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Relational-Interdependence and Life Transitions in College: Study Abroad, First-Year, and International Students

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Abstract

The current study examined the sojourner adjustment of U.S. college students studying abroad, international college students studying in the States, and first-year students adjusting to life in the first semester of their undergraduate careers. An online survey was distributed to 412 college students; it included the Sojourner Adjustment Measure (SAM), the Lifelong Learning Scale (WielkLLS), the Relational-Interdependent Self-Construal Scale (RISC), the Brief HEXACO Inventory of Personality, and the Social Media Use Integration Scale (SMUIS). The purpose of the study was to explore the relationships among major emerging adulthood transitions and various measures of adjustment to college. Results suggest that students tend to report different levels of adjustment at various stages of their academic careers, whether study abroad participants (US and international) or first-year students coming to college for the first time.

Relational-Interdependence and Life Transitions in College:

Study Abroad, First-Year, and International Students

I grew up thinking of myself as a natural explorer, and my actions followed suit throughout my development. Whether trying different sports or reading every genre of literature available in my small elementary school library, curiosity seemed to take me everywhere. The options were infinite to my sixth grade mind, but I knew that my initial step needed to involve Saint John's Preparatory School, a liberal arts middle school and high school experience that could make my dreams a reality. After an interview with the staff, and blatantly proclaiming my goal of packing for Harvard in six years, I was on my way to what I thought I was destined for in this life. I changed my mind.

The years that followed brought me face-to-face with developmental challenges, such as studying abroad and moving away from home for the first time, which would cause me much more distress than I had anticipated. Two major transitions that had a profound impact upon me were going from high school to college and my study abroad experience in Salzburg, Austria. The effect of my study abroad experience was so profound that I was inspired to investigate the impact of major transitions on students during emerging adulthood.

I spent most of my younger years oblivious to the potential impact of such experiential influences. For example, my German great-grandfather was my role model, and because of him, I began learning the German language, frequently shifting into German conversations without much warning. This inspired a love for languages and the cultures that surround them. It would eventually lead me to studying abroad.

I was attending Saint John's Preparatory High School when my great-grandfather passed away and subsequently passed me the torch of preserving our family's German heritage. I

studied the German language and culture for four years and applied for the Melk, Austria study abroad program, which would take place my entire junior year of high school. For a young girl with curious eyes and having grown up in small-town Minnesota, the prospect of a life abroad was too exciting to pass up. I was so eager to start my wanderlust lifestyle that I didn't give much thought into how the trip would be funded and how it would fit into my high school plans. After a disappointing talk with my parents upon receiving my acceptance letter into the program, I realized that our family was in no place to pay for a year abroad. I would have to hold off until my junior year of college. However, in retrospect, I cannot imagine that I would have been developmentally ready for such a big step during my teen years. I would need many more experiences on my own to prepare me for my first adventure across the ocean.

One of those transitions was moving from high school to college. Despite my supposed wanderlust, I decided to attend the College of Saint Benedict and Saint John's University, only a few minutes away from home. Far away from Harvard and all of my childhood dreams of becoming the next Elle Woods, I came into college with a strong drive to change the world in some way, possibly changing society's stigmatization of mental illness. The transition wasn't easy; even a prep school education didn't compare to the academic demands of college, and I wasn't exactly ready to jump into the college social scene. With a strong emphasis on building relationships, I found myself scrambling to keep family ties and old friendships intact while creating the new. I look back now, and I have come to appreciate these challenges and hurdles that helped me to evolve within the first two years of my bachelor degree education and into emerging adulthood. Becoming confident in my choice of major, gaining and losing friends, deciding where I wanted to head in my career, and finding out what was important to me became less overwhelming decisions that I felt more confident in answering. However, my personal

growth and introspection did not put me at the finish line; I still had a ways to go and more hurdles at my doorstep.

Because my circumstances were different from others around me, I wondered how one's experience growing up was related to one's adjustment during emerging adulthood. For instance, does more time away from home in the younger years relate to acculturation abilities over time? What does the parent-child relationship have to do with this ability? Are there certain personality traits that invoke personal reflection within such transition periods? This is how I felt during junior year, and I was finally heading to Europe for the study abroad adventure that I had been waiting for since I was a little blonde girl who looked up to her German great-grandpa. I spent my whole life seemingly planning for this trip, this moment of independence and adventure away from everything I knew and into the diverse world that I wanted to know more intimately.

Parting from everything I found familiar felt like a modern walkabout; it was my first time out of the country and my first extended time away from home. I left my family, boyfriend, and close friends behind. In the days before the departure, excitement overwhelmed me. I felt ready, but I also knew that the reality of my sojourn hadn't set in yet; I was fearful of a breakdown upon entry into this new lifestyle, although I didn't want to voice my concerns. We arrived in Salzburg, Austria for our first night of pre-travel, and sure enough, my fears were validated. I grew instantly sick with my decision to leave all of my personal support systems behind. I was convinced that everything I had associated with my wanderlust character was a childish conviction that I had built up for myself. I wasn't the natural adventurer with wide eyes and the thirst for change that I thought I was; instead, I felt like a college student who couldn't even spend a semester abroad without yearning for life at home. My week of pre-travel consisted of visiting Salzburg, Prague, Berlin, and many phone calls to my family with tears in my eyes

and regret in my mind. I didn't want to waste my time abroad being homesick, and yet I didn't want to be in these unfamiliar places with a group of college students that I barely knew.

I became fixated on ways to make the trip more manageable. I spent a lot of my time reading the sojourner literature and trying to find out what could make these months easier for me. Articles about pushing through culture shock became my main focus. I wanted to understand why I had grossly exaggerated my preparedness for this sojourn in respect to homesickness, especially after all of the study abroad meetings we had prior to departure that emphasized the struggles in acculturating upon arrival. I wondered why I had the thirst for new places and travel while suffering from devastating homesickness. I wanted an explanation for the dissonance between who I always thought I was and this scared college student who had taken over my study abroad adventure for the first weeks of travel.

It took time to come to terms with changes going on around me and in my head. I missed my family and friends, yes I missed my home of course, but I was also seeing the most beautiful places I had ever seen in my life, and every day was a new adventure for me. One minute I was in Budapest looking at the parliament building, and the next I was standing before Schönbrunn Palace in Vienna. I conquered fears of feeling alone and realized how important enjoying my own company was for my health. I tried to make the best of any situation I was in, whether or not it was part of the plan for that day. I discovered an adventurous side that I had always expected of my character, but I also found that I had meaningful roots an ocean away. I began to appreciate what I had at home and where I was within the moment, and I was determined to keep making these attributes a part of my story.

With my undergraduate years coming to an end, I can't help but think of these moments in my life and be thankful for how much my mentality has changed because of them. The

emerging adulthood years are full of changes from high school to the first years of college to study abroad and beyond, whether that includes more schooling and growing into a career path or building a family. The decisions to be made and the consequences of these experiences can be defining characteristics of who we become in life. I realized that I had a choice in determining my attitude towards the challenges. These experiential opportunities actuated my love for adventure, whether studying abroad and exploring the world, gaining more knowledge and investigating things I find important to me, or reminding myself that the curious girl with wide eyes has a life to lead and more developmental milestones to conquer.

Adjustment to my study abroad experience was the hardest thing that I have faced in my life thus far, but it was also the most rewarding and important exploration of my undergraduate education. Because these are vital years in discovering oneself and determining a plan for the years to come, it is important for us to become more familiar with the types of transitional questions and experiences emerging adults are going through during this critical time. Going to college and leaving home for the first time is a big step toward a career, adulthood, networking, and building one's future. Spending time abroad builds a backbone for students to break away from the familiarity of their early years and gain experience about how other cultures and parts of the world function. With a wide variety of programs and personalities of students spending their time abroad or going to college for the first time, there is bound to be a variety of coping styles for handling these transitions. Some may express a greater independence from their parents, which could be associated with easier adjustment. Others may use their social media outlets to document the travels, while mentally "being at home" through their cell phones and computers. In my experience, student adjustment strategies during my study abroad adventure were surprisingly varied. Each student seemed to have a unique way of dealing with the shocks,

struggles, wonderment, and joy of the moment. However, while talking with other study abroad students and the professors who led those trips, I saw some similarities or patterns in the adjustment strategies of students while abroad. These observations and the interest in my own experience inspired my research questions.

I wanted to gain more insight into the impact of spending a semester abroad, the transition to college life, and coming to the US from another country upon developmental processes during the critical developmental period known as emerging adulthood. I believe that such college-age transitions bring forth great epiphanies and challenges for the young mind. I will focus on the impact of family relationships on these types of transitions, how electronic social networking of the 21st century influences one's ability to adjust in first-year college students and sojourners in the US and abroad, and how these coping strategies may correlate with the attribute of lifelong learning, which is very central in the sojourn and first-year college experience.

Literature Review

The present honors thesis reports results of a survey of first-year students, international students studying abroad in the US, and US students studying abroad in a variety of countries. Measures of sojourner adjustment, relational-interdependence, social media use, lifelong learning, and a brief personality inventory are the main variables. This may enhance understanding in the sojourner experience during the emerging adulthood years and could be useful in adjustment or implementation of pre-departure programming and culture shock aid while in the foreign environment. Following the introduction is a review of emerging adulthood as a developmental period along with a general review of literature surrounding family relationships, electronic media, and lifelong learning in regards to studying abroad for US,

international, and first-year college students. The second major section of this thesis will be a report of an empirical study with a condensed introduction. Finally, a general discussion of the findings and their implications for understanding developmental milestones during emerging adulthood will conclude this thesis.

Emerging Adulthood as a Developmental Period

Emerging adulthood is an important and exciting developmental period. With subject areas of brain development, social relationships, health and wellness, identity issues, parental attachment, sexuality, substance abuse, vocational development, and schooling, one can see that individuals in this period are developing a more holistic view of the self. The transition from adolescence to adulthood, between the ages of 18 and 25, brings many challenges during a developmental phase that allows for experimentation and exploration (Arnett, 2006, 2012). Jeffrey Arnett (2006, 2012) has taken the lead in exploring the idea of emerging adulthood, which he describes as having five distinct features: identity exploration, instability, self-focused mentality, feeling in-between, and the age of possibilities, a time when individuals have an opportunity to transform their lives. These features are prominent in the United States, European, and Australian communities, although they may not translate across every culture.

This developmental period warrants extensive study in order to help in the understanding of the transition from adolescence to adulthood, a journey that most of us have taken in our lifetimes or will take in the coming years. Researchers have taken the lead in determining which changes occur during this time that may relate to some of the key characteristics Arnett has described. First, in the area of biopsychology, there is an increase of myelination in the brain of these late teens and early twenty year olds; this allows for increased connectivity between brain

regions (Giedd et al., 2012) and can aid in areas of judgment, information processing, and emotional control.

Health and wellness becomes important during this time period as well. Although young adults may seem fit and healthy, their daily behaviors often can lead to lifelong patterns of health-compromising behaviors (Irwin, 2010). Whether these behaviors revolve around unhealthy eating habits, smoking and drugs, binge drinking, lack of exercise, or sleeping patterns, such basic aspects of wellness can produce mental health issues or eating disorders, decreases in life satisfaction, and it becomes difficult to change these habits (Cheng et al., 2012, Insel & Roth, 2012, Monahan et al., 2012).

Along with formation of daily habits and changing brain chemistry comes the formation of identity. Increased deep exploration of identity, the complexity and challenge of college-level courses, and exposure to a wide variety of peers from diverse backgrounds brings forth challenges that trigger identity resolution (Phinney, 2008). Activities throughout college continue to foster the activity of identity achievement, whether finding the balance between individuality and family relations, romantic and social commitments, coming into a suitable major or work field, or developing a cultural/ethnic identity through activities such as studying abroad.

The key features important for this study center around the emerging adulthood years and the more prominent influences during this time. The overarching theme of identity and creating a self-concept is relevant in all relationships and activities of the emerging adult. Intertwined within this theme includes areas of relational-interdependence, especially in the parent-child connection, developing life-long learning skills in the classroom and beyond, and growing through activities that foster a differing viewpoint of the world, like a study abroad experience. Thus, these topics naturally flow together and build the backbone of the present thesis. First-year

students, international students, and US students studying abroad are going through somewhat similar transitional periods with similar influences and the great opportunity to explore and experiment in a real-world setting. With the main features and characteristics of emerging adulthood as a developmental period in mind, we can now move forward into how these specific characteristics contribute to development of the self in general and in particular ways for each of our study's topic groups, first-year students, international students, and US students abroad.

Transition Periods and Their Relation to Personal Change

An experience that may have a significant impact on the self is studying abroad, and with more students going abroad each year during their undergraduate education, the impact of this experience on the self is an interesting topic for empirical investigation. This study sought to broaden the information surrounding sojourner adjustment (adjustment to a short-term, semester long or less, stay in a new culture) through better understanding of family influences, technology's impact, and life-long learning. Furthermore, similarities and differences between US study abroad participants, international students studying in the States, and first-year college sojourners are discussed.

Study abroad programs are becoming more and more popular among US colleges and international college students. In 2013/14 alone, there was an increase of 8.1% in international students studying in the US with a record high of 886,052 students sojourning. Similarly, US students seem to be jumping at the opportunity as well; this is shown in the 2.1% increase from the previous year with 289,408 US students studying abroad in the 2013/14 academic year. Overall, study abroad participation has "more than tripled over the past two decades" (Institute of International Education, 2014). With the growing number of students packing their bags and

heading across oceans and country borders, more investigation of its effects is needed to understand its impact on developing young adults.

The increasing influence of studying abroad has been discussed in both positive and negative lights, being helpful or damaging to one's self-image. Dimensions of the self are fundamental attributes that make up who we are. Whether forming an identity or an understanding of the self through interactions with others, the human condition is based upon this cooperation between the individual and the outside world. Researchers have speculated about these connections by examining self-concept clarity and self-monitoring. Chickering and Kuper (1971, p. 260) stated, "persons change as they encounter new conditions, new experiences, and new kinds of people for which pre-established responses are inadequate, and for which new skills, behaviors, words, concepts and attitudes are required." Furthermore, with the evolution of a more diverse world over the past decades, students need to learn how to become competent at interacting with individuals from other cultures. Hess (1982) stated: "Since we live in a world increasingly interdependent, the international dimension is relevant to education at all levels in order to identify and provide means for comprehension and confrontation of the various problems facing humanity" (p. 43). Current generations must understand the value of the study abroad experience on the development of the self, whether positive or hindering.

In early research on acculturation, there are some theories of recurring patterns of adjustment across different groups studying abroad. The U Curve hypothesis (Lysgaard, 1955), for example, suggests that adjustment level will vary with time spent in the new culture. Firstly, one may experience initial enjoyment and optimism for the host culture. This is typically followed by a decrease in adjustment level as the sojourner copes with the reality of adjusting to an unfamiliar culture that will, ultimately, increase towards the end of the experience as

adaptation occurs. Gullahorn and Gullahorn (1963) hypothesized a W Curve hypothesis where subjects endured a subsequent re-acculturation process when returning home from their study abroad adventure. Overall, however, support for the U Curve hypothesis is rather slim; researchers have found support for variations of the curve with great variability between students in their reactions to being abroad (Becker, 1968; Golden 1973; Klineberg & Brika, 1972; Klineberg & Hull, 1979; Selby & Woods, 1966).

Sojourners deal with a wide range of variability in their abroad experience. In the case of studying abroad, some drawbacks reign supreme. Negative changes include decreases in concentration and study habits upon returning from the host country, health deterioration while abroad, and changes in emotional health (Carsello & Creaser, 1976). While these ideas are reiterated in various studies, it is also important to note that students tend to differ in their ability to adjust to the difficulties of sojourning. Juhasz and Walker (1988) studied the influence of study abroad on self-esteem and self-efficacy with results showing lower levels of self-esteem and subsequent lack of confidence in performance of behaviors for those who studied abroad compared to those who remained in their American university.

Sojourner adjustment requires individuals to leave behind their home culture and its positive reinforcements to come to terms with new, and sometimes aversive stimuli of the host culture; the most pertinent problems seem to occur in areas of language difficulties, finance issues, educational differences, homesickness, adjusting to new social customs, and sometimes racial discrimination (Church, 1982). However, there seems to be a great degree of uncertainty in estimating the magnitude of sojourner difficulties due to the disagreement across the literature. While some studies indicate that certain groups seem more able to adjust, others have shown greater distress dealing with the abrupt changes that occur while abroad. Differences in ability to

sojourn have been seen in areas of "nationality, status, language proficiency, age, educational level, and previous cross-cultural experience" (Church, 1982).

Other factors discussed by Church (1982) include more situational variables that can be associated with degrees of adjustment; these influences could range anywhere from pre-sojourn orientation programs, health problems while abroad, different living arrangements in the host country, job conditions/satisfaction, academic performance in the new setting, and social interaction. Most notably, cultural subcommittees – or groups of home culture peers – are often established to help sojourners come to terms with the difficulty of adjustment by increasing their sense of belonging, self-esteem, and psychological security; for example, a group of Americans may stick together in a European country during their sojourn rather than branching out and becoming friends with locals of their age (Gullahorn & Gullahorn 1966; Kang, 1972; Klein et al., 1971; Lundstedt, 1963; Simon & Schild, 1961; Siu, 1952; Spaulding & Flack, 1976). It is common for sojourners to express their dissatisfaction with the amount of effort and time they put in to interacting with nationals of the host culture due to their increased involvement with students from their home university or college (Garraty & Adams, 1959; Hull, 1978; Johnson, 1970; Susskind & Schell, 1968; US Advisory Commission, 1963). Although such drawbacks exist in the realm of sojourning, there also seems to be great promise for certain types of individuals who decide to travel across the world for their studies.

Academia is one area of advancement documented in sojourner participation. Self-confidence (Milstein, 2005), personality (Eby, 2005), and personal growth (Ryan & Twibell, 2000) have also been discussed. Fry et al. (2009) found positive effects of study abroad in the areas of open-mindedness, cultural appreciation, and building new perspectives. Carsello and Creaser (1976) found that the most robust positive effects of study abroad centered on an

increased importance for travel, history, architecture, and meeting new individuals in the sojourner's life. Furthermore, Fairchild et al. (2006) identified a significant increase in multicultural knowledge and awareness. Hadis' findings (2005) extended such ideas when alumni of study abroad programming showed greater interest in international affairs, reading newspapers, and learning other languages. Participants also experienced personal development in areas of independence, outgoingness, friendliness, and self-assuredness. Such changes bring forth the idea of personality and how transition periods may influence a core part of who we seem to be. In light of these ideas, one can see the complexity of the sojourner adventure in regards to its overall influence on numerous dimensions of oneself.

Personal development also includes interactions with others, something that we have seen as a repeated theme throughout development as a topic area; that is, the connection between self and others as interdependent is pertinent in the specifics of the everyday life of an emerging adult. Thus, we will now transition into the family relationship and how parent-child structures and attachment can influence various study abroad participants and first-year college students alike. While some may balance the separation and dependence aspects of adjustment rather well during the college years, others possess varying levels of difficulty in monitoring unhealthy attachment to parental figures and subsequent decrease in ability to enjoy the abroad or college experience. All in all, moving away from home for the first time or traveling abroad can be transitional activities that create varying degrees of attachment to home and the people that reside there.

Family Relationships and Studying Abroad/College Transitions

Family members are important people in our lives at any age. Parents give much of their energy and time to taking care of their children as they grow up; they see our first steps, send us

off to our first day of school, watch us graduate from high school and college, and see us develop

our own families and careers. Siblings may make up our first friendships and become peers that

we look up to and grow alongside. Because of these years spent together, growing personally and

as a unit, our family becomes a source of comfort, support, and stability. However, as we begin

the emerging adulthood years, we have experiences that may separate us from our hometown,

country, and secure family unit. This transition is easy for others and very difficult for some.

Distance from home, the degree of cultural difference between the host environment and home,

peer relationships, and amount of stress can all influence the ability to move out of the nest and

adjust to a new environment. While some may express this concern openly, others try to hide the

fact that they are homesick or that they are depending heavily on their parents to get them

through the transition. While going at something alone is not always the best route, a strong

identity and healthy parent-child attachment may be the deciding factor in the success of a

transitional experience.

      US college students going abroad. With US students going abroad more in the recent

years, it is important to learn what factors can contribute to and inhibit this experience. While

some students have traveled away from home before, to go to college most likely, others have

not been more than driving distance from their parents during their lifetime. Kenny (1987)

described the transition to college as taking the form of a reoccurring "strange situation" with

development of a securely attached relationship to parental figures as a key factor in successful

acculturation. Those with a secure attachment would seem more likely to adapt and transition

well during college exploration while balancing this new freedom with support from their

parents. There are also changes in perceived attachment to parents throughout the college years

(Larose & Boivin, 1998). These findings suggest benefits in looking at both first-year college

students and study abroad participants during their transitions and how perceived parental

attachment and autonomy may change during this major adjustment period. Here, we may be

able to bridge the gap between the two types of experiences, transition into college and

assimilation abroad. Arnett (2004) said:

> Emerging adults have become more independent of their parents and most have left
>
> home, but they have not yet entered the stable, enduring commitments typical of adult
>
> life, such as a long-term job, marriage, and parenthood. During this interval of years,
>
> when they are neither beholden to their parents nor committed to a web of adult roles,
>
> they have an exceptional opportunity to try out different ways of living and different
>
> options for love and work. (p. 8)

With this freedom for experimentation and "trying out different ways of living," college study

abroad students, both US and international, have an opportunity to either grow in their

separation-individuation or cling to a parental attachment style that may have not been secure in

the first place. Thus, with many studies hinting at the importance of parental-attachment during

the college transition, it is important for the current study to bridge the gap between the college

transition as a first-year student while including the study abroad aspect and its role in emerging

adulthood.

International college students studying abroad in the US. These dimensions could be

especially different for those who are international students studying abroad in the US. While US

college students are likely studying abroad for the first time, it is more common for international

students to study abroad in the US during their middle school and high school years before

continuing their studies as college students (Institute of International Education, 2014). Thus,

international students may have already gone through this parental de-attachment experience and

have less difficulty adapting and creating a secure relationship to their parents in the current years. Such aspects bring an interesting flavor into the study of parental attachment and have interesting implications for how to help students adjust as first-year international students, international students studying abroad during another term, and those who may have studied abroad in the past for shorter sojourns. While these student groupings have been studied separately, a conjoined view could help in the creation of successful acculturation methods in overall emerging adulthood transitions.

First-year college students. When reviewing the sojourner adjustment literature, whether for international or US students studying abroad, a great deal of overlap appeared between the types of factors present for those who have difficulty adapting to the new environment abroad and adjusting to a new atmosphere in the host culture; that is, the literature on studying abroad shows similar difficulties for change/adjustment as first-year undergraduates. For example, Brandy et al. (2015) and Pedersen et al. (2011) both discuss the impact of transition periods on various lifestyle qualities, whether increased depression and anxiety, decreased academic performance, or loss of familiar social support. While some may travel only a few short miles away for their college education, others may be crossing state or even country lines to obtain a bachelor's degree. In this sense, both types of transition periods may show similar patterns of difficulty and reward. This understanding could aid in our ability to help individuals who are trying to come to terms with an abrupt transition during their young-adult years.

The college transition can be an important step away from parental figures for an extended period of time; for some, this is their first time being away from their family for a duration longer than a few weeks (Rice et al., 1990). The success of this transition may be dependent, in large part, on the mastery of separation issues (Moore, 1987; Sullivan & Sullivan,

1980). While some (e.g., Blos, 1979) believe that this separation-individuation process is a result of self-consolidation as an individual, others (e.g., Grotevant & Cooper, 1985) believe this transition is aided or enhanced through parent-adolescent relationships. Therefore, a connection between individuation and connectedness appears, although it may seem contradictory in nature (Josselson, 1988). As previously stated, students entering into their college years undergo a new form of the "strange situation" like that of childhood attachment relationships (Kenny, 1987). Consequently, those who have a more secure attachment may report an easier transition into the college environment. Kenny (1987) explained this phenomenon as follows:

> For the securely attached adolescent, leaving home for college is likely to be perceived as an opportunity for environmental exploration and mastery. If parents remain important as a secure base, the college student would continue to seek them out in situations of stress and would view them as still available as a source of support when needed in a way that does not threaten but supports the development of autonomy. (p. 18–19)

Furthermore, in a study by Rice and colleagues (1990), elements of college adjustment included aspects of independence from parents, positive separation feelings, and family cohesion. Overall, studies suggest that the individuation process may entail some separation, as well as continued support from family members (Allison & Sabatelli, 1988; Josselson, 1988). In today's society, however, we have a newer factor at work that could be influencing the attachment and overall transition success of first-year college students and study abroad participants alike; the increased use of electronic media allows students to keep in touch with their families and friends during the transition, but it also provides a gateway for attachment without separation-individuation. Thus, it is important for us to determine what kind of influence social media, cell phone use, and other forms of electronic communication (Skype, WhatsApp, etc.) have on the ability of college

students to adapt to the new culture, build upon their identity, and keep their family/friendship ties sound, while creating a balance between each outlet.

Electronic Media Influences

Is the new age of technology and the need for social media involvement causing students to be less involved in their host culture? The impact of studying abroad may be in decline as students who are abroad physically are able to remain completely connected with their home culture through social media. By remaining connected through social media, study abroad students could be avoiding contact with the host culture that is essential to their social development. That is, with the decrease in world trade barriers and overall developments in areas of technology and communication, the ability to mentally "be at home" in another country is becoming more evident (Hechanova-Alampay et al., 2002). Sharing through social media sites while abroad appears valuable for social and emotional support (Ballantine & Stephenson, 2011; Gruzd et al., 2011; Hynan et al., 2014; Lai & Turban, 2008; Munar & Jacobsen, 2014; Ridings & Gefen, 2004). Not only is it a social outlet, but the Internet has also transformed into one of our primary outlets (Mihailidis, 2014). Because studying abroad serves as a transition period with a great deal of stress (Cushner & Karim, 2004), one may feel the need to latch on to what is left of the home culture through cell phone or computer use. These effects may be more robust for experiences in cultures with more diversity or deviation from the home culture and less common in study abroad adventures that are less stressful due to commonalities between host and home culture (Langley & Breese, 2005). Overall, students may feel like they are alone together on these trips, feeling like they are a part of their study abroad group, while also feeling detached from their home life. The influence of technology will only continue to affect sojourners in years to come.

If students spend most of their time taking pictures for Snapchat and Instagram while abroad, are they really taking in the experience? Is this constant connection to back home through Facebook, texting apps, and Skype helping the students to truly experience their travels abroad or is it hindering their ability to be in the moment, grow in a culture different from their own, and develop an identity away from their parents? For US students and international students alike, this is becoming a large question in the sojourner equation. Determining the amount of electronic media use while abroad and the subsequent ability to adjust could provide some interesting connections into the social media boom and whether it is helpful or hindering in this particular aspect of the emerging adulthood developmental period.

How do electronic media influence first-time college students as they move away from home, family, friends, and their usual use of social media? Does an increase in social media use help these students to stay connected, develop new friendships, and adapt to the lifestyle of college, or do these advancements in technology allow students to retreat into the worldwide web in an attempt to ignore the present moment? A comparison of study abroad and first-year students' electronic media use and subsequent adjustment success could give insight into the positives and negatives of social media in emerging adulthood.

While much of the discussion has been surrounding relationships in college and subsequent adaptations that need to occur in order to thrive, another important aspect of the college experience during emerging adulthood centers on the idea of learning and critical thinking. While relationships among student academic achievement, adjustment, and social activities have been investigated, a discussion of learning in college and its implication for future learning also needs to be addressed; after all, a lifelong learner may be better able to contribute to the community as a working adult. Therefore, it is important to study the relationship of lifelong

learning to adjustment in both students studying abroad and in first-year students due to their continued interests in learning overall.

Lifelong Learning and the College Experience

Hojat, Veloski, Nasca, Erdmann, and Gonella (2006) defined lifelong learning as ''a concept that involves a set of self-initiated activities and information seeking skills that are activated in individuals with a sustained motivation to learn and the ability to recognize their own learning needs.'' Wielkiewicz and Meuwissen (2014) found a positive association between studying abroad and their Lifelong Learning Scale with a moderate effect size of .48. It is not surprising that those who had studied abroad showed a stronger tendency to display attitudes and behaviors associated with lifelong learning.

Previously, Wielkiewicz and Turkowski (2010) showed that studying abroad was associated with a deeper reflection upon the students' home culture. This altered perspective on the home culture may lead to the increased interest in learning throughout the following years due to the heightened use of critical thinking and evaluation. Other research points elaborate and clarify through increased understanding of cultural differences (Anderson, Lawton, Rexeisen, and Hubbard, 2006) and the positive effect of learning another language abroad (Sasaki, 2007; Segalowitz & Freed, 2004). In these examples, the academic benefits of studying abroad reign supreme in regard to deeper cognitive implementation. However, most study abroad programs prescreen applicants so the direction of causality is far from certain.

So are there particular traits of the US and international student that are associated with a better lifelong learning score? While previous research has shown an association between study abroad and lifelong learning, what about the relationship between the first-year student mentality and lifelong learning? Does this change throughout the years? Such questions allow us to dig

deeper into the impact of the transitions from high school into college and college into a study

abroad program. In order to answer questions about this conjoined view of life transitions in

college, we must delve into the idea of sojourner adjustment as a transition opportunity

compared to that of the first-year college experience and how we can measure it successfully in

both international and US students abroad.

Sojourner Adjustment as a Tool for Assessing Transitional Success in College

It is a challenging task to understand the impact of study abroad, coming to college for

the first time, or moving away from home due to the great variety in sojourner adjustment

patterns and environmental issues that relate to the outcome, such as personality. For example,

Berry (1998) proposed four acculturation styles that students exhibit in regards to their

adaptation abilities: integrated, assimilated, separated, and marginalized individuals. Integrated

individuals adopted elements of the host culture while still keeping aspects of their home culture.

Assimilated sojourners incorporate many aspects of their new host culture while shedding away

aspects of their own. Separated individuals keep elements of their home culture and do not

attempt to obtain new elements from the host culture. Finally, marginalized sojourners are in the

gray area with little identification for their home or host cultures. Thus, there is great variability

in sojourner adjustment and the dimensions that this transition entails.

Why do students vary in their abilities to acculturate on an international journey of one

semester or less? Although there are various scales that measure the ability to acculturate on a

more long-term migration (Demes & Geeraert, 2014), the difference between acculturation and

sojourning – along with the varying levels of difficulty and types of changes needing to occur in

order to get the most out of the experience – a form of measurement is warranted for aiding in

the process by giving researchers and program advisors a more applicable sense of the problem

areas and how to best address them. Pedersen et al. (2011) created and tested their Sojourner

Adjustment Measure (SAM) on a sample of 248 American study abroad college students. The

basis for their endeavor included ideas surrounding the differences between acculturation and

sojourning (Church, 1982), theories of culture shock (Oberg, 1960), risk factors for poor

adjustment abroad (Ward & Kennedy, 1933a, 1994; Ward & Rana-Deuba, 1999, 2000; Ward &

Searle, 1991), and the fact that the importance of sojourner adjustment on psychological

outcomes provides a basis for the necessity of creating an adequate measure.

      Pedersen et al. (2011) highlighted six factors (four positive and two negative) of

sojourner adjustment that seem to consistently appear in the literature. These six factors would

come together to form a measure (the Sojourner Adjustment Measure) that deviated from an

acculturation focus and more on these short-term adventures in new environments. The first

factor, the quantity and quality of social interaction with host nationals, impacts the overall

ability of sojourners to adjust in a healthy psychological manner (Arends-Toth & Van de Vijver,

2006; Stone Feinstein & Ward, 1990; Ward & Kennedy, 1993a; Ward & Rana-Deuba, 2000).

Those who reported an increased effort for socialization and connection with host nationals also

showed increased immersion and overall satisfaction abroad (Monalco, 2002). The second factor,

cultural understanding and participation, also proved important in adjustment; for example, one

study found that greater cultural competency prior to the abroad experience aided in cross-

cultural skill development upon return (Kisantas, 2004). Factor three, language development and

use, was also considered an important concept for increased understanding of the daily

conversation and overall adjustment ability abroad (Berry, 2003; Kim, 1977, 2001). Host culture

identification was the fourth contributing factor; that is, students who displayed increased

differentiation between their home and host culture also reported greater difficulty in adjustment,

whereas those who integrated seemed more comfortable in their adjustment (Berry, 2003; Ward & Rana-Deuba, 1999).

With the positive factors aside, contribution of two negative factors also ensued, making for a total of a six-factor scale. The fifth factor, social interaction with co-nationals, has also been discussed heavily in previous research but with contradictory results. However, this interaction is still considered a negative component of SAM because research suggests that peers from the same home culture can create greater feelings of homesickness, increased feelings of being a tourist, and consequent lack of attempts for sojourning. This idea is related to the separation acculturation style discussed by Berry (1980, 2003). The second negative factor, and the final factor overall, is homesickness/feeling out of place. With a bulk of literature on this particular component, one can see its influence overall. For example, loneliness is often linked with poor sojourner adjustment (Klineberg & Hull, 1979; Stone Feinstein & Ward, 1990; Ward & Rana-Deuba, 2000). Furthermore, increased feelings of anxiety and depression – whether termed culture shock (Oberg, 1960) or acculturative stress (Berry, 1974) – can appear during this transition period. Decreased perceived social support, lower self-esteem, and language barriers are also contributing elements to this overarching negative factor (Mori, 2000; Pederson, 1995; Poyrazli, Arbona, Nora, McPherson & Pisecco, 2002).

After a preliminary analysis, and a confirmatory factor analysis, researchers obtained scale reliability coefficients for each subscale: social interaction with host nationals ($\alpha = 0.90$), cultural understanding and participation ($\alpha = .84$), language development and use ($\alpha = 0.86$), host culture identification ($\alpha = 0.67$), social interaction with co-nationals ($\alpha = 0.85$), and homesickness or feeling out of place ($\alpha = .70$). Positive factors were generally positively correlated with one another, while negative factors of the SAM positively correlated with each

other as well. Positive factor and negative factor correlations were either significantly negative relationships or uncorrelated. Convergent validity with other acculturation and adjustment scales, like the modified VIA and the AHIMSA, were completed that reflected moderate to strong support for the items within those subsequent measures and the SAM.

Overall, there are many benefits and setbacks that have been shown to develop in a sojourn experience, whether studying abroad, transitioning into college, or simply leaving home for the first time. Furthermore, throughout years of discussion and development of sojourner adjustment as a concept, researchers have come to determine that particular factors may moderate sojourner adjustment, including adjustment type and personality, the six factors of the Sojourner Adjustment measure, and possible gender differences.

The Present Study

The preceding literature review suggests a connection between the transition into college and that of a sojourn abroad. Furthermore, not only are similarities present between the types of attitudes and psychological changes during these experiences, but there are also similarities in the types of emotional support and attachment often present in these times of human development (Bowlby, 1969/1982, 1988). Some research also found that these forms of migration, whether abroad or at home, are associated with an increase in risky behaviors, including drinking, smoking, and sexual activity (Romero, Martinez, & Carvajal, 2007). Thus, a major goal of the proposed study is to examine similarities and differences between sojourner adjustment and adjustment to the first year of college.

Another area of investigation in the present proposal is personality. Relatively recent research has replaced the Five Factor Model of normal personality with a six-factor model. A brief instrument to measure the new six-factor model, the Brief HEXACO Inventory (BHI) by de

Vries (2013) has been developed. The domain scales include aspects of (1) honesty-humility, (2) emotionality, (3) extraversion, (4) agreeableness, (5) conscientiousness, and (6) openness to experience. This measure is used in the present study to obtain an initial personality measure and determine whether it is related to various aspects of adjusting to the study-abroad experience. Furthermore, one can determine if personality has a correlation with ability to adjust in their various experiences abroad or during the first semester of transition into the undergraduate years. In previous studies of personality and sojourner adjustment, there have been some contradictory findings (positive, negative, and non-significant) in terms of relationships between extraversion and this ability to adjust (Armes & Ward, 1989; Padilla, Wagatsuma, & Lindholm, 1985; Parker & McEvoy, 1993; Van den Broucke, de Soete, & Bohrer, 1989). Some studies have also found that different types of cultures, being low or high in reference to sociability, may be easier for students to adjust to based on their personality styles; this can aid in areas of reducing anxiety (Gudykunst & Hammer, 1988), increasing communication ability for better social support (Ting-Toomey & Chung, 1996) and increase psychological well-being overall (Ward & Chang, 1997).

Based on the previous literature and increased study abroad endeavors in undergraduate education, the present study looks to provide insight into the sojourner adjustment process through the use of the Wielkiewicz Lifelong Learning Scale (2014) as well as Pedersen and colleagues' Sojourner Adjustment Measure (2011), while assessing the role of family separation/attachment in sojourner adjustment. The study also examined the role of technology and social media in moderating adjustment to the host culture in both international students and US students traveling abroad. Research was conducted on whether similarities exist between those studying abroad and those coming to college for the first time. Lastly, the Brief HEXACO

Inventory provided a measure of personality and its role in moderating adjustment during the sojourn period.

Hypothesis 1: Students who scored higher on the Relational-Interdependent Self-Construal Scale (RISC) would have lower scores on the SAM because of the lack of autonomy from others that is indicated by a high score on the RISC scale and the subsequent autonomy needed for one to adjust their new environment without holding on to the home culture as a hindering act.

Hypothesis 2: Students with higher scores on the Social Media Use Integration Scale (SMUIS) would score lower on the SAM, while showing a consequent positive relationship between the RISC and SMUIS.

Hypothesis 3: While previous literature shows that study abroad participants have greater LLS scores overall, I hypothesized that students with a lower SAM score would show consequent low scores on the LLS and higher scores on the SMUIS.

Hypothesis 4: With slight wording modification to the SAM measure, I hypothesized that first-year college students would have similar scores on the SAM to those of the study abroad groups (both international and within the US).

Personality and gender differences were considered in the discussion.

Method

Participants

The participants were 412 undergraduate college students (309 females, 103 males) from the College of Saint Benedict/Saint John's University (CSB/SJU), a two-campus, Catholic institution in a semi-rural community with approximately 4,000 total students. The researcher selected participants through convenience sampling, but a strong effort was made to obtain a

representative sample. The colleges provide coeducational study abroad opportunities for 17

semester-long sojourns on 6 different continents; programs include: Australia, Austria, Chile,

China, Coventry-England, France, Germany, Greece/Italy, Guatemala, India, Ireland-Cork or

Galway, Japan, London, Northern Ireland, South Africa, and Spain. Most students participate in

the semester-long programs and live in dormitories, apartments, or with a host family; this is

dependent on type of program/location. A normal course load is required while abroad, typically

four classes, and certain programs allow for courses to be taught in languages other than English.

Faculty members are there to support the students on their journey, with typically two advisors

per study abroad program. Furthermore, CSB/SJU ranked in the top two nationally among

baccalaureate institutions in semester-long study abroad programs with over 50% of students

studying abroad during their undergraduate careers. There are also more than 200 international

students from 32 different countries at CSB/SJU, thus an adequate sample of sojourners in the

US is available. Lastly, with first-year enrollment at 992 students, a representation of first year

undergraduate sojourners is also accessible. Therefore, these institutions provide a sufficient

sample for testing adjustment in international and US students studying abroad and those starting

their undergraduate careers.

Measures

Demographic information. A set of demographic questions was included inquiring

about participants' biological sex, as well as other demographic variables, such as cumulative

GPA (if applicable), amount of semesters as a full-time college student, distinction between

study abroad and first-year students, and past study abroad experience (if applicable).

Furthermore, an attitude questionnaire and questions about alcohol consumption were added.

Sojourner Adjustment Measure (SAM). The Sojourner Adjustment Measure (SAM; Pedersen, et al., 2011; See Appendix A) assesses one's ability to adjust to a sojourn in a new culture. This measure contains 24 items that prompt participants with the statement: "Considering your entire trip abroad, please indicate how much you agree with each of the following statements. During my time abroad I…" and rated each item on a scale from "1 = *strongly disagree*" to "7 = *strongly agree*." Higher scores indicate a better adjustment during their sojourn in a new culture. Particular items included slight wording modifications in order to accommodate international students and first-year undergraduates. Dimensions of the scale required reverse scoring with questions like, "Felt out of place in my host country" and "Socialized a good deal with other home culture nationals." Some examples include: "Had meaningful social interactions with local people," "Gained insight into the culture of my host country," and "Increased my understanding of my host country's language (or dialect/idioms)." This six-factor model includes four positive factors and two negative factors; positive factors include social interaction with host nationals ($\alpha = 0.90$), cultural understanding and participation ($\alpha = .84$), language development and use ($\alpha = 0.86$), host culture identification ($\alpha = 0.67$). The two negative factors were social interaction with co-nationals ($\alpha = 0.85$) and homesickness or feeling out of place ($\alpha = .70$). Preliminary analyses, confirmatory factor analysis, and an examination of convergent validity were completed.

Lifelong Learning Scale (WielkLLS). The 16-item lifelong learning scale measures the extent to which the person reports positive behaviors and attitudes associated with learning, curiosity, and critical thinking (WielkLLS; Wielkiewicz & Meuwissen, 2014; See Appendix B). Each item is rated on a scale from 1 to 5 with 1 = *never*, 2 = *rarely*, 3 = *sometimes*, 4 = *often*, 5 = *always or daily*. Higher scores indicate stronger attitudes and more frequent behaviors associated

with lifelong learning. Some examples of questions within the scale include: "I enjoy intellectual challenges," "I see myself as a life-long learner," and "I browse libraries or bookstores for interesting books or magazines."

Relational-Interdependent Self-Construal Scale (RISC). The Relational-Interdependent Self-Construal (RISC; Cross et al., 2000; see Appendix C) assesses the extent to which participants define themselves in terms of their close relationships, which can provide insight into family and friend attachment. This measure contains 11 items in a 7-point Likert scale format, ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). Two items on the scale are reverse-scored ("Overall, my close relationships have very little to do with how I feel about myself," "My close relationships are unimportant to my sense of what kind of person I am"). The range of possible scores is 11 to 77, with higher scores indicating a higher relational-interdependent self-construal. Some examples of questions within the scale include: "My close relationships are an important reflection of who I am," "I usually feel a strong sense of pride when someone close to me has an important accomplishment," and "When I establish a close friendship with someone, I usually develop a strong sense of identification with that person."

Social Media Use Integration Scale (SMUIS). The Social Media Use Integration Scale (SMUIS; Jenkins-Guarnieri et al., 2012; See Appendix D) assesses the extent to which one integrates social behavior in their daily routine through use of social media. This measure contains 10 items with higher scores indicating more social media integration. Participants were asked to rate their level of agreement with each item's statement on a Likert-type response scale using anchors ranging from 1 (*Strongly disagree*) to 6 (*Strongly agree*). Slight modifications of the items involve changing the word "Facebook" to "social media" or "social media sites." One item requires reverse scoring, "I don't like to use social media sites." Some other items include:

"I would be disappointed if I could not use social media at all" and "Social media sites play an important role in my social relationships."

Brief HEXACO Inventory (BHI). The 24-item Brief HEXACO Inventory (BHI; de Vries, 2013; See Appendix E) is a simplified version of the recent operationalization of the HEXACO model for determining personality traits of the six BHI domain scales – honesty-humility, emotionality, extraversion, agreeableness, conscientiousness, and openness to experience. One item was incorporated from each of the 24 facets of the HEXACO-SPI in order to decrease amount of items and give a briefer overview of personality for testing and research. Participants are asked to rate the extent to which they agree to the statements provided, with 1 = *strongly disagree* and 5 = *strongly agree*. Some items are reverse scored. Question examples within the scale include: "I can look at a painting for a long time," "Nobody likes talking with me," "I worry less than others," "I like to talk with others," and "I often do things without really thinking.

The complete survey is available in Appendix F.

Procedure

Researchers used a cross-sectional design and collected data from students through an online survey. A convenience sampling method was used, and surveys were administered to study abroad participants, international students, and first year students at CSB/SJU by emailing a link to the online survey. Students were also encouraged to participate through extra credit from the Psychology or Language departments, with increased recommendation for study abroad participants through encouragement from the Center for Education Abroad department. International students were asked participate through the Intercultural and International Student Services department. First-year students were sampled through the PRIA experience for

psychology majors; this program requires Introductory Psychology students to take part in experiments offered by the psychology department. In completing these experiments, students learn how it feels to be a participant in psychology-related studies, and they get to see what peers and faculty are working on within their possible major. Furthermore, first-year students were contacted through the First Year Seminar courses, which all first-year students are required to take. IRB approval was received. A debriefing page followed the online survey; answers on this page were kept separate from the survey answers. Here, students could submit their name and PRIA identification numbers for credit.

Results

Hypothesis 1 stated that students who scored higher on the RISC would have lower scores on the positive factors of the SAM. Pearson's correlations with positive SAM factors revealed a significant positive relationship between RISC scores and the "social interaction with host nationals" subscale, $r(412) = .16$, $p < .01$, the "language development and use" subscale, $r(412) = .12$, p < .05, and the "host culture identification" subscale, $r(412) = .23$, $p < .01$. A significant linear relationship was not found between RISC scores and the "cultural understanding and participation" subscale, $r(412) = .09$, $p > .05$. Pearson's correlations with negative SAM factors revealed a significant negative relationship between RISC scores and the "social interaction with co-nationals" subscale, $r(412) = -.18$, $p < .01$, as well as the "homesickness/feeling out of place" subscale, $r(412) = -.12$, $p < .05$. Therefore, the research hypothesis was not supported, as the direction of the relationships were inconsistent with the prediction.

Hypothesis 2 stated that students who showed a higher score on the SMUIS would score higher on the negative SAM factors and lower on the positive factors, showing a subsequent

positive relationship between RISC and SMUIS. Pearson's correlations with positive SAM factors did not reveal a significant relationship between SMUIS scores and the "social interaction with host nationals" subscale, $r(412) = -.00, p > .05$, the "cultural understanding and participation" subscale, $r(412) = .01, p > .05$, the "language development and use" subscale, $r(412) = .01, p > .05$, or the "host culture identification" subscale, $r(412) = .00, p > .05$. Pearson's correlations with negative SAM factors revealed a significant negative relationship between SMUIS scores and the "social interaction with co-nationals" subscale, $r(412) = -.10, p < .05$, as well as the "homesickness/feeling out of place" subscale, $r(412) = -.14, p < .01$. Furthermore, no relationship was found between RISC and SMUIS scores, $r(412) = .09, p > .05$. Therefore, the research hypothesis was not supported, as the direction of the relationships were inconsistent (negative SAM factors) or lacking altogether (positive SAM factors).

Hypothesis 3 suggested that students with a higher LLS score would show consequent high scores on the positive factors of the SAM. Pearson's correlations revealed a significant positive relationship between LLS scores and the "social interaction with host nationals" subscale, $r(412) = .23, p < .01$, the "cultural understanding and participation" subscale, $r(412) = .33, p < .01$, the "language development and use" subscale, $r(412) = .23, p < .01$, and the "host culture identification" subscale, $r(412) = .18, p < .01$. Pearson's correlations with negative SAM factors revealed a significant positive relationship between LLS scores and the "homesickness/feeling out of place" subscale, $r(412) = .14, p < .01$, while no relationship was found between LLS scores and the "social interaction with co-nationals" subscale, $r(412) = -.09, p > .05$. Therefore, the hypothesis was supported. See Table 1 for descriptive and reliability statistics of all variables included within the study.

Hypothesis 4 stated that first-year college students would have similar scores on all SAM factors to those of the study abroad groups (both international and within the US), using a slight wording modification to the SAM so the scale would apply to all students. Consequently, all SAM items were modified for applicability to all three groups being surveyed whether American, international, or first-year student participants. Statistical analysis using one-way analysis of variance (ANOVA) revealed significant mean differences between first-year ($M =$ 104.78, $SD =$ 14.94), US study abroad ($M =$ 116.24, $SD =$ 16.05), and international students ($M =$ 109.06, $SD =$ 18.71) in overall SAM scores, $F(2, 303) = 19.25$, $p = .000$, $MSE = 245.99$. For the positive SAM subscales, statistical analysis using one-way analysis of variance (ANOVA) revealed significant mean differences between first-year, US study abroad, and international students for each subscale; US study abroad participants had the highest mean score for every positive subscale. For the negative SAM subscales, statistical analysis using one-way analysis of variance (ANOVA) also revealed significant mean differences between the three groupings; US study abroad participants had the highest mean score for the "homesickness/feeling out of place subscale," while international students had the highest mean score for the "social interaction with co-nationals" subscale. Therefore, the hypothesis was not supported. See Table 2 for descriptive and ANOVA statistics.

Table 1

Descriptive and Reliability Statistics of Variables Included

	M	*SD*	Cronbach's Alpha
Social interaction with host nationals	20.09	5.38	.929
Cultural understanding and participation	21.33	4.93	.940
Language development and use	19.56	5.20	.899

Host culture identification	18.94	4.08	.830
Social interaction with co-nationals	11.85	5.40	.949
Homesickness/feeling out of place	16.77	5.63	.859
SAM Overall	108.53	16.54	.850
LLS	57.85	11.06	.929
RISC	59.11	9.49	.874
SMUIS	32.23	8.57	.883
BHI Honesty/Humility	15.37	2.55	.496
BHI Emotionality	11.58	2.77	.492
BHI Extraversion	15.16	2.53	.579
BHI Agreeableness	12.34	2.35	.437
BHI Conscientiousness	13.82	2.43	.478
BHI Openness	14.37	2.65	.522

Table 2

Descriptive and ANOVA Statistics of First-Year, International, and US Students with the SAM

	First-Year M(SD)	*International M(SD)*	*US M(SD)*	*df*	*F*	*p*
Social interaction with host nationals	19.64(4.79)	18.50(6.24)	21.78(5.42)	2, 303	7.653	.001
Cultural understanding and participation	19.73(4.37)	22.11(4.32)	25.14(3.09)	2, 303	71.788	.000
Language development and use	18.92(4.66)	20.06(4.63)	21.70(5.58)	2, 303	10.654	.000
Host culture identification	18.51(4.06)	18.83(4.93)	20.16(4.06)	2, 303	5.881	.003
Social interaction with co-nationals	12.81(5.07)	13.06(6.34)	9.73(5.45)	2, 303	12.994	.000

Homesickness/feeling out of place	15.16(5.35)	16.50(4.33)	17.73(5.99)	2, 303	7.549	.001
SAM Overall	104.78(14.94)	109.05(18.71)	116.24(16.05)	2, 303	19.248	.000

Additional findings included the following:

Significant gender differences were revealed for scores on the SAM, RISC, and SMUIS with females having a higher mean score than males on all scales except the SAM. Significant gender differences were also revealed for the BHI Honesty/Humility and BHI Emotionality subscales. See Table 3 for descriptive and independent samples t-test statistics.

Table 3

Gender Differences of Variables Included

	Female		Male				
	M	*SD*	*M*	*SD*	*t*	*p*	**Effect Size**
SAM	107.17	16.35	112.62	16.50	-2.924	.004	.332
RISC	59.64	8.92	57.50	10.93	1.997	.046	.215
SMUIS	33.01	8.38	29.88	8.72	3.248	.001	.366
LLS	69.34	12.22	67.62	11.47	1.253	.211	.145
BHI Honesty/Humility	15.64	2.46	14.56	2.66	3.764	.000	.422
BHI Emotionality	12.14	2.62	9.91	2.51	7.531	.000	.869
BHI Extraversion	15.20	2.50	15.04	2.63	.551	.582	.062
BHI Agreeableness	12.32	2.37	12.42	2.30	-.374	.708	.043
BHI Conscientiousness	13.93	2.43	13.50	2.40	1.585	.114	.178
BHI Openness	14.29	2.63	14.60	2.70	-1.020	.308	.116

Significant positive correlations were revealed between SAM scores and the BHI Extraversion subscale ($r = .34$), the BHI Agreeableness subscale ($r = .13$), and the BHI Openness subscale ($r = .18$). A significant negative correlation was revealed between SAM scores and the BHI Emotionality subscale ($r = -.28$). No relationship was found between SAM scores and the BHI Honesty/Humility subscale ($r = .08$) or the BHI Conscientiousness subscale ($r = .09$). Significant positive correlations were also revealed between SAM scores and aspects of coping within the attitude statement questions administered; some of these questions include: "I am able to cope with my anxieties," "I am patient when things are not going my way," and "I am able to relax when under stress or feeling anxious."

Significant positive correlations were revealed between RISC scores and the LLS ($r = .15$), the BHI Honesty/Humility subscale ($r = .12$), the BHI Emotionality subscale ($r = .19$), the BHI Extraversion subscale ($r = .15$), and the BHI Openness subscale ($r = .10$). No significant relationship was revealed between RISC scores and the BHI Conscientiousness subscale ($r = .07$).

Significant negative correlations were revealed between the SMUIS and both the LLS ($r = -.14$) and aspects of instability within the attitude statements administered; some of these questions include: "I become angry easily," "I have frequent mood swings," and "I have difficulty staying focused while studying."

A significant positive correlation was revealed between the LLS and the BHI Honesty/Humility subscale ($r = .25$), the BHI Extraversion subscale ($r = .27$), the BHI Conscientiousness subscale ($r = .24$), and the BHI Openness subscale ($r = .48$). A significant negative linear relationship was revealed between LLS and the BHI Emotionality subscale ($r = -$

.10). No significant relationship was found between the LLS and the BHI Agreeableness

subscale (r = -.07).

Discussion

The purpose of this study was to determine if there was a relationship between strong

family/friend connections, technology use, and type of transition in adjustment ability of college

students. I hypothesized that students who scored higher on the RISC would have a subsequent

low score on the positive SAM factors. Additionally, students who showed a higher score on the

SMUIS would score higher on the negative SAM factors, showing a consequent positive

relationship between RISC and SMUIS. Third, while previous literature shows that study abroad

participants have increased LLS scores overall, I hypothesized that students with a higher LLS

score would be associated with higher scores on the positive factors of the SAM. Lastly, with

slight wording modifications to the SAM measure, I hypothesized that first-year college students

would have similar overall scores on the SAM to those of the study abroad groups (both abroad

and within the US). Personality and gender differences and subsequent results on the SAM were

also evaluated.

The positive relationship between RISC and SAM scores may support the idea that those

who define themselves by relationships are also able to develop relationships during sojourn

activities and develop a stable support system in the foreign environment. In this sense, RISC

scores could be reflecting relationships with those at home, the group of native students in the

host area, the new relationships that are being made between the sojourners and their host

nationals, or a combination of all three. Students forming cultural subcommittees with co-

national students abroad may account for much of this relationship, as this is common for

sojourners upon their initial travels abroad (Gullahorn & Gullahorn 1966; Kang, 1972; Klein et

al., 1971; Lundstedt, 1963; Simon & Schild, 1961; Siu, 1952; Spaulding & Flack, 1976). A more direct measure of connections to those at home, whether parental or friendship based, could be beneficial in pinpointing the basis of this positive relationship.

Subsequently, a look at the SMUIS and the negative subscales of the SAM revealed a similar dissonance between the proposed relationship and the actual results. In this case, an increase in social media use was correlated with a decrease in the "homesickness" and "social interaction with co-nationals" subscales. It may be that students use social media to keep contact with those at home during their free time in order to be fully present in the experience and immersed in the culture during daily outings. In this way, social media could be helping students to transition more smoothly during the adjustment period, providing a means for communication and virtual closeness to their home environment (Ballantine & Stephenson, 2011; Gruzd et al., 2011; Hynan et al., 2014; Lai & Turban, 2008; Munar & Jacobsen, 2014; Ridings & Gefen, 2004).

When looking at the groups of students who transition best during their undergraduate years, results suggest that US students studying abroad are best able to adjust to the sojourn, followed by international students and then first-year students. A few things could be contributing to this result. Firstly, our group of US study abroad students could be older than the group of international students surveyed. Thusly, a greater amount of time in college and dealing with transitions could give US college students an advantage. Furthermore, discord could be present in adjustment programs and practices for US students abroad compared to international students in the US. Church (1982) discussed the situational variables that can be associated with degrees of adjustment; these influences could range anywhere from pre-sojourn orientation programs, health problems, different living arrangements in the new environment, job

conditions/satisfaction, academic performance in the new setting, and social interaction. By looking at the programming available to students during their sojourn, we may be able to make connections between which pre, during, and post sojourn discussions help to increase ability to adjust in the face of change. Similarly, with first-year students at the bottom of the adjustment comparison, more effort may need to be made in developing a transitional environment for first-year students that is beneficial and comfortable in the midst of such dramatic changes. As this may be these students' first time away from home, more discussion and support systems may be needed in order to present strategies and encourage students to continue working through these foreign developments (Monalco, 2002). The present pattern of results may suggest that students become better able to adjust as they progress through the college years.

Subsequent findings in regards to the correlations between scale scores could aid in determining which type of student is better able to adapt in these undergraduate advancements. In previous studies of personality and sojourner adjustment, there have been some contradictory findings (positive, negative, and non-significant) in terms of relationships between extraversion and this ability to adjust (Armes & Ward, 1989; Padilla, Wagatsuma, & Lindholm, 1985; Parker & McEvoy, 1993; Van den Broucke, de Soete, & Bohrer, 1989). This study revealed that adjustment ability scores were correlated with personality traits such as extraversion, agreeableness, and openness to experience, similar to findings from Fry et al. (2009). A negative correlation was also revealed between adjustment ability and emotionality. In this sense, some personality traits may make one better able sojourn and sojourn often without experiencing the negative aspects of homesickness and feeling out of place.

However, it is also important to note that this adjustment ability was positively correlated with lifelong learning, possibly expressing the potential benefits of learning how to adjust to a

sojourn. Hadis' findings (2005) extended such ideas when alumni of study abroad programming showed greater interest in international affairs, reading newspapers, and learning other languages. Fairchild et al. (2006) identified a significant increase in multicultural knowledge and awareness while Carsello and Creaser (1976) found that the most robust positive effects of study abroad centered on an increased importance for travel, history, architecture, and meeting new individuals in the sojourner's life. Therefore, one can see the continued support for study abroad experiences and their connection to lifelong learning.

Lastly, although gender differences were seen in these results, with males showing better adjustment ability, the large difference between the number of male and female participants could be creating a non-representative presentation of mean adjustment scores. A congruent number of male and female participants could allude to a more accurate representation of gender differences in adjustment.

Overall, the results could be alluding to some failings and limitations of the current study. Researchers only sampled from a particular age group of adults in one college setting. There could be more variation among other institutions, graduate students, and high school sojourners. Similarly, a lack of male and international student participants could be contributing to the differences seen between the three demographic groups. Therefore, a more representative sample could shed greater light on the topics discussed here.

Furthermore, another possible limitation could be the use of a survey design on adjustment ability during stressful transition periods. Although this is the most optimal design for testing, students may not explicitly understand their current thoughts and development of the study abroad experience due to their increased emotional, cultural, and educational state. Similarly, to use the SAM scale as a means for comparing adjustment, modifications to wording

of the original scale had to be made. These adaptations could have made certain questions

unclear for the first-year student subjects, as the scale was originally made for those studying

abroad. Therefore, observation or a combination of self-report and reports from program

directors could give greater insight into adjustment abilities and how they relate to various

dimensions of family/friend connections, technology dependency, and lifelong learning.

      To further the research, more studies need to be done on another population of sojourners

other than that of college students. Foreign aid workers and military personnel are also an

interesting subset of sojourners who could benefit from study in this area (Pedersen et al, 2011).

Understanding these groups and how they may differ in sojourning ability could give us more

insight on how to best help these individuals in their unique situations. Furthermore, the testing

of pre-departure programs and their perceived helpfulness in adjustment during transition periods

could help determine if it is useful to spend resources and time on study abroad or first-year

orientation discussions. For the local CSB/SJU community, these results could suggest some

important modifications to our Education Abroad programming before, during, and after sojourn

as well as the need for greater incorporation of international students into the host community.

Similarly, a greater look at the impact of gender and personality characteristics may also be

important for the development of adjustment programs and the prediction of adjustment ability

before a sojourn. Such advancements could be helpful in the interview process for study abroad,

international, foreign aid, and military subjects looking to create a career in a foreign area during

and beyond emerging adulthood.

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Appendix A: Sojourner Adjustment Measure (Pedersen et al., 2011)

19	Had meaningful social interactions with local people
18	Had deep and meaningful conversations with local people
11	Socialized a good deal with local people from my host environment
4	Spent a good amount of time meeting and conversing with local people
8	Gained insight into the culture of my host environment
6	Enhanced my understanding of my host environment's culture
7	Actively tried to learn more about local customs and traditions in my host environment
10	Developed my own perspective of my host environment
22	Learned about the local language by communicating with local people in my host environment's language (or dialect/idioms)
21	Used my host environment's language (or dialect/idioms) to communicate with local people
14	Increased my understanding of my host environment's language (or dialect/idioms)
23	Had long conversations with local people using my host environment's language (or dialect/idioms)
13	Subscribed to the values of my host country
	Felt like once I returned home I would maintain some of the cultural-specific practices and values
17	I learned by living in my host environment
15	Behaved in ways that are typical of members of my host environment
24	Subscribed to the religious and/or political beliefs of my host environment
12	Socialized a good deal with other people from my <u>home</u> environment
5	Spent a good amount of time meeting and conversing with those from my <u>home</u> environment
20	Had meaningful social interactions with others from my <u>home</u> environment
16	Actively tried to make acquaintances from my <u>home</u> environment
3	Felt sad or depressed about being far from home
9	Felt anxious or nervous about being far from home
2	Felt out of place in my host environment
1	Missed my family and friends back home

Appendix B: Wielkiewicz Lifelong Learning Scale (Wielkiewicz & Meuwissen, 2014)

1. I enjoy intellectual challenges
2. I read for the sake of new learning
3. I converse with others about new things I have learned
4. I like to analyze problems and issues in depth
5. I see myself as a life-long learner
6. My regular activities involve reading
7. My regular activities involve writing
8. I am a self-motivated learner
9. I browse libraries or bookstores for interesting books or magazines
10. I make interesting contributions to discussions in my classes, at work, or with friends
11. My activities involve critical thinking
12. I read for pleasure or entertainment
13. I am curious about many things

14. I pursue a wide range of learning interests
15. I like to learn new things
16. I do a lot of reading that is not required for my classes or job

Appendix C: Relational-Interdependence Self-Construal Scale (Cross et al., 2000)

1. My close relationships are an important reflection of who I am.
2. When I feel very close to someone, it often feels to me like that person is an important part of who I am.
3. I usually feel a strong sense of pride when someone close to me has an important accomplishment.
4. I think one of the most important parts of who I am can be captured by looking at my close friends and understanding who they are.
5. When I think of myself, I often think of my close friends or family also.
6. If a person hurts someone close to me, I feel personally hurt as well.
7. In general, my close relationships are an important part of my self-image.
8. Overall, my close relationships have very little to do with how I feel about myself.
9. My close relationships are unimportant to my sense of what kind of person I am.
10. My sense of pride comes from knowing who I have as close friends.
11. When I establish a close friendship with someone, I usually develop a strong sense of identification with that person.

Appendix D: Social Media Use Integration Scale (Jenkins-Guarnieri et al., 2012)

5a I feel disconnected from friends when I have not logged into social media
6a I would like it if everyone used social media to communicate
7a I would be disappointed if I could not use social media at all
8a I get upset when I can't log on to social media sites
10a I prefer to communicate with others mainly through social media
13a Social media plays an important role in my social relationships
4b I enjoy checking my social media accounts
11b I don't like to use social media sites (r)
14b Using social media is part of my everyday routine
17b I respond to content that others share through social media

Appendix E: Brief HEXACO Inventory (de Vries, 2013)

1. I can look at a painting for a long time.
2. I make sure that things are in the right spot.
3. I remain unfriendly to someone who was mean to me.
4. Nobody likes talking with me.
5. I am afraid of feeling pain.
6. I find it difficult to lie.

7. I think science is boring.
8. I postpone complicated tasks as long as possible.
9. I often express criticism.
10. I easily approach strangers.
11. I worry less than others.
12. I would like to know how to make lots of money in a dishonest manner.
13. I have a lot of imagination.
14. I work very precisely.
15. I tend to quickly agree with others.
16. I like to talk with others.
17. I can easily overcome difficulties on my own.
18. I want to be famous.
19. I like people with strange ideas.
20. I often do things without really thinking.
21. Even when I'm treated badly, I remain calm.
22. I am seldom cheerful.
23. I have to cry during sad or romantic movies.
24. I am entitled to special treatment.

Appendix F: The Complete Survey

COLLEGE OF ST. BENEDICT/ST. JOHN'S UNIVERSITY
Sojourner Adjustment

INTRODUCTION
You are invited to be in a research study looking at the psychological effects of transitions, such as studying abroad. To do this, we are asking participants to complete the following survey about their adaptation during their first semester in college, study abroad experience, or international sojourn in the US. We ask that you read these instructions and ask any questions you may have before agreeing to be in the study. If you have any questions, please email Shelby Weisen (email address: srweisen@csbsju.edu). In order to complete this survey, you must be 18 years of age or older. If you are younger than 18, you are not eligible.

BACKGROUND
The purpose of this honors thesis study is to examine adjustment in emerging adulthood transition periods such as coming to college for the first time, studying abroad, or as an international student in the US. If you agree to be in this study, we would ask you to complete the following survey. The survey itself shouldn't be longer than fifteen minutes, and can be significantly less.

RISKS/BENEFITS
This study has no known risks. However, some of the questions may be personal or sensitive. If at any time during the survey you feel uncomfortable, please stop taking the survey. If you decide to quit taking the survey you will not be penalized. For any further problems, please contact Shelby Weisen. The benefits of participation are increased understanding of emotions that you experienced or are currently experiencing while growing during your college experiences.

CONFIDENTIALITY
The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a participant. Research records will be kept in a secure file; only the researchers will have access to the records. You will not be asked your name or other identifying information in the study. Your participation in this study is completely anonymous and confidentiality is enforced.

A Confirmation Form will be available after submission of the survey. The Confirmation Form answers are completely separate from survey responses. This form will ask for your name and is used to provide feedback to instructors or others who may provide credit for participation, including PRIA students.

VOLUNTARY NATURE OF THE STUDY
Your decision whether or not to participate will not affect your current or future relations with the College of Saint Benedict, Saint John's University, or the Psychology department.

CONTACTS AND QUESTIONS
The researchers conducting this study are Shelby R. Weisen and Dr. Richard Wielkiewicz. You may email any questions you have now. If you have questions later, you may contact Shelby at 320.309.6310 or Richard at 320.363.5681. You may also email the head researcher at srweisen@csbsju.edu. If you wish to have a copy of this consent for your records, please print this screen. If you have any concerns or questions about your rights as a research participant, you may also contact the CSB/SJU Institutional Review Board chair, Dr. Bob Kachelski, at _irb@csbsju.edu_.

STATEMENT OF CONSENT
I have read the above information. I have asked questions and have received answers. I consent to participate in the research. I certify to the fact that I am 18. By continuing on in this survey, and by my continued involvement, I am demonstrating my consent.

Would you like to continue?

◯ Yes

◯ No

Age
☐

Are you 18 years or older?

◯ Yes

◯ No

Biological Sex

◯ Male

◯ Female

How many semesters have you attended CSB/SJU?

◯ One   ◯ Six

◯ Two   ◯ Seven

◯ Three   ◯ Eight

◯ Four   ◯ Nine

◯ Five   ◯ Ten

I am attending

◯ College of Saint Benedict

○ Saint John's University

Cumulative GPA (if applicable)

☐

Are you an American citizen?

○ Yes

○ No

Are you an international student?

○ Yes

○ No

Are you a transfer student?

○ Yes

○ No

How far did you travel to attend CSB/SJU?

○ I'm from Minnesota

○ I'm from out-of-state

○ I'm from another country

How many cities have you lived in during your life?

○ One

○ Two - Three

○ Four - Five

○ More than Five

How long have you traveled with your family or friends outside of your native country?

◯ I have not traveled outside my native country

◯ Week-long excursions abroad

◯ Month-long excursions abroad

◯ Year-long excursions abroad

◯ Numerous years of excursion abroad

In high school, did you study abroad?

◯ Yes

◯ No

If "yes", what country?

☐

If "yes," for how long?

☐

Do you plan to study abroad while you are attending CSB/SJU?

◯ Yes

◯ No

◯ I have already been on a CSB/SJU study abroad program.

Have you studied abroad while attending CSB/SJU?

◯ Yes

◯ Yes, but through an external and/or other program

◯ No (skip next 5 questions).

If "yes," for how long?

◯ Three weeks

◯ One semester

◯ Two semesters

◯ More than one year

If "yes," what semester or term did you study abroad?

◯ Fall Semester

◯ Spring Semester

◯ May Term

◯ Year-Long

If "yes," during what year in college did you study abroad?

◯ First Year

◯ Second Year

◯ Third Year

◯ Fourth Year

How long has it been since you studied abroad?

◯ I am currently studying abroad.   ◯ 10 months

◯ 1 month   ◯ 11 months

◯ 2 months   ◯ 12 months

◯ 3 months   ◯ 13 months

◯ 4 months   ◯ 14 months

○ 5 months   ○ 15 months

○ 6 months   ○ 16 months

○ 7 months   ○ 17 months

○ 8 months   ○ 18 months

○ 9 months   ○ more than 18 months

If "yes," what country? (Pick all that apply if studied at more than one).

○ Australia   ○ Guatemala

○ Austria   ○ India

○ Chile   ○ Ireland: Cork

○ China   ○ Ireland: Galway

○ England: Coventry   ○ Japan

○ England: London   ○ Northern Ireland

○ France   ○ South Africa

○ Germany   ○ Spain

○ Greece and Italy   ○ Other

Are you taking a prescription antidepressant drug?

○ Yes

○ No

Are you taking a prescription anti-anxiety drug?

○ Yes

○ No

Are you taking a prescription sleep aid?

◯ Yes

◯ No

Which of the following best describes your consumption of alcohol?

◯ never used alcohol

◯ tried it but don't drink now

◯ less than once a month

◯ about once a month

◯ about 2 or 3 times a month

◯ about once a week

◯ a few times a week

◯ about once a day

◯ more than once a day

When you do drink, about how much alcohol do you consume per occasion?

◯ I don't drink

◯ one drink

◯ two drinks

◯ three or four drinks

◯ five or six drinks

◯ more than six drinks

About how often do you get drunk?

◯ I don't drink

◯ I drink but never get drunk

◯ less than once a month

◯ about once a month

◯ about two or three times a month

◯ about once a week

◯ a few times a week

◯ about once a day

◯ more than once a day

Instructions: The following are attitude statements. Please indicate your level of agreement by choosing one of the options.

Attitude Statements

	Strongly disagree	Disagree	Somewhat Disagree	Unsure	Somewhat Agree	Agree	Strongly Agree
My courses and work load (homework) have increased this semester.	◯	◯	◯	◯	◯	◯	◯
I become angry easily.	◯	◯	◯	◯	◯	◯	◯
I feel disconnected with my family and friends.	◯	◯	◯	◯	◯	◯	◯

I find it hard to see my purpose or calling in life.	○	○	○	○	○	○	○
I have frequent mood swings.	○	○	○	○	○	○	○
I am patient when things are not going my way.	○	○	○	○	○	○	○
I seldom feel blue.	○	○	○	○	○	○	○
I am able to cope with my anxieties.	○	○	○	○	○	○	○
I am optimistic about the future when things go wrong.	○	○	○	○	○	○	○
I get chores and homework done right away.	○	○	○	○	○	○	○
I have difficulty staying focused while studying.	○	○	○	○	○	○	○
I have had little or no problems adjusting to college at any point in	○	○	○	○	○	○	○

my career.							
I am relaxed most of the time.	○	○	○	○	○	○	○
I don't talk a lot.	○	○	○	○	○	○	○
I am able to relax when under stress or feeling anxious.	○	○	○	○	○	○	○
My values and beliefs are very different from those of my home culture.	○	○	○	○	○	○	○
I have become more critical of my home culture's government.	○	○	○	○	○	○	○
Life in my home culture is boring.	○	○	○	○	○	○	○
I am critical of my home culture's values.	○	○	○	○	○	○	○

During this semester, have you gained a significant other?

○ Yes

○ No

○ I have a current significant other from before this semester.

How many times during the last two days have you been preoccupied by thoughts of hopelessness, helplessness, pessimism, intense worry, unhappiness, etc.?

○ Not at all

○ Rarely

○ Frequently

○ Most of the time

○ All of the time

How relaxed have you been during the last two days, compared to how you normally are?

○ Quite calm and relaxed physically

○ Mostly calm and relaxed

○ Somewhat calm and relaxed

○ Neutral

○ Somewhat tense

○ Mostly tense

○ Extremely tense

To what extent have you had difficulty starting and following through an ordinary job or task to completion during the last week compared to when you feel things have been going well?

○ Start and finish jobs as well as most other people

○ Very little difficulty starting and finishing jobs

○ No more difficulty than usual starting and finishing jobs

○ Neutral

○ Some difficulty starting and finishing jobs

○ More difficulty than usual starting and inishing jobs

○ Putting things off; starting and not finishing for a long time, if at all

How satisfied are you with your ability to perform your usual domestic duties during this semester (i.e. shopping, meals, dishes, home repair, cleaning up, child care, etc.)?

○ Very satisfied

○ Satisfied

○ Somewhat satisfied

○ Neutral

○ Somewhat dissatisfied

○ Dissatisfied

○ Very dissatisfied

If you studied abroad at CSB/SJU, please rate the cohesiveness of the group you studied abroad with.

○ Individuals were on their own, doing things separately

○ Individuals spent most of their time separate from the group but occasionally joined them

○ Individuals spent half of their time separate from group and the other half with group

○ Neutral

○ Individuals spent more time with the group than alone

○ Individuals were always together

◯ Group was extremely cohesive

LLS: Please indicate your level of agreement with each statement by choosing one of the options.

	Never	Rarely	Sometimes	Often	Always or Daily
I enjoy intellectual challenges.	◯	◯	◯	◯	◯
I read for the sake of new learning.	◯	◯	◯	◯	◯
I converse with others about new things I have learned.	◯	◯	◯	◯	◯
I like to analyze problems and issues in depth.	◯	◯	◯	◯	◯
	Never	Rarely	Sometimes	Often	Always or Daily
I see myself as a life-long learner.	◯	◯	◯	◯	◯
My regular activities involve reading.	◯	◯	◯	◯	◯

	Never	Rarely	Sometimes	Often	Always or Daily
My regular activities involve writing.	○	○	○	○	○
I am a self-motivated learner.	○	○	○	○	○
I browse libraries or bookstores for interesting books or magazines.	○	○	○	○	○
I make interesting contributions to discussions in my classes, at work, or with friends.	○	○	○	○	○
My activites involve critical thinking.	○	○	○	○	○
I learn from new experiences.	○	○	○	○	○
I read for pleasure or entertainment.	○	○	○	○	○

| I am curious about many things. | ◯ | ◯ | ◯ | ◯ | ◯ |

| I pursue a wide range of learning interests. | ◯ | ◯ | ◯ | ◯ | ◯ |

| New evidence causes me to change my mind about issues. | ◯ | ◯ | ◯ | ◯ | ◯ |

| | Never | Rarely | Sometimes | Often | Always or Daily |

| I like to learn new things. | ◯ | ◯ | ◯ | ◯ | ◯ |

| I do a lot of reading that is not required for my classes or job. | ◯ | ◯ | ◯ | ◯ | ◯ |

| I have a skeptical style of thinking. | ◯ | ◯ | ◯ | ◯ | ◯ |

SAM: Considering your entire semester so far, please indicate how much you agree with each of the following statements; IF YOU HAVE STUDIED ABROAD, please answer these questions based on your study abroad semester: "During my semester I..."

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree	Strongly Agree

Had meaningful social interactions with local people	○	○	○	○	○	○	○
Had deep and meaningful conversations with local people	○	○	○	○	○	○	○
Socialized a good deal with local people from my host environment/campus area	○	○	○	○	○	○	○
Spent a good amount of time meeting and conversing with local people	○	○	○	○	○	○	○
Gained insight into the culture of my host environment/campus area	○	○	○	○	○	○	○
Enhanced my understanding of my host environment's/campus area's culture	○	○	○	○	○	○	○
Actively tried to learn more about local customs and traditions in my host	○	○	○	○	○	○	○

environment/campus area							
Developed my own perspective of my host environment/campus area	○	○	○	○	○	○	○
Learned about the local language by communicating with local people in my host environment's/campus area's language (or dialect/idioms)	○	○	○	○	○	○	○
Used my host environment's/campus area's language (or dialect/idioms) to communicate with local people	○	○	○	○	○	○	○
Increased my understanding of my host environment's/campus area's language (or dialect/idioms)	○	○	○	○	○	○	○
Had long conversations with local people using my host environment's/campus area's language (or	○	○	○	○	○	○	○

dialect/idioms)							
Subscribed to the values of my host environment/campus area	○	○	○	○	○	○	○
Felt like once I returned home I would maintain some of the cultural-specific practices and values I learned by living in my host environment/campus area	○	○	○	○	○	○	○
Behaved in ways that are typical of members of my host environment/campus area	○	○	○	○	○	○	○
Subscribed to the religious and/or political beliefs of my host environment/campus area	○	○	○	○	○	○	○
Socialized a good deal with other people from my NATIVE/HOME environment	○	○	○	○	○	○	○

Spent a good amount of time meeting and conversing with those from my NATIVE/HOME environment	○	○	○	○	○	○	○
Had meaningful social interactions with others from my NATIVE/HOME environment	○	○	○	○	○	○	○
Actively tried to make acquaintances from my NATIVE/HOME environment	○	○	○	○	○	○	○
Felt sad or depressed about being far from home	○	○	○	○	○	○	○
Felt anxious or nervous about being far from home	○	○	○	○	○	○	○
Felt out of place in my host environment/campus area	○	○	○	○	○	○	○
Missed my family and friends back home	○	○	○	○	○	○	○

RISC: Indicate the extent to which you agree or disagree with each of these statements:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree	Strongly Agree
My close relationships are an important reflection of who I am.	○	○	○	○	○	○	○
When I feel very close to someone, it often feels to me like that person is an important part of who I am.	○	○	○	○	○	○	○
I usually feel a strong sense of pride when someone close to me has an important accomplishment.	○	○	○	○	○	○	○
I think one of the most important parts of who I am can be captured by looking at my close friends and understanding who they are.	○	○	○	○	○	○	○
When I think of myself, I often think of my close friends or family also.	○	○	○	○	○	○	○

If a person hurts someone close to me, I feel personally hurt as well.	○	○	○	○	○	○	○
In general, my close relationships are an important part of my self-image.	○	○	○	○	○	○	○
Overall, my close relationships have very little to do with how I feel about myself.	○	○	○	○	○	○	○
My close relationships are unimportant to my sense of what kind of person I am.	○	○	○	○	○	○	○
My sense of pride comes from knowing who I have as close friends.	○	○	○	○	○	○	○
When I establish a close friendship with someone, I usually develop a strong sense of identification with that person.	○	○	○	○	○	○	○

SMUIS: Please rate your agreeability with the following statements:

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)
I feel disconnected from friends when I have not logged into social media	○	○	○	○	○	○
I would like it if everyone used social media to communicate	○	○	○	○	○	○
I would be disappointed if I could not use social media at all	○	○	○	○	○	○
I get upset when I can't log on to social media sites	○	○	○	○	○	○
I prefer to communicate with others mainly through social media	○	○	○	○	○	○
Social media plays an important role in my social relationships	○	○	○	○	○	○
I enjoy checking my social media accounts	○	○	○	○	○	○

I don't like to use social media sites	○	○	○	○	○	○
Using social media is part of my everyday routine	○	○	○	○	○	○
I respond to content that others share through social media	○	○	○	○	○	○

BHI: Please indicate to what extent you agree with the following statements:

	Strongly Disagree (1)	Disagree (2)	Neither Agree or Disagree (3)	Agree (4)	Strongly Agree (5)
I can look at a painting for a long time.	○	○	○	○	○
I make sure that things are in the right spot.	○	○	○	○	○
I remain unfriendly to someone who was mean to me.	○	○	○	○	○
Nobody likes talking with me.	○	○	○	○	○

I am afraid of feeling pain.	◯	◯	◯	◯	◯
I find it difficult to lie.	◯	◯	◯	◯	◯
I think science is boring.	◯	◯	◯	◯	◯
I postpone complicated tasks as long as possible.	◯	◯	◯	◯	◯
I often express criticism.	◯	◯	◯	◯	◯
I easily approach strangers.	◯	◯	◯	◯	◯
I worry less than others.	◯	◯	◯	◯	◯
I would like to know how to make lots of money in a dishonest manner.	◯	◯	◯	◯	◯
I have a lot of imagination.	◯	◯	◯	◯	◯
I work very precisely.	◯	◯	◯	◯	◯

I tend to quickly agree with others.	○	○	○	○	○
I like to talk with others.	○	○	○	○	○
I can easily overcome difficulties on my own.	○	○	○	○	○
I want to be famous.	○	○	○	○	○
I like people with strange ideas.	○	○	○	○	○
I often do things without really thinking.	○	○	○	○	○
Even when I'm treated badly, I remain calm.	○	○	○	○	○
I am seldom cheerful.	○	○	○	○	○
I have to cry during sad or romantic movies.	○	○	○	○	○
I am entitled to special treatment.	○	○	○	○	○

Thank you for participating. Click submit to complete the survey portion.

You will then be directed to a Confirmation Form that is disconnected from your survey answers.
Here you will be allowed to submit your PRIA number or extra credit information.
Furthermore, a debriefing message will be included to provide insight about the purpose of our survey research.

Confirmation Page - SA

Thank you for completing the Sojourner Adjustment survey!

This confirmation page, and the information provided on it, will be kept SEPARATE from your survey answers.
Here, you can enter in your personal information (Name, Class, PRIA ID #) to receive credit for your involvement through particular courses.

If you have taken this survey through a recommendation rather than for extra credit, thank you for your dedication to undergraduate research!

Name (First, Last)

If you are taking the survey for extra credit for a course, please choose the professor of the course below:

If taking this survey for PRIA Credit, please indicate your PRIA ID # below:

PRIA ID #