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March 2014

The Adjustment Problems of Foreign Students in Selected Universities in Manila, Philippines

Guo Zhong Yu

Philippine Normal University

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**THE ADJUSTMENT PROBLEMS OF FOREIGN STUDENTS IN
SELECTED UNIVERSITIES IN MANILA, PHILIPPINES**

**A Special Project Presented to the Faculty of
College of Graduate Studies and Teacher Education Research,
Philippine Normal University,
Manila**

**In Partial Fulfillment of the Requirements
For the Degree Master of Education with Specialization
In Educational Management**

**GUO ZHONG YU
March 2014**

APPROVAL SHEET

This Special Project titled, “**The Adjustment Problems of Foreign Students in Selected Universities in Manila, Philippines**”, prepared and submitted by **GUO ZHONG YU**, in partial fulfillment of the requirements for the degree, **Master of Arts in Education with specialization in Educational Management**, has been examined, and is recommended for acceptance.

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GZY

Abstract

Title of Special Project : The Adjustment Problems of Foreign Students
in Selected Universities in Manila, Philippines

Researcher : GUO ZHONG YU

Key Concepts : Adjustment, Adjustment Problems, Personal
Social, Cultural, Religious

Degree : Master in Education

Specialization : Educational Management

Adviser : Danilo K. Villena, Ph.D.

This study looked into the adjustment problems of foreign students enrolled in selected universities in Manila, more specifically in the aspects of personal, social and cultural, academic and religion. Using a descriptive survey method of research, the study involved the participation of 105 foreign students enrolled and distributed among the three universities in Metro Manila, namely, Ateneo De Manila University in Quezon City, De La Salle University and Philippine Normal University in Manila. A researcher made questionnaire survey was employed as the main instrument in gathering the needed data

in this study. This was supported from the data obtained through the interview of some selected respondents. Data gathered from this study were analyzed and interpreted through the statistical treatment used which included among all others the frequency count, percentage and mean. Results of the study served as the bases in identifying activities that could be undertaken by the participating institutions to improve the level of adjustments of foreign students on matters relating to personal, social and cultural, academic and religion.

Findings of the study revealed among all others that the foreign student respondents were found to have a level of adjustments ranging from moderately high to high in all areas of concerns, personal, social and cultural, academic and religious matters. Among the different areas of adjustments, personal related problems appeared to be the one where foreign student respondents exerted much effort to be able to make the needed adjustment while studying in the Philippines. Moreover, this study also revealed the a) no significant differences in the level of adjustments between and among personal, social and cultural, academic and religious matters among the respondents when grouped according to school, gender and civil status; b) no significant differences between and among the levels of adjustments in personal, social and cultural and religious matters among the foreign student respondents when grouped according to

nationality; c) a significant difference existed between the level of adjustment in academic among the foreign student respondents when grouped according to nationality, hence, nationality was found to be a factor that affects the foreign students' level of adjustment; d) age, civil status and school were found to be factors that do not affect the foreign students' level of adjustments as they study in Philippine universities.

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CHAPTER I

The Problem and Its Background

Introduction

With the brisk pace of economic globalization, higher education is becoming more internationalized as well. An increasing number of students choose to receive higher education abroad in countries where there are many world-class universities that are expected to provide high-quality education for both domestic and overseas students. However, due to various reasons, and often out of their expectation, international students inevitably meet kinds of problems and difficulties that hinder them from integrating with the new environment, which more often than not heavily impacts their life and learning at university.

Development plans and programs in many countries seem to indicate that a number of efforts and initiatives made have been in the aspect of instituting reforms in higher education towards achieving the desired quality of education. Ngo & Guo (2008) posit that the key development of this sort of program was to improve economic and social development carrying the international standard in quality education. The spirit to build world – class universities appears to be very strong in many developing countries

on the assumption that this would really help in developing high quality higher education in the context of globalization and the so-called knowledge-based economy.

Statistics have shown the continuously increasing number of foreign students in many Asian countries including the Philippines. The number of international students in the Philippines has more than doubled over the last year. According to Bureau of Immigration Statistics, foreigners studying in the Philippines have increased from 36,000 in 2011 to more than 71,000 in 2012.

It was Cordero (1997) who cited in his paper that change is an enduring force in history and that it is a noticeable variation in phenomenon from time to time. Change may be hardly discernible or easily observable. It may be constructive or destructive, but whatever its nature, it occurs at all times and in all places. This is quite evident when a foreign student is asked about his life in a foreign university. To most of them it's a change that they have to face and deal squarely if they are that serious in acquiring their higher education degree in a foreign university that they believe provide quality higher education that they could bring back home and use such in further improving their respective country of origin.

According to foreign students themselves, studying in a foreign university such as in the Philippines is one that they consider as one of the great changes in their lives. It is during this period that they are away from their siblings, their parents, in particular, and

other significant others, thus, giving them the feeling of homesickness, and many times, bringing them to a lot of adjustment problems in many respects. It's a common observation in the Philippines that foreign students cluster themselves according to their respective country of origin because of fear that they may not be able to adjust to the culture of their Filipino classmates. As a foreign student from China, the researcher could very say that she has a tremendous experience in dealing with all sorts of adjustment problems ranging from personal, academic and interpersonal relationships. She herself experiences the dilemma of being in an academic classroom trying to understand what the professors were saying or lecturing and what her Filipino classmates were responding or interacting about as the class progressed. At the end of the day, however, she would realize that it was instinctive to be able to adjust and hopefully survive in such a dilemma.

It is within the aforementioned situation that the researcher thought of looking into the adjustment problems foreign students encountered and how much adjustments these foreign student have had to deal more seriously the demands of studying in Philippine universities.

Research Setting

The study was conducted in three private non-sectarian universities in Manila. The Philippine Normal University; De La Salle University and Ateneo de Manila University.

The Philippine Normal University

The present Philippine Normal University was originally the Philippine Normal School (PNS), the first institution of higher learning established during the American occupation of the Philippines. Created by Act No. 74 of the Philippine Commission, it gave Filipinos training in the science of teaching. The PNS formally opened on September 1, 1901, with Mr. Elmer B. Bryan as its first superintendent. Seven other Americans succeeded him before the designation of Mr. Manuel Escarilla as the first Filipino superintendent in 1939.

With the signing of the charter, Republic Act No. 416 on June 18, 1949 during the term of President Elpidio Quirino, PNS was converted into the Philippine Normal College, authorized to grant undergraduate and graduate degrees in education. Republic Act 6515 mandated the offering of doctorate and other academic programs relevant to the training of teachers. On December 6, 1991, the Philippine Normal

College was converted into the Philippine Normal University. Finally, on January 12, 1992, it was elevated into a full-fledged university by President Corazon C. Aquino.

Dr. Macario Naval was installed as the president of the college. He was succeeded by Dr. Emiliano C. Ramirez in 1957, Dr. Gregorio C. Borlaza in 1971, Dr. Bonifacio P. Sibayan in 1972, Dr. Edilberto P. Dagot in 1981, Dr. Gloria G. Salandanan in 1991, Atty. Lilia S. Garcia in 1998, Dr. Nilo L. Rosas in 2002, Atty. Lutgardo B. Barbo in 2006, and Dr. Ester B. Ogena in 2011.

In recognition of its continued leadership in teacher education, PNU was designated as the National Center for Teacher Education by virtue of R.A. 9647 on June 30, 2009.

The main campus of the University is in the City of Manila, located in Taft Ave.

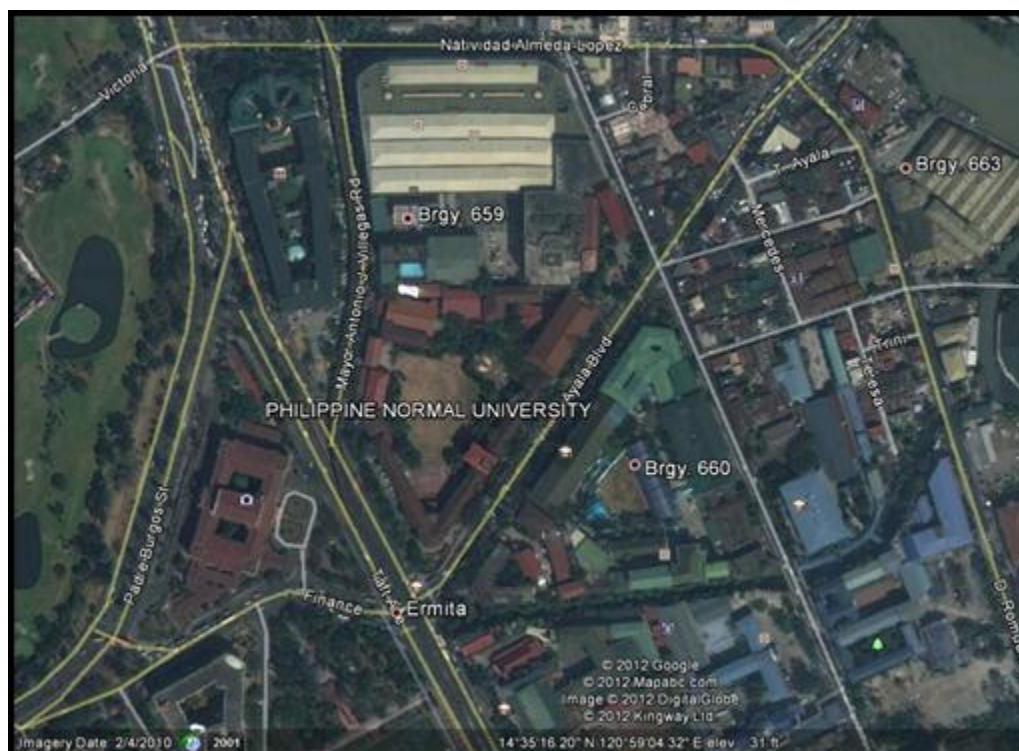


Figure 1

Philippine Normal University Location Map *retrieved from*

<http://www.pnu.edu.ph/page/map.php>

De La Salle University

De La Salle University positions itself as a leader in molding human resources who serve the church and the nation. It is a Catholic coeducational institution founded in 1911 by the Brothers of the Christian Schools. The University is a hub for higher

education training renowned for its academic excellence, prolific and relevant research, and involved community service.

Nestled in the heart of Manila, De La Salle University is home to local and international students seeking quality education for a brighter future ahead. It is situated in a vibrant city where culture and diversity is well manifested.

The main campus of the University is in the City of Manila, located in Taft Ave.

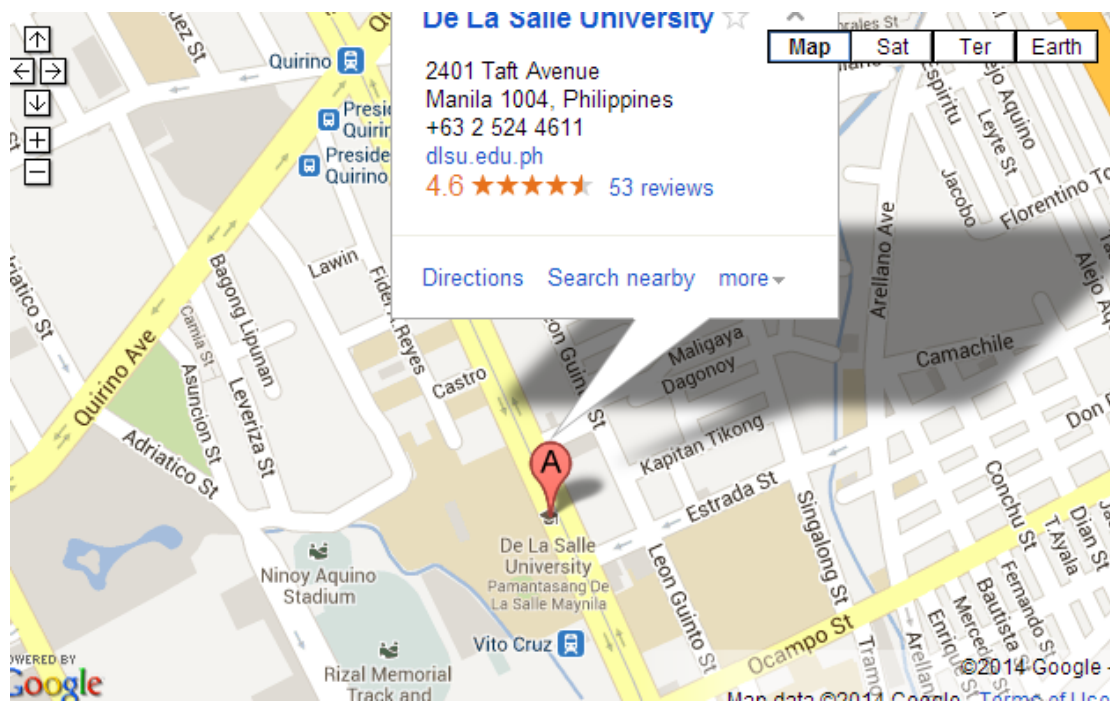


Figure 2

De La Salle University Location Map retrieved from

<https://maps.google.com.ph/maps?ie=UTF-8&q=De+La+Salle+University+Location+Map&fb=1&gl=ph&hq=De+La+Salle+University+Location+Map&hnear=De+La+Salle+Univ>

ersity+Location+Map&cid=10272339155229965368&ei=hCHbUrPIIMTWkAX2lYHoAQ&
ved=0CDsQrswsAQ

Ateneo de Manila University.

The Ateneo de Manila University began in 1859 when Spanish Jesuits established the Escuela Municipal de Manila, a public primary school established in Intramurals for the city of Manila. However, the educational tradition of the Ateneo embraces the much older history of the Jesuits as a teaching order in the Philippines.

The first Spanish Jesuits arrived in the country in 1581. While primarily missionaries, they were also custodians of the *ratio studio rum*, the system of Jesuit education formulated about 1559. In 1590, they founded one of the first colleges in the Philippines, the *Colegio de Manila* (also known as the *ColegioSeminario de San Ignacio*) under the leadership of Antonio Sedeño, S.J. The school formally opened in 1595.

The main campus of the University is in the City of Manila, located in Quezon City.

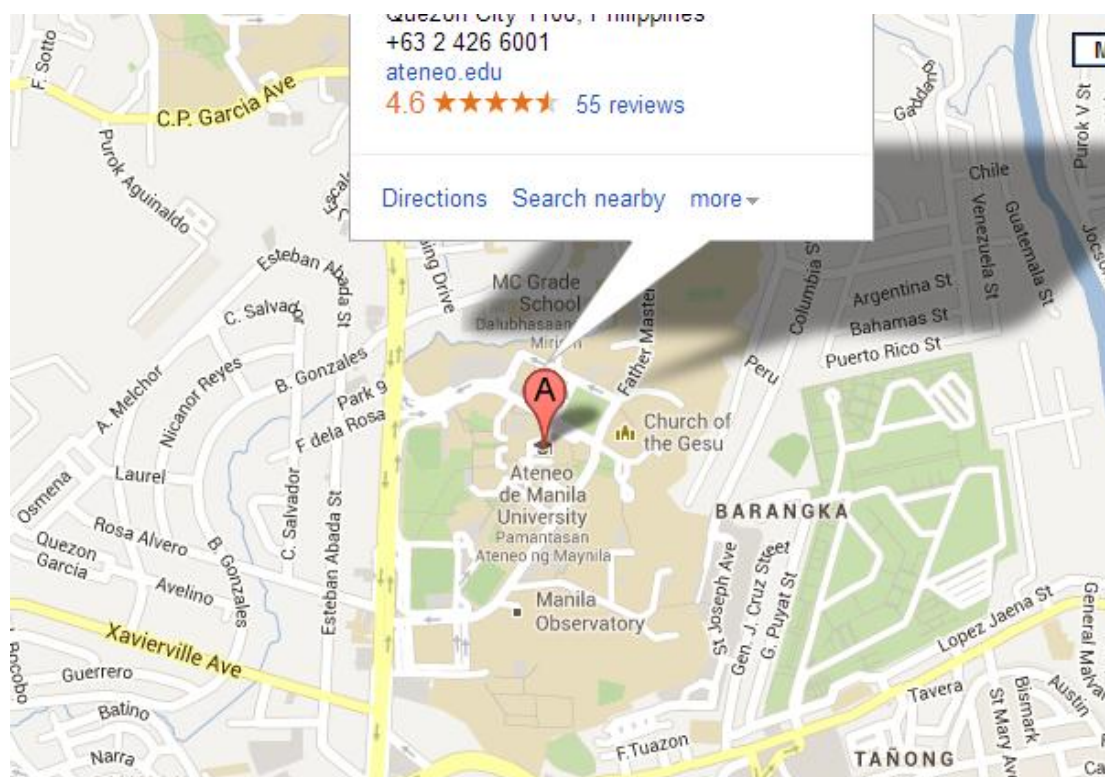


Figure 3

Ateneo de Manila University Location Map retrieved from

<http://www.ateneo.edu/campus-map>

Conceptual Framework

This study was premised on the idea that foreign environment and / or setting provides all sorts of environmental stimuli that require the individuals to make the necessary adjustments that would make them survive and cope with the demands of living in such a situation and eventually overcome it. It is believed that individuals placed

in a foreign setting encounter adjustment problems relative to personal, social and cultural, academic and religious aspects as depicted in figure 4.

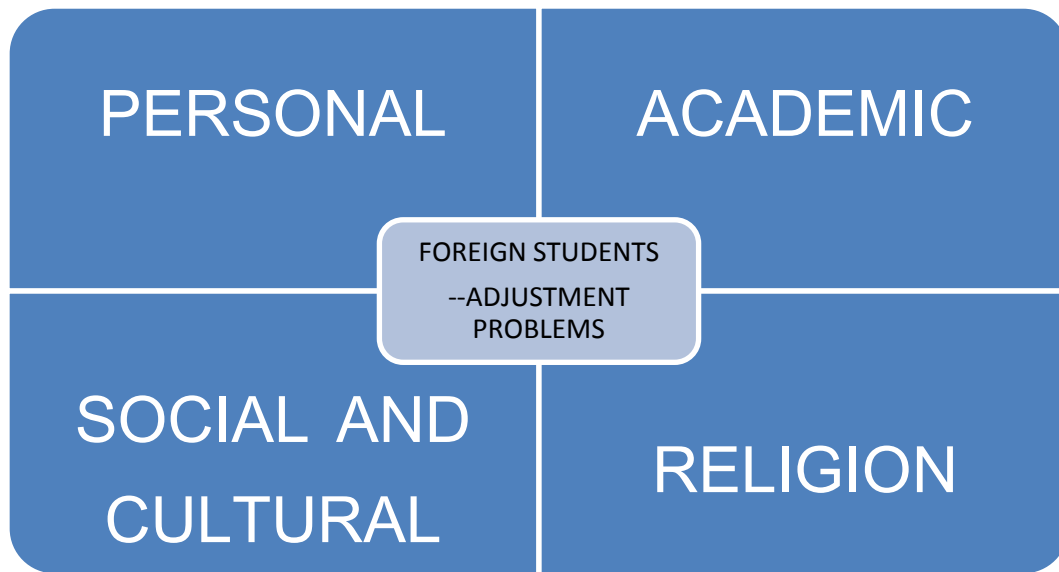


Figure 4

Adjustment Problems of Foreign Students
in Selected Universities in Metro Manila.

Many people are faced with problems of adjustment. However, the specifics of the problems vary from finding a job, shedding extra pounds, resisting pressure from peers to "do drugs, worrying about getting transportation. Looking for place of worship, getting so uptight before tests that your hands shake and your mind goes blank. All are challenges to adjustment, challenges to adjustment, challenges

that many people especially students coming from foreign countries face day in and day out.

What is adjustment? Adams (1995) defines the terms as the efficiency with which the individual generates positive rewards and avoids negative consequences and punishments.

Robert (1997) said that many adjustments relate to insurance, contracts, or the resolution of disputes. In psychology, the behavioral process of balancing conflicting needs, or needs against obstacles in the environment. Humans and animals regularly do this, for example, when they are stimulated by their physiological state to seek food, they eat (if possible) to reduce their hunger and thus adjust to the hunger stimulus. Adjustment disorder occurs when there is an inability to make a normal adjustment to some need or stress in the environment.

One manifestation of the students' ability to adjust to his new environment is his ability to cope with problems. Solving problems is part of daily life, and the ability to solve them is related to competence and adjustment.

During this process of adjustment, international students are faced with managing these academic, social, and emotional problems, and researchers have ascertained that international students establish a support network of friends, usually consisting of co-nationals or friends from similar cultural backgrounds. Studies also show

that students reach out to the university and larger community to help them solve problems.

Statement of the Problem

The study was an attempt to determine and describe the levels of adjustments of foreign students in terms of their personal, social and cultural, academic and religious matters in selected universities in Metro Manila, Philippines, data from which may serve the purpose of identifying possible activities and suggestions that may prove beneficial to the adjustment requirements for foreign students themselves.

Specifically, the study sought to answer the following questions:

1. What is the profile characteristics of the foreign students enrolled in selected universities in Metro Manila, more specifically those enrolled at Ateneo De Manila University, De La Salle University and Philippine Normal University in terms of the following:

- 1.1. Gender
- 1.2. Country of origin
- 1.3. Civil Status
- 1.4. School enrolled

2. What is the level of adjustments of foreign student respondents in dealing with the following aspects?

2.1. Personal;

2.2. Academic;

2.3. Social and cultural; and

2.4. Religion

3. How may the perceptions of the respondents in their levels of adjustments and their profile characteristics be compared?

4. What specific suggestions from the respondents themselves maybe identified which may be used as inputs for school management in designing an appropriate guidance program for foreign students?

Significance of the Study

Considering the trend for many Asian students to come to the Philippines for their tertiary and post tertiary education, it is imperative that higher education institutions continue to gather inputs and important data that would make them more attuned to the needs of foreign students. This study is therefore significant in the light of the prevailing situations and dilemmas being encountered by foreign students in dealing the

adjustment requirements needed for them to successfully carry out their tasks of studying in the Philippines.

More specifically, the results of this study may bear significance to the following individuals, organizations or entities:

- **School Management / Administration**, for them to be able to be more responsive to the needs of foreign students in terms of adjustments needed for them to survive personally, socially and culturally, and academically as well. University management should provide a comprehensive program for foreign students' needs in dealing with both community and university life, also, policies that relate to foreign students must be taken into consideration to provide more legal bases in dealing with foreign students' needs;
- **Office of Student Affairs, more specifically, the School Guidance and Counselling Services** for them to design a more responsive guidance and counselling program for foreign students with focus on different aspects to include personal, social and cultural, academic and spiritual concerns;

- **Filipino students**, for them to be able to serve as real colleagues and friends of the foreign students thus helping them in their adjustments while they are in Philippine university. Results of this study may also provide Filipino students a kind of awareness and consciousness in terms of how it is to live in a foreign country and how it is to study in a foreign university, for it is possible that they may be in the same boat when they go abroad for whatever reason;
- **Foreign students themselves**, for them to be more aware and knowledgeable of the kinds of problems that they may encounter as they come to the Philippines for their higher education. Results of this study may provide them the realization that one has to be much prepared in dealing with all sorts of adjustment problems, thus, making them more strong and ready as they go through their temporary stint in the Philippines; and,
- **Parents** of foreign students, for them to be more supportive to their sons and daughters studying in foreign universities so they won't find it too difficult to be away from home and that they would be more at ease in dealing and handling whatever adjustment problems need to be addressed;

Scope and Delimitations of the Study

This study has for its main concern, determining and describing the level of adjustment of foreign students in the Philippines in terms of personal, social and cultural and religious concerns. It was limited to the participation of three universities in Metro Manila, namely, Ateneo De Manila University in Quezon City, De La Salle University and Philippine Normal University both in Manila, that were purposively selected on the basis of the number of foreign students enrolled in the mentioned universities. It was further delimited to the participation of a total of 105 foreign students who were purposively chosen on the basis of their willingness and availability to participate as respondents of this study and their being foreign students for more than a year already. There were 195 foreign students enrolled in both the undergraduate and the graduate programs at DLSU, 228 foreign students at ADMU and 37 foreign students enrolled at PNU, Manila.

Data gathering was limited to the use of a researcher-made questionnaire survey and a couple of interview from selected foreign students just for the purpose of supplementing or complementing the numerical data obtained from the survey. The study was delimited to determining the level of adjustments made by foreign students without looking into the reasons for having such an adjustment. Discovering the areas needing improvement in the adjustments of foreign students, which may serve as basis

in identifying possible remedial measures, constituted one of the limitations of this study.

Definition of Terms

For purposes of better understanding of this study, the following terms are defined both conceptually and operationally:

Adjustment It is a dynamic process in which an individual gradually becomes acquainted with himself, discovers what he would like to be, and determines how he can achieve his goals, and pursue his way of meeting life's crises. (William, 1998)

Culture is a modern concept based on a term first used in classical antiquity by the Roman orator Cicero: "cultura animi" (cultivation of the soul). This non-agricultural use of the term "culture" re-appeared in modern Europe in the 17th century referring to the betterment or refinement of individuals, especially through education. During the 18th and 19th century it came to refer more frequently to the common reference points of whole peoples, and discussion of the term was often connected to national aspirations or ideals. Some scientists such as Edward Tylor used the term "culture" to refer to a universal human capacity. (Harper, 2001)

Foreign Student A foreign student is anyone who is from another country enrolled in selected schools involved in this study.

Environment It is a general term designating all the objects, forces and conditions that affect the individual through such stimuli as he is able to receive(Dolwick,2009)

Social Attitudes, orientations, or behaviors which take the interests, intentions, or needs of other people into account (in contrast to anti-social behavior) has played some role in defining the idea or the principle. For instance terms like social realism, social justice, social constructivism, social psychology and social capital imply that there is some social process involved or considered, a process that is not there in regular, "non-social" realism, justice, constructivism, psychology, or capital.(Ken,1998)

Religion is an organized collection of beliefs, cultural systems, and world views that relate humanity to an order of existence. Many religions have narratives, symbols, and sacred histories that are intended to explain the meaning of life and/or to explain

the origin of life or the Universe. From their beliefs about the cosmos and human nature, people derive morality, ethics, religious laws or a preferred lifestyle.(Kenneth,2010)

Counseling This refers to a learning oriented process to assist the individual in understanding and accepting himself and to utilize such understanding towards adjustment in terms of desirable goals and the pursuit of excellence and maturity. Counseling may be concerned with educational or vocational planning personal adjustment, financial needs.(Harper,2001)

Chapter II

Review of Related Literature

This chapter presents a discussion of related literature and studies that represent the study. Books, journal articles, unpublished materials and internet materials were used in the process of reviewing and coming up with the study's related literature.

On Studying In Foreign Universities

Constantine (2005) discusses when international students have limited English proficiency and lack experience and familiarity with interactive Philippine behaviors, some students find it difficult to make friends and establish a social network with Pilipino.

According to Williams (2005), it is good for students to study in foreign universities in order to get more exposure and experiences. Pilipino government is trying best to provide better facilities to international students in academics and social life. The adjustment of international students to cultural and academic environment in China needs more attention in policy making and in academic settings and in socio cultural adaptation. International students are the community that can be easily affected by

adjustability and impression of the country. The host country that is unable to fulfill the requirements and to solve the problems, leave students hopeless and with mixed impressions. In Philippine, the higher education services are increased for international students but it is still important to improve the services in all aspects at government policy level and universities level to attract more students. This requires cooperation between Philippine government and other developing countries to make more strong foreign affairs and cooperative programs. International officers, academic centers and authorities in government must act as responsive to the problems of international students.

Angela,(2005) said that It is good for students to study in foreign universities in order to get more exposure and experiences. The universities in Philippines yet now have not enough attraction for International students because they have not good plans for foreign students and under the complex international situation and tremendous pressure of competition, Philippine government is trying best to provide better facilities to international students in academics and social life. The adjustment of international students to cultural and academic environment in Philippine needs more attention in policy making and in academic settings and in socio cultural adaptation. International students are the community that can be easily affected by adjustability and

impression of the country. The host country that is unable to fulfill the requirements and to solve the problems, leave students hopeless and with mixed impressions.

In Chiu's study (1993) the newly arrived foreign student's experience was examined from the perspective of a general theory of stress coping. In particular, he investigated whether L. Janis' (1993) theory of anticipatory fear improves the understanding of the natural patterns of foreign student adjustment. She also tested Janis' predictions regarding the addictiveness of different anticipatory fear responses. Finally, she considered whether this theory help sex plain why foreign students differ in their response to stress inoculation treatment and whether this form of treatments effective in improving adaptation outcomes of foreign students.

To address these issues a controlled longitudinal intervention study was conducted of how thirty-nine newly arrived Asian graduate students coped with stress during their first nine months at Stanford University(September 1999 to June 2009).Changes were examined overtime in the emotions, stress evaluations, personal agency beliefs, coping strategies, and adaptation outcomes of individuals who were randomly assigned to a minimal treatment condition or a stress inoculation treatment condition and later classified by level of anticipatory fear.

Results indicated that level of anticipatory fear did influence in predicted ways, certain aspects of foreign students' initial adjustment and subsequent reactions to stress. Realistic advance mental Preparation--what Janis called "the work of worrying"--was also found to be associated with the most adaptive outcomes. Stress inoculation treatment appeared to meet its purpose of helping foreign students with low anticipatory fear to prepare in advance for future stressors, but it was less effective for those with high and moderate anticipatory fear who were already engaged in the "work of worrying" process on their own.

On adjustment

According to Goe (1998), adjustment can be "viewed as representing a transitional process that unfolds over time as students learn to cope with the exigencies of the university environment". As used here, adjustment refers to the specific problems international students experience in the academic setting and the coping strategies they use to deal with acculturative-related stress. Whereas socio cultural adjustment refers to the extent to which international students can fit within the new culture, psychological adjustment can be regarded in terms of emotional well-being.

According to Gehlawat (2011), In psychology, adjustment is the behavioral process of balancing conflicting needs, or needs against obstacles in the environment. Humans and animals regularly do this, for example, when they are stimulated by their physiological state to seek food, they eat to reduce their hunger and thus adjust to the hunger stimulus. Adjustment disorder occurs when there is an inability to make a normal adjustment to some need or stress in the environment.

Goodstein and Lanyon (1995) say, " adjustment" is a process, through which individuals respond to their ever changing need and desire with a variety of behaviors. They state that adaptation is a positive response to the individual's internal or external environment.

On adjustment Problems of International Students

Oliver (1997) concludes that "The problems identified in the literature are categorized into five groups: personal psychological issues, academic issues, socio-cultural issues, general living issues and English language proficiency, among which English language proficiency, financial problem, academic progress and homesickness seem to face most international students, though there has not been a consensus yet among researchers about the magnitude of these problems."

However, the mental anguish that people, including students, feel when they live in a new culture often comes from a barrage of small cultural differences that can have a powerful emotional impact on students. As Storti (2001) discuss, doing everyday things that were easy for students to do in their home countries are no longer easy, and due to academic, social, and sometimes financial problems, students can start feeling a variety of emotions, including loneliness, confusion, frustration, anger, and depression. When this happens, students sometimes view the host culture with suspicion and reject cultural differences. However, most students gradually adapt, and as they do, they gain confidence and become more emotionally stable. Of course, not all students move through the process in the same way. Some may adapt quickly while others never fully adapt at all. Others feel well adapted, and then regress back to feeling culture shock after having had a series of new problems.

Harold(2010) mentioned that some of the challenges that international students face: sense of loss when they move into a new culture; stress of learning new skills, language, and other cultural impacts; stereotypes about international students' culture; low self-esteem; self-identity problems; gender differences; lack of social support; alienation from domestic students; culture shock; and a new educational system.

On successful Adjustment

Taylor (1998) studied the coping efforts of Seventy- eight women with breast cancer for the past two years .She purports that: *Successful adjustment depends, on a large part, on the ability to sustain and modify illusions that buffer not only against present threats but also against setbacks.*

Her study was focused on how these women respond with cognitive adaptive efforts when personal tragedies or setbacks surround them. These cognitive adaptive efforts mentioned by Taylor (1998), would enable the individuals to return to or exceed their previous level of psychological functioning. He also added that, mastery involves efforts to gain control over the threatening event in particular and one's life more generally by believing that one has control and exerting behavior control over threat-related events. Self-enhancement occurs by constructing personal benefit from the experience by comparison with others who are less fortunate, and by focusing on aspects of one's own situation that makes one appear to be well off.

Storti(2001)suggested that before one can adapt to a foreign culture, he first has to survive the movements abroad. People who move overseas face a number of

adjustments all at once. They must, of course come to grips with the local culture, with the peculiar behavior of the natives. But they must also get used to a new job, a new community, and a new country. Occurring at the same time as cultural adaptation and competing for the sojourners' attention and energy (neither of which are unlimited), adjusting to Job, community and country inevitably affect the pace and the outcome of the expatriates' struggle to make sense out of the culture around them.

Adjustment problem on personal

Lewthwaite (1997) said that foreign students may naturally worry about the well-being of your family, relatives and friends. You may express homesickness in a variety of ways, such as becoming sad and crying a lot, worrying, or denying the homesickness and keeping yourself busy .You may also be bothered by fear and guilt that you are losing touch with your family and home culture.

Komyia & Eells (2001) mentioned that foreign students may feel sad, anxious, frustrated, lonely, misunderstood, stressed out, homesick. Also, you may have psychosomatic symptoms such as headaches, stomachaches, general fatigue, irregularity. These negatively toned emotions and symptoms may limit your activities and

overall adaptation the stress may reach crisis levels, especially in the first six months of your stay in another country.

According to Ramsay (1999), the excitement of living in a new country and environment, meeting new friends, tasting new cuisines, but at the same time being homesick, are common feelings expressed by new international students. Although Americans are friendly and welcoming to international students, sometimes their "openness and political correctness can be overwhelming". The details of housing arrangements, noise level in the dormitory, different means of transportation, too many choices and decisions to make, or frequent invitations to orientation sessions, can be mind boggling. A comprehensive orientation program, which tries to provide all the academic, social, intercultural, and immigration information, can be "over-stuffed". Students feel that they do not have the "down-time" to adjust, and reflect.

Kaewnopl (1998) studied the personality differences in terms of personal preferences of the sixty American scholar graduate students and their adjustment mechanisms used in dealing with threatening and stressful situations. Kaewnop also made a comparison of the coping mechanism of American graduate students and Filipino graduate students. The American and Filipino female samples showed Particular coping mechanisms each most frequently used. The American women's prominent

coping mechanism was indicated to be turning against self; while denial was shown to be a prominent coping mechanism of the Filipino counterpart.

Adjustment problem on Academic

ZHOU (2006) found that foreigner students often have trouble understanding professors' expectations and grading style taking lecture notes, articulating their knowledge on essay exams and reading textbooks in a timely fashion, comprehending professors, and giving oral presentations, asking the professor questions and interacting in seminar discussions.

Lewthwaite (1997) found that foreigner students are reluctance to participate in class discussions due to lack of confidence in English ability. He found that small group seminars may be particularly anxiety-provoking for foreigner students; they may think that they cannot contribute to the group and, as a result, they may feel judged by their American peers. Also, they may feel uncomfortable asking questions in class, because in their culture questioning or interrupting the professor is not acceptable

Stoynoff (1997) mentioned that within academic life, international students face challenges such as English language barriers, developing relationships with advisors and professors, and in most cases getting used to teaching and curriculum differences such as the expectation for class discussion or questioning the teacher.

English language proficiency is an important factor in predicting students' academic achievement. For example, language proficiency is positively correlated with freshmen academic performance. Curriculum and teaching procedures are another adjustment concern for international students. These concerns encompass study techniques, test taking, classroom instruction, and oral communication such as class discussion. Research suggests that implementing programs and strategies for dealing with these concerns during the first semester of coursework will enable students to adjust to their new academic life.

Adjustment problem on social and cultural

Zhou, Frey & Bang (2011) point out that students from individualistic cultural backgrounds, such as students from many Asia countries, felt serious adjustment stress and mental problems due to being treated as a foreigner, while students from both individualistic and collectivist cultures (many countries throughout Asia and Latin America) felt stress and mental difficulty due to gender discrimination, racial stereotyping, and language discrimination.

According to Matsumoto (2005) psychological processes play an important role in intercultural adjustment process. Intercultural adjustment does not only require the

knowledge of host culture or proficiency in language skills, rather the abilities to regulate emotions, think critically, being open minded and flexible to accept changes in one's customary way of life are more important for successful adjustment in a new culture. They described these attributes as 'Psychological Engine' of adjustment that helps in using knowledge and language for integrating with people of different cultures.

Anderson (2009) pointed that when individuals move to another culture, they naturally carry their own background and life experiences with them, and these shape how they perceive and adjust to their new environment. For example, some of you may find American classroom culture easy to adjust to, while others may struggle significantly in this area. "Culture shock" is a common experience that describes the feelings of confusion, stress and disorientation that occur when entering an unfamiliar culture. Keep in mind that not everyone has the same reactions to cultural adjustment and may experience the symptoms of culture shock in varying degrees, and at different times. Common reactions to culture shock include: extreme homesickness; avoiding social situations; physical complaints and sleep difficulties; difficulty with coursework and inability to concentrate; becoming angry over minor irritations; significant nervousness or exhaustion.

According to Ramsay (1999), culture obviously reflects one's values and international students sometimes may face with conflicting values with their American counterparts. Americans are goal, action (stress on what you are doing) oriented and individualistic. Whereas, people from some other cultures tend to be process, "being" (stress on who you are) and group oriented. To some Americans, being friendly is a goal or action of an individual. However, international students may be looking for someone to "befriend" and develop a long-term relationship with.

Friendship is taken as more superficial in some cultures than in others. A simple "how are you?" is only a greeting, which does not lead to a conversation to find out how somebody is feeling. It can be surprising to see international students actually stop and prepare to respond how they feel, only to find that the greeter is already 10 feet away, walking towards another destination.

International students will also become aware that the real America is so different than what has been portrayed by the media and pop culture. Hollywood movies, celebrities, TV programs, fast food, and other chain stores" are not necessarily good representations of a very complicated U.S.A."Some of the campus communities can be much insulated and thus not represent the true American culture. Depending on

individual campuses, "diversity" may have different meanings or carried American flavor. "Hate-love confusion" and a little disappointment while transitioning and understanding the culture are normal, and students will adapt and accept gradually. Especially with communication styles: body language, eye contact, personal space, or facial expressions; it takes time to find out "where cultural difference stops and where personal difference starts".

In Ward's (2008) study, Social support has been viewed as a critical resource in the stress and coping literature and as a major contributor to buffering stress. It may arise from various sources, including family, peers, and faculty. With regard to student sojourners, he have claimed that "the social support hypothesis places greater emphasis on the quality and quantity of support than the actual support network, and research has demonstrated that both hosts and co-nationals can provide assistance and contribute to the enhancement of psychological well-being". According to the authors, research findings in the broader stress and coping literature and those on social support for international students are convergent.

Alazzi & Chiodo,(2006), During this process of cultural adjustment, international students are faced with managing these academic, social, and emotional

problems, and researchers have ascertained that international students establish a support network of friends, usually consisting of co-nationals or friends from similar cultural backgrounds. Studies also show that students reach out to the university and larger community to help them solve problems. For example, students use the international office, trusted academic advisors, international student clubs, and academic services, such as the writing center, computer labs, and tutoring services. When international students have limited English proficiency and lack experience and familiarity with American interactive behaviors, some students find it difficult to make friends and establish a social network with Americans.

Adjustment Problem on gender

Laurico (1994) found out that male and female freshman students had no significant difference in their choice of coping mechanisms to critical situations. The students employ flexible and varied coping behavior in response to critical situations.

In all degree programs, the most commonly used coping mechanisms are: atonement, compensation, reaction formation, predestination, intellectualization, denial and sour grapes. The least used were compartmentalization, projection, aggression, introjections, humor and displacement.

A significant difference was found when the subjects were classified according to degree programs, mental ability and socioeconomic status. On the other hand, when the subjects were classified according to cultural or ethnic background significant difference was found in their choice of coping mechanisms.

Laurico concluded that atonement, compensation, reaction formation, predestination and denial were most frequently used coping mechanisms because they were indicative of Filipino value-system of deference to the elders and persons of authority, peace and conciliation and smooth interpersonal relations.

Values are important for student's adjustment

Carim(2009)made a comparison between the value-dimension of fourth year and first year male and female Maguindanaon students in the first semester of school year(2007-2008). There were eight value dimensions studied namely: a) support, b) conformity, c) recognition d) independence, e) leadership, f) family solidarity, and g) social acceptance. She concluded that values are important to students 'interrelationship with others and for their own personal and social adjustment.

Adjustment problems on environment changes

Reyes (1999) mentioned in his research that today man is living in a modern complex world. He is beset by several changes that affect him morally, socially, intellectually and physically. Because of these changes brought by a whirling world, man cannot escape the multiple problems presented to him by his society. For the solutions to these problems, the school has assumed the responsibilities of helping man reach up to his fullest development. In spite of the facilities and services extended by the schools to its students, problems yet pile up by the dozens. In this connection, she pointed out particularly the first year students whom she believes are the groups that need more guidance and follow-up in the following years of their stay in the university. Thus they need Proper school adjustment since this year is a transition period from the high school to college.

Kaewnopl (1998) studied the personality differences in terms of personal preferences of the sixty American scholar graduate students and their adjustment mechanisms used in dealing with threatening and stressful situations. Kaewnop also made a comparison of the coping mechanism of American graduate students and Filipino graduate students. The American and Filipino female samples showed Particular coping mechanisms each most frequently used. The American women's prominent

coping mechanism was indicated to be turning against self; while denial was shown to be a prominent coping mechanism of the Filipino counterpart.

According to Sodowsky's study (1992), six of the articles examined in this study revealed that length of residence in the U.S. was significantly related to the adjustment issues of college and university student sojourners. In this regard, found in their study that internationals who lived for more than six years in the U.S. were significantly more acculturated than those who had lived three to five years and zero to two years. In an attempt to determine whether students from non-Asian countries had higher scores on adjustment scales than students from Asian countries, he found that students who had lived in the U.S. previously scored significantly higher on the Social Adjustment and Institutional Attachment subscales than those who had not.

Foreigner student adjustment problems ranking

The present study is very much related to the study made by Singer and Steffire(1993). As a result of their study, they found out that college students tend to indicate most problems in the areas as ranked: Adjustment to College Work '(ACW); Personal-'Psychological Relations (PPR); and Social and Recreational Activities (SRA). The least trouble some areas were: Home and Family (HF) and Morals and Religions (MR). The authors made a profound observation worth recording for those who think of

using the checklist. Checklist has the advantage of permitting the subject to indicate those problems of which he is aware and willing to admit. This advantage reduces to likelihood that there will be unskilled and premature probing into areas which the individual is not ready to examine.

The Poorshaghaghla(1993) study identified the adjustment problems experienced by international students attending Northern Virginia Community College (NVCC) during the fall semester of 1991. The study also attempted to determine the extent to which personal characteristics of these students affected their perceived level of adjustment problems while studying at NVCC. Characteristics included gender, age, marital status, continent of origin, type of visa, length of stay in the United States, and participation in English as a Second language courses. (ESL) Five hundred international students were randomly selected from 5,368 foreign students registered at NVCC in the fall semester of 1991. The Michigan International Students Problem Inventory (MISPI), developed by Porter, was used to collect data.

Study results showed that the number of adjustment problems differed significantly among international students. Learning English was the most frequently reported problem area, followed by areas concerning financial aid, academic records; social-personal factors admission-selected factors, and placement services. The number

of adjustment problems was found to vary significantly according to participation in ESL courses, visa type, age of student length of time spent in the United States, and place of origin. No significant differences were found to gender and marital status.

Chapter III

Methodology

This chapter presents and discusses the process in conducting this study which includes in particular, the method of research used, the instrument and procedures in gathering the data and the data analysis tools and processes used to interpret the data gathered.

Research Method

This study employed a descriptive method of research as it involved determining the current level of adjustments of foreign students relative to personal, social and cultural, academic and religious matters. Descriptive research seeks to provide information about the current existence of a particular phenomenon which can be answered either quantitatively or qualitatively (Zulueta & Costales, 2003). More specifically, it adopted a survey research technique to gather the data needed. Survey research is a procedure in quantitative research that uses a survey technique in gathering data from a sample or population sample (Cresswell, 2005). Descriptive survey was used to describe the extent to which the foreign student respondents adjust themselves to the problems in

Philippine university life relative to their personal, social and cultural, academic and religious concerns.

Respondents of the Study

This study involved foreign students enrolled in three universities in Metro Manila, namely, Ateneo De Manila University (ADMU) in Quezon City, De La Salle University (DLSU), and Philippine Normal University (PNU) in Manila. Using a purposive sampling technique, samples used in this study constituted a total of 105 foreign students enrolled in three mentioned universities. They were sampled from out of more than 460 foreign students from the three universities on the basis of their willingness and availability at the time of the conduct of the study.

Data Gathering Instrument and Procedures

To gather the data needed in this study, a researcher-made questionnaire survey was used. The instrument was developed from the inputs and information contributed by the respondents themselves from different nationalities obtained through an interview with them, as well as from the existing literature.

The questionnaire survey consisted of three parts: part one requires the respondents to provide their profile characteristics; and part two contains statements that serve as indicators of the problems in adjustments related to

personal, social and cultural, academic and religious matters. Personal aspect consists of twelve item indicators that centered on individual feelings related to environment; Academic, with twelve item indicators dealing with matters regarding method of instruction, language course requirements and the like; Social and Cultural, with twelve item indicators regarding the foreign students social behaviors, values and attitudes; and Religion which consisted of only six item indicators about the problems associated with religious orientation and practices.

Part three of the questionnaire provides item statements suggestive of the activities that may help foreign students minimize their adjustment problems. In this part, foreign student respondents were required to select or choose from among the given suggestions; activities which they believed would help them improve their level of adjustments in relation to personal, social and cultural, academic and religious matters. A Likert scale was used to quantify the level of adjustment problems of the respondents.

The developed questionnaire survey was brought back to the foreign students for them determine whether the items contained therein were clear to

them. It was also submitted to a number of professors for possible comments and suggestions for improvement before it was finalized and administered.

A permission to administer the survey was sought by the researcher and in some cases, the researcher herself handed in the questionnaire survey right at the doorstep of the respondents residence to facilitate the administration of the questionnaire and assured that such questionnaire would be retrieved.

Statistical Treatment

Data gathered from the survey questionnaire were analyzed through the use of statistical tools to include frequency and percentage of both the negative and the positive responses. Mean and Weighted Mean were also used to describe the average responses of the respondents.

Percentage was used using the following formula:

$$P = f/N \times 100, \text{ where,}$$

P is percentage;

F is frequency; and,

N is number of cases or respondents

$Efw = X/N w$, where

W is weight;

Ef is the sum of the responses of the weight and frequency;

N is number of respondents.

The following scale range was used in the questionnaire:

Range	Verbal Interpretation
4.5 – 5	Strongly Agree (SA)
3.5- 4.49	Agree (A)
2.5 – 3.49	Disagree (D)
.5 – 1.49	Strongly Disagree (SD)

CHAPTER IV

Presentation, Analysis and Interpretation of Data

This chapter presents, analyzes and interprets the data obtained from the conduct of the study using a survey questionnaire and coupled with interview in accordance with the specific problems specified in the beginning of the study.

1. Characteristics of the Respondents

The following tables present the characteristic profile of the foreign students, enrolled in selected universities in Metro Manila, in terms of age, gender, civil status, length of stay in the Philippines, and country of origin or nationality.

1.1 Gender

Table 1

Profile of the Participants According to Gender

Gender	Number of Students	Percent
Female	46	43.8
Male	59	56.2
Total	105	100.0

Table 1 presents the frequency and percentage distributions of respondents in terms of gender. Clearly, it directly tells the predominance of male over female constituting 59 out of 105 respondents making a 56.2 % share

compared to female which comprised 46 out of 105 or 43.8% of the total respondents. The more number of male foreign students can be attributed to the tendency for males to be more aggressive and courageous in leaving their country to study in another country compared with female foreign students. This may also be attributed to the culture that is similar to the Philippines where the parents would not just allow their daughters to stay away from them specially if it's crossing another country.

1.2 Country of Origin (Nationality)

Table 2

Profile of the Participants According to Country of Origin (Nationality)

Nationality	Number of Students	Percent
African	1	1.0
Chinese	45	42.9
Japanese	6	5.7
Korean	35	33.3
Mexican	8	7.6
Taiwanese	10	9.5
Total	105	100.0

Table 2 describes the age distribution of student respondents. The Chinese comprises the majority of foreign students enrolled in selected

universities in Metro Manila as evidenced by 42.9% share out of the total respondents of 105. This is followed by Koreans constituting about 35% of the total number of foreign students, and the others comprising of a minimal percent are Taiwanese, Mexican, Japanese and African.

The predominance of the Chinese and Koreans among foreign students enrolled in selected universities in Metro Manila can be understood in the context of foreign relations between and among the Philippines, China and Korea. The Chinese and Koreans would find it easier to prefer going to the Philippines either for business purposes, country visit for pleasure and tourism and for academic ventures. In an interview conducted with some of the Chinese and Koreans, they were one in saying that they are more at ease and comfortable dealing with Filipinos because the Filipinos are always ready to help and understand them in any way they can. According to them, the warm attitude of Filipinos towards them was one major reason why they did not have any second thought in deciding to come to the Philippines to study in the university they are currently enrolled in.

1.3 Civil Status

Table 3

Profile of the Participants According to Civil Status

Civil Status	Number of Students	Percent
Single	96	91.5
Married	9	8.5
Total	105	100.0

The above table describes the foreign student respondents' civil status. Ninety six (96) out of 105 foreign students comprising 91.5% are single and only 8.5% or 9 out of 105 total foreign student respondents are married. This figure is expected considering the fact that college students are usually single and only a minimal percent may be married.

1.4 School Enrolled In

Table 4

Profile of the Participants According to School

School	Number of Students	Percent
ADMU	39	37.1
DLSU	49	46.7
PNU	17	16.2
Total	105	100.0

Three universities in Metro Manila were considered in this study, namely, Ateneo De Manila University (ADMU), De La Salle University (DLSU), and

Philippine Normal University (PNU). Among the three universities, DLSU along Taft Avenue, Manila had the most number of foreign students enrolled in different programs constituting 49 out of 105 or 46.7% of the total number of foreign student respondents. This is followed by ADMU with 39 or 37.1% share of the total foreign student respondents, and PNU with only 17 or 16.2% of the total foreign student respondents. The more number of foreign students enrolled at DLSU in Manila might have been due to the nature of the program where the students were enrolled. It appeared based on the interview with the foreign students themselves that quite a number of them were enrolled in business and related courses where DLSU has earned much of its academic reputation. Those enrolled in ADMU were in programs related to Science and Math and Humanities, while those at PNU were into teacher education which is the only program offered at PNU, it being the National Center for Teacher Education.

2. Level of Adjustment

2.1 Personal

Table 5
Level of Personal Adjustment Problems

Problems	Mean	Verbal Interpretation
1. I am emotionally stable	4.07	High
2. I could sleep sound	3.84	High
3. I am satisfied with boarding facilities	3.62	High
4. I feel secure in the place where I stay	3.52	High
5. I have no trouble in transportation	3.52	High
6. I can manage my daily life very well	3.53	High
7. I feel homesick most of the time	3.40	Moderately high
8. I become melancholic without very good reasons	3.40	Moderately high
9. I am nervous most of the time	3.33	Moderately high
10. I find difficulty in looking for food that I like	3.35	Moderately high
11. I am disturbed because I am not able to do the things that I would like to do at my lecture	3.16	Moderately high
12. I am afraid of my future	2.98	Moderately high
Total	3.48	Moderately high

Table 5 presents the level of adjustments made by foreign students relative to personal matters. Specifically, the table generally shows a “*Moderately High*” level of adjustment as evidenced by weighted mean of 3.48. Interestingly, the first six indicators show a “high” level of adjustment relative to the foreign students’ personal matters such as those related to emotional stability which got the highest mean of 4.07; sound sleep, the feeling of being satisfied with their boarding

facilities, feeling of being secure in their place of stay, transportation concern, and managing their daily life. This particular finding appears to be normal and usual for any person who is not used to be living in a place that is very new to him/her. The data imply the difficulty of foreign student respondents in dealing with their adjustment on personal matters. This was supported by some of the statements of some foreign students whom the researcher interviewed as regard the adjustments they made which were personal in nature. One foreign student was quoted in saying, *"It's very hard to sleep at night, I always have a feeling that I am not secured in the boarding house I am renting"*. Another one was quoted with this statement, *"I always fear that something is going to happen to me. My blood pressure rises due to my anxiety, especially when I get up and prepare to go to school."*

2.2 Academic

Table 6 on the next page describes the level of adjustments of foreign students in terms of academic concerns. It is interesting to note from the table that all indicators spelled out relative to the foreign student's level of adjustment on academic matters were all rated "Moderately High" which simply tells that the

foreign students had almost treated equally the adjustment requirements they made relative to academic matters. Among the indicators, indicators 3, “*I am satisfied with my grades*”, and indicator 12, “*In general, I am satisfied with my study,*” appear to be the top most items that got the highest mean among the indicators, although all of the means obtained have a verbal interpretation of “moderately high” The top two highest mean indicators imply that their level adjustment when it comes to studying complemented each other as evidenced by the fact that their satisfaction with their studies brought them to their satisfaction with their grades. The data on table 6 simply imply that there were indicators of exerting more effort to be able to adjust well and good to the demands of their academic studies.

Table 6
Level of Academic Adjustment Problems

Problems	Mean	Verbal Interpretation
1. I am quite interested in my study.	3.03	Moderately high
2. I have difficulty regarding medium of instruction.	3.15	Moderately high
3. I am satisfied with my grades.	3.18	Moderately high
4. My grades meet the standard requirements of the school.	3.03	Moderately high
5. I feel that I can no longer cope with the demands of my studies.	3.02	Moderately high
6. I am able to meet the course requirements.	3.06	Moderately high
7. I feel frustrated because whenever I have difficulty in study, I cannot get assistance from my classmates.	3.09	Moderately high
8. Sometimes, I feel like quitting school.	3.08	Moderately high
9. I have difficulty participating in school organizations.	3.01	Moderately high
10. I have good relationship with my professors and they assist me when I have difficulty in study.	3.06	Moderately high
11. I feel discriminated and lonely most of the time.	3.02	Moderately high
12. I enjoy participating actively in class activities.	2.97	Moderately high
13. In general, I am satisfied with my study.	3.14	Moderately high
Total	3.07	Moderately high

2.3 Social and Cultural

Table 7

Level of Cultural and Social Adjustment Problems

Problems	Mean	Verbal Interpretation
1. It is easy for me to make friends with local people.	3.60	High
2. I have no difficulty in adjusting with social custom of this country.	3.68	High
3. I have difficulty in accepting the behaviours in this country.	3.59	High
4. I enjoy my life in this country.	3.43	Moderately high
5. I am able to adjust with the pace of movement of this country.	3.36	Moderately high
6. I worry about the political situation and social unrest in this country.	3.32	Moderately high
7. There are times, when I could feel the conflicts between the cultural values of the Philippines and my country.	3.18	Moderately high
8. I am interested to know the difference between the culture of the Philippines and my country.	3.33	Moderately high
9. I have a strong sense of not belonging in this country.	3.22	Moderately high
10. When I apply for any paper, I always have hard time in the ministries, and it does really upset me.	3.18	Moderately high
11. When I have problem, I do not know where to turn to.	3.17	Moderately high
12. I feel there is a barrier when I communicate with the local people.	3.00	Moderately high
Total	3.34	Moderately high

Table 7 reveals the foreign student respondents' level of adjustment in terms of the social and cultural concerns. Just like the preceding areas already

presented, the table generally shows a “Moderately High” level of adjustment made by foreign student respondents when it comes to matters of social and cultural factors that may have significant bearing in their life as students from other countries. Three indicators out of the 12 indicators describing the level of adjustments of foreign student respondents relative to social and cultural matters stood out as evidenced by their respective mean all with verbal interpretation of “High”. These are indicator 2, *“I have no difficulty in adjusting to the social custom of the country,”*; indicator 1, *“It is easy for me to make friends with local people”*; and indicator 3, *“I have difficulty in accepting the behaviors in this country”* with means equivalent to 3.68, 3.60 and 3.58 respectively. This particular finding is a clear indication that among the socio-cultural factors, the foreign student respondents biggest challenge in their adjustment as it may seem to be was more on those relating to behaviors of the people in the place where they were staying. In an interview conducted among some of the foreign student respondents, they were one in saying that what they feared most about the social and cultural aspects in the Philippines was how they could be accepted by their Filipino classmates or how acceptable to them are the behaviors of the Filipino students. This particular finding appears to be normal for anyone placed in a foreign country. In many instances, what usually matters to a foreign student is how he/she could

successfully immerse into the culture and customs of the place which may appear to be a temporary home. One of the foreign student respondents even commented, *“I didn’t know in the beginning how to approach my Filipino classmates and how to approach even my professor especially if there were things that I needed to clarify or verify”*, which clearly implies the difficulty of adjustment needed to be able to adopt to the socio-cultural life of the Filipinos and succeed in their academic life in the university where they were enrolled in.

2.4 Religion

Table 8

Level of Religious Adjustment Problems

Problems	Mean	Verbal Interpretation
1. I have difficulty in fulfilling my religions practices.	3.03	Moderately high
2. I am frustrated when the religious holidays coincide with the school days.	3.06	Moderately high
3. I have difficulty in complying with religious requirements about food.	3.32	Moderately high
4. When I have problem about religion I do not know where to turn to.	3.00	Moderately high
5. I cannot find a particular place of worship.	3.01	Moderately high
6. I feel I am being discriminated because of my religion.	2.73	Moderately high
Total	3.03	Moderately high

Table 8 describes the foreign student respondents' level of adjustment in the area of religion-related problems, which are generally described "Moderately High" as indicated in the weighted mean of 3.03. It is interesting to note that all the indicators that describe the level of adjustment in terms of religion-related matters obtained a mean with verbal interpretation of "moderately high", which, just like the findings presented in the earlier tables, Among the indicators spelled out in the table describing the level of adjustment that relates to religion related problems and concerns, indicator 3, "*I have difficulty in complying with religious requirements about food*" obtained the highest mean of 3.32, which means that

they attempted hard to find out if there are religious requirements that have to be complied with as regards food. One observation that according to foreign student respondents placed them in difficult situation is the practice of making a sign of the cross before Catholic Filipinos partake the food; one practice that according to them they have learned to appreciate but then they could not possibly practice them since some of them are not Catholics.

3. Comparison among Levels of Adjustments

3.1. When Group According To School

Table 9

Comparison among the Level of Adjustment Problems
When Grouped According to School

Variable	Source of Variation	Sum of Squares	df	Mean Square	F-ratio	p-value	Interpretation
Personal	Between	0.275	2	0.138	0.712	0.493	Not significant
	Within	19.714	102	0.193			
	Total	19.990	104				
Academic	Between	0.057	2	0.028	0.191	0.826	Not significant
	Within	15.105	102	0.148			
	Total	15.161	104				
Cultural and Social	Between	0.251	2	0.126	0.909	0.406	Not significant
	Within	14.090	102	0.138			
	Total	14.341	104				
Religions	Between	0.199	2	0.099	0.544	0.582	Not significant
	Within	18.623	102	0.183			
	Total	18.821	104				

Table 9 above gives the summary of the comparison among the levels of adjustments when the respondents are grouped according to school. The table shows that *there is no significant difference among the levels of adjustments of the respondents when they are grouped according to school*. This implies that school is not a factor that affects level of adjustment, which means that in whatever school or university these foreign students were enrolled in does not in

any way bear significant effect when it comes to the level of adjustments these foreign students made in the Philippines. The extent to which foreign students make adjustments to the life in Philippine schools, colleges and universities does not in any way associated with the kind of school where they are enrolled in.

3.2 When Grouped According to Gender

Table 10 on the next page gives the summary of the comparison among the levels of adjustments when the respondents are grouped according to gender. The table shows that *there is no significant difference among the levels of adjustments of the respondents when they are grouped according to gender*. This implies that gender is not a factor that affects level of adjustment. Just like the school where the foreign students were enrolled in, gender, does not in any way affect the level of adjustments that they have to make as they are studying in Philippine schools, colleges and universities, in Metro Manila in the case of this particular study. This further implies that the level of adjustment does not in any way depend upon the gender of the foreign students in this study.

Table 10

Comparison among the Level of Adjustment Problems

When Grouped According to Gender

Variable	Source of Variation	Sum of Squares	df	Mean Square	F-ratio	p-value	Interpretation
Personal	Between	0.378	1	0.378	1.986	0.162	Not significant
	Within	19.612	103	0.190			
	Total	19.990	104				
Academic	Between	0.008	1	0.008	0.055	0.815	Not significant
	Within	15.153	103	0.147			
	Total	15.161	104				
Cultural and Social	Between	0.205	1	0.205	1.493	0.224	Not significant
	Within	14.136	103	0.137			
	Total	14.341	104				
Religions	Between	.0048	1	0.048	0.263	0.609	Not significant
	Within	18.773	103	0.182			
	Total	18.821	104				

3.3 When Grouped According to Nationality

Table 11 gives the summary of the comparison among the levels of adjustments when the respondents are grouped according to nationality. The table shows that *there is no significant difference among the levels of adjustments of the respondents on personal, cultural and social, and religious aspects when they are grouped according to nationality*. This implies that nationality is not a factor that affects level of adjustment on these aspects. However, a significant difference was found on the level of academic adjustment. This means that nationality is a factor that affects level of academic adjustment.

Table 11

Comparison among the Level of Adjustment Problems
When Grouped According to Nationality

Variable	Source of Variation	Sum of Squares	df	Mean Square	F-ratio	p-value	Interpretation
Personal	Between	1.334	5	0.267	1.416	0.225	Not significant
	Within	18.655	99	0.188			
	Total	19.990	104				
Academic	Between	1.766	5	0.353	2.610	0.029	Significant
	Within	13.395	99	0.135			
	Total	15.161	104				
Cultural and Social	Between	0.495	5	0.099	0.708	0.619	Not significant
	Within	13.845	99	0.140			
	Total	14.341	104				
Religions	Between	1.159	5	0.232	1.299	0.271	Not significant
	Within	17.663	99	0.178			
	Total	18.821	104				

3.4 When Grouped According To Civil Status

Table 12 gives the summary of the comparison among the levels of adjustments when the respondents are grouped according to civil status. The table clearly shows that there is no significant difference among the levels of adjustment when the respondents are grouped according to civil status. This implies that civil status is not a factor that affects level of adjustment.

Table 12
Comparison among the Level of Adjustment Problems
When grouped According to Civil Status

Variable	Source of Variation	Sum of Squares	df	Mean Square	F-ratio	p-value	Interpretation
Personal	Between	0.532	2	0.266	1.394	0.253	Not significant
	Within	19.458	102	0.191			
	Total	19.990	104				
Academic	Between	0.198	2	0.099	0.675	0.511	Not significant
	Within	14.963	102	0.147			
	Total	15.161	104				
Cultural and Social	Between	0.096	2	0.048	0.345	0.709	Not significant
	Within	14.244	102	0.140			
	Total	14.341	104				
Religious	Between	0.387	2	0.194	1.071	0.346	Not significant
	Within	18.434	102	0.181			
	Total	18.821	104				

4. Correlation

4.1 Between Level of Adjustments and Age

Table 13 below shows the correlation between level of adjustments and age of the respondents. The table shows that there is no significant relationship between level of adjustment and age. This means that age is not a factor that affects adjustment, and that it has nothing to do with whatever adjustments foreign students make as they study in Philippine schools, colleges and universities, particularly, in Metro Manila, in the case of this study.

Table 13

Correlation Between level Adjustments and Age

Adjustment	Correlation Coefficient	p-value	Interpretation
Personal	0.093	0.347	Not significant
Academic	0.048	0.627	Not significant
Cultural and Social	0.133	0.176	Not significant
Religious	0.101	0.303	Not significant

4.2 Between Level of Adjustments and Number of Years of Stay in the Philippines

Table 14 shows the correlation between level of adjustments and years of stay in the Philippines. The table reveals that there is no significant relationship between level of adjustment and years of stay in the Philippines. This means that the number years of stay is not a factor that affects adjustment. Adjustments do not depend on how long a foreign student has stayed in the Philippines. The extent to which a foreign student makes the needed adjustments in different aspects of life in the Philippines is not a matter of one's length of stay in the country.

Table 14

Correlation between Level Adjustments and
Years of Stay in the Philippines

Adjustment	Correlation Coefficient	p-value	Interpretation
Personal	0.144	0.144	Not significant
Academic	0.008	0.932	Not significant
Cultural and Social	0.029	0.770	Not significant
Religious	0.071	0.470	Not significant

5. Suggestions on Foreign Students' Adjustments

Part of this study was to survey from the foreign students themselves some suggestions that may be beneficial to them in terms of the manner by which they can better make the necessary adjustments as they continue on their studying in Philippine schools, colleges and universities. Results of this survey reveal the different suggestions presented in Table 15 below.

The table specifically points at ten different suggestions that are believed would help the foreign student respondents in dealing with the adjustment requirements of being students in the Philippines, more particularly, in Metro Manila considered in the conduct of this study. Among the ten suggestions, five of them stand out from all the rest, namely, suggestion 4, “ *Group Counseling Sessions*”, which obtained the highest frequency equivalent to 72.4%; suggestion 5, “*Orientation to the landmarks in the city*” follows next with 66.7% share in frequency; suggestion 3, “*Remedial course to reinforce academic preparation for graduate studies*” and suggestion 6, “*Orientation to culture*” both of which obtain the same frequency and getting each a 62.9 % of the share in the frequency and percentage distribution of respondents; and suggestion 7, “*Orientation to school facilities*” with 61.9% share out of the total number of respondents.

Table 15

Frequency of Suggestion Beneficial to the Participants

Suggestions	Number of Participants Who Suggested	Percent
1. Individual counselling sessions	26	24.8
2. Crash programs in spoken English to familiarize with expressions used locally	40	38.1
3. Remedial course to reinforce academic preparation for graduate studies	66	62.9
4. Group counselling sessions	76	72.4
5. Orientation to the landmarks in the city	70	66.7
6. Orientation to culture	66	62.9
7. Orientation to school facilities	65	61.9
8. Meeting classmates in small group for socialization	52	49.5
9. Meeting classmates in large group for socialization	37	35.2
10. Fieldtrips	34	32.4

CHAPTER V

Summary, Conclusions and Recommendations

This chapter presents the summary of findings of the study including some inferences and implications that form the study's conclusions as well as the recommendations borne out of the findings of this study.

Summary

This study was conducted to determine and describe the extent to which foreign students encountered adjustment problems in terms of personal, social and cultural, academic and religion matters and concerns. Using a descriptive survey method of research, this study involved a total of 105 foreign students enrolled in three universities in Metro Manila, namely, Ateneo De Manila University in Quezon City, De La Salle University and Philippine Normal University in Manila. A researcher made survey questionnaire developed from inputs from the respondents themselves and from existing literatures and studies was employed as the main data gathering instrument. This was supported from data obtained through interview of selected respondents. Data gathered from this study were analyzed and interpreted based on the statistical treatment used such as frequency count, percentage and mean. Results of the study served as basis in

identifying activities that could be undertaken to improve the level of adjustments of foreign students on matters relating to personal, social and cultural, academic and religion.

Summary of Findings

Personal adjustment problems. The problems of the respondents were only minimal although the degree differed. Their adjustment problems ranged from transportation, boarding places, security, anxiety, loneliness to being disturbed and confused when they can't do things that they would like to do during leisure.

It would be said that in totality their adjustment problems which are personal in nature were more on feeling lonely and not being able to have the same comfort they have in their own homes.

Academic adjustment problems. The adjustment problems which are related to their school work when ranked revealed that the first among these was "difficulty in getting assistance from the classmates whenever they have problems regarding their studies."

English is the medium of instruction in majority of the subjects offered in the schools where the respondents were enrolled. While those coming from English speaking countries like the Mexican may not have any difficulty in written as well as oral communication this is not true to the majority of the respondents especially those coming from china, and Korea. To them communication posed a big problem because this will spell the difference as to who could understand the lessons and who could not.

Cultural and social adjustment problem. When the respondents were asked as to their adjustment problems which are cultural and social in nature, their number one worry was the conflict between the cultural values of the Philippines and their country. This was followed with problems regarding dealing with different government agencies. These foreign students were having difficulty such that they felt they were treated as if they do not belong to the group of people who need to be served by these agencies. They felt that there is a barrier when they communicate with the Filipinos.

However, these foreign students expressed interest in knowing the difference between their country's culture and that of the Philippines.

Adjustment problems related to religion. The foreign students involved in this study expressed very minimal problems related to religion. The two problems which they

mentioned were even minimal and may be considered as negligible since these are on conflict on the observance of holidays and difficulty in exercising other religious practices only. These problems may be solved by the individual himself and may not need the help of other people.

Conclusions

Adjustment is an important mechanism in an individual's day-to-day life, be it in the work place, in school and elsewhere. The ability of an individual to make the necessary adjustment demanded of a particular situation such individual may be into may place him/her in either advantageous or disadvantageous position. The kind of adjustment an individual uses and the level of adjustment he/she makes may be affected by different factors which may also exert some kind of influence on how that individual approaches or attacks a particular situation requiring adjustment.

This study specifically pointed out the moderately high to high levels of adjustments made by foreign student respondents in terms of personal, academic, social and cultural and religious matters. It found out in particular the no significant difference in the levels of adjustments of the respondents when they were grouped according to their profile characteristics, except for the level of

adjustment in terms of academic matters when the respondents were grouped according to their nationality. It is therefore safe to conclude that the profile characteristics such as age, gender, civil status are not factors of the levels of adjustment be it personal, academic, social cultural and religion; however, nationality is a factor of the level of adjustment in terms of academic matters.

Recommendations

Based on the findings of the study, this study recommends the following:

1. Foreign students should increase their level of adjustments on matters of personal concerns for them to be able to overcome unwanted feelings of fear and anxiety such as those related to fear of security, emotional stability;
2. Since nationality is a factor that affects the level of adjustment, foreign students should try to be more familiar with the nature and characteristics of Filipinos as a nation, and perhaps through a program in the school, they may be able to embrace Filipino identity and minimize the problem of adjustment;
3. Suggestions given by the foreign student respondents themselves relative to this study must be given attention by those who are concerned in colleges and universities to attend to the adjustment requirements of foreign students in Philippine colleges and universities admitting foreign students; and

4. A comprehensive program of counselling that includes personal, academic, social and cultural and even religious matters should be provided equally to both local and foreign students.
5. For future researchers: an in depth study is recommended to determine the relationship between academic performance and adjustment problems encountered by foreign students.
6. There should be a suggestion box where the foreign students can express their request which they may not be able to do orally.

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APPENDICES

APPENDIX A

Letter to Participants

Dear Fellow Foreign Students:

Greetings!

I am GUO ZHONG YU, a graduate student of the Philippine Normal University and am currently working on my research entitled "The adjustment problems of foreign students in selected universities in Manila, Philippines." This is a special project requirement for the degree ,Master of Education with specialization in Educational Management.

May I therefore request that you be one of the respondents/participants in this study as it will deal in adjustment problems of foreign student who are enrolled in manila, Philippines.

Your sincere support and cooperation to this academic Endeavour would definitely help me finish this graduate special project requirement.

Very truly yours,

GUO ZHONG YU

APPENDIX B
Questionnaire
Adjustment Inventory

Name: _____ Sex: _____
Age: _____ Nationality: _____
School: _____ Marital Status: _____
Degree Being pursued: _____
No. of years in Philippine: _____ Civil Status _____

This is not a test. It is designed to understand your adjustment situation. Please answer carefully so I may arrive at appropriate conclusions and solutions. Your answer will be kept strictly confidential.

Thank you very much for your cooperation!

Beside each of the' statement listed below, please indicate your degree of agreement to the statements.

5 - Strongly agree

4 - Agree

3 - Moderately agree

2 - Disagree

1 - Strongly disagree

<u>I. Personal Adjustment Problems</u>		SA	A	MA	D	SD
		5	4	3	2	1
1. I am emotionally stable		5	4	3	2	1
2. I could sleep sound		5	4	3	2	1
3. I am satisfied with boarding facilities		5	4	3	2	1
4. I feel secure in the place where I stay		5	4	3	2	1
5. I have no trouble in transportation		5	4	3	2	1
6. I can manage my daily life very well		5	4	3	2	1
7. I feel homesick most of the time		5	4	3	2	1
8. I become melancholic without very good reasons		5	4	3	2	1
9. I am nervous most of the time		5	4	3	2	1
10. I find difficulty in looking for food that I like		5	4	3	2	1
11. I am disturbed because I am not able to do the things that I would like to do at my lecture		5	4	3	2	1
12. I am afraid of my future		5	4	3	2	1
Others(please specify)						
~~~~~   ~~~~~						
<b><u>II.Academic Adjustment Problems</u></b>		<b>SA</b>	<b>A</b>	<b>MA</b>	<b>D</b>	<b>SD</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.I am quite interested in my study.		5	4	3	2	1
2.I have difficulty regarding medium of instruction.		5	4	3	2	1
3. I am satisfied with my grades		5	4	3	2	1
4.My grades meet the standard requirements of the school		5	4	3	2	1
5.I feel that I can no longer cope with the demands of my studies.		5	4	3	2	1
6. I am able to meet the course requirement.		5	4	3	2	1
7. I feel frustrated because whenever I have difficulty in study, I cannot get assistance from my classmates.		5	4	3	2	1
8.Sometimes, I feel like quitting school.		5	4	3	2	1
9. I have difficulty participating in school organizations.		5	4	3	2	1
10. I have good relationship with my professors and they assist me when I have difficulty in study.		5	4	3	2	1
11. I feel discriminated and lonely most of the time.		5	4	3	2	1

12. I enjoy participating actively in class activities.	5	4	3	2	1
13. In general, I am satisfies with my study.	5	4	3	2	1
<b>Others(please specify)</b>					

III. Cultural and Social Adjustment Problems		SA	A	MA	D	SD
		5	4	3	2	1
1.It is easy for me to make friends with local people.		5	4	3	2	1
2.I have no difficulty in adjusting with social custom of this country.		5	4	3	2	1
3.I have difficulty in accepting the behaviors in this country		5	4	3	2	1
4. I enjoy my life in this country		5	4	3	2	1
5.I am able to adjust with the pace of movement of this country		5	4	3	2	1
6 .I worry about the political situation and social unrest in this country		5	4	3	2	1
7.There are times, when I could feel the conflicts between the cultural values of the Philippines and mu country.		5	4	3	2	1
8.I am interested to know the difference between the culture of the Philippines and my country.		5	4	3	2	1
9.I have a strong sense of not belonging in this country.		5	4	3	2	1
10. When I apply for any paper, I always have hard time in the ministries, and it does really upset me.		5	4	3	2	1
11. When I have problem, I do not know where to turn to.		5	4	3	2	1
12. I feel there is a barrier when I communicate with the local people.		5	4	3	2	1
Others(please specify)						

<b><u>IV. Religions Adjustment Problems</u></b>	<b>SA</b>	<b>A</b>	<b>MA</b>	<b>D</b>	<b>SD</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. I have difficulty in fulfilling my religions practices.	5	4	3	2	1
2. I am frustrated when the religious holidays coincide with the school days	5	4	3	2	1
3. I have difficulty in complying with religious requirements about food.	5	4	3	2	1
4. When I have problem about religion I do not know where to turn to.	5	4	3	2	1
5. I cannot find a particular place of worship	5	4	3	2	1
6. I feel I am being discriminated because of my religion.	5	4	3	2	1

Below is a list of suggestions to minimize adjustment problems . Check those suggestions which you feel would be beneficial to you.

<b><u>V. Please Check those suggestions which you feel would be beneficial to you.</u></b>	
<input type="checkbox"/>	1. Individual counseling sessions
<input type="checkbox"/>	2. Crash programs in spoken English to familiarize with expressions used locally
<input type="checkbox"/>	3. Remedial course to reinforce academic preparation for graduate studies
<input type="checkbox"/>	4 .Group counseling sessions
<input type="checkbox"/>	5.Orientation to the landmarks in the city
<input type="checkbox"/>	6. Orientation to the culture
<input type="checkbox"/>	7. Orientation to school facilities
<input type="checkbox"/>	8. Meeting classmates in small group for socialization

<input type="checkbox"/>	9. Meeting classmates in large group for socialization
<input type="checkbox"/>	10. Fieldtrips
<b>11. Others (Please specify)</b>	

**THANK YOU FOR PARTICIPATION IN THIS SURVEY!!!**

## **CURRICULUM VITAE**

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## CERTIFICATION

This is to certify the special project of ZHONGYU GUO entitled "*The Adjustment Problems of Foreign Students in Selected Universities in Manila, Philippines*" **passed** the authenticity test performed by the Office on February 17, 2014, using the Anti=Plagiarism software of the University.

  
**ANTRIMAN V. ORLEANS, Ph.D.**  
Director

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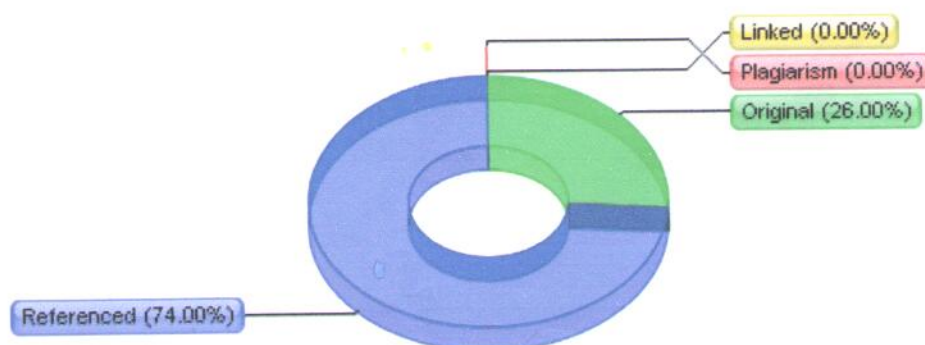
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