

A STUDY TO IDENTIFY AND ANALYSE ADJUSTMENT  
PROBLEMS ENCOUNTERED BY CHINESE STUDENTS IN  
SELECTED NORTH CAROLINA UNIVERSITIES

A Dissertation

by

CUNGANG LIU

Submitted to the Graduate School

Appalachian State University

in partial fulfillment of the requirement for the degree of

DOCTOR OF EDUCATION

May 2003

Doctoral Program in Educational Leadership  
Reich College of Education

A STUDY TO IDENTIFY AND ANALYSE ADJUSTMENT  
PROBLEMS  
ENCOUNTERED BY CHINESE STUDENTS IN SELECTED  
NORTH CAROLINA UNIVERSITIES

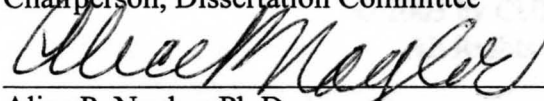
CUNGANG LIU

May 2003

Approved by:

  
George Olson, Ph.D.

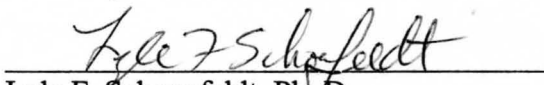
Chairperson, Dissertation Committee

  
Alice P. Naylor, Ph.D.

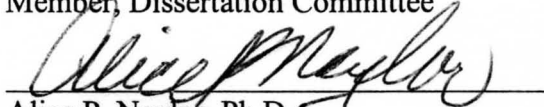
Member, Dissertation Committee

  
John E. Thomas, DBA

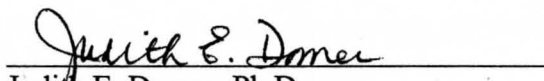
Member, Dissertation Committee

  
Lyle F. Schoenfeldt, Ph.D.

Member, Dissertation Committee

  
Alice P. Naylor, Ph.D.

Director of Doctoral Program

  
Judith E. Domer, Ph.D.

Dean, Graduate Studies and Research

# ABSTRACT

## A STUDY TO IDENTIFY AND ANALYSE ADJUSTMENT PROBLEMS ENCOUNTERED BY CHINESE STUDENTS IN SELECTED NORTH CAROLINA UNIVERSITIES. (May 2003)

Cungang Liu, B.A. Qufu Normal University

M. A. Beijing Second Foreign Language Institute

Dissertation Chairperson: George Olson, Ph.D.

This study investigated the academic, personal, and social adjustment problems encountered by Chinese students attending three different types of universities in the State of North Carolina. Differences among students by campus were examined by age, length of stay, marital status, gender, financial situation, language proficiency, and academic achievement.

The major findings of this study included: (1) the most severe academic problem reported by all the Chinese students who were enrolled in three different types of university involved competency in the use of the English language; (2) Chinese students attending a private research university did not experience much trouble in their personal adjustment. But Chinese students from a public research university and regional comprehensive universities reported some or great difficulty in personal adjustment in items related to immigration regulations and finding part-time work; (3) Chinese students enrolled in a private research university and a public research university reported some or great difficulty in

their socialization. However, Chinese students from regional comprehensive universities did not seem to have serious social adjustment problems; (4) there was no significant difference between Chinese students studying at three different types of university in terms of academic, personal, and social adjustment, (5) age, length of stay, marital status, source of financial support, and TOEFL scores bore no effect on respondents' academic, personal, and social adjustment, (6) there was no difference between male students and female students in their academic and social adjustment. However, significant difference existed between male and female students in their personal adjustment; (7) self-perceived English competency bore no effect on respondents' personal adjustment, but a strong association was found between self-perceived English competency and respondents' adjustment in academic area and socialization; (8) there existed a strong association between GPA and respondents' academic, personal, and social adjustment.