

**Author:** Hanson, Melinda, J.

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**STUDENT:**

NAME Melinda Hanson DATE: 12/17/2012

**ADVISER:** (Committee Chair if MS Plan A or EdS Thesis or Field Project/Problem):

NAME Dr. Carol Mooney DATE: 12/17/2012

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**Committee members (other than your adviser who is listed in the section above)**

1. CMTE MEMBER'S NAME: DATE:

2. CMTE MEMBER'S NAME: DATE:

3. CMTE MEMBER'S NAME: DATE:

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This final research report has been approved by the Graduate School.

Director, Office of Graduate Studies:

DATE:

**Hanson, M. J. *A Quantitative Study Investigating the Experiences of Saudi Arabian Students at the University of Wisconsin-Stout***

**Abstract**

This quantitative study investigates the first-year experiences of Saudi Arabian students with their peers, instructors, and the Office of International Education (OIE). The study explored the following: First the acculturation theory was investigated and how their previous culture may have an effect on their acculturation to the University of Wisconsin-Stout (UW-Stout). Secondly, the Muslim religion was explored to show how embedded into the culture their religion has been. Third, the educational system of Saudi Arabia was explored. Lastly, students' experiences with their peers, instructors, and the OIE office were analyzed. A quantitative survey was given to 72 first-year Saudi Arabian students at UW-Stout. The data was analyzed and tables were made to compare the data. A majority of students have had good first-year experiences with their peers, instructors, and the OIE office. The major finding was that the nine month cohort felt they still had issues communicating with their instructors.

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## Chapter I: Introduction

The United States has become a very diverse society. Foreign-born populations from all over the world come to live, work, and go to school in the United States. In order for society to be able to compete in this global market the population as a whole needs to have an education. The diverse society that we live in has differences in race, economic status, ethics, and cultural backgrounds (Anderson, 2009). As of 2007, 20% of American households did not have English as their first language (Turner, 2007). Even though the United States had a very diverse population, 86% of teachers were white, middle class females (Anderson, 2009). Since many teachers did not have experience working with diverse populations, this could cause a gap between student and teacher needs (Anderson, 2009). This is not only in primary and secondary grades, but in higher education also. This means that not only have we had students with diverse backgrounds that live here, but we also had international students that came to get an education here. The difference between international students and immigrants was that international students lived here for a short time to get an education, and immigrants moved here permanently to make better lives for their families, get an education, good job, and to have opportunities that other Americans have had. At the University of Wisconsin-Stout (UW-Stout) there was an influx of students from Saudi Arabia in spring 2012, and the Saudi population continues to grow. The Saudi Arabian Culture Mission (SACM) has developed education in Saudi Arabia for many years.

Since 1951, the Saudi Arabian Culture Mission (SACM) has built a reputation of funding Saudi Arabian students to study in the United States (Saudi Arabian Culture Mission in the United States, 2010). Since the initial start of the mission, Saudi Arabian students have come to the United States to study. In the 1970's and the 1980's the numbers were at an all-time high

(Kurtz, 2012). After the 9/11 attacks, these numbers dropped significantly due to visa restrictions placed on Saudis' wanting to enter the United States (Kurtz, 2012). In 2005, George W. Bush and King Abdullah from Saudi Arabia made an arrangement to lighten the restrictions and get Saudi students back studying in America (Kurtz, 2012). With the formal agreement, once students completed their studies in the United States they would use the skills they have gained back in Saudi Arabia (Kurtz, 2012). The Saudi Arabian government was looking at a depleting oil supply and is pushing their focus to educating their citizens.

Due to Saudi Arabia running out of oil in the next one hundred years, the Saudi government was preparing its citizens with careers that will support their lifestyle (Onsman, 2011). The primary source for economic growth in Saudi Arabia had been oil and the Saudi government was trying to diversify this notion by pushing education (Denman & Hilal, 2011). Many of the people that work in Saudi Arabia were from different countries. The unemployment rate in Saudi Arabia was at 10%, but among the youth, the rate was at 32% (Denman & Hilal, 2011).

The educational system in Saudi Arabia was stemmed around the religious beliefs of Muslims. The birth of Islam was the backbone that had shaped the character and history of Saudi Arabia (Pharaon, 2004). There were five key duties that Muslims were supposed to carry out. The first duty was to recognize that Allah was the sole God and that Mohammad was the prophet. The second was to pray five times a day; the prayer times were based on the sun's point in the sky. During the month of Ramadan fasting was practiced until sunset. Fasting was the third duty; and was a way for Muslims to cleanse their body and be able to feel for those less fortunate (Pharaon, 2004). The fourth duty was to give to charity. The final duty to carry out was to travel to Mecca if a person was able (Pharaon, 2004).



Since the economy has relied heavily on oil over the past one-hundred years, the labor force was mostly foreign-born populations (Pharaon, 2004). In order for Saudi Arabia to keep up the pace that they set, the Saudi Arabian population needed to get an education so they could take the skills they learned with them. If their citizens were getting more educated then the country would become more global.

Saudi Arabia was trying to become more global, to create bridges as well as barriers for them and for other countries (Denman & Hilal, 2011). In post 9/11 times other nations were having difficulty trusting Saudi Arabia, government, and its citizens. Saudi Arabia was trying to become global, but also maintain traditions, beliefs, and customs. They were still also trying to fit into the mainstream population (Denman & Hilal, 2011).

The only way to overcome these ideals was to build bridges that foster cooperation (Denman & Hilal, 2011). Saudi Arabia was considered the homeland for Arab people. Islam has spread throughout history because of bartering with other nations (Denman & Hilal, 2011). King Saud Bin Abdul Aziz University was established in 1957, and since then 52 universities had been added into the country (Denman & Hilal, 2011). In Saudi Arabia women and men were educated at separate universities (Denman & Hilal, 2011). Only one university in Saudi Arabia was co-ed, King Abdullah of Science and Technology (KAUST), and had many majors for polymer production (Denman & Hilal, 2011). Since a majority of universities in Saudi Arabia were segregated, when Saudi students study abroad, they were in co-ed classrooms and living quarters. This was also the first time that students had teachers of the opposite sex as an authority figure. This caused some students to be uncomfortable if they had teachers from the opposite sex when they studied abroad. Also, if a student was a single female, she had to bring an adult male family member with her when she studies.

The Saudi government's increase in funding over the last decade had pushed more students to come to the United States to get an education. Since the Saudi government had put in a lot of funding for education, the push to get their citizens educated was high. The Saudi scholarship program was established in 2005 and provided highly qualified students to get an education abroad (Denman & Hilal, 2011). The scholarship was supported by the Ministry of Higher education and the students had to fulfill the obligations of the scholarship. The scholarship was an attempt by the Saudi government to diversify employment, expand education, and lift the dependency on oil (Denman & Hilal, 2011). While Saudi Arabia was hoping to increase the number of educated students, it was also hoping to develop good relationships with other nations after 9/11 (Denman & Hilal, 2011). This increased the diversity in American classrooms.

The university classroom became a place of intersection and combination (Barberan, Gros, & Schweiger, 2010). Teachers needed to treat the diverse classroom as an opportunity to instill tolerance and respect but also understand that diversity was a social norm (Barberan, Gros, & Schweiger, 2010). With the increase in diversity teachers were becoming more aware of how they thought about diversity.

According to Olson (2003), teachers must reflect upon their own personal assumptions about issues of race and sexism before they were able to understand how differences effect perceptions of themselves. Diversity was seen as a way to achieve excellence in student learning (Nieto, 1999). In a culturally diverse classroom, students were encouraged to create their own knowledge and use critical thinking skills in conjunction with peer learning (Key, Campbell-Whatley, and Richards, 2006). In reflecting on teachers' own assumptions, educators could also connect those assumptions with everyday experiences.

If teachers connected to students' day-to-day experiences in the classroom with materials they were using, they were able to transform the traditional teacher centered approach to one of cooperative learning (Yeh & Inose, 2003). Using a monoculture curriculum gives students only a one-sided view of the world in which they lived (Yeh & Inose, 2003). Critical pedagogy was based on the experiences and perspectives of students rather than the imposed culture (Yeh & Inose, 2003). Instead of students learning from only the teacher, they could also learn from each other. Learning from each other also helped students think critically and acculturate into a new society.

If educators want to prepare students compete in a global market then students need to be able to think critically. One way to do this was to meet the diverse needs of our students. The Acculturation Theory states that a person's home culture had an impact on how they would react to the new culture (Berry, 1997). There were two types of acculturation; the first was a change of the culture of the group and the second was the psychology of the individual (Berry, 1997). There was also an interest within acculturation of new cultures forming outside of the original ones, which would form more of a blended culture (Berry, 1997). Acculturation also looked to see if a group or individual decides to interact with the new group or remain with their own cultural group (Berry, 1997). International students in the United States had to face great cultural and social situations which shake their own societal and cultural identities (Chizzo, 2002).

There are eight variables in Schumann's model of acculturation: (a) social dominance was if either the target language or the home language are dominant, a language learner may could have problems acquiring the new language; (b) assimilation, preservation, adaption if the learner adopts the new lifestyle of the target language or holds onto their cultural heritage and

has trouble integrating into the new one; (c) enclosure where the target group and the new group share the same constructs when it comes to schools churches, and clubs (d) cohesiveness refers to the target group remaining separate from the home group; (e) size of the target group is larger than contact with the new group will be more often; (f) congruence if two cultures are alike than their will be more interaction between the two; (g) attitude if both groups had positive attitudes then it will be easier to facilitate learning; (h) intended length of stay the longer a student plans to stay the better chance they had of learning the target language (Chizzo, 2002). Those were just some of the barriers, but there were also mental barriers to consider in this model of the acculturation theory.

Mentally there were four other barriers to learning a second language which were language shock, cultural shock, motivation, and ego (Chizzo, 2002). If these were not overcome then language learners would not be able to move on from their home language. Language was just one aspect that factors into acculturating into a new environment. How a person acculturates into a new cultural depends on social and personal variables of the society of origin (Berry, 1997). Individuals usually act in ways that synchronize to cultural influences and expectations (Berry, 1997). Acculturation tends to induce more changes in one group than the other (Berry, 1997).

Acculturation played a huge role on the Saudi Arabian population blending into UW-Stout and the larger community.

### **Statement of the Problem**

The University of Wisconsin-Stout had an influx of students from Saudi Arabia in 2011. UW-Stout partnered with Technical and Vocational Training Corporation (TVTC) to host eligible students studying engineering and technical fields (*Ferris welcomes Saudi Arabian*

*KASPTT students*, 2012). Out of 72 international students, 26 of them were from Saudi Arabia, who studied at UW-Stout (Larusso, 2012). In order to understand if acculturation had an effect on their first-year experiences at UW-Stout, a quantitative study was conducted among these Saudi Arabian students. By evaluating the needs of the Saudi Arabian students, the university would be able to utilize this information to better serve students with a solid educational foundation. No studies had been done about the transition of Saudi Arabian students to UW-Stout. This study determined if there were any problems that this population was having in acculturating to UW-Stout or things they the university could improve on.

### **Research Questions**

The following research questions will be answered in the study:

1. What were the first year experiences of Saudi Arabian students with their peers at UW-Stout?
2. What were the first year experiences of Saudi Arabian students with their instructors/professors at UW-Stout?
3. What were the first year experiences of Saudi Arabian students with the Office of International Education (OIE) at UW-Stout?

### **Importance of the Study**

For this research, the first-year experiences of Saudi Arabian students at UW-Stout will be identified. By identifying the experiences of Saudi Arabian students at UW-Stout, it would aid in providing for a smooth transition for Saudi Arabian students that come to UW-Stout to pursue an education. This study would inform UW-Stout faculty and students about what experiences the international students at UW-Stout have had. If students and faculty are aware

of issues that relate to acculturation then peers, instructors, and the OIE can better assist international students transitioning into the university.

### **Purpose**

The purpose of this study was to examine how acculturation affected Saudi Arabian students' relationships with peers, instructors, and the OIE. In order to meet the diverse needs of students, research needs to be done about this group's experiences at UW-Stout. UW-Stout's strategic plan for 2015 was to recruit and retain an international student population (University of Wisconsin-Stout, 2011). This plan highlighted the need for diversity at UW-Stout. The researcher had direct contact with the Saudi Arabian students at UW-Stout because she was English as Second Language (ESL) instructor at UW-Stout. In order for her and the rest of the university to understand how acculturation can affect Saudi Arabian students, first year experiences will be studied. A quantitative study will be done in order to find out what the first-year experiences of Saudi Arabian students had since they came to University of Wisconsin-Stout (UW-Stout).

### **Assumptions**

1. The University of Wisconsin-Stout (UW-Stout) wanted to recruit and maintain a diverse student population (University of Wisconsin-Stout, 2011). This was part of the 2015 strategic plan at UW-Stout to foster an open-minded and trusting campus climate (University of Wisconsin-Stout, 2011). This also helped promote bringing international students to UW-Stout to meet their diverse needs.

2. Another assumption was that acculturation of Saudi Arabian students was not going to be easy. The Muslim religion had an immense impact on the acculturation of the Saudi Arabian

students (Pharaon, 2004). Since acculturation states that a person's home culture has an impact on the new culture, it was highly plausible that it would have an effect.

3. Another assumption was that English Language Proficiency would have a significant impact students' acculturation to UW-Stout. Having trouble with the second language was stressful for international students. Language difficulties may put a strain on forming relationships in the new culture and therefore make it harder to acculturate into a new society (Yeh & Inose, 2003).

4. The findings of this study will assist UW-Stout, the Office of International Education (OIE), and English as Second Language teachers, informing them of the Saudi Arabian students. In order to retain and recruit more students in the future if any issues identified in this study than they can be considered by the appropriate university staff.

### **Limitations of the Study**

1. The first limit of this study is that the data will only include students from UW-Stout. This data may not apply to the greater population of Saudi Arabian students. Since the data was only collected at UW-Stout, other students from different universities may have different experiences.

2. The data only includes Saudi Arabian students at UW-Stout. The data may not apply to the greater population of international students that go to UW-Stout. There are over 200 international students at UW-Stout. There are 72 students that are from Saudi Arabia.

3. Some of the students interviewed were first-year UW-Stout students, but some of them were transfer students from other American universities. Since this was not their actual first year, their answers could be different than an actual first-year university student.

4. The study was also limited because many of the students that are studying at UW-Stout were male. The majority of the responses to the data collection tool were from male Saudi Arabian population.

### **Definition of Terms**

**Collectivist society.** A person tries to figure out what is best for the better of the group (Askdefine.com, 2012).

**Critical pedagogy.** An educational practice that comes from the constructs of critical theory to foster informed and empowered actors, particularly among ostracized or isolated peoples, and to change prejudiced conditions resulting from the dominant culture's legitimization and distribution of knowledge (Education.com, 2012).

**Diverse.** Of a different kind, form, character, etc. (Dictionary.com, 2012).

**Individualistic society.** A person has the right to pursue their own happiness (Dictionary.com, 2012). This pursuit takes a lot of responsibility, initiative, and lots of independence.

**Multicultural.** A representation of several different cultures (Dictionary.com, 2012).

**Shia Muslim.** A branch of Islam that regards Ali as the legitimate successor to Mohammed and rejects the first three rulers (Farlex, 2012).

**Sunni.** A branch of Islam that accepts the first four rulers as rightful successors of Muhammad. (Farlex, 2012).



## **Methodology**

The researcher conducted a literature review and a survey questionnaire. The sample was Saudi Arabian students enrolled at UW-Stout during the fall of 2012. One of the goals at UW-Stout was to recruit and retain a diverse population (*Fact book 2011-2012: Office of planning, research, assessment and quality*, 2012). To meet this goal, UW-Stout partnered with Technical and Vocational Training Cooperation (TVTC) to host eligible students studying engineering and technical fields (*Ferris welcomes Saudi Arabian KASPTT students*, 2012).

## Chapter II: Review of Literature

The purpose of this study was to investigate the first-year experiences of Saudi Arabian students at UW-Stout. The researcher did not locate any studies that had been done about first-year experiences of Saudi Arabian students acculturating to the university. With the influx of Saudi Arabian students over the past year, the researcher felt that this needed to be investigated to benefit future students.

The study will be guided by the following research questions:

1. What were the first year experiences of Saudi Arabian students with their peers at UW-Stout?
2. What were the first year experiences of Saudi Arabian students with their instructors/professors at UW-Stout?
3. What were the first year experiences of Saudi Arabian students with the Office of International Education (OIE) at UW-Stout?

The purpose of this chapter was to present a review of the literature related to acculturation, barriers to acculturation, and strategies that were common in acculturating international students. The review of literature goes onto further explain Muslim religion, education, provide an overview of expectations, and an overview of international students studying in the United States. The literature review ends with how isolation, English language proficiency, and unmet expectations could affect the acculturation of Saudi students. Since a number of Saudi Arabian students had been coming to UW-Stout, the research intended to shed some light on the acculturation of these students to the university.

## **Acculturation Theory**

The literature review discusses the experiences of international students in higher education (H.E.). This includes how students' cultural backgrounds had an impact on their experiences. This is called the articulation theory which covers all the changes that happen once a person interacts with both backgrounds (Sam, 2006). The theory emphasizes that a person's culture had a significant impact on how they adapt to a new culture. The cornerstone of the acculturation theory was to determine the influence cultural factors have on the progress and display of individual human behavior (Berry, 2008).

Acculturation examines if individuals act in the same way they did in their home culture or if they change behavior based on the setting of a new culture. Patterns were also examined with how they act in their new culture (Berry, 2008). When acculturation happens, one group stands out over the other. This was either the home culture or the new culture. One of two things happened within acculturation: either the culture of the group changes or the psychology of the individual changes (Berry, 2008). When it comes to acculturation, people had various levels to which they had acculturated (Berry, 2008). The reason for the migration can also affect how a person or group acculturates into the new society (Berry, 2008). These factors were called the "push/pull" factors of acculturation. If a group or individual was pushed out of their country that was the push factor (Berry, 2008). If their reason for coming here was, for example, education, that would be a pull factor (Berry, 2008).

## **Barriers to Acculturation**

People that move from one culture to another may experience language barriers, gender role identification problems, cultural and ethical differences, and limited social networks (Kim, 2012). In some cases, people that move from one country to another may face racial prejudice

and that could make it very hard for them to acculturate into the new society (Chavajay & Skowronek, 2008). When an individual faces discrimination it was more difficult to acculturate into the new society because the person or group did not feel comfortable.

Gender also has an impact on acculturation into the new society; women are sometimes at a higher risk to acculturate to a new society (Berry, 2008). The more conservative a country was could have a direct impact on women in a new culture (Berry, 2008).

How much the individual or group knows the new language could also have a significant effect on the acculturation into the new society (Kim, 2012). The more the individual knows the second language, the easier time they could acculturate to the new culture (Kim, 2012). In relation to language an individual's educational level had an effect on their acculturation to the new culture (Berry, 2008). Related to one's education was an individual's place in the economic world (Berry, 2008). Those from a higher status can fit in easier to the new culture and adapt easier, but those that come from lower economic status find it harder to be accepted (Berry, 2008). Cultural distance is another barrier that could have an effect on the acculturating process (Berry, 2008). The more similar two cultures were, the easier it was to acculturate into the new culture (Berry, 2008). Strategies had developed about acculturation to explain how a group or individual acculturates into a new society.

### **Strategies of Acculturation**

A number of strategies were used when it came to individuals or groups acculturating into a new culture. Some migrants did not want to maintain a relationship with members of their own culture, but develop relationships with the new culture and assimilate into the new culture (Simonovich, 2008). The migrants who seek to maintain relationships with both the new culture and their culture of origin are seeking to integrate into the new culture (Simonovich, 2008).

Some migrants had only maintained relationships with their culture of origin and had adopted the separation mode of acculturation (Simonovich, 2008). Some did not maintain relationships with their host culture or their cultural of origin and had adopted marginalization as their acculturation strategy (Simonovich, 2008).

### **Muslim Religion**

The backbone of Saudi Arabia was the Muslim religion where most of the Saudi Arabian citizens are Sunni and a small part of them are Shia (Podikunju, 2008). Muslims must believe in the prophet Mohammed, pray five times a day, give to the poor, go to Mecca, and fast for a month during Ramadan (Podikunju, 2008). The Muslim religion was so embedded in the Saudi people that it made it harder for them to acculturate into the new society (Podikunju, 2008). In Saudi Arabia, people were supposed to acquire knowledge for themselves from the cradle to the grave (Almotery, 2009). Saudi Arabia was also a collectivist culture, and Islam could not be understood without understanding a collectivist culture (Almotery, 2009). According to Islamic culture, women were not supposed to be alone with unfamiliar men (Almotery, 2009). Single women that study in the United States were occupied by a male member of their family (Almotery, 2009). Even though the women's head scarf was not required by their religion, many women choose to wear it even if the new country did not require it (Almotery, 2009). These customs could make it difficult for international students to acculturate into a new society.

### **Saudi Arabian Education**

In Saudi Arabia, every individual was required to receive an education regardless of gender (Almotery, 2009). Even though they receive the same education, women and men were separated so the women did not get harassed in school (Almotery, 2009). According to Almotery (2009), education was not the only thing that separates men and women. They were

also separated when it comes to prayers and formal dinners. When women were in school their teachers were also women. They do not require physical education for women (Almotery, 2009).

Early education in Saudi Arabia was primarily centered on religious education (Almotery, 2009). In 1953, education was reformed by King Fahd who founded the Ministry of Education. Education was free for everyone within all levels. Scholarships were available to everyone (Almotery, 2009).

Primary school started at age six and girls were guided into areas of home economics while boys were guided to physical educational areas (Almotery, 2009). Students were required to pass a standardized test before they could move out of primary school (Almotery, 2009). Students started to learn English in the primary grades and in middle school English was part of the curriculum (Almotery, 2009). In their first year of high school they were supposed to have decided what field they wanted to study in so they could focus on that the rest of their high school years (Almotery, 2009).

Teachers in Saudi Arabia were very respected by students. They always raised their hand if they had a question (Almotery, 2009). The Saudi Arabian instructors, who were in leadership roles, and were trained overseas, had little experience in leadership (Onsman, 2011). Non-Saudi Arabian staff, were very experienced and qualified but lacked the cultural awareness needed to teach in Saudi Arabia (Onsman, 2011). With more teachers needed, the quality of education that students were getting was not as good because they were taking less qualified and less experienced teachers in order to fill the gaps for faculty (Onsman, 2011).

Yet another issue according to Onsman, (2011) was that teachers that were trained overseas, were teaching English, but had a low ability in English. When students come from a

Saudi Arabian based educational system, the above barriers made it harder to acculturate into a new society.

### **Overview of Experiences**

The number of international students in the 2010/11 school year in American universities was 723,277; an increase of 5 percent from the previous year (Witherell, 2012). There were 32% more international students at colleges and universities than there were a decade ago (Witherell, 2012). The number of college students from diverse populations in 1976 was at 15%; in 2007 it had increased to 32% (Griffin, 2010). The faces of students at universities were changing, but universities themselves were not changing how they taught these diverse populations (Griffin, 2010). On one hand, the number of diverse students increased from 1979-2009 (Fast facts, 2011). On the other hand, from 1979-2009, the number of white students going to college decreased by 20% (*Fast facts*, 2011).

Many colleges all over the world were seeing an influx of international students, and this number was expected to grow due to the globalization going on in the world (UNESCO, 2009). This was seen at the University of Wisconsin-Stout, with an influx of students from Saudi Arabia that were taking English as a Second Language classes and then transitioning to academic classes (Ferris State University, 2012).

International students had different experiences than domestic students when they go to college (Yeh & Inose, 2003). For many international students, this was their first time away from home and their first time being on their own. This was also true for domestic students, but international students had many other factors that came into play since they were not in their country of origin. Some of these factors were language proficiency, unmet needs, and a feeling of isolation. America was an individualistic society and many international students come from

collectivist societies (Khawaja & Stallman, 2011). Since many international students come from collectivist societies they were not prepared to live on their own (Khawaja & Stallman, 2011).

### **Isolation**

One of the biggest hurdles international students encounter was the feeling of isolation in their host country (Khawaja, & Stallman, 2011). International students feel that domestic students did not talk to them unless it was in class. Outside of class, international students only associate with students from their same country, or some of them did not associate with anyone (Khawaja & Stallman, 2011). This can lead to issues of depression which had an effect on their grades. Another common factor with international students was the personality of the students (Khawaja & Stallman, 2011). If students were more outgoing, then they were more likely to have made friends easier and did not feel isolated in the country in which they were studying. Students that study abroad encounter isolation if they did not know anyone who lives in the new country (Khawaja & Stallman, 2011). Many students encounter difficulties with developing friendships with domestic students (Khawaja & Stallman, 2011). Busy lifestyles, and an already existing network of friends, were identifying factors preventing students from befriending domestic students (Khawaja & Stallman, 2011). It was found that the more international students socialize with domestic students the easier an adjustment was for them (Araujo, 2011). It could have a negative effect if students only had close personal ties with students that were from their same country (Araujo, 2011). They can end up relying on them and not seeking socialization with others.

Another hurdle that international students encounter was their English language proficiency, which is also linked to making friends with American students (Araujo, 2011).



### **English Language Proficiency**

English language fluency was a significant variable related to the adjustment of international students (Araujo, 2011). In their study, Yeh and Inose (2003) found that higher English language proficiency lowered international students' stress, psychological problems, and social issues. English language proficiency provides students the opportunity for improved classroom communication and better understanding of classroom undercurrents that underlie engagement (Karuppan & Barari, 2011). Students that had higher English language ability were also less discriminated against than if they had lower English language ability (Karuppan & Barari, 2011). The higher the English language ability, the easier students could adjust academically, socially, and culturally.

Another obstacle that international students encounter is unmet expectations.

### **Unmet Expectations**

When international students study abroad, they have expectations before they come to the university. Unmet expectations could be linked to academics, community, university, or socializing with others. Students also believe that the host culture will understand their culture. Often times the host culture only understands a little about other cultures (Khawaja & Stallman, 2011). An example of a cultural difference with Muslim students is that if they touch a dog they have to wash their body and clothes (Sherry, Thomas, & Chui, 2010). Where they come from, dogs are restrained, but not in America.

Students also had the belief that they would have more support, resources, and a mentorship program (Khawaja & Stallman, 2011). Academically, students expect to do well because they believe courses were easy and that if they did well at their university at home then they could do well in America (Khawaja & Stallman, 2011). International students come to the

United States with expectations before they leave their country of origin. If those expectations were not met it could cause frustration in many areas of their university life.

### **Chapter Summary**

The review of the literature was to provide vital information about Berry's acculturation theory, the barriers to acculturation, and some strategies used to acculturate. The literature further explains how the Saudi religion and educational system can create more barriers to the acculturation of Saudi students. The unmet expectations, isolation, and English language proficiency had further effects for the acculturation of Saudi students to UW-Stout. As noted earlier in the literature, the United States had seen an influx of Saudi Arabian students in higher education. UW-Stout was seeing this influx due to the King Abdullah Scholarship program that funds Saudi students to study in the United States (Ferris State University, 2012).

The review of literature covered the general international students and how there had been a substantial increase of international students. The literature goes onto discuss the segregated gender educational system in Saudi Arabia. When Saudi Arabian students come to the United States to study, they were not used to having mixed gender classes. This could cause some students to feel uncomfortable in this new environment. Furthermore, Saudi Arabian students prefer same sex teachers for men and women. In America, where teachers might be of an opposite gender, this could cause them to feel like the teacher is unapproachable.

The Muslim religion was the backbone of Saudi Arabia and many American instructors are not informed about Saudi culture or religion (Podikunju, 2008). This could be a further barrier to Saudi Arabian students studying in America. Another barrier was limited English ability since they had trouble speaking with peers and instructors. This leads to the Saudi Arabian students feeling isolated in their new environment. Many factors can lead to Saudi

Arabian students' issues in acculturating to UW-Stout and these were research factors that were discussed in the above literature.

The Saudi Arabian students' first-year experiences were examined to provide information to students, staff, and the OIE to ultimately improve the well-being of the students.

## **Chapter III: Methodology**

### **Methodology**

A quantitative survey was used to answer the research questions about the experiences of Saudi Arabian students in their first year at UW-Stout. Quantitative research tends to be more theory based than qualitative theory (Weirisma, 2009). Survey research was conducted to find out the answer to the specific research questions of the study. The survey also explored how acculturation had an effect on the experiences of Saudi Arabian students.

The following research questions will guide the study:

1. What were the first year experiences of Saudi Arabian students with their peers at UW-Stout?
2. What were the first year experiences of Saudi Arabian students with their instructors/professors at UW-Stout?
3. What were the first year experiences of Saudi Arabian students with the Office of International Education (OIE) at UW-Stout?

### **Pilot Study**

In the summer of 2012, the researcher conducted a pilot study about the first-year experiences of Saudi Arabian students at UW-Stout. Since no studies had been done about Saudi's experiences at UW-Stout, the researcher decided to conduct a study. The researcher teaches English as Second Language (ESL) classes at UW- Stout and all her students were all from Saudi Arabia. By reviewing the literature about acculturation and Saudi Arabian students' adjustments to university life, the researcher came up with 15 interview questions based on the literature review and demographics of the students. The questions started off with simple demographics, then went onto ask them about their adjustment to academic life at UW-Stout.

Follow up questions were asked about changes that would make the transition easier for them. The themes of the questions that were discussed were isolation, English proficiency, unmet needs, and how the culture they come from affected their experiences in college. The questions were intended to find out their experiences with UW-Stout instructors, peers, the OIE, and if acculturation has anything to do with their experiences.

The researcher asked the students if any of them were willing to participate in the study about Saudi Arabian students at UW-Stout. The researcher had some students that wanted to participate and some that did not. The researcher's goal was to interview six students because that was how many students could participate during the summer. The researcher took three from one class and three from another. Three men and three women were also chosen to ensure gender representation. On the day before the interview, the researcher made the final decisions about who the participants would be. The next day the researcher interviewed the students individually after they were done with classes. Each interview lasted 30 minutes and was conducted in a classroom on campus. Some questions were explained further in order for them to understand the question better.

### **Population and Sample**

Quantitative research is structured and very few changes are made from the onset (Wiersma, 2009). A survey was developed by the researcher and sent out to the population being sampled. The sample population was 72 Saudi Arabian UW-Stout students. The names and emails of all the Saudi Arabian students attending UW-Stout were given to the researcher by the OIE office. The researcher conducted purposeful sampling, which means the subjects for the study are the phenomenon being studied (Wiersma, 2009). The researcher sent out 72 quantitative surveys through the Qualtrics system that were sent to students as a link.

## **Instrumentation**

Based on the results of the pilot study, the researcher made changes to the proposed research project. The researcher changed the theory from Holland's Occupational Theory to the acculturation theory. Based on where the students come from, culture, language, and religion had a direct impact on how they adjusted to university life. The study was changed from a qualitative study to a quantitative study based on how much time it took to code all the data.

## **Data Collection**

A quantitative survey was conducted in the fall 2012 to Saudi Arabian students at UW-Stout. The steps the researcher took, prior to analyzing data were as follows:

- (a) Sending out emails to the sample population prior to the survey being sent out.
- (b) The survey was analyzed by the researcher's advisor to make sure good data would be collected based on the survey questions.
- (c) The emails of Saudi Arabian students were gathered for the survey from a staff member at the Office of International Education (OIE).
- (d) The survey was developed using a Likert Scale.
- (e) The survey was sent out to the population using the Qualtrics system at UW-Stout.
- (f) The survey responses went into the Qualtrics system after the surveys were completed.
- (g) The researcher analyzed the data collected from the Qualtrics survey.
- (h) The variables were identified in the survey responses.

## **Data Analysis**

A quantitative research study was done to answer the research questions. Using guidelines presented in Weirisma (2009), the researcher established data collection procedures. Twenty

questions were developed to investigate the first-year experiences of Saudi Arabian students at UW-Stout with instructors, peers, and the OIE office. The surveys were analyzed to look for the variables (Wiersma, 2009). The variables turned into themes, conclusions, and ideas for further research.

### **Limitations**

1. The first limit of this study is that the data will only include students from UW-Stout. This data may not apply to the greater population of Saudi Arabian students. Since the data was only collected at UW-Stout, other students from different universities may have different experiences.

2. The data only includes Saudi Arabian students at UW-Stout. The data may not apply to the greater population of international students that go to UW-Stout. There are over 200 international students at UW-Stout. There are 72 students that are from Saudi Arabia.

3. Some of the students interviewed were first-year UW-Stout students, but some of them were transfer students from other American universities. Since this was not their actual first year, their answers could be different than an actual first-year university student.

4. The study was also limited because many of the students that are studying at UW-Stout were male. The majority of the responses to the data collection tool were from male Saudi Arabian population.

## **Chapter IV: Data Analysis**

The purpose of the study was to examine the first-year experiences of Saudi Arabian students at UW-Stout with peers, instructors, and the OIE office.

### **Response Rate**

The survey was distributed through Qualtrics and sent to 72 Saudi Arabian students that were attending UW-Stout. Fifty-two students responded to the survey. This means that the response rate was 66.66%, so more than half of the Saudi Arabian students responded to the survey.

### **What Have Been Your First-Year Experiences With Peers?**

Section 1 of the survey addressed the first-year experiences of Saudi Arabian students had with their peers. In this section seven questions were asked about their experiences they had with their peers in the first-year at the university. Question 1 required students to give information about how often they do activities with other Saudi Arabian students. Table 1 shows that two or 4% of the population never did activities with other Saudi Arabian students, 2 or 4% were less than once a month, 2 or 4% were once a month, 10 or 21% were 2-3 times a month, 9 or 19% said once a week, and 16 or 34% said 2-3 times a week they did activities with other Saudi Arabian students.



Table 1

*How Often Do You Enjoy Activities With Other Saudi Arabian Students?*

Answer	Response	%
Never	2	4
Less than Once a month	2	4
Once a Month	2	4
2-3 Times a month	10	21
Once a week	9	19
2-3 Times a Week	16	34
Daily	6	13
Total	47	100

In Question 2, the students were asked if they ever felt unwanted in class projects. Table 2 presents the responses: one or 2% said they felt unwanted in class projects once a week, 5 or 11% felt unwanted once a month, 24 or 52% of the said never felt unwanted, 6 or 13% said they felt unwanted less than once a month, 4 or 9% felt unwanted daily, 3 or 7% said 2-3 times per week they felt unwanted, and 3 or 7% 2-3 said 2-3 times per month they felt unwanted in class projects.

Table 2

*Do You Ever Feel Unwanted in Class Projects?*

Answer	Response	%
Once a Week	1	2
Once a month	5	11
Never	24	52
Less than Once a Month	6	13
Daily	4	9
2-3 Times a Week	3	7
2-3 Times a Month	3	7
Total	46	100

Question 3 asked students if they felt comfortable when they were with members of the opposite gender. The responses revealed that 85% said that they felt comfortable with members of the opposite sex. Fifteen percent said that they were uncomfortable with members of the opposite sex.

Survey Question 4 asked students if they were members of any organizations at UW-Stout. Of the students that answered, 34 or 72% of Saudis were not members of an organization. There were 13% of the students that were members of organizations at UW-Stout. Table 3 represents what organizations Saudi students belong to at UW-Stout. Out of the students that were in groups, one or 8% were involved in special interest organizations. The academic and professional group was at three or 25%. The students that are in sports clubs were at four or 33%. The students that belong to cultural organizations were at six or 50% of the population.

The students that belong to a religious organization were at seven or 58% of the Saudi population.

Table 3

*What Types of Organization Do You Belong To?*

Answer	Response	%
Student Governance	0	0
Greek Life	0	0
Political	0	0
Communications	0	0
Special Interest	1	8
Academic and Professional	3	25
Sports Clubs	4	33
Cultural	6	50
Religious	7	58

Survey Question 6 shown in Table 4, found that eight or 17% of the respondents were very uncomfortable with mixed gender classes; four or 9% were uncomfortable with mixed gender classes. Two or 4% were somewhat uncomfortable with mixed gender classes, three or 7% were somewhat comfortable with mixed gender classes, sixteen or 35% were comfortable with mixed gender classes, and thirteen or 28% were very comfortable with mixed gender classes.

Table 4

*Are You Comfortable With Mixed Gender Classes?*

Answer	Response	%
Very Uncomfortable	8	17
Uncomfortable	4	9
Somewhat Uncomfortable	2	4
Somewhat comfortable	3	7
Comfortable	16	35
Very comfortable	13	28
Total	46	100

Table 5, one or 2% said that they never got together with American students; four or 9% of the respondents said less than once month they gathered with American students, five or 11% said once month they got together with American students. One or 2% said 2-3 times a month they got together with American students, ten or 22% said once a week they got together with American students, twenty or 43% said 2-3 times a week, and five or 11% said daily they got together with American students daily.

Table 5

*How Often Do You Get Together With American Students?*

Answer	Response	%
Never	1	2
Less than Once a month	4	9
Once a Month	5	11
2-3 Times a Month	1	2
Once a Week	10	22
2-3 Times a Week	20	43
Daily	5	11
Total	46	100

Section 2 covers questions about first-year experiences with UW-Stout instructors.

**What Were Your First-Year Experiences With UW-Stout Instructors?**

Table 6 represents the relationships Saudi students had with their instructors at UW-Stout. Two or 4% of the respondents said they did not have good relationships with their instructors, two or 4% said they had good relationships with their instructors, fifteen or 33% said they had good relationships with most of their instructors, and twenty-nine or 59% said they had excellent relationships with instructors.

Table 6

*Do You Have a Good Relationship With Your Instructors?*

Answer	Response	%
I do not have good relationships with my instructors	2	4
I have good relationships with my instructors	2	4
I have good relationships with most of my instructors	15	33
I have excellent relationships with my instructors	27	59
Total	46	100

Question 9 required students to answer how comfortable they were with female instructors. When students answered this question 83% of them were comfortable with female instructors. Of this population that answered the survey, 17% were sometimes comfortable with female instructors.

Question 10 required students to say how comfortable they were with male instructors. Most students were comfortable with male instructors and it comes out to 76% of students were comfortable. Out of 100% of these students, 24% were sometimes comfortable with their male instructors.

Question 11, Table 7, required students to say how approachable they felt their instructors were two or 4% said not at all, thirteen or 29% said occasionally approachable, and thirty or 67% said instructors were frequently approachable.

Table 7

*Are Your Instructors Approachable If You Have a Question?*

Answer	Response	%
Not at all	2	4
Occasionally	13	29
Frequently	30	67
Total	45	100

Survey Question 12 asked students if they felt challenged when communicating with their instructors in English. Table 8 presents the findings: 12 or 27% of the respondents said they never were challenged when communicating with their UW-Stout instructors in English. Eight or 18% said rarely, 9 or 20% sometimes, 3 or 7% most of the time, and 13 or 29% said they always had problems communicating with their instructors in English.

Table 8

*Are You Challenged to Communicate With Your UW-Stout Instructors in English?*

Answer	Response	%
Never	12	27
Rarely	8	18
Sometimes	9	20
Most of the time	3	7
Always	13	29
Total	45	100

Section 3 describes the first-year experiences Saudi Arabian students have had with the office of Office of Education (OIE) at UW-Stout.

Question 13 asked students to describe how often they came to the OIE office, Table 9 presents the findings. Twelve or 27% said they did not go to the OIE office, 30 or 67% said occasionally, and 3 or 7% said they frequently visit the OIE office.

Table 9

*How Often Do You Visit the OIE Office?*

Answer	Response	%
Not at all	12	27
Occasionally	30	67
Frequently	3	7
Total	45	100



Question 14 asked students to express how helpful the OIE office was with the transition to UW-Stout, Table 10 presents these findings. Eight or 17% have received no help from OIE and 17 or 37% have received a lot of help from the OIE office.

Table 10

*How Helpful Has OIE Been With Your Transition to UW-Stout?*

Answer	Response	%
No help has been received from OIE	8	17
A lot of help has been received from OIE	17	37
Total	46	100

Question 15 asked students to express how useful the OIE orientation was when they came to UW-Stout, Table 11 represents these findings. One or 2% found OIE orientation to be very useless, 3 or 7% useless, 6 or 13% somewhat useless, 16 or 36% said somewhat useful, 16 or 36% said it was useful and 3 or 7% found the OIE orientation very useful.

Table 11

*Was the OIE Orientation Useful When You Came to UW-Stout?*

Answer	Response	%
Very useless	1	2
Useless	3	7
Somewhat useless	6	13
Somewhat useful	16	36
Useful	16	36
Very useful	3	7
Total	45	100

Question 16 asked students to tell how often they come to OIE events, Table 12 presents these findings. Seven or 16% never go to OIE events, 15 or 33% said rarely, 18 or 40% said sometimes, and 5 or 11% more than five times a semester they attend OIE held events.

Table 12

*Do You Come to Any of the Events OIE Holds?*

Answer	Response	%
Never	7	16
Rarely 1-2	15	33
Sometimes 3-4	18	40
More than 5 per semester	5	11
Total	45	100

### **Demographics**

The findings to the last four survey questions represent the demographics of the Saudi Arabian students that responded to the survey. Question 17 asked for gender information. Of the students that answered the survey 41 or 89% of them were male. Females that responded were 5 and 11% of the population respectively.

Question 18 asked students to state how long they have been in the United States, Table 13 presents the findings. Eleven or 24% had been here less than six months, 23 or 50% have been here nine months, and 12 or 26% have been in the United State for over a year.

Table 13

*How Long Have You Been in the United States?*

Answer	Response	%
Less than six months	11	24
Nine months	23	50
Over one year	12	26
Total	46	100

Question 19 asked students where they lived, Table 14 presents these findings. Twenty-five or 54% lived in an apartment, 6 or 13% lived in the dorms, 1 or 2% lived with a host family, and 14 or 30% lived in a house.

Table 14

*Where Do You Live?*

Answer	Response	%
Apartment	25	54
Dorms	6	13
Host family	1	2
House	14	30
Other	0	0
Total	46	100

Question 20 asked students what major they were studying, Table 15 presents these findings. Eleven or 24% were engineering majors, 11 or 24% were information technology

majors, 1 or 2% were education majors, 1 or 2% were fashion design majors, 5 or 11% were food and nutrition majors, and 17 or 37% were other majors.

Table 15

*What Major Are You Studying At UW-Stout?*

Answer	Response	%
Engineering	11	24
Information technology management	11	24
Education	1	2
Fashion design	1	2
Food and Nutrition	5	11
Other	17	37
Total	46	100

This chapter presented findings to the first-year experiences of Saudi Arabian students at UW-Stout. Chapter Five will restate the limitations of the study. Also in Chapter Five, conclusions will be based on the findings of the survey. The final part of Chapter Five will conclude with recommendations for further study.

## **Chapter V: Discussion**

The study was designed to assess the first-year experiences of Saudi Arabian students at UW-Stout with their peer, instructors, and the OIE office. No studies had been done about first-year experiences of Saudi Arabian students at UW-Stout. Saudi Arabian religion, education, and culture were very different from American culture. This did not include English language barriers students may encounter or feelings of isolation. The study looked at acculturation and how it affected a person's experiences in a new culture. The first-year experiences of Saudi Arabian students needed to be analyzed so instructors, faculty, and future students have their needs met and instructors can better serve this population.

### **Limitations of the Study**

1. The first limit of this study is that the data will only include students from UW-Stout. This data may not apply to the greater population of Saudi Arabian students. Since the data was only collected at UW-Stout, other students from different universities may have different experiences.

2. The data only includes Saudi Arabian students at UW-Stout. The data may not apply to the greater population of international students that go to UW-Stout. There are over 200 international students at UW-Stout. There are 72 students that are from Saudi Arabia.

3. Some of the students interviewed were first-year UW-Stout students, but some of them were transfer students from other American universities. Since this was not their actual first year, their answers could be different than an actual first-year university student.

4. The study was also limited because many of the students that are studying at UW-Stout were male. The majority of the responses to the data collection tool were from male Saudi Arabian population.

## Conclusions

**What were the first year experiences of Saudi Arabian students with their peers at UW-Stout?** Based on the survey results and relating back to the first research question, some conclusions could be made about the first-year experiences of Saudi Arabian students at UW-Stout. When it comes to students feeling unwanted in class projects, initially it looked like a majority of the students did not have issues feeling unwanted. Upon further evaluation of the responses, 8 or 18% of the population that answered the survey felt unwanted in class projects anywhere from once a week to daily. This could lead to a student feeling isolated while they were in class and was consistent with past research that was given in my literature review (Khawaja, & Stallman, 2011).

When the researcher analyzed the data about students feeling comfortable in mixed gender classes, 28% of the students were comfortable in mixed gender classes. When the researcher analyzed the comfort level of students with members of the opposite sex, the results showed the following: very uncomfortable at 17%, uncomfortable 9%, and somewhat uncomfortable at 4%. When the sums of these were added up, 30% of the Saudi Arabian students were somewhat uncomfortable with mixed gender classes. In Saudi Arabia they do not have mixed gender classes so this was normal for some students not to feel comfortable with mixed gender classes here in America (Almotery, 2009).

A majority of the Saudi Arabian students were not involved in student organizations at UW-Stout. There were only 28% that were in student organizations at UW-Stout. When a correlation was done comparing students participation in a UW-Stout organization and how often they socialized with Americans, the students that were part of organizations were more likely to do activities with Americans than other students. The more students that join an organization the

more it helps with feelings of isolation, homesickness, and also improves English language ability (Araujo, 2011).

**What were the first year experiences of Saudi Arabian students with their instructors/professors at UW-Stout?** In the United States students have instructors that are sometimes a different gender than their own. Saudi Arabian students were not used to this because they had same sex teachers in Saudi Arabia. One of the questions was “have you been comfortable with your male teachers?” Thirty-five percent of the respondents said that they were sometimes comfortable with their male instructors. When asking about female instructors 17% were sometimes comfortable with the female instructors they had at UW-Stout. If students were not comfortable with their instructors than they were not comfortable enough to consult them if they had questions (Almotery, 2009).

In previous research a huge barrier of students acculturating to the new culture was related to having a limited English ability. This could make students feel isolated in their new culture with their instructors and their peers. A majority of the Saudi Arabian students had been studying at UW-Stout since January, 2012. In the survey responses the students that had been here nine months had the most trouble communicating with their instructors in English. There were 8 or 17% of the students that said they had problems speaking to their instructors in English. This was very interesting since most other students that had been at UW-Stout answered that they rarely had problems speaking to instructors and they had been here six months or less. The duration of time a student had been here had a big factor on their English language proficiency (Yeh & Inose, 2003). From the data that was collected, the nine month cohort had more issues communicating with instructors, than the students that had been here six months. From past research the longer a student had been in the United States, the least amount

of issues they had speaking English (Karuppan & Barari, 2011). In this study it was found that time is not the definite factor, but since a majority of Saudi students came at the same time they are still relying on Arabic to communicate. Since they are still speaking Arabic a majority of the time, they will still feel uncomfortable speaking English to their instructors.

**What were the first year experiences of Saudi Arabian students with the Office of International Education (OIE) at UW-Stout?** Twenty-seven percent of the students that answered the survey had never visited the OIE office. Sixty-seven percent had visited the OIE office occasionally. Thirty-seven percent of the respondents thought that the OIE office had been a lot of help to them since they transitioned to UW-Stout. When a cross tabulation was done between how useful students found the UW-Stout orientation and how helpful OIE office had been with the transition, eleven or 24% of the students responded that they found both the orientation useful and had received a lot of help from the OIE office. Transitioning into a college can be difficult for American students, but even more difficult if this was not your home country. By having the support students need when they got here and beyond it can make the transition go so much smoother for them (Yeh & Inose, 2003).

Acculturation to a new society is not easy and the more distance between the host society and the new society, the harder it is for them to acculturate (Berry, 2008). The Saudi Arabian population was no exception to this rule. The biggest hurdle that they encounter is the English language barrier, if that was overcome then many other things fall into place for the student. The more a student joins organizations around campus the easier it is for them to acculturate into the new society.



## **Recommendations**

1. It would benefit UW-Stout faculty to have a workshop about Saudi culture, education, and religion. This would help future students since faculty would already be aware of issues that could come up during class.

2. It would also benefit Saudi Arabian students to have a workshop about American culture, education, and what is expected of them while they are studying at UW-Stout. Incorporated into this could be recommendations for improvement from the Saudi Arabian students. These recommendations could later be given to administrators of UW-Stout to benefit future Saudi Arabian students.

3. A qualitative study should be done to get more in depth responses about ways that UW-Stout instructors, staff, and faculty can help them academically, socially, or any other ways that they think would benefit their time at UW-Stout.

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**Appendix A**  
**Instrumentation**

Q1 How often do you enjoy activities with other Saudi Arabian students?

- Never (1)
- Less than Once a Month (2)
- Once a Month (3)
- 2-3 Times a Month (4)
- Once a Week (5)
- 2-3 Times a Week (6)
- Daily (7)

Q2 Do you ever feel unwanted in class projects? If yes,

- Never (1)
- Less than Once a Month (2)
- Once a Month (3)
- 2-3 Times a Month (4)
- Once a Week (5)
- 2-3 Times a Week (6)
- Daily (7)

Q3 Do you feel comfortable in classroom groups with members of the opposite gender?

- Yes (1)
- No (2)

Q4 Are you a member of any student organization at UW-Stout?

- Yes (1)
- No (2)

Answer If Are you a member of any student organization at UW-Stout? Yes Is Selected

Q5 If yes, what type organization or organizations are you a member of?

- Academic and Professional (1)
- Communications (2)
- Cultural (3)
- Greek Life (4)
- Political (5)
- Religious (6)
- Special Interest (7)
- Sports Clubs (8)
- Student Governance (9)

Q6 Are you comfortable with mixed gender classes?

- Very Uncomfortable (1)
- Uncomfortable (2)
- Somewhat Uncomfortable (3)
- Somewhat comfortable (4)
- Comfortable (5)
- Very Comfortable (6)



Q7 How often do you get together to socialize with American students at UW-Stout?

- Never (1)
- Less than Once a Month (2)
- Once a Month (3)
- 2-3 Times a Month (4)
- Once a Week (5)
- 2-3 Times a Week (6)
- Daily (7)

Q8 Are you challenged to communicate with your UW-Stout instructors in English?

- Never (1)
- Rarely (2)
- Sometimes (3)
- Most of the Time (4)
- Always (5)

Q9 Do you have a good relationship with your instructors?

- I do not have good relationships with my instructors (1)
- I have good relationships with my a few of my instructors (2)
- I have good relationships with most of my instructors (3)
- I have excellent relationships with my instructors (4)

Q10 Are you comfortable with female instructors?

- No (1)
- Sometimes (2)
- Yes (3)

Q11 Are you comfortable with male instructors?

- Yes (1)
- Sometimes (2)
- No (3)

Q12 Are your instructors approachable if you have a question?

- Not At All (1)
- Occasionally (2)
- Frequently (3)

Q13 How often do you visit the OIE office?

- Not At All (1)
- Occasionally (2)
- Frequently (3)

Q14 How helpful has OIE been with your transition to UW-Stout?

- No help has been received from OIE (1)
- A little help has been received from OIE (2)
- A lot of help has been received from OIE (3)

Q15 Was the OIE orientation useful when you came to UW-Stout?

- Very Useless (1)
- Useless (2)
- Somewhat Useless (3)
- Somewhat Useful (4)
- Useful (5)
- Very Useful (6)

Q16 Do you come to any of the events OIE holds?

- Never (1)
- Rarely 1-2 (2)
- Sometimes 3-4 (3)
- More than 5 per semester (4)

Q17 What is your gender?

- Male (1)
- Female (2)

Q18 How long have you been in the United States?

- Less then six months (1)
- 9 months (2)
- Over 1 year (3)

Q19 What major are you studying at UW-Stout?

- Engineering (1)
- Information technology management (2)
- Education (3)
- Fashion Design (4)
- Food and Nutrition (5)
- Other (6) \_\_\_\_\_

Q20 Where do you live?

- Apartment (1)
- Dorms (2)
- Host family (3)
- House (4)
- Other (5)