSIS OF THE DATA

This chapter tests ten hypotheses regarding the relationship between Chinese students’ affiliation with other Chinese or with Americans and their identification with American society. These hypotheses can be measured according to the degree of intimacy in interpersonal relationships, as well as to such demographic factors as the respondents’ marital status, age, and length of stay in the United States.

Hypothesis I: Length of Stay and Affiliation with Chinese

The first hypothesis states that Chinese students who have arrived in Denton within the last twelve months show a strong affiliation with Chinese students. The null hypothesis to be tested is that there is no relation between the Chinese students’ degree of affiliation with other Chinese and their length of stay in the United States. Table VI shows the results of testing the first hypothesis.

The Chi square ($X^2$) did not reach the .001 level; therefore, the null hypothesis cannot be rejected. The association between these two variables is equal to .219, which indicates a weak proportional reduction in error. Therefore, the research hypothesis is rejected.
### TABLE VI

**AFFILIATION WITH CHINESE ACCORDING TO LENGTH OF STAY**

<table>
<thead>
<tr>
<th>Length of Stay</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>3 (60%)</td>
<td>0</td>
<td>2 (40%)</td>
<td>5 (100%)</td>
</tr>
<tr>
<td>1 year</td>
<td>7 (46%)</td>
<td>4 (27%)</td>
<td>4 (27%)</td>
<td>15 (100%)</td>
</tr>
<tr>
<td>2 years</td>
<td>5 (42%)</td>
<td>5 (42%)</td>
<td>2 (16%)</td>
<td>12 (100%)</td>
</tr>
<tr>
<td>3 years</td>
<td>1 (17%)</td>
<td>2 (33%)</td>
<td>3 (50%)</td>
<td>6 (100%)</td>
</tr>
<tr>
<td>4 years</td>
<td>0</td>
<td>3 (50%)</td>
<td>3 (50%)</td>
<td>6 (100%)</td>
</tr>
<tr>
<td>Over 4 years</td>
<td>2 (40%)</td>
<td>2 (40%)</td>
<td>1 (20%)</td>
<td>5 (100%)</td>
</tr>
<tr>
<td>Total</td>
<td>18 (35%)</td>
<td>16 (33%)</td>
<td>15 (32%)</td>
<td>49 (100%)</td>
</tr>
</tbody>
</table>

No answer, 4.

\[ x^2 = 9.436 \]

\[ p = .50 \]

\[ r = .219 \]

Most of the respondents came to the United States within the last two years. Specifically, twenty-seven of the respondents came to the United States within the last year. It appears that the samples were not distributed widely enough by length of residence to illustrate the relationship between Chinese students' length of stay and their degrees of affiliation with other Chinese students.
Chinese students have long been encouraged by their society to study abroad, especially in the United States. After receiving secondary or undergraduate educations in their own country, Chinese students view education in the United States as a means of improving their own as well as their family's social status. Most foreign students hold an optimistic attitude toward study in the United States and have a favorable impression of American society and culture.

Thus, before their actual contact with this society, they hold favorable attitudes which encourage associating with Americans. Sewell and Davidsen's study of Scandinavian students' adjustment on American university campuses is presented in terms of cycles in the social relations between the foreign student and the American student. The particular reactions of the Scandinavian students toward American society when they are in the first stage of the cycle of adjustment are described as having "very favorable impressions of American friendliness and hospitality during the first week of the sojourn when perhaps Americans were going out of their way to be kind to the visitors." ¹ If we can generalize from this study, it is predicted that most foreign students develop friendly relations with Americans when they first arrive in the United States. Therefore, newly arrived Chinese students may be expected to affiliate more with Americans than with other Chinese upon their arrival.

¹William H. Sewell and Oluf Davidsen, Scandinavian Students On an American Campus (Minneapolis, 1961), p. 35.
Hypothesis II: Chinese Students Develop Closer Relationships with Other Chinese than with Americans

The second hypothesis states that Chinese students develop closer relationships with other Chinese than with Americans. The null hypothesis to be tested is that, from all indications, Chinese students do not prefer to affiliate more with Chinese than with Americans. The results are shown in Tables VII, VIII, IX, and X.

**TABLE VII**

DEGREE OF AFFILIATION WITH CHINESE BY PREFERENCE TO CHAT WITH CHINESE

<table>
<thead>
<tr>
<th>Degree of Preference to Chat with Chinese</th>
<th>Affiliation with Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (100%)</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>4 (57%)</td>
</tr>
<tr>
<td>3</td>
<td>6 (85%)</td>
</tr>
<tr>
<td>4</td>
<td>1 (8%)</td>
</tr>
<tr>
<td>5</td>
<td>2 (9%)</td>
</tr>
<tr>
<td>Total</td>
<td>18 (33%)</td>
</tr>
</tbody>
</table>

\[ x^2 = 36.28 \]
\[ p = .001 \]
\[ r = .8376 \]
Chatting initiates personal relations and is a first step in affiliation with certain people. Table VII shows the relationship between Chinese students' degree of preference for chatting with and their degree of affiliation with Chinese students. The \( \chi^2 \) reaches the .001 level, the null hypothesis is thus rejected. The association between these two variables is .34, which indicates a strong proportional reduction in error. Therefore, the research hypothesis is accepted.

**TABLE VIII**

**AFFILIATION WITH CHINESE BY THE DEGREE OF PREFERENCE TO VISIT WITH OTHER CHINESE**

<table>
<thead>
<tr>
<th>Degree of Preference to Visit with Chinese</th>
<th>Affiliation with Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>1</td>
<td>3 (75%)</td>
</tr>
<tr>
<td>2</td>
<td>7 (77%)</td>
</tr>
<tr>
<td>3</td>
<td>7 (58%)</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>17 (32%)</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 37.83 \]

\[ p = .001 \]

\[ r = .846 \]
The degree of affiliation between Chinese students can be measured also by their degree of preference to visit with each other. The results of Table VIII indicate the testing of hypothesis two. The Chi square is significant at the .001 level; the null hypothesis is thus rejected. The Gamma value .346 indicates that a strong relationship exists between these two variables. Therefore, the research hypothesis is accepted.

### Table IX

**Degree of Affiliation with Chinese by the Degree of Preference to Share One's Problems with Other Chinese**

<table>
<thead>
<tr>
<th>Preference to Share Personal Problems with Chinese</th>
<th>Affiliation with Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>1</td>
<td>4 (100%)</td>
</tr>
<tr>
<td>2</td>
<td>6 (75%)</td>
</tr>
<tr>
<td>3</td>
<td>6 (60%)</td>
</tr>
<tr>
<td>4</td>
<td>2 (18%)</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18 (34%)</strong></td>
</tr>
</tbody>
</table>

\[ \chi^2 = 38.25 \]

p = .001

r = .373
Sharing personal problems is also a measure of interpersonal affiliation. The $x^2$ is significant at the .001 level; therefore, the null hypothesis is rejected at the .05 level. The Gamma value .873 indicates a strong relationship between these variables. Therefore, the research hypothesis is accepted.

**TABLE X**

**AFFILIATION WITH CHINESE BY THE DEGREE OF PREFERENCE TO ACCOMPANY A CHINESE OF THE OPPOSITE SEX TO A SOCIAL EVENT**

<table>
<thead>
<tr>
<th>Preference to Accompany Chinese to a Social Event</th>
<th>Affiliation with Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>1</td>
<td>5 (71%)</td>
</tr>
<tr>
<td>2</td>
<td>4 (67%)</td>
</tr>
<tr>
<td>3</td>
<td>4 (24%)</td>
</tr>
<tr>
<td>4</td>
<td>4 (50%)</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>17 (32%)</td>
</tr>
</tbody>
</table>

$x^2 = 39.55$
$p = .001$
$r = .729$

Personal relationships involving two persons of the opposite sex are considered more intimate than relationships
between friends of the same sex. Table X shows the association between Chinese students' degree of affiliation with other Chinese and their preference to accompany Chinese of the opposite sex to social events. The $X^2$ is significant at the .001 level; therefore, the null hypothesis is rejected. The Gamma value .729 shows a strong proportional reduction in error, therefore, the research hypothesis is accepted.

The application of statistical measurement Gamma to this hypothesis indicates that the strongest association is between Chinese students' degree of affiliation with other Chinese and their preference to share personal problems with other Chinese ($r = .873$). Strong associations also exist between the preference to visit with other Chinese ($r = .846$) and to chat with other Chinese ($r = .839$). The weakest association is found between affiliation score with other Chinese and preference in attending social events with members of the opposite sex ($r = .773$).

**Hypothesis III: Chinese Students Prefer to Live Closer to Other Chinese Students**

The third hypothesis states that Chinese students prefer to live close to other Chinese students. The null hypothesis to be tested is that Chinese students do not prefer to live close to other Chinese students. The results are shown in Tables XI and XII.
### TABLE XI

**AFFILIATION WITH CHINESE BY LIVING PROXIMITY**

<table>
<thead>
<tr>
<th>Preference to Live Close with Chinese within Walking Distance</th>
<th>Affiliation with Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>1</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>8 (31%)</td>
</tr>
<tr>
<td>4</td>
<td>9 (45%)</td>
</tr>
<tr>
<td>5</td>
<td>1 (17%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19 (36%)</strong></td>
</tr>
</tbody>
</table>

\[ \chi^2 = 4.322 \]
\[ p = .30 \]
\[ r = .97 \]

Table XI shows the relationship between Chinese students' degree of affiliation with Chinese and their attitude toward living within walking distance of other Chinese. Table XII presents a similar relationship after a year's residence in the United States. The \( \chi^2 \) tests reach the .90 level and .70 level respectively in Tables XI and XII. Therefore, the findings fail to reject the null hypothesis at the .50 level. No significant relationships exist between Chinese students' degree of affiliation and their attitudes toward living within walking distance of other Chinese. Similar conclusions
result pertaining to Chinese who have resided in the United States more than one year. Thus, research hypothesis three cannot be accepted.

TABLE XII

AFFILIATION WITH CHINESE BY LIVING PROXIMITY AFTER ONE YEAR OF RESIDENCE

| Preference to Live With Chinese Within Walking Distance After One Year of Residence | Affiliation with Chinese |
|---|---|---|---|---|
|  | Low | Medium | High | Total |
| 1 | 0 | 0 | 0 | 0 |
| 2 | 3 (100%) | 0 | 0 | 3 (100%) |
| 3 | 9 (32%) | 10 (34%) | 10 (34%) | 29 (100%) |
| 4 | 7 (36%) | 6 (32%) | 6 (32%) | 19 (100%) |
| 5 | 0 | 0 | 2 (100%) | 2 (100%) |
| Total | 19 (36%) | 16 (30%) | 18 (34%) | 53 (100%) |

χ² = 7.013
p = .70
r = .174

Hypothesis IV: Preference to Have Chinese Roommate and Affiliation With Chinese

The fourth hypothesis states that Chinese students prefer to have Chinese roommates. The null hypothesis to be
tested is that Chinese students do not prefer Chinese room-
mates. The results of hypothesis four are shown in
Table XIII.

**TABLE XIII**

**AFFILIATION WITH CHINESE BY PREFERENCE
OF CHINESE ROOMMATE**

<table>
<thead>
<tr>
<th>Preference to Have Chinese Roommate</th>
<th>Affiliation with Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>1</td>
<td>4 (66%)</td>
</tr>
<tr>
<td>2</td>
<td>5 (63%)</td>
</tr>
<tr>
<td>3</td>
<td>6 (50%)</td>
</tr>
<tr>
<td>4</td>
<td>1 (8%)</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>16 (30%)</td>
</tr>
</tbody>
</table>

No answer, 1.

\[ x^2 = 33.76 \]

\[ p = .001 \]

\[ r = .752 \]

The findings of hypothesis two and hypothesis four
mutually support each other. These findings are easily
explained by the fact that Chinese students share the same
culture, face similar problems of adjustment to American
life, have similar financial needs and would prefer to live
with other Chinese.
With the findings of hypothesis four as a background, hypothesis three can be further explained by assuming that respondents constructed their answers in spite of their preference to choose Chinese roommates.

Hypothesis V: Marital Status and Affiliation with Chinese

The fifth hypothesis states that married Chinese students who live with their partners will affiliate less with Americans than will single Chinese students. The null hypothesis to be tested is that marital status is not related to Chinese students' affiliation with Americans.

**TABLE XIV**

**AFFILIATION WITH AMERICANS BY MARITAL STATUS**

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Affiliation with Americans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Single</td>
<td>11 (29%)</td>
</tr>
<tr>
<td>Married</td>
<td>7 (50%)</td>
</tr>
<tr>
<td>Total</td>
<td>18 (36%)</td>
</tr>
</tbody>
</table>

No answer, 3.

\[ \chi^2 = 1.806 \]

\[ p = .50 \]
Table XIV illustrates the relation between the marital status of Chinese students and their affiliation with Americans. The \( x^2 \) value has an associated probability of .50, thus failing to reject the null hypothesis. Apparently, there is no significant relationship between Chinese students' marital status and their degree of affiliation with Americans. One reason for this finding may be that, regardless of their marital status, all Chinese students have a rather low score of affiliation with Americans. Besides, it is generally recognized that most Chinese students hold rather conservative attitudes toward sex. As a result, single Chinese students tend to affiliate more often with friends of the same sex and background thus reducing their prospective affiliation with Americans. Moreover, it is assumed that differences exist between the affiliation of Chinese students and type of interaction with Americans according to marital status. However, since this study is concerned with the degree rather than the type of affiliation, hypothesis five must be rejected.

Hypothesis VI: Place of Origin and Affiliation with Americans

Hypothesis six states that Hong Kong students will affiliate more with Americans than will Taiwan students. The null hypothesis to be tested is that students from Hong Kong and Taiwan affiliate with Americans to the same degree.
### TABLE XV

**AFFILIATION WITH AMERICANS ACCORDING TO CHINESE STUDENTS' PLACE OF ORIGIN**

<table>
<thead>
<tr>
<th>Place of Origin</th>
<th>Affiliation with Americans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Taiwan</td>
<td>16  (45%)</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>3   (18%)</td>
</tr>
<tr>
<td>Total</td>
<td>19  (36%)</td>
</tr>
</tbody>
</table>

$x^2 = 4.191$

$p = .10$

Table XV has a $x^2$ value at the .10 level, which fails to reject the null hypothesis at the .05 level. Apparently, there is no significant relationship between Chinese students' place of origin and their affiliation with American friends.

In this study, students from Hong Kong do not extend their range of friendship with Americans to an extent that differs significantly from that of students from Taiwan. This finding was surprising since students from Hong Kong have long been considered as more Westernized and more fluent in their use of English than are the students from Taiwan. Perhaps students from Hong Kong, although superficially familiar with Western culture, still bear Chinese cultural characteristics and prefer to affiliate with Chinese.
Hypothesis VII: Age and Affiliation with Americans

Hypothesis seven states that younger Chinese students will affiliate more with Americans than will older Chinese students. The null hypothesis to be tested is that the age of the Chinese students has no bearing upon their affiliation with Americans.

<table>
<thead>
<tr>
<th>Age</th>
<th>Affiliation with Americans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>19 - 24</td>
<td>4 (20%)</td>
</tr>
<tr>
<td>25 - 30</td>
<td>11 (46%)</td>
</tr>
<tr>
<td>Over 31</td>
<td>3 (60%)</td>
</tr>
<tr>
<td>Total</td>
<td>18 (36%)</td>
</tr>
</tbody>
</table>

No answer, 4.

\[ x^2 = 6.233 \]

\[ p = .20 \]

Table XVI has an \( x^2 \) value at the .20 level; therefore, the null hypothesis is not rejected at the .50 level. Apparently, there is no significant relationship between the age of Chinese students and their affiliation with American friends.
The results shown may not be entirely conclusive, since the sample for this study was composed of students aged in the mid- or late-twenties. These age differences do not vary significantly enough to illustrate their relationship with the affiliation variable.

It has long been assumed that younger foreign students will adjust more readily to life in the United States. However, a study by Cora Du Bois indicated that the younger foreign students are, the greater is their risk of alienation. To avoid alienation from their own culture and society, younger Chinese students may actually withdraw from further affiliation with Americans. On the other hand, older Chinese students may have a slower process of affiliation with Americans, but it is a constant process. Their chance of alienation is much less than that of the younger Chinese students. As a result, Chinese students' affiliation with Americans is unrelated to age.

Other studies indicate that age is not significantly related to the adjustment of foreign students during their stay in America. Sewell and Davidsen (1961), for example, found no relation between the age of foreign students and their academic adjustment or degree of satisfaction.

---


3 Claire Christ, Selltiz and others, *Attitudes and Social Relations of Foreign Students in the United States*. (Minneapolis, 1963), p. 258.
Hypothesis VIII: Previous Experience with Western Friend and Affiliation with Americans

Hypothesis eight states that Chinese students having had Western friends previous to their arrival in the United States will affiliate more with Americans. The null hypothesis to be tested is that previous friendships with Westerners does not determine the degree of affiliation of Chinese students with Americans. Table XVII indicates the results.

TABLE XVII

AFFILIATION WITH AMERICANS BY PREVIOUS FRIENDSHIP WITH WESTERNERS

<table>
<thead>
<tr>
<th>Previous Experience with Western Friend</th>
<th>Affiliation with Americans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Yes</td>
<td>3 (32%)</td>
</tr>
<tr>
<td>No</td>
<td>16 (38%)</td>
</tr>
<tr>
<td>Total</td>
<td>19 (36%)</td>
</tr>
</tbody>
</table>

\[ x^2 = 38 \]
\[ p = .001 \]

The \( x^2 \) value is at the .001 level; the null hypothesis is rejected. A significant relationship exists between Chinese students' degree of affiliation with Americans and their previous association with Western friends.
A study by Claire Sellitz reveals that students who have had experiences with people from different countries will more readily establish relations with Americans. Especially among Asians, those with previous foreign experiences scored higher on interaction with Americans. Morris came to the same conclusion.

Some conclusions can be drawn regarding Chinese students who have had previous experiences with Western friends. In general, they should have a better understanding of Americans and American society and should be more willing to develop friendships with Americans. Therefore, the experience of having had Western friends prior to their arrival in the United States appears to be significantly related to the Chinese students' degree of affiliation with Americans.

Hypothesis IX: Affiliation with Americans and Identification with the American Society

Hypothesis nine states that as Chinese students' affiliation with Americans increases, their identification with American society will also increase. The null hypothesis to be tested is that there is no relationship between the affiliation of Chinese students with Americans and their identification with the host society.

4 Claire Christ, Sellitz and others, Attitude and Social Relations of Foreign Students in the United States (Minneapolis, 1963), p. 74.


### TABLE XVIII

**AFFILIATION WITH AMERICANS BY THE DEGREE OF IDENTIFICATION WITH AMERICAN SOCIETY**

<table>
<thead>
<tr>
<th>Affiliation with Americans</th>
<th>Identification with the American Society</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Low</td>
<td>2 (10%)</td>
</tr>
<tr>
<td>Medium</td>
<td>7 (41%)</td>
</tr>
<tr>
<td>High</td>
<td>8 (47%)</td>
</tr>
<tr>
<td>Total</td>
<td>17 (32%)</td>
</tr>
</tbody>
</table>

$x^2 = 14.253$

$p = .001$

$r = -.725$

Table XVIII illustrates $X^2$ values at the .001 level; thus, the null hypothesis must be rejected. The Gamma test ($r = -.725$) shows that a strong but negative relationship exists between Chinese students' degree of affiliation with Americans and their degree of identification with the society. These findings might be explained as follows: Chinese students come from a less industrialized society where emphasis is placed upon primary (personal) relationships and strong family organization. Chinese students are not accustomed to the American way of life and have different interpretations of friendship. They often feel that Americans are more sophisticated; yet are disappointed in their associations with Americans. Also,
Chinese students often associate with Americans who hold unfavorable attitudes toward American culture and society. According to Morris, the particular type of Americans a foreign student picks as friends are often those who do not like American culture or who are critical of it. Thus, it is possible for a Chinese student to have strong affiliation with American friends and still maintain a low identification with American society.

It should be noted that the sample used for this study is composed primarily of Chinese students who have lived in the United States from one to three years. Therefore, the majority of this sample find themselves in the second stage of the cycle theory. Sewell and Davidsen observed in the second level of foreign students' adjustment to American society,

...a reaction of disappointment and temporary withdrawal after several weeks when the students discovered that American friendliness and hospitality had a somewhat different meaning than similar behavior would have had at home; this disappointment resulted in the feeling that Americans were superficial in their social relations.  

Norman Kiell's study pertaining to Indian students also indicates a decrease in favorable attitudes toward Americans after they had been in the United States for more than a year.

---


7William H. Sewell and Oluf Davidsen, Scandinavian Students On an American Campus (Minneapolis, 1961), p. 35.
But after spending some time here, an average of fifteen months, the students have opinions which indicate that for the majority disillusionment and disappointment have colored their experience. The figures illustrate the downward curve of their approval. Before arrival here, 68 percent had markedly favorable opinions of the United States; after they had been here a short while, 89 percent thought well of their host nation. But after living here from four to forty months, only 22 percent were still favorably inclined in their attitudes to the United States. Fifty-seven percent held decidedly unfavorable opinions. An additional 21 percent had "mixed" views, which means that the favorable impressions dwindled from 89 percent to 22 percent between the time the students had their first glimpse of this country and the time they were interviewed.8

Since the majority of those chosen for this sample are Chinese students in their second period of adjustment in the United States, they are likely to be less favorable toward American society than when they arrived or than later after the adjustment cycle is completed.

Hypothesis A: Affiliation with Chinese and Identification with American Society

Hypothesis ten states that when Chinese students' affiliation with other Chinese increases, their identification with American society decreases. The null hypothesis to be tested is that there is no significant relationship between Chinese students' affiliation with other Chinese and their identification with American society.

As Table XIX illustrates, the $\chi^2$ value reaches the .001 level; the null hypothesis must thus be rejected. The Gamma

test \( r = .6978 \) demonstrates conclusively that, as Chinese students' degree of affiliation with other Chinese increases, their identification with American society also increases. The findings based upon hypothesis nine substantiate the fact that Chinese students who identify with American society to a lower degree affiliate with other Chinese and develop more selective friendships with Americans.

**TABLE XIX**

**AFFILIATION WITH CHINESE BY THE DEGREE OF IDENTIFICATION WITH AMERICAN SOCIETY**

<table>
<thead>
<tr>
<th>Affiliation with Chinese</th>
<th>Identification with the American Society</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Low</td>
<td>11 (61%)</td>
</tr>
<tr>
<td>Medium</td>
<td>6 (33%)</td>
</tr>
<tr>
<td>High</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>17 (32%)</td>
</tr>
</tbody>
</table>

\[ x^2 = 21.38 \]

\[ p = .001 \]

\[ r = .6978 \]

Cultural differences and communication difficulties motivate Chinese students to associate with other Chinese with whom they feel more at ease. It is assumed that such affiliation furnishes Chinese students with satisfaction,
which eventually induces Chinese students to initiate more selective American friendships and to participate in and to identify with American society. As this process repeats itself, favorable attitudes toward the American society will eventually result.

Summary

The application of statistical procedures to ten hypotheses indicate the following results:

Hypothesis one was rejected. There is no significant relationship between newly-arrived Chinese students and their affiliation with other Chinese. The results of hypotheses two and four are statistically significant. They indicate that Chinese students prefer to develop closer relationships with other Chinese than with Americans. Also, Chinese students prefer Chinese roommates over American roommates. Hypothesis three should be rejected since the findings indicate that Chinese students do not, however, prefer to live within walking distance of other Chinese students. Hypotheses five, six, and seven should be rejected, since age, place of origin, or marital status do not effect the affiliation of Chinese students with Americans. Hypothesis eight is accepted, since a significant relationship exists between Chinese students' degree of affiliation with Americans and their previous experience with Western friends.

The test findings for hypotheses nine and ten reveal that as Chinese students' degree of affiliation with
Americans increases, their identification with American society will decrease. Also, as their degree of affiliation with other Chinese increases, the identification of Chinese students with American society will increase. Therefore, the original hypotheses nine and ten must be rejected. A new hypothesis may be developed which states that as Chinese students' affiliation with other Chinese increases, their identification with American society increases. Conversely, as affiliation with Americans increases, the identification of Chinese students with American society decreases.
CHAPTER IV

CONCLUSIONS, LIMITATIONS, AND IMPLICATIONS

Conclusions

Social psychologists reveal a consistent relationship between attitude similarity and interpersonal attractions (Byrne, 1969; Newcomb, 1961). Application of this theory implies that Chinese students will have a higher degree of affiliation with each other than with Americans. However other factors besides cultural differences between Chinese and Americans will effect Chinese students' types of affiliation. For example, the various interpretations of facial expressions or emotions by Chinese and American groups directly effects the proceedings of personal interaction. It is expected that hypothesis two, stating that Chinese students will prefer to have closer interpersonal relationships with Chinese than with Americans, holds.

Basing their investigation upon attitude similarity, Byrne and his colleagues (Byrne, 1969, 1971; Griffitt at press) demonstrated interpersonal distance as a sensitive index of interpersonal attraction. In the present study, Chinese students' degree of affiliation with other Chinese

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is measured by indexes such as their living distance from each other and their interpersonal interaction. The findings of this study supported Byrne's theory as well as hypothesis four, that Chinese students prefer to have Chinese roommates.

Hypothesis six states that, although students from Hong Kong are acquainted with the typical Westernized city, this previous background usually makes no difference in the students' degree of affiliation with Americans as compared with the degree of affiliation of students from Taiwan. They may have internalized Western culture to a greater extent, but they do not necessarily have a high assimilation score. Therefore, hypothesis six is supported. Hypothesis I stating that newly-arrived Chinese students in the States will have a higher degree of affiliation with other Chinese should be rejected. The null hypothesis is true, because newly-arrived Chinese students still hold favorable attitudes toward American society in their earlier period of stay.

Interpersonal distance is an effective index in measuring the degree of intimacy in interpersonal relationships. However, in this study, respondents intending to impress the investigator with their favorable attitudes toward integrating with American society may have constructed their answers. Although hypothesis three is rejected, the writer believes that Chinese students still prefer to live closer to other Chinese as is demonstrated by the findings of hypothesis two.

The rejection of hypotheses five, six, and seven illustrates that marital status, age, and the place of origin of Chinese students are not major independent variables in this study. Other studies show that assimilation orientation is an independent variable significantly related to Chinese students' degree of assimilation with American society. Chinese students with high assimilation orientation tend to have more favorable attitudes toward their assimilation with American culture. They often consider themselves first as Americans, second as Chinese, since often they plan to live in the United States for a long time. The sample for this study was all Chinese students born in China holding student visas and in a process of assimilation with American society. Therefore, the application of other minor variables such as marital status, age, and the place of origin to Chinese students' affiliation type does not seem significant.

Whenever Chinese students have higher affiliation scores with other Chinese, they feel more satisfied in living in the United States and become more interested in participating in American society. They eventually develop more American friendships and identify further with American society. At least two studies arrive at the same conclusion. Morris shows that students who are satisfied with their stay in the

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United States spend more of their free time with Americans. Selltiz also points out that among the non-European students surveyed, those who scored high on an index of interaction with Americans were, on the average, less homesick and more satisfied. Morris' findings also indicate that favorable attitudes toward the United States are positively related to foreign students' satisfaction with their stay there. Over 60% of those students who are highly favorable toward the United States are also very much satisfied with their stay. Sewell and Davidsen uncovered similar results based upon a survey of Scandinavian students. Those who were high on an index indicating contact with Americans and participation in American life were more likely to show favorable changes in their impressions of the United States than those students who had less contact with Americans.

Consequently, Chinese students whose affiliation scores with Chinese are high probably receive satisfaction from living in the United States. This satisfaction encourages them to participate extensively in the host society. Favorable attitudes and identification with American society develop when Chinese students' feelings of satisfaction lead to a wide range of participation. Following this line of argument, hypotheses nine and ten are explained and supported.

6 Ibid., p. 72.

Limitations

This study endeavors to determine the relationship between Chinese students' type of affiliation with either Chinese or Americans and their degrees of identification with the host society during their stay in the United States. The sample used consisted of students born in China who hold student visas and attend North Texas State University on a full-time basis. Because of their unique status, Chinese students should be treated as a special group. Therefore, the results of this study can only offer a limited prediction concerning the assimilation process of Chinese students in the United States. Separate studies are needed to demonstrate the status of other foreign students or of Chinese immigrants in the United States.

As a pilot study, the questionnaire relating Chinese students' degree of affiliation with either Chinese or Americans and their degree of identification with the American society was designed by the researcher. Further improvement of the questionnaire design and interview method would produce more reliable results.

The two variables, affiliation and identification, are both dynamic in character. Chinese students staying in the United States are in a continuous, dynamic process. They either move toward or away from assimilation. Under these circumstances, the researcher must assume that the respondents will give answers concerning assimilation and identification which are true as of their present situation.
This study is also limited by the possibility that the respondents' attitudes may contradict their actual behavior. For instance, the respondents may seek to please the investigator with their answers or to agree with the majority. The investigator conducted interviews among people she knew well, thus the interference of the interviewer may cause the subjects to distort their answers. The respondents may also try to impress the investigator with their worldliness derived from living in the United States. Some questions may be interpreted differently by the respondents and the investigator. The respondents may prefer to live with Chinese friends, although they do not closely associate extensively with Chinese by living close to them.

Implications

The findings of this study support the theory that interpersonal interaction with members of the host society will lead to the foreigners' effective assimilation with the society. Chinese students will undergo informal socialization in the United States through interaction and association with Americans. They will learn the norms and values of the society through participation in the American reference group and through daily role-playing in the United States student culture.

Also, the findings of this study lend support and further development to the cycle theory proposed by W.H. Sewell

and Davidsen. The respondents comprise Chinese students who are in the early stages of adjustment to American society. They had favorable attitudes toward American society, since they had been positively influenced before their arrival in the United States. Affiliation with Americans during this period does not lead to the identification of Chinese students with American society. On the contrary, it draws them back to their own countrymen. Satisfaction in affiliation with their own countrymen, however, leads to higher scores of identification. Therefore, the dynamic process of Chinese students' types of affiliation with either Chinese or Americans effect their identification with American society.

After the earlier period of adjustment, Chinese students may be expected to develop further friendships with Americans. Such friendships lead to further identification and finally to assimilation with the society. On the other hand, Chinese students may choose to stay with other Chinese, thus slowing down or stopping the process of identification with Americans. They may isolate themselves from the outside world, for example, by living in a Chinatown.

When Chinese students remain in school, their identification with other Chinese usually becomes a source of and a reason for further identification with American society. However, after leaving school, other sources of satisfaction or motivation should be sought in order to initiate further

9William Hamilton Sewell and Oluf Davidsen, Scandinavian Students On an American Campus (Minneapolis, 1961), p. 35.
identification with the society. As previous studies have pointed out, assimilation orientation is a very decisive factor effecting the adjustment of foreign students in the United States.
APPENDIX

Questionnaire

1. Hometown: Hong Kong______, Taiwan______, Other______.
2. Sex: Male______, Female______.
4. Age upon arrival in the United States: ________.
5. Present Age: ________.
6. Did you have any close American (Western) friends before you came to the United States? 
   Yes______  No______
7. Given a scale from 1 to 5, (1 represents the lowest score, 5 the highest), please indicate your degree of preference for both American and Chinese concerning the following activities.

   to chat with

   to visit with

   to share your personal problems with

   to accompany a friend of the opposite sex to a social event

American      Chinese

8. Indicate your preference in choosing your roommate.

   American______  Chinese______

9. Indicate your choice in selecting a friend with whom you would like to spend your free time.

   American______  Chinese______
10. If you had a chance to transfer to another school in the United States, would you choose a school where there are __________ Chinese students?
   A. Very many
   B. Many
   C. Some
   D. Few
   E. Almost no.

11. Do you agree that it is very worthwhile for a new Chinese student (including yourself) to live within walking distance of other Chinese students? ______
    A. Definitely yes
    B. Yes
    C. Perhaps
    D. No
    E. Definitely not

12. After you had been in the United States for a year, would you still prefer to live within walking distance of other Chinese students? ______
    A. Definitely yes
    B. Yes
    C. Perhaps
    D. No
    E. Definitely not
13. If you were asked to give suggestions to friends in your hometown about studying in the United States, would you suggest that they go to a school where there are _____ Chinese students?
A. Very many
B. Many
C. Some
D. Few
E. Almost no.

14. Do you agree that a Chinese student should have an English name while he stays in the United States? _____
A. Strongly agree
B. Agree
C. Average
D. Disagree
E. Strongly disagree

15. To what degree are you satisfied with living in the United States? _____
A. Strongly satisfied
B. Satisfied
C. Satisfied somewhat
D. Dissatisfied
E. Strongly dissatisfied
16. Compared with that of other Chinese students (both from Hong Kong and Taiwan), how do you evaluate your English language ability? (the ability to conduct a very personal conversation with an American) ________

A. Very fluent
B. Fluent
C. Fair
D. Poor
E. Very poor

17. In the company of other Chinese students, how do you feel when you have to speak English with an American? ________

A. Very comfortable
B. Comfortable
C. Fairly comfortable
D. Nervous
E. Very nervous

Indicate your reaction to the following statements.

18. If there is no financial need, the woman should stay at home and educate the children. ________

A. Strongly agree
B. Agree
C. Agree somewhat
D. Disagree
E. Strongly disagree
19. Smoking is a reliable way to assess a Chinese girl's upbringing. ________
   A. Strongly agree
   B. Agree
   C. Agree somewhat
   D. Disagree
   E. Strongly disagree

20. Even if I can have other choices, and though I am married, I would like to live with and take care of my old parents.
   A. Strongly agree
   B. Agree
   C. Agree somewhat
   D. Disagree
   E. Strongly disagree

21. Marriage is my personal decision. (I do not have to get approval from my parents.) ________
   A. Strongly agree
   B. Agree
   C. Agree somewhat
   D. Disagree
   E. Strongly disagree

22. There is nothing wrong with interracial marriage. (e.g., Chinese and American) ________
   A. Strongly agree
   B. Agree
   C. Agree somewhat
   D. Disagree
   E. Strongly disagree
23. It is a pity if a Chinese girl acts too much like an American. _____
   A. Strongly agree
   B. Agree
   C. Agree somewhat
   D. Disagree
   E. Strongly disagree
Bibliography

Books


Selltiz, Claire and others, Attitude and Social Relations of Foreign Students in the United States. Minneapolis, 1963.


Articles


