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**ASSIMILATION OF KOREAN COLLEGE STUDENTS**

**by**

**Jei Hyun Yoo**

**A Thesis  
Submitted to the  
Faculty of The Graduate College  
in partial fulfillment of the  
requirements for the  
Degree of Master of Arts  
Department of Sociology**

**Western Michigan University  
Kalamazoo, Michigan  
August 1981**

## ASSIMILATION OF KOREAN COLLEGE STUDENTS

Jei Hyun Yoo, M.A.

Western Michigan University, 1981

The purpose of this study was to examine four of Gordon's seven types of assimilation (cultural, structural, marital and identificational) among Korean college students.

Data were gathered from a combination of 23 interviews (14 males and 9 females) at Western Michigan University and 104 mail questionnaires (63 males and 41 females) from the University of Michigan.

The degree of assimilation was positively related to the length of residence in the United States, SES of parents and age. No evidence was found to suggest that one sex was more highly assimilated into American society than the other. By utilizing path analysis, cultural assimilation appeared to have a relatively strong direct influence on marital assimilation and a slight direct influence on identificational assimilation. These were not anticipated by Gordon. By and large, the sequence involved in the assimilation process, suggested by Gordon, appeared to agree with the findings of this study.

## ACKNOWLEDGEMENTS

In the process of working this research project, many people deserve my appreciation and thanks. My special gratitude goes to Dr. Lewis Walker, Chairman of my committee, for his wisdom, time, and guidance. I am also very grateful to Dr. Paul L. Wienir, another committee member, for his wise counsel and endless encouragement. My special thanks go to Dr. Edsel Erickson, other committee member, and Dr. Chester L. Hunt, former chairperson of my committee, for their advice and constructive criticism. Special thanks go to Drs. David Chaplin, Subhash Sonnad, Richard R. MacDonald, James Petersen, and Thomas L. VanValey, for their support and inspiration. Special appreciation is given to Dr. Won M. Hurh, Professor of Western Illinois University, for his faithful suggestion. A great deal of thanks go to Mr. Leo Natanson, Head of Reference Services, and Mr. Michael McDonnell, Reference Services, for their assistance in Waldo library. For assistance in the preparation of information of the research sample, I would like to thank Mr. Han Sup Kwon and Mr. Gook Hee Lee, students at the University of Michigan. I would also like to thank Daryl Kelley and Stephen Thorson, Sociology graduate students, for keeping morale high. Finally, my sincere gratitude goes to my wife Jennie for her patience and understanding during the completion of this study.

Jeil Hyun Yoo

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## CHAPTER I

### INTRODUCTION

Historically, American society has been characterized as a nation that attracted and accepted numerous immigrants from different cultural and national backgrounds. During its earlier days, America was heavily populated by English-speaking immigrants, so-called White Anglo-Saxon Protestants, who played a major role in establishing the dominant culture which later immigrant groups either accepted or resisted in terms of assimilation. The degree of assimilation into American society differed with each immigrant group. This was based largely on the level of acceptance of the newcomers by the host society, and vice versa. "Social farness" rather quickly shifted to "nearness" between the European immigrants and the host group (Bogardus, 1954, 1959). Thus, their rate of assimilation was more rapid than many other groups.

The rate of assimilation for Native-Americans, Black-Americans, Mexican-Americans, and Asian-Americans including Chinese, Japanese, Filipinos, Koreans, etc. have been slow and, at times, rather painful (LaPiere, 1946). These groups, not only because of their cultural differences but also because of their skin color, have been segregated and isolated from the mainstream of American society.

Of course, the problems of interracial relations have changed in many ways as a result of the Civil War, the second World War, and more recently, the Civil Rights Movement and the Black Power

Movement in the 1960's. As a result of the changes in the 60s and 70s, there was a renewed emphasis placed on "cultural pluralism" which implied that the various minority groups should maintain their cultural uniqueness while, at the same time, receive equal treatment in the larger society (Kallen, 1924; Rose, 1981). Consequently, the assimilative trends, regarding ethnic groups, have been mixed, in that, some groups are resisting assimilation while others are more nearly accepting it.

In spite of the new emphasis on "cultural pluralism," sometimes described as a cultural heterogeneity, minority group members are being influenced constantly to give up their cultural distinctiveness and become assimilated to the American way of life (Zangwill, 1909). Thus, there are two counter-vailing forces operating simultaneously--the forces of assimilation versus the forces of cultural pluralism. Realizing the existence of these cross-currents, the present writer is concerned with applying Gordon's assimilation theory (Gordon, 1964) to ascertain the extent to which Korean college students in the United States are accepting or rejecting assimilation. A more detailed discussion of Gordon's theory is found later in this chapter.

### The Problem

While there are a large number of research works on the extent of assimilation of various ethnic groups, to date, there have not been any studies concerning assimilation of Korean college students who are permanent residents, naturalized citizens, or long time sojourners in the United States. Some scholars have, of course,

explored the assimilation patterns of Korean immigrants (Gregor, 1963; Hurh, Kim, & Kim, 1978; Hurh & Kim, 1980), but not college students.

Since the United States is viewed as a multi-racial/multi-ethnic country, it is necessary to assess public policies and educational programs designed for these different ethnic groups (Kahne, 1976; Penn & Durham, 1978; Sue, 1973). At the same time, it is also important to examine the degree of assimilation of these groups, especially college students, in order to ascertain the degree to which they are accepting or rejecting various aspects of the American culture.

Are Korean college students determined to maintain strong within their own unique cultural settings? Does the length of stay in the United States have an erosion effect upon their cultural outlook? If so, in what direction are these students going--pro-assimilation or anti-assimilation? Does sex play a role in the rate and/or direction of assimilation? These are some of the important questions that should be answered in order to better understand the future prospects of Koreans in this country, especially, those who are either permanent residents or naturalized citizens.

The purpose of this study, then, is (1) to examine the relationships between the degree of assimilation and certain variables, such as length of residence, socio-economic status of parents, sex, and age of Korean college students in the United States; (2) to test four of Gordon's seven types of assimilation: cultural assimilation, structural assimilation, marital assimilation, and identificational assimilation (Gordon, 1964). Parenthetically, Gordon's attitude receptional assimilation, behavior receptional assimilation,

and civic assimilation will not be included because to test them would require a comparison of two groups, Korean college students vis-à-vis white American college students. Such a comparison is not the focus of the present study.

Since this study deals solely with Korean college students, the following specific questions are raised: First, do the length of residence in the United States and the SES of parents affect the degree of assimilation among Korean college students? Secondly, is there any differences in degree of assimilation by age and sex? Thirdly, to what extent are Korean college students assimilated into the host society?

From the questions raised above, the following four hypotheses are generated:

Hypothesis 1: There is a direct relationship between the length of residence in the United States and the degree of assimilation among Korean college students.

Hypothesis 2: There is a direct relationship between the SES of parents and the degree of assimilation among Korean college students.

Weinstock (1963) and Silvers (1965) have already demonstrated that a high SES of new immigrants is positively related to a high degree of cultural assimilation. This proposition is partially confirmed by results obtained from studies of Korean immigrants in this country (Hurh, Kim, & Kim, 1978). In the present study, it is posited that the students who come from a high SES family background will be more assimilated than those who come from a low SES family



background.

Hypothesis 3: The younger age groups are more highly assimilated than the older age groups.

Gordon (1964) asserts that younger people are more easily assimilated than older people.

Hypothesis 4: The females are more highly assimilated than the males.

In the studies of Chinese-American dating patterns, Abel, Hsu (1949) and Weiss (1973) found that Chinese females were adopting White-American values to a greater extent than were the Chinese males. Arkoff et al. (1962) and Kitano (1962) also presented a similar picture in their studies of Japanese-Americans.

#### Definition of Assimilation

The concept of assimilation is often used in a rather ambiguous manner. Frequently, it is used interchangeably with other terms or concepts. For example, Fairchild (1933) equated assimilation with Americanization, while Berry, Tischler (1978) and Bierstedt (1970) insisted that assimilation and acculturation are synonymous. Gordon (1964) also has treated acculturation as a type of cultural assimilation. According to Park and Burgess (1921):

Assimilation is a process of interpenetration and fusion in which persons or groups acquire the memories, sentiments, and attitudes of other persons or groups, and, by sharing their experience and history, are incorporated with them in a common cultural life. (p. 735)

In the Webster's English Dictionary (1968), assimilation is defined as:

Sociocultural fusion wherein individuals and groups of differing ethnic heritage acquire the basic habits, attitudes, and mode of life of an embracing national culture. (p. 132)

In Cole's view (1962), "assimilation is the process by which individuals, groups, or other social systems are merged into homogeneous units" (p. 203). Theodorson and Theodorson (1969) also entertained the same view. While the phrase "merged into homogeneous units" is preferred by the present researcher, it does not specify whether assimilation is essentially a one-way process or a two-way relationship. In this connection, Simons(1901) and Vander Zanden (1963) distinguished a dual character of assimilation; unilateral and reciprocal. Unilateral assimilation is virtually a one-way process whereby the minority groups are merged into a host society. The latter involves a process whereby both the majority and the minority groups are changed in such a manner that a genuine third culture is developed. Parsons (1936) suggested that acculturation is a one-way process while assimilation is a two-way process.

Many sociologists such as Park and Burgess (1921), Duncan (1929), Broom and Kitsuse (1955), Eaton (1952), Woolston (1945), and Gordon (1964) consistently imply that assimilation is a one-way directional process.

Gordon's book, Assimilation in American Life, is considered by many to be one of the most comprehensive statements on assimilation in American life. Gordon recognized the assimilation process as a matter of degree, and he conceptualized seven types of assimilative processes. As a minority group, new immigrants become completely assimilated into a host society when they have gone through the

following processes:

1. Cultural or behavioral assimilation: change of cultural patterns (including language, religious belief, art, dressing pattern, food habits, and many other manners) to those of the host society.
2. Structural assimilation: membership in the host society (including entrance into clubs, cliques, occupational structure, political organizations, and any other social institutions).
3. Marital assimilation: large-scale intermarriage and interbred fully with members of the host groups.
4. Identificational assimilation: the loss of a sense of peoplehood and the development of a new sense of the ethnic identity based on the host society.
5. Attitude receptional assimilation: the erosion of prejudice.
6. Behavior receptional assimilation: the erosion of discriminatory behavior.
7. Civic assimilation: the erosion of power conflicts and values between the minority group and the host group.

By applying the first four of Gordon's assimilation processes summarized above, the present researcher attempts to investigate the extent to which Korean college students are accepting or resisting becoming assimilated into the American way of life.

#### Overview

This thesis consists of five chapters. Chapter I presents the research problem, purpose of the study with the hypotheses, and the

definition of assimilation. Chapter II presents a brief summary of Korean immigrants and a review of the related literature. Chapter III describes the research design and methodology. Chapter IV presents an analysis of the data as they relate to testing of the hypotheses. Chapter V consists of conclusions, limitations, and recommendations for the future.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

This chapter consists of two parts: First, a brief summary of the Korean immigrants in the United States is discussed. Secondly, a review of related literature regarding the assimilation process of the Korean people is presented.

#### Korean Immigrants

Although the immigration of Koreans to the United States, especially to Hawaii, began in 1903 (Kim, 1934; Kim, 1971; Patterson, 1977), the number of immigrants was not significant until 1958, with the exception of the following three years: 1,133 Koreans in 1903; 3,434 in 1904; and 2,659 in 1905 (Melendy, 1977). In 1958, 1,604 Korean immigrants were admitted into the United States (U.S. Commissioner of Immigration and Naturalization Service, 1958). However, the numbers varied from year to year until 1965. By 1965 the number had risen to 2,165 (Kim, 1974; Melendy, 1977). From that calendar year, the number of Korean immigrants increased each year (Kim, 1974; Melendy, 1977). This increase could be a result of the changes in U.S. immigration law of 1965. Today, Koreans constitute one of the most rapidly increasing Asian immigrant groups in this country (Hurh, 1977). Yu (1977) predicted that their number in this country would

reach the half-million mark by 1980, and the population had already totaled 550,000 by that time (The Korea Times Chicago, 1980).

With an increase of adult Korean immigrants, the younger generation is also expected to increase in number. Some of this younger generation, of course, were born in this country, but the majority of them were brought here by their parents. It is a well-known fact that the average age of Korean immigrants among Asian immigrants is very young (Hurh, 1977). A recent study of Korean immigrants in the Chicago area found that 76 percent of male respondents and 72 percent of female respondents were in the 21 - 40 age category (Hurh, Kim, & Kim, 1978). According to the U.S. Commissioner of Immigration and Naturalization Service (1970 - 1971, 1973 - 1974, 1976 - 1977), in particular, the percentage of young dependents among Korean immigrants is increasing every year. For example, 31.19 percent in 1970 - 1971, 40.85 percent in 1973 - 1974 and 42.56 percent in 1976 - 1977 were reported to be in the age category of zero to nineteen years (U.S. Commissioner of Immigration and Naturalization Service, 1970 - 1971, 1973 - 1974, 1976 - 1977).

Koreans, before coming to the United States, had very strong educational and occupational aspirations. They are the most highly educated among the Asian immigrants, with a high percentage of professional, technical, and managerial workers reported among them (Hurh, 1977; Ryu, 1977; Yu, 1977). They usually work hard to promote a better standard of living as well as to enhance the educational opportunities of their children. Regarding the latter, parents encourage their children to achieve a high level of education.

However, the younger generation may not always share their parents' traditional norms, values, and sentiments (Antonovsky, 1956; Park, 1928; Stonequist, 1935). This is especially true if they have become more assimilated into American society than their parents due to the fact that they are educated in the American institutions and influenced by their American peers (Hubler, 1978).

It may be argued that, not unlike various other new immigrants to American society, Korean college students are forced by circumstances to be assimilated into the host culture. Those with higher educational experience who have been exposed to Western thought and Western culture are more readily assimilated than those with more limited educational attainment (De Fleur & Cho, 1957).

Also, not unlike their earlier immigrant counterparts, Korean college students may experience various forms of group conflict especially when the dominant social group tries to place them in a subordinate position (Maykovich, 1972). Such an experience could be a source of social marginality (Maykovich, 1972). Even if they are born in the United States, not only may they be treated as a stranger by the host group, but they also may be excluded from full participation in the various institutions of the American society, based on their group membership (Maykovich, 1972). Thus, they are not fully accepted.

#### Assimilation Process of the Korean Immigrants

Kim (1974) presented a demographic survey of the emigration of

Koreans to the United States from 1901 to 1971. According to his analysis, the number of Korean immigrants has increased since 1959. From 1959 to 1971, the majority of Korean immigrants were housewives and children. Kim also pointed out that foreign-born and native-born Koreans between four and nineteen years of age made up 37 percent of the Korean immigrants who were registered in the 1970 census report. Kim found that Koreans were decisively more successful in acquiring U.S. citizenship than any other Asian immigrants. Moreover, while Koreans tend to spread out all over the nation, they are usually concentrated in the urban area of industrialized states.

Chang (1977) discussed communication as a crucial factor in determining both the process and product of acculturation. Chang found that when Koreans begin to evaluate reality according to more individualistic values, they are likely to become more highly acculturated to American culture.

Yu (1977) measured the Korean children's personality adjustment and noted that the degree of acculturation is directly related to the attainment level of education, and also to their parent's socioeconomic-status. In another study, Yu (1977) found that assimilation is strongly related to length of stay in the United States and present occupation. Without question, English proficiency is related most significantly to assimilation process.

Cha (1975), using Gordon's first five types of assimilation, investigated the relationships between the years of education completed in this country, income, and the degree of assimilation. In that study, he found that cultural assimilation had begun to take



place among Korean immigrants in the Los Angeles area. The four other assimilation processes, however, had not taken place.

The patterns of acculturation of recently arrived Korean middle-class suburban families were examined by Hubler (1978). Schools, places of employment, and the immigrant's expression of values were considered as instruments of acculturation. Analysis revealed that the mean acculturation scores for younger students were higher than the mean score for adults. Interestingly, male acculturation scores were not as high as those of the females. This study also confirmed the fact that the length of time spent in the United States is an important factor with respect to rate of assimilation. It revealed that the Korean students in senior high school had limited social experiences with American classmates.

In another study of assimilation of the Korean minority in this country, Hurh (1977) found that the recent Korean immigrants are assimilated into American culture faster than other Asian counterparts. According to the study, the Korean immigrants are small in number, geographically dispersed, highly educated, and mostly Christianized.

Hurh et al. (1978) surveyed Korean immigrants in the Chicago area. They concluded that social assimilation is dependent upon cultural assimilation but, not vice versa. They also concluded that Korean immigrants with high socio-economic-status achieve a higher degree of cultural assimilation than people with low socio-economic-status. In addition, they found that there is a direct relationship between the length of stay in the United States and the degree of cultural and social assimilation.

Finally, in reviewing the above literatures on Korean immigrants in the United States, the present researcher was encouraged to initiate an empirical study of Korean college students since very little attention has been given to this category.

## CHAPTER III

### RESEARCH DESIGN AND METHODOLOGY

#### Introduction

This chapter consists of seven major sections: pretest, the sampling procedure for the research, research instrumentation, the research variables, processing the data, the statistical techniques, and hypotheses. In the first part of this chapter, the pretest will be discussed including the pretest population and sample, characteristics of that sample, and pretest instrumentation. In the second part, the research methodology employed will be covered including the sampling procedure, instrumentation, variables, processing the data, statistical techniques, and research hypotheses.

#### Pretest

The objectives of the pretest were to test the validity and reliability of the research instrument. The individual items in the questionnaire were tested for clarity and accuracy because the refinement of words would be a sine qua non.

#### Pretest Population and Sample

For the pretest, the present researcher was allowed to use the list of Korean student names, addresses, and telephone numbers issued by Western Michigan University's registration office. Although the

present researcher found 47 Koreans listed, the researcher was not able to contact all of them. Thus, only 30 persons were available to interview during the pretest phase of the study. Four students did not want to be interviewed, and three did not show up at the time appointed. The researcher did not try to contact them a second time. Therefore, 23 Koreans, fourteen males and nine females, who were students of Western Michigan University were interviewed by the present researcher before carrying out the main research at the University of Michigan, Ann Arbor, Michigan.

Those who were to be interviewed were selected in mid-November, 1980. Time and date were arranged by phone. Before the interviews were conducted, subjects were given some brief information regarding the present research. Seventeen interviews were conducted on campus at the beginning of December, and six interviews were completed in the subject's homes just after December 25, 1980.

Korean was spoken during the interviews with fifteen students. Eight students did not speak Korean because four of them were born in this country and four of them were brought here at an early age.

#### Characteristics of Interviewees

Thirteen percent (3) of the respondents reported that they had been in this country for one year or less. More than one-third (9) of them reported that they had been in this country two to four years. However, another one-third (7) reported being here for eleven years or more. Eighty-three percent (19) of the students said that they were born in Korea.

Two-thirds (15) of the students were single, and one female was divorced from a white American. The rest of them were married. Forty-four percent (10) of the students listed their father's occupation as professionals, semi-professionals, proprietors, or managers.<sup>1</sup> Eight percent (2) of their mothers fell in the same category of occupation. Forty-four percent (10) of their fathers and twenty-two percent (5) of their mothers had received four years of college education or more. Sixty-one percent (14) of the total respondents reported their parents' incomes at \$16,001 - \$32,000 or more. Moreover, sixty-one percent (14) of the students said that they were financially supported by their parents.

#### Pretest Instrumentation

The pretest questionnaire was written in English. While the questionnaire was mainly developed by the present researcher, some of the items, however, were adopted and revised by the researcher.

The interviews ranged from 20 to 40 minutes in length. At the time of the interview, the questionnaire, containing a total of 54 items, with a five-point scale in most cases, was administered. (See Pretest Questionnaire, Appendix A.) There were seven open-ended questions (#10, 13, 16, 19, 21, 35, and 50) which were used to elicit answers about the person's occupation. Thirteen items (#12, 13, 14,

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<sup>1</sup>Occupational ratings are based on Robert W. Hodge, Paul M. Siegel, and Peter H. Rossi. Occupational prestige in the United States: 1925-1963. In Richard Bendix & Seymour Martin Lipset (Eds.), Class, status and power. New York: Free Press, 1966, 322-426.

15, 16, 17, 25, 39, 41, 43, 46, 47, and 51) had to be eliminated because the interviewees did not understand and/or were embarrassed by them. (See Pretest and Research Questionnaires, Appendix A.)

For the purposes of this study, the pretest was a very useful exercise in the sense that refinements were made with respect to the research instruments. A major problem with the original instrument was word choice. The pretest helped to identify and clarify problems in this regard.

#### The Sampling Procedure for the Research

The number of Korean college students enrolled during the Fall Term of 1980 at the University of Michigan was estimated to be 214. This enrollment of Korean students was the largest of any university in the state of Michigan. The list of the student's names, telephone numbers, addresses, sex, and major curriculums was supplemented by the Korean Students Association at the University of Michigan (Korean Students Association, 1980). Since 49 students did not provide their correct addresses or the English spelling of their names in the directory, 165 students out of 214 were selected for the research sample size.

The research questionnaires, including letters and business reply mail envelopes, were sent by third class mail on February 12, 1981, and 20 days were allowed for the questionnaires to be returned by the respondents. It was thought that sixteen days would be sufficient to collect the desired data. This first strategy of data collection, however, was ineffective because only 39 questionnaires

had been returned by March 5, 1981.

A follow-up strategy was implemented by March 6, 1981. A letter written in the Korean language was also sent to the students stressing the importance of the study and the deadline (Henley, 1976; Walizer & Wienir, 1978). In the Korean letter, it was emphasized that the research would be a time and money consuming task without their sincere cooperation. This proved to be a very effective strategy for collecting data. (See Letters, Appendix A.)

On April 10, 1981, the data collection was terminated. The follow-up procedure took 35 days, sixteen days longer than originally planned. By this date, 69 questionnaires were added to the 39 which had been returned before the follow-up was conducted. Therefore, a total of 104 (63%) questionnaires had been collected. Only one was returned because of incorrect address.

Although the strategies of data collection for the two groups were not the same, no significant differences between the sample group (n=104) and pretest group (n=23) were found on important dimensions. On April 13, 1981, the two groups were combined for a total of 127, and the statistical analyses for testing the four research hypotheses were run. The actual sample size, therefore, is 127 in this research (male:77; female:50).

#### Research Instrumentation

After the pretest was completed, as mentioned earlier, the pretest questionnaire was slightly refined by using more appropriate terminology and words. The research questionnaire contained a total

of 42 items. (See Research Questionnaire, Appendix A.) It required about 15 minutes to complete the mail questionnaire.

### The Research Variables

The major research variables are introduced and operationally defined as follows:

#### Sex

This is one of the demographic factors which is commonly collected in the research questionnaires. In this study, however, it is utilized as an independent variable to test for any differences that may exist in the degree of assimilation by sex. Male is expressed by 1, and female is expressed by 2.

#### Age

Age is also used as an independent variable to test for any association between age and the degree of assimilation. This was obtained by asking the question: "What was your age on your last birthday?" Values ranged from 5 to 1 (the oldest age to the youngest age) before it was recoded. The values were collapsed into the three-point scale: Age 31 or above received a 3, age 23 - 30 got a 2, and age 22 or under was assigned a 1.

#### Length of Residence in the United States

This is used as an independent variable to test the association between the number of years Korean college students have resided in



this country and their degree of assimilation. This one was obtained by asking the question: "How long have you been in the United States?" Values ranged from 5 to 1 (highest to lowest) before it was recoded. The recoded scores ranged from 3 to 1 on a three-point scale: 8 years or more was high, 5 - 7 years was medium, and 4 years or less was low on length of residence.

### SES of Parents

This factor is also used as an independent variable to test the association between the SES of parents and the degree of assimilation in an exploratory fashion. This variable was comprised of five items: father's occupation, mother's occupation, father's educational background, mother's educational background, and parents' income. Parent's occupations, the open-ended questions, were classified into six categories: (a) Professionals and Semi-Professional; (b) Managers and Proprietors; (c) Other White-Collar Workers; (d) Blue-Collar Workers: skilled; (e) Blue-Collar Workers: semi-skilled and unskilled; (f) Other (retired, unemployed, housewife, deceased, etc.) (Hodge, Siegel, & Lipset, 1966). These were measured on a continuum ranging from high to low. Scores were added and averaged to obtain a composite score.

A three-point scale was utilized as a final scale. Cutting points ranged from 6 to 4 (high), 3.9 to 2.6 (medium), and 2.5 to 1 (low SES of parents).

### Cultural Assimilation

Cultural assimilation is one of Gordon's seven types of assimilation (Gordon, 1964). It was operationally defined by the composite score of eight items: English speaking in home, English proficiency in speaking, English proficiency in writing, English proficiency in reading, language preference, food preference, frequency of cooking American food, and attitude toward the Anglicizing of Korean names. Each item was measured using a five-point scale. Values ranged from 5 to 1 (highest to lowest). After the scores were added and averaged to yield a composite score, the scores were collapsed into a three-point scale. Cutting points were evenly fixed with the high score ranging from 5 to 3.6, medium 3.5 to 2.6, and low 2.5 to 1.

### Structural Assimilation

This factor is also one of Gordon's seven types of assimilation. It was operationally defined by the composite score of nine items: number of American voluntary association participated in, frequency of attendance to the associations, activity or position in the associations, attitude toward holding membership in American social organizations, number of close American friends, people with whom one would discuss personal problems, holiday celebration, number of invitations received from Americans, and number of invitations extended by respondents. The participation in voluntary associations was analyzed in terms of (1) the number of American organizations, (2) the frequency of attendance in the organizations, and

(3) the activity or position in the organizations. The first one was categorized as follows: (a) None; (b) 1; (c) 2; (d) 3; (e) 4 or more (Cutler, 1973). The second one was followed with: (a) Never; (b) A couple of times a year; (c) Once a month or less; (d) About once a week; (e) More than once a week. The latter one: (a) Very passive participant; (b) Somewhat below average active participant; (c) Vocal participant; (d) Committee membership other than chairperson; (e) Official. Each item was measured using a five-point scale. Values ranged from 5 to 1 (highest to lowest). After the scores were added and then averaged to yield a composite score, the scores were collapsed into a three-point scale. Cutting points were evenly fixed with the high score ranging from 5 to 3.6, medium 3.5 to 2.6, and low 2.5 to 1.

#### Marital Assimilation

This factor, again, is one of Gordon's seven types of assimilation. It was operationally defined by the composite score of four items: dating pattern, attitude toward parental influence on mixed-dating pattern, attitude toward choosing white American as a marriage partner, and attitude toward individual freedom of intermarriage. Each item was measured using a five-point scale. Values ranged from 5 to 1 (highest to lowest). After the scores were added and then averaged to yield a composite score, the scores were collapsed into a three-point scale. Cutting points were evenly fixed with the high score ranging from 5 to 3.6, medium 3.5 to 2.6, and low 2.5 to 1.

### Identificational Assimilation

Identificational assimilation is also one of Gordon's seven types of assimilation. It was also operationally defined by the composite score of three items: feeling of being Korean, sense of group membership, and identificational preference. One item (sense of group membership) employed a six-point scale, and the others employed a five-point scale. After the scores were added and then averaged to yield a composite score, the scores were collapsed into a three-point scale. Cutting points were evenly fixed with the high score ranging from 6 to 3.6, medium 3.5 to 2.6, and low 2.5 to 1.

### Processing the Data

Some sensitive items were not answered by the respondents, so that the items which were treated as missing values were included in the tables but excluded from the calculation of statistics (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1970).

After each index of assimilation, spaces for any comments, criticisms, and suggestions had been prepared in the research form. Some comments by respondents were very useful for the coding process.

The data were initially coded onto mark-sense-sheets and then stored on disk at the Western Michigan University's Computer Center. The Statistical Package for the Social Sciences Computer Program (SPSS) was utilized.

### The Statistical Techniques

The hypotheses in Chapter I have called for an investigation of any association existing between the independent variables and the degree of each assimilation. The investigation of any differences in degree of each type of assimilation by sex is also required in this study.

For the analysis of ordinal level data, a Chi-square test will be utilized with the degrees of freedom at the .05 level of significance. Thus, the probable tenability of the null hypothesis will be examined.

A Gamma statistic will be also calculated in order to determine the strength and nature of the association. The .05 level of significance, of course, will be maintained in the discussion of the one-tailed test. The computed value of the perfect positive association is +1.00 and the computed value of the perfect negative association is -1.00. If there is no relationship between the two variables, the association is 0.

The percentage table analysis will be discussed in a simple way for looking at differences between cells.

Finally, path analysis will be utilized for examining values on each one of the assimilation series. In other words, by computing the path analysis, causal relationships among each type of assimilation will be examined.

### Hypotheses

The followings are the major research hypotheses of this study.

In testing the research hypotheses, the null form of the hypotheses will be decided with four types of assimilation: cultural, structural, marital, and identificational assimilation.

Hypothesis 1: There is a direct relationship between the length of residence in the United States and the degree of assimilation among Korean college students.

Hypothesis 2: There is a direct relationship between the SES of parents and the degree of assimilation among Korean college students.

Hypothesis 3: The younger age groups are more highly assimilated than the older age groups.

Hypothesis 4: The females are more highly assimilated than the males.

## CHAPTER IV

### PRESENTATION OF THE FINDINGS

#### Introduction

This chapter presents the results of the data analyses in three sections: First, a descriptive overview on the general characteristics of the sample is shown. Secondly, an examination of the data as they relate to the hypotheses is presented. Finally, a brief diagram of path analysis for testing causal relationships among four types of assimilation is included at the end of this chapter.

#### General Characteristics of the Sample

In Table 1, the variables which are not tested in this study are simply displayed in order to clarify an attribute of the sample. The characteristics of the research variables are presented in Table 2 and Table 3.

#### Place of Birth

As shown in Table 1 (see p. 29), the majority of the sample (96%) were born in Korea, and only a few of the sample (4%) were born in the United States.

#### Marital Status

Table 1 shows that seventy percent of the sample are single and

28% of the sample are married. Only two female students have been divorced. (See p. 29.)

### Visa Status

As indicated in Table 1 (see p. 29), eighty-one percent of the respondents in the sample are either U.S. citizen or permanent residents in this country. Nineteen percent of the sample fall in the "student" category.

### Year of Education in the United States

Table 1 shows that 21% have received one year or less education in this country; 53% have received between two to seven years of education; and 26% have attained eight or more education in this country. (See p. 29.)

### Major Curriculum<sup>2</sup>

According to the major curriculum, Korean college students (77%) are heavily concentrated in the areas of "business, professionals, natural sciences, applied sciences, engineering and technology." Only nine percent of the students listed the "humanities." A negligible number of students either listed "education" or "social sciences" as their major area, four and six percent, respectively. The rest of them are undecided about their major curriculum.

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<sup>2</sup>Major curriculum ratings are based on The University of Michigan bulletins: 1980-1982. Ann Arbor, MI: The University of Michigan, 1980.



### Financial Source

As manifested in Table 1, 43% of the sample depend upon their parents for financial support. This percentage reflects the notion that the Korean parents have high expectations for their children's education and are willing to financially support it. Twenty-six percent of the sample have earned scholarships, and 17% of them said that they were either "self or spouse-supported." Only 10% of the sample have taken advantage of the loan system. Four percent of them have a grant or support from other sources.

Table 1

Frequency and Percentage Distribution of Respondents  
by Place of Birth, Marital Status, Visa Status,  
Year of Education in U.S.,  
Major Curriculum, and  
Financial Source

Variable	f	%
<u>Place of Birth</u>		
U.S.A.	5	4
Korea	122	96
Totals	127	100
<u>Marital Status</u>		
Single	89	70
Married	36	28
Divorced	2	2
Totals	127	100

Table 1 (Continued)

Variable	f	%
<u>Visa Status</u>		
U.S. citizen	33	26
Permanent	70	55
Student	24	19
	<hr/>	<hr/>
Totals	127	100
<u>Year of Education in U.S.</u>		
1 or less	27	21
2 - 4	45	36
5 - 7	22	17
8 - 10	17	13
11 or more	16	13
	<hr/>	<hr/>
Totals	127	100
<u>Major Curriculum</u>		
Humanities	11	9
Education	5	4
Social sciences	8	6
Business and professionals	42	33
Natural sciences, applied sciences, engineering, and technology	56	44
Undecided	5	4
	<hr/>	<hr/>
Totals	127	100

Table 1 (Continued)

Variable	f	%
<u>Financial Source</u>		
Parent's support	54	43
Scholarship	33	26
Loan	13	10
Self or spouse-support	22	17
Other	5	4
Totals	127	100

Sex

As mentioned earlier in Chapter III, the actual sample size for this study is a combination of two groups: the pretest group and the main sample. Therefore, a total research sample size is N=127. The sample consists of 77 males and 50 females. (See Table 2 on p. 32.)

Age

The research sample is not quite young. The mean age of the sample is 25 years. The median lay in the 23 - 26 age group. In order to test the hypothesis, as seen in Table 2, the five categories were collapsed into three groups: 22 or under, 23 - 30, and 31 or above. Forty-two percent of the sample said that they were 22 years old or under. Thirty-nine percent of the sample fell in the 23 - 30 year category. The rest of them were in the 31 years or above

category.

### Length of Residence in the United States

Concerning length of residence, the mean year is 5.5 years. The modal category, which comprised 28% of the sample, was 2 - 4 years. Thirty-four percent of the sample said that they had been in this country eight years or more. Nineteen percent of them fell into "5 - 7 years" category. The rest of them fell into "4 or less" category. In order to test the hypothesis, as seen in Table 2, the five categories were collapsed into three groups of low, medium, and high.

### SES of Parents

As shown in Table 2, 18% of the sample placed their parents in the high SES category. Over half of the students (53%) located their parents in the medium SES category. The rest of the sample reported their parents as being in a low SES position.

Table 2

Frequency and Percentage Distribution of Respondents  
by Sex, Age, Length of Residence in U.S.,  
and SES of Parents

Variable	f	%
<u>Sex</u>		
Male	77	61
Female	50	39
Totals	127	100

Table 2 (Continued)

Variable	f	%
<u>Age</u>		
Low (22 or under)	54	42
Middle (23 - 30)	49	39
High (31 or above)	24	19
Totals	127	100
<u>Length of Residence in U.S.</u>		
Low (4 or less)	60	47
Medium (5 - 7)	24	19
High (8 or more)	43	34
Totals	127	100
<u>SES of Parents</u>		
Low	37	29
Medium	67	53
High	23	18
Totals	127	100

Four Types of Assimilation

As described earlier in Chapter III, each one of the four types of assimilation was represented by an average score which was computed by adding the various indices of assimilation. Table 3 shows the frequency and percentage distribution of the Korean college students by

the four types of assimilation. For testing purposes, these four types of assimilation are used as dependent variables.

Table 3  
Frequency and Percentage Distribution of Respondents  
by Four Types of Assimilation

Four types of assimilation	f	%
<u>Cultural Assimilation</u>		
Low	15	12
Medium	68	53
High	44	35
Totals	127	100
<u>Structural Assimilation</u>		
Low	41	32
Medium	58	46
High	28	22
Totals	127	100
<u>Marital Assimilation</u>		
Low	49	39
Medium	52	41
High	26	20
Totals	127	100

Table 3 (Continued)

Four types of assimilation	f	%
<u>Identificational Assimilation</u>		
Low	47	37
Medium	66	52
High	14	11
Totals	127	100

Testing the Hypotheses

The four Hypotheses (1-4) called for an investigation of the relationships or differences between the independent variables (length of residence in the United States, SES of parents, age and sex) and four types of assimilation (cultural, structural, marital, and identificational assimilation).

Hypothesis 1: There is a direct relationship between the length of residence in the United States and the degree of assimilation among Korean college students.

As indicated in Table 4, the percentage distribution reveals a direct relationship between length of residence and cultural assimilation. Since the calculated value of  $\text{Chi}^2$  exceeds the critical value of 9.488 at the .05 level, the null form of this hypothesis is rejected. A Gamma score of .66 shows that the variables have a strong positive association.

The Gamma test of significance was also calculated at the .05

level and a one-tailed test. Since the calculated z score (4.41) falls within the critical region (value = 1.64), the rejection of the null hypothesis is confirmed. The empirical evidence, therefore, supports the first research hypothesis in the sense that those Korean college students who share a lengthier stay are more assimilated into American culture than those with fewer years in residence in the United States.

Table 4

Cross-tabulation of Cultural Assimilation  
by Length of Residence in the  
United States

Cultural assimilation	Length of residence		
	Low	Medium	High
High	9 <sup>a</sup> (15) <sup>b</sup>	6 (25)	29 (68)
Medium	40 (67)	15 (63)	13 (30)
Low	11 (18)	3 (12)	1 ( 2)
Totals	60(100)	24(100)	43(100)

Note.  $\chi^2 = 32.778$

df = 4

$P < .05$

Gamma = .66

$z = 4.41$

<sup>a</sup>Frequency.

<sup>b</sup>Percentage.

According to Table 5, the percentage distribution shows a direct relationship between length of residence and structural assimilation. Since the calculated value of  $\chi^2$  exceeds the critical value of



9.488 at the .05 level, the null form of this hypothesis is rejected. A Gamma score of .44 reveals that the variables have a moderately strong positive association.

The Gamma test of significance was also calculated at the .05 level and a one-tailed test. Since the calculated z score (2.51) falls within the critical region (value = 1.64), the rejection of the null hypothesis is confirmed. Thus, this measure of structural assimilation supports the first research hypothesis in the sense that those students who share a lengthier stay are more assimilated into the American social organization than those with fewer years in residence in this country.

Table 5

Cross-tabulation of Structural Assimilation  
by Length of Residence in the  
United States

Structural assimilation	Length of residence		
	Low	Medium	High
High	7 (12)	4 (16)	17 (39)
Medium	28 (47)	10 (42)	20 (47)
Low	25 (41)	10 (42)	6 (14)
Totals	60(100)	24(100)	43(100)

Note.  $\chi^2 = 16.082$

$df = 4$

$P < .05$

Gamma = .44

$z = 2.51$

An analysis of the percentage distribution in Table 6 shows that there is a direct relationship between length of residence and marital assimilation. But here the calculated value of  $\chi^2$  does not exceed the critical value of 9.488 at the .05 level, therefore the null form of this hypothesis is retained, suggesting that there is no significant difference between the various categories. A Gamma score of .32, however, indicates that the variables have a moderately positive association.

Table 6  
Cross-tabulation of Marital Assimilation  
by Length of Residence in the  
United States

Marital assimilation	Length of residence		
	Low	Medium	High
High	10 (17)	3 (12)	13 (30)
Medium	21 (35)	11 (46)	20 (47)
Low	29 (48)	10 (42)	10 (23)
Totals	60(100)	24(100)	43(100)

Note.  $\chi^2 = 8.309$

df = 4

$P > .05$

Gamma = .32

$z = 1.72$

The Gamma test of significance was also calculated at the .05 level and a one-tailed test. Since the calculated z score (1.72) falls within the critical region (value = 1.64), the rejection of the

null hypothesis is confirmed here. Although the  $\text{Chi}^2$  is not significant, the z score tends to support the research hypothesis. Since the z statistic is more sensitive than  $\text{Chi}^2$  when small cell size is present in tables, it is preferable to rely on the z score. Thus, this measure of marital assimilation supports the first research hypothesis in the sense that those students who share a lengthier stay are more involved in interdate and/or intermarriage pattern with Americans than those with fewer years in this country.

That there is a direct relationship between length of residence and identificational assimilation is shown in Table 7. Again, the calculated value of  $\text{Chi}^2$  does not exceed the critical value of 9.488 at the .05 level, thus, the null form of this hypothesis is retained. While a Gamma score of .03 shows that the variables have very little positive association, it would be difficult to attach any significance to that score.

The Gamma test of significance was also calculated at the .05 level and a one-tailed test. Since the calculated z score (.145) does not fall within the critical region (value = 1.64), the null hypothesis is retained. Neither of the obtained results, the value of  $\text{Chi}^2$  or z score, is statistically significant. Therefore, this measure of identificational assimilation does not support the first hypothesis in the sense that those Korean college students who share a lengthier stay are more implicated in the development of a new sense of peoplehood than those with fewer years in residence in the United States. (See Table 7 on p. 40.)

Table 7

Cross-tabulation of Identificational Assimilation  
by Length of Residence in the  
United States

Identificational assimilation	Length of residence		
	Low	Medium	High
High	7 (12)	4 (17)	3 ( 7)
Medium	29 (48)	12 (50)	25 (58)
Low	24 (40)	8 (33)	15 (15)
Totals	60(100)	24(100)	43(100)

Note.  $\chi^2 = 2.125$

df = 4

$P > .05$

Gamma = .03

$z = .145$

In sum, Hypothesis 1 was fully supported on three indices of assimilation (cultural, structural and marital) but was not supported on the identificational assimilation index.

Hypothesis 2: There is a direct relationship between the SES of parents and the degree of assimilation among Korean college students.

As presented in Table 8, the percentage distribution indicates a direct relationship between SES of parents and cultural assimilation. Here, the calculated value of  $\chi^2$  exceeds the critical value of 9.488 at the .05 level, thus, the null form of this hypothesis is rejected. A Gamma score of .73 indicates that the variables have a strongly positive association.

The Gamma test of significance was also calculated at the .05 level and a one-tailed test. Since the calculated z score (5.20) falls within the critical region (value = 1.64), the rejection of the null hypothesis is confirmed. The empirical evidence, therefore, supports the second research hypothesis in the sense that those students who come from a high level of SES family background are more assimilated into American culture than those who come from a low level of SES family background.

Table 8  
Cross-tabulation of Cultural Assimilation  
by SES of Parents

Cultural assimilation	SES of parents		
	Low	Medium	High
High	2 ( 5)	24 (36)	18 (78)
Medium	27 (73)	36 (54)	5 (22)
Low	8 (22)	7 (10)	0 ( 0)
Totals	37(100)	67(100)	23(100)

Note.  $\chi^2 = 34.577$

df = 4

$P < .05$

Gamma = .73

$z = 5.20$

According to Table 9, the percentage distribution reveals a slightly curvilinear relationship between SES of parents and structural assimilation. By and large, however, the general trend indicates a direct relationship in this case. Again, the calculated

value of  $\chi^2$  exceeds the critical value of 9.488 at the .05 level, therefore, the null form of this hypothesis is rejected. A Gamma score of .34 shows that the variables have a moderately positive association.

The Gamma test of significance was calculated at the .05 level and a one-tailed test. Since the z score (1.81) falls within the critical region (value = 1.64), the rejection of the null hypothesis is confirmed here. Thus, this measure of structural assimilation supports the second research hypothesis in the sense that those students who come from a high level of SES family background are more assimilated into American society than those who come from a low level of SES family background.

Table 9  
Cross-tabulation of Structural Assimilation  
by SES of Parents

Structural assimilation	SES of parents		
	Low	Medium	High
High	3 ( 8)	14 (21)	11 (48)
Medium	22 (60)	26 (39)	10 (43)
Low	12 (32)	27 (40)	2 ( 9)
Totals	37(100)	67(100)	23(100)

Note.  $\chi^2 = 17.787$

df = 4

$P < .05$

Gamma = .34

z = 1.81

That there is a direct relationship between SES of parents and marital assimilation is shown in Table 10. Here, the calculated value of  $\chi^2$  does not exceed the critical value of 9.488 at the .05 level, which suggests that the null form of this hypothesis should be retained. A Gamma score of .21 reveals that the positive association between the variables is moderately weak.

Table 10  
Cross-tabulation of Marital Assimilation  
by SES of Parents

Marital assimilation	SES of parents		
	Low	Medium	High
High	8 (22)	13 (20)	5 (22)
Medium	11 (30)	27 (40)	14 (61)
Low	18 (48)	27 (40)	4 (17)
Totals	37(100)	67(100)	23(100)

Note.  $\chi^2 = 7.153$

df = 4

$P > .05$

Gamma = .21

$z = 1.07$

The Gamma test of significance was also calculated at the .05 level and a one-tailed test. Since the calculated z score (1.07) does not fall within the critical region (value = 1.64), the null hypothesis again is retained. Therefore, this measure of marital assimilation does not support the second research hypothesis in the sense that those students who come from a high level of SES family

background are more involved in interdate and/or intermarriage pattern with Americans than those who come from a low level of SES family background. (See Table 10 on p. 43.)

An analysis of the percentage distribution in Table 11 shows that there is a direct relationship between SES of parents and identificational assimilation. Since the calculated value of  $\text{Chi}^2$  does not exceed the critical value of 9.488 at the .05 level, the null form of this hypothesis is retained. A Gamma score of .27 indicates that the variables have a moderately weak, positive association.

Table 11  
Cross-tabulation of Identificational Assimilation  
by SES of Parents

Identificational assimilation	SES of parents		
	Low	Medium	High
High	5 (14)	7 (10)	2 ( 8)
Medium	12 (32)	38 (57)	16 (70)
Low	20 (54)	22 (33)	5 (22)
Totals	37(100)	67(100)	23(100)

Note.  $\text{Chi}^2 = 9.389$

df = 4

$P > .05$

Gamma = .27

$z = 1.34$

The Gamma test of significance was also calculated at the .05 level and a one-tailed test. Since the calculated z score (1.34) does not fall within the critical region (value = 1.64), the null



hypothesis also is retained here. Therefore, this measure of identificational assimilation does not support the second research hypothesis in the sense that those Korean college students who come from a high level of SES family background are more implicated in the development of a new sense of peoplehood than those who come from a low level of SES family background. (See Table 11 on p. 44.)

In sum, Hypothesis 2 was fully supported on two indices of assimilation (cultural and structural) but was not supported on the marital and identificational assimilation indices.

Hypothesis 3: The younger age groups are more highly assimilated than the older age groups.

An analysis of the percentage distribution in Table 12 reveals that there is an inverse relationship between age and cultural assimilation. The youngest group (57%) is more highly assimilated into American culture than those who are in the categories of "22 - 30" (16%) and "30 or above" (21%). In the medium range of cultural assimilation, the group (74%) in the "22 - 30" age category is more assimilated than the oldest group (50%) of this study.

Here, the calculated value of  $\text{Chi}^2$  exceeds the critical value of 9.488 at the .05 level, thus, the null form of this hypothesis is rejected. A Gamma score of  $-.56$  indicates that the variables have a moderately strong, negative association.

The Gamma test of significance was calculated at the .05 level and a one-tailed test and, since the calculated z score ( $-3.40$ ) falls within the critical region (value =  $-1.64$ ), the rejection of the null

hypothesis is suggested once more. The empirical evidence, then, supports the third research hypothesis in the sense that those who are the younger age groups are more assimilated into American culture than those who are the older age groups.

Table 12  
Cross-tabulation of Cultural Assimilation  
by Age

Cultural assimilation	Age		
	22 or under	23 - 30	31 or above
High	31 (57)	8 (16)	5 (21)
Medium	20 (37)	36 (74)	12 (50)
Low	3 ( 6)	5 (10)	7 (29)
Totals	54(100)	49(100)	24(100)

Note.  $\chi^2 = 28.598$

df = 4

$P < .05$

Gamma =  $-.56$

$z = -3.40$

As shown in Table 13, the percentage distribution displays an inverse relationship between age and structural assimilation. Thirty-nine percent of those in the "22 or under" age category are more highly assimilated into American society than those (10%) who are in the "23 - 30" age category and in the "30 or above" age category (8%). In the medium range of structural assimilation, 49% of those in the "23 - 30" age category seem to be more assimilated than other groups. Fifty percent of those in the "30 or above" age category fall

within the low range on structural assimilation. The calculated value of  $\chi^2$  exceeds the critical value of 9.488 at the .05 level, which indicates that the null form of this hypothesis should be rejected. A Gamma score of  $-.51$  shows that the variables have a moderately strong, negative association.

The Gamma test of significance was calculated at the .05 level and a one-tailed test and, since the calculated z score ( $-3.06$ ) falls within the critical region (value =  $-1.64$ ), the rejection of the null hypothesis is suggested once more. Therefore, this measure of structural assimilation supports the third research hypothesis in the sense that those who are the younger age groups are more assimilated into American society than those who are the older age groups.

Table 13  
Cross-tabulation of Structural Assimilation  
by Age

Structural assimilation	Age		
	22 or under	23 - 30	31 or above
High	21 (39)	5 (10)	2 ( 8)
Medium	24 (44)	24 (49)	10 (42)
Low	9 (17)	20 (41)	12 (50)
Totals	54(100)	49(100)	24(100)

Note.  $\chi^2 = 19.849$

df = 4

$P < .05$

Gamma =  $-.51$

z =  $-3.06$

The percentage distribution in Table 14 exhibits an inverse relationship between age and marital assimilation. Thirty-three percent of those in the "22 or under" age category are more willing to date or marry to a member of the American host group than those (10%) who are in the "23 - 30" age category and those in the "31 or above" age category (13%). Regarding the medium range of marital assimilation, 47% of those in the "23 - 30" age category are seen as more assimilated than other groups. Fifty-eight percent of the sample in the "31 or above" age category fall in the low range on marital assimilation. Here, the calculated value of  $\chi^2$  exceeds the critical value of 9.488 at the .05 level, thus, the null form of this hypothesis is rejected. A Gamma score of  $-.41$  indicates that the variables have a moderate, negative association.

Table 14  
Cross-tabulation of Marital Assimilation  
by Age

Marital assimilation	Age		
	22 or under	23 - 30	31 or above
High	18 (33)	5 (10)	3 (13)
Medium	22 (41)	23 (47)	7 (29)
Low	14 (26)	21 (43)	14 (58)
Totals	54(100)	49(100)	24(100)

Note.  $\chi^2 = 13.776$

df = 4

$P < .05$

Gamma =  $-.41$

$z = -2.31$

The Gamma test of significance was also calculated at the .05 level and a one-tailed test. Since the calculated z score (-2.31) falls within the critical region (value = -1.64), the rejection of the null hypothesis is suggested once more. The empirical evidence, thus, supports the third research hypothesis in the sense that those who are the younger age groups are more involved in interdate and/or intermarriage pattern with Americans than those who are the older age groups. (See Table 14 on p. 48.)

According to the data in Table 15, there is a slightly curvilinear relationship between age and identificational assimilation. By and large, however, the general trend is an inverse relationship. Twenty-nine percent of the sample in the "31 or above" age category said that they had developed a sense of peoplehood with the American. The percentages of those in the younger age category (9%) are little more higher than the middle age category (4%). In the medium range of identificational assimilation, 59% of those in the "22 or under" category and 53% of those in the "23 - 30" age category are seen as more assimilated than the oldest group. Over one-third of those in each age category falls within the low range on identificational assimilation.

Here, the calculated value of  $\chi^2$  exceeds the critical value of 9.488 at the .05 level, thus, the null form of this hypothesis is rejected. A Gamma score of -.01 reveals that the variables have a very small, negative association. However, it is not meaningful.

The Gamma test of significance was also calculated at the .05 level and a one-tailed test. Since the calculated z score (-.049)

does not fall within the critical region (value = -1.64), the null hypothesis is retained in this method. Although the  $\chi^2$  is significant, the z score does not tend to support the third research hypothesis in the sense that those who are the younger age groups are more implicated in the development of a new sense of peoplehood than those who are the older age groups. Again, since the z statistic is more sensitive than  $\chi^2$  when small cell size is present in tables, it is preferable to rely on the z score.

Table 15  
Cross-tabulation of Identificational Assimilation  
by Age

Identificational assimilation	Age		
	22 or under	23 - 30	31 or above
High	5 ( 9)	2 ( 4)	7 (29)
Medium	32 (59)	26 (53)	8 (33)
Low	17 (32)	21 (43)	9 (38)
Totals	54(100)	49(100)	24(100)

Note.  $\chi^2 = 12.529$

df = 4

$P < .05$

Gamma = -.01

z = -.049

In sum, Hypothesis 3 was fully supported on three indices of assimilation (cultural, structural and marital) but was not supported on the identificational assimilation index.

Hypothesis 4: The females are more highly assimilated than the males.

As indicated in Table 16, the data exhibit that there are 12% more females (42%) than males (30%) in the high range on cultural assimilation. In the medium range, 9% of the males (57%) are more assimilated than the females (48%). The males (13%) and the females (10%) have fairly close scores in the low range of this assimilation.

The  $\chi^2$  of the test is found to be 1.989 with 2 degrees of freedom at the .05 level. Since the calculated value of  $\chi^2$  does not exceed the critical value of 5.991, the null form of this hypothesis is retained. Thus, this measure of cultural assimilation does not support the fourth research hypothesis in the sense that Korean females in college are more assimilated into American culture than their male counterparts.

Table 16  
Cross-tabulation of Cultural Assimilation  
by Sex

Cultural assimilation	Sex	
	Male	Female
High	23 (30)	21 (42)
Medium	44 (57)	24 (48)
Low	10 (13)	5 (10)
Totals	77(100)	50(100)

Note.  $\chi^2 = 1.989$

df = 2

$P > .05$

As manifested in Table 17, the data show that there are 17% more females (32%) than males (15%) in the high range on structural assimilation. In the medium range, the males (47%) and the females (44%) have fairly close scores. There are 14% more males (38%) than females (24%) in the low range of the assimilation.

The  $\chi^2$  of the test is found to be 5.508 with 2 degrees of freedom at the .05 level. Since the calculated value of  $\chi^2$  does not exceed the critical value of 5.991, the null form of this hypothesis is retained. Therefore, this measure of structural assimilation does not support the fourth research hypothesis in the sense that Korean females in college are more assimilated into American society than their male counterparts.

Table 17  
Cross-tabulation of Structural Assimilation  
by Sex

Structural assimilation	Sex	
	Male	Female
High	12 (15)	16 (32)
Medium	36 (47)	22 (44)
Low	29 (38)	12 (24)
Totals	77(100)	50(100)

Note.  $\chi^2 = 5.508$

df = 2

$P > .05$



As displayed in Table 18, the percentage distribution reveals that there is no difference between males (21%) and females (20%) in the high range on marital assimilation. In the medium range, there are 12% more females (48%) than males (36%). More males (43%) are in the low range on marital assimilation than females (32%).

The  $\chi^2$  of the test is found to be 1.938 with 2 degrees of freedom at the .05 level. Since the calculated value of  $\chi^2$  does not exceed the critical value of 5.991, the null form of this hypothesis is retained. Therefore, this measure of marital assimilation does not support the fourth research hypothesis in the sense that Korean female students in college are more highly involved in interdate and/or intermarriage pattern with Americans than their male counterparts.

Table 18  
Cross-tabulation of Marital Assimilation  
by Sex

Marital assimilation	Sex	
	Male	Female
High	16 (21)	10 (20)
Medium	28 (36)	24 (48)
Low	33 (43)	16 (32)
Totals	77(100)	50(100)

Note.  $\chi^2 = 1.938$

df = 2

$P > .05$

As shown in Table 19, the data indicate that there are 5% more males (13%) than females (8%) in the high range on identificational assimilation. In the medium range, there are 13% more females (60%) than males (47%). More males (40%) are in the low range on identificational assimilation than females (32%).

The  $\chi^2$  of the test is found to be 2.266 with 2 degrees of freedom at the .05 level. Since the calculated value of  $\chi^2$  does not exceed the critical value of 5.991, the null form of this hypothesis is retained. Thus, this measure of identificational assimilation again does not support the fourth research hypothesis in the sense that Korean college female students are more highly implicated in the development of a new sense of peoplehood than Korean college male students.

Table 19  
Cross-tabulation of Identificational Assimilation  
by Sex

Identificational assimilation	Sex	
	Male	Female
High	10 (13)	4 ( 8)
Medium	36 (47)	30 (60)
Low	31 (40)	16 (32)
Totals	77(100)	50(100)

Note.  $\chi^2 = 2.266$

df = 2

$P > .05$

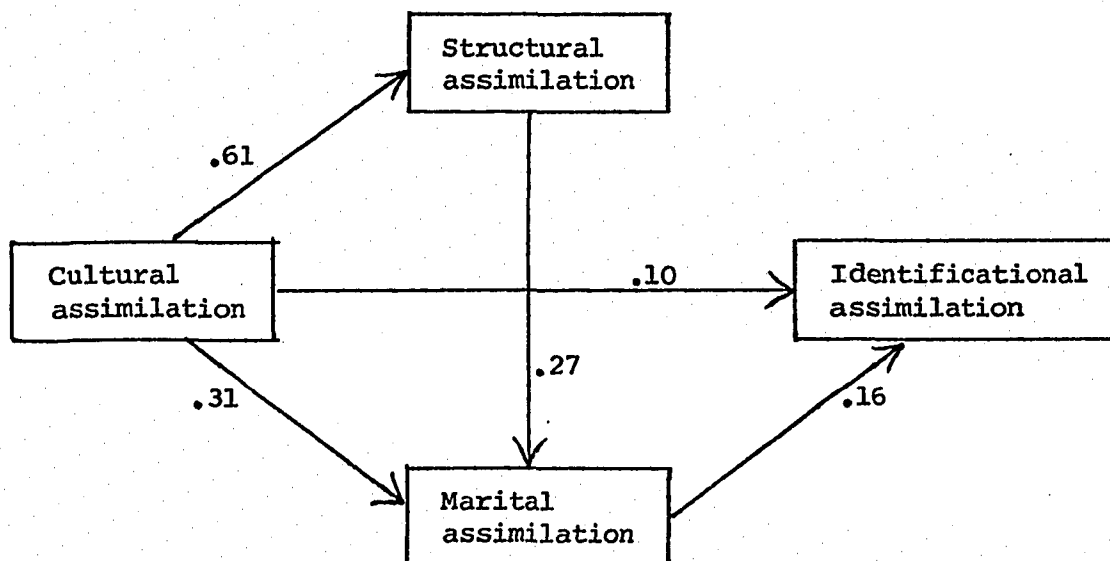
In sum, although the percentage distribution was in the right direction, none of the indices of assimilation supported the fourth hypothesis. Moreover, no significant differences were found between the two groups.

### Analysis of the Causal Relationships

The path analysis was computed in order to assess the causal relationships that might exist between each of the four types of assimilation. Thus, Figure 1 shows the relationships between each of Gordon's four types of assimilation investigated in this study.

Figure 1

Causal Relationships Between  
Four Types of Assimilation



In brief, the cultural assimilation very strongly influences structural assimilation in terms of the standardized slopes (.61) and has an appreciable direct effect on marital assimilation as

well (.31). Structural assimilation has a rather moderately strong effect (.27) on marital assimilation. Identificational assimilation is directly influenced by both cultural assimilation (.10) and marital assimilation (.16), but neither relationships to be that strong. Identificational assimilation is not directly related to structural assimilation. In other words, even if the structural assimilation takes place, this seems to have no major effect on the identificational assimilation process among Korean college students.

## CHAPTER V

### CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

#### Introduction

This chapter presents the conclusions of this study, along with some interpretations of the data pertaining to the research purpose and hypotheses discussed in Chapter I. Limitations of the study and recommendations for future study are discussed in the final sections.

#### Conclusions

Parenthetically, since each independent variable has dealt with Gordon's four types of assimilation, the results as they relate to the testing of the hypotheses are discussed with them.

In testing the first research hypothesis, a direct relationship was found between the length of residence in the United States and the degree of assimilation among Korean college students on three measures --cultural, structural and marital assimilation. Such a relationship was confirmed by analyzing the percentage tables for each of the three types of assimilation. Regarding identificational assimilation, a direct relationship between it and length of residence was not supported by the data. The strongest association was found between cultural assimilation and length of residence. A moderately strong association was also found to exist between structural assimilation and length of residence. The Gamma and z score indicated that there

was a moderate association between marital assimilation and length of residence, which, in a conservative point of view, supported the first research hypothesis.

Therefore, using the current findings, it could be argued that students who have been in the United States for a longer period of time are more assimilated into American society than those whose stay in this country is of a shorter duration, especially regarding cultural, structural and marital assimilation.

With respect to the second hypothesis, which dealt with the SES of parents and the degree of assimilation, this study found that the degree of cultural assimilation is strongly related to the SES of parents; by and large, the general trend of a direct relationship existed between SES of parents and structural assimilation. A strong relationship between SES and marital and identificational assimilation was not found in this investigation. Consequently, the second research hypothesis was fully supported on cultural and structural assimilation indices. Marital and identificational assimilation did not support the hypothesis.

In brief, it is acknowledged that students whose parents have a high level of SES are more assimilated in the stage of cultural assimilation than those whose parents have a low level of SES. In this case, Weinstock (1963) and Silvers' proposition (1965) seems to be supported. According to Gordon's paradigm, the cultural assimilation or acculturation is likely to be the first to occur and then structural assimilation will follow. Gordon contended that structural assimilation, the second stage, is the keystone in the process of

assimilation. Once structural assimilation takes place, the other types of assimilation are inevitable. Although the second research hypothesis was not supported on marital and identificational assimilation indices, a high level of SES family background, in a way, was effective on the degree of marital and identificational assimilation in the analyses of the percentage table and the value of the Gamma.

An examination of the results dealing with the third hypothesis revealed that those college students in the younger age category were more assimilated in the stages of cultural, structural and marital assimilation than those in the older age categories. Moreover, the occurrence of these three types of assimilation seems to be nearly simultaneous. Thus, age was obviously related to the degree of assimilation among Korean college students. It should be pointed out, however, that the relationship between age and identificational assimilation was virtually not existent. Therefore, this measure of assimilation did not support the third research hypothesis.

Concerning the fourth hypothesis which stated that females are more highly assimilated than the males. None of the four measures of assimilation supported it. Again, while the percentage distributions were in the right directions for females, the values of  $\text{Chi}^2$  proved not to be significant.

Finally, using Gordon's four types of assimilation process, this study revealed that while a strong relationship between cultural and structural assimilation was found, a moderate relationship was also found between cultural and marital assimilation. The latter relationship was as large as was the relationship between structural and

marital assimilation. Thus, cultural assimilation appeared to have a relatively strong direct influence on marital assimilation which was not anticipated by Gordon. It appeared that Korean college students were becoming very involved in the dating pattern with Americans.

The overall results of this study indicated that Korean college students were becoming more and more assimilated into American culture. Evidence for this conclusion was found in the fact that the degree of assimilation was positively related to the length of residence in the United States. Moreover, SES of parents and age were also important factors which influenced whether Korean college students possessed favorable attitudes toward assimilation. No evidence was found to suggest that one sex was more highly assimilated than the other, with respect to males and females.

#### Limitations

Some general limitations of this study should be recalled here. First, since the size of the research sample and the area from which it was drawn are restricted, generalizing from these findings onto all other Korean college students in the United States would not be valid. Although the two groups, pretest and main sample, were combined for a total research sample, this study suffered from such a limited number of respondents.

Secondly, the manner in which the questionnaire was administered might be another limitation of this study. In this regard, the accuracy of the information received might be questioned. The present researcher was not sure that the intended respondent, in all cases,



actually completed the questionnaires. Rather, it is also suspected that, in at least a few cases, the questionnaire was completed by some unexpected outsiders. Again, the accuracy of the data in those cases would be suspect.

### Recommendations for the Future

In this section, the present researcher offers some recommendations for future study in this area. It is also important to keep in mind the weaknesses and shortcomings of this study.

It is recommended that the researcher in future try to obtain information about the research sample through the Office of the Registrar, Records and Registration in the universities or colleges. Moreover, a job of this sort requires an active support of the authority. It would be helpful to select as large a sample as possible, therefore, increasing the generalizability of the findings.

An additional recommendation is the development of comparative studies of assimilation among Korean college students who are located in different environments, such as the eastern, western, southern, and northern parts of the United States. A research project concerning the presumed differences found in large, unlike circumstances would be helpful in understanding and predicting how Korean college students will adjust themselves to American society.

It is also recommended that a fuller study be made of the dating patterns among Korean college students. This recommendation is prompted by the fact that a sizeable number of students in the present study reported that their dating patterns involved Americans.

Such a study would be meaningful in predicting the rate of assimilation of Koreans in this country.

Finally, the most direct recommendation for future study is the modification of this research. Some items in this research questionnaire need to be revised. In addition, Gordon's assimilation theory should be modified to apply to college students, and other theoretical perspectives on assimilation should also be used to future studies. Moreover, if any future study uses sex or age as an intervening variable, a replication of this research would be more useful.

## **APPENDIX A**

**English Letters**

**Korean Letter**

**Pretest Questionnaire**

**Research Questionnaire**

Mr. Jei H. Yoo  
Department of Sociology  
Center for Sociological Research  
Western Michigan University  
Kalamazoo, MI 49008  
February 12, 1981

Dear Student

Hello, my name is Jei Yoo. I am a sociology graduate student at Western Michigan University. I am studying assimilation of Korean college students in the United States.

Please find and fill out the research questionnaire enclosed. It will take about 15 minutes to complete the questionnaire.

Your sincere cooperation is very important in making the best possible knowledge about Korean college students. Of course you will be treated anonymously, so do not write your name or address on the form.

Please return the completed questionnaire in the enclosed stamped self-addressed envelope as soon as you can.

If you have any questions regarding this questionnaire or the research project, please feel free to call me at (616) 375-2014 after 5:00 p.m. during the week.

Again, your cooperation will be greatly appreciated.

Sincerely yours

Jei H. Yoo

Mr. Jei H. Yoo  
Department of Sociology  
Center for Sociological Research  
Western Michigan University  
Kalamazoo, MI 49008  
March 5, 1981

Dear Student

A few weeks ago, you received a letter including a research questionnaire asking you to help in a study of assimilation of Korean college students in the United States. This study will facilitate an understanding of the most salient concerns of the young generation of new immigrants.

Enclosed is the questionnaire and a stamped self-addressed envelope for your convenience in returning it. Please fill out the questionnaire completely and return it as soon as you are able.

Without your cooperation, this study will not be completed. Of course you will be treated anonymously, so do not write your name or address on the form or on the envelope.

Thank you very much for your cooperation.

Sincerely yours

Jei H. Yoo

P.S. If you have already returned your questionnaire, please ignore this request.

학생 여러분:

안녕하십니까?

서부 미시간 대학교에서 사회학을 전공하는 유 계현입니다.

이번에 제가 미국내의 한국인 대학생들의 적응내지 동화에 대한 연구를 시작했습니다. 한국인 대학생에 관한 연구는 미국내에서는 이것이 처음인 것 같습니다.

이 연구의 중요성은, 점차 미국 사회학계에 새로운 소수민족인 한국인 젊은이들에 대한 관심과 이해를 위한 촉진제의 역할을 기대하며, 한국인 대학생들의 미국내에서의 적응의 폭을 알아보코자 함에 있습니다.

설문지와 반신포가 지불된 봉투를 동봉하였습니다. 바쁘시더라도 꼭 응답하셔서 되돌려 보내 주시기를 바랍니다. 귀하의 친절한 응답이 없는 이 연구는 불가능할 뿐만 아니라, 많은 시간과 비용은 의미없는 낭비에 지날 뿐이겠습니다.

응답을 위한 시간은 10 분 내지 15 분이면 충분합니다. 응답하신분의 이름과 주소는 반신포 봉투나 설문지에도 적지마시기 바랍니다. 받으신 즉시, 그러니까 늦어도 1981 년 3 월 25 일 까지는 이곳에서 받을 수 있도록 배려하신다면 더욱 감사스럽겠습니다.

귀하의 적극적인 후원을 기다리겠습니다. 감사합니다.

1981 년 3 월 5 일

유 계 현

## PRETEST QUESTIONNAIRE

Personal Background

## 1. Sex

- ☐ a) Male  
☐ b) Female

## 2. What was your age on your last birthday?

- ☐ a) 18 or under  
☐ b) 19 - 22  
☐ c) 23 - 26  
☐ d) 27 - 30  
☐ e) 31 or above

## 3. Where were you born?

- ☐ a) In the United States  
☐ b) In Korea  
☐ c) In any other country (Specify) \_\_\_\_\_

## 4. Are you an American citizen? (Skip this question if the respondent was born in the United States.)

- ☐ a) Yes (Naturalized citizen only)  
☐ b) No (Please check one of the followings:)  
☐ Permanent resident  
☐ Student  
☐ Other

## 5. How long have you been in the United States?

- ☐ a) 1 year or less  
☐ b) 2 - 4  
☐ c) 5 - 7  
☐ d) 8 - 10  
☐ e) 11 years or more

## 6. What is your marital status?

- ☐ a) Single  
☐ b) Engaged  
☐ c) Married  
☐ d) Separated  
☐ e) Divorced

7. How many children do you have?

- ☐ a) None
- ☐ b) 1
- ☐ c) 2
- ☐ d) 3
- ☐ e) 4 or more

8. Where are you living now?

- ☐ a) On campus with American roommate
- ☐ b) On campus with Korean roommate
- ☐ c) On campus with family
- ☐ d) Off campus with family
- ☐ e) Off campus with Korean roommate
- ☐ f) Off campus with American roommate
- ☐ g) Other (Specify) \_\_\_\_\_

9. How many years of education have you received in the United States?

- ☐ a) 1 year or less
- ☐ b) 2 - 4
- ☐ c) 5 - 7
- ☐ d) 8 - 10
- ☐ e) 11 years or more

10. What is your major curriculum? (Specify)

\_\_\_\_\_

11. What is your financial source (mainly)?

- ☐ a) Parents
- ☐ b) Scholarship
- ☐ c) Loan
- ☐ d) Self or spouse-support
- ☐ e) Other (Specify) \_\_\_\_\_

12. What is your employment status at this time?

- ☐ a) Employed
- ☐ b) Unemployed

13. If you are employed, what kind of job do you have?

\_\_\_\_\_



14. What are the nationalities of the people with whom you work closely (or on a daily basis)?

- ☐ a) All Americans
- ☐ b) Mostly Americans
- ☐ c) Mostly Koreans
- ☐ d) All Koreans
- ☐ e) Other (Specify) \_\_\_\_\_

15. What is your spouse's employment status at this time?

- ☐ a) Employed
- ☐ b) Unemployed

16. If your spouse is employed, what kind of job does your spouse has?

\_\_\_\_\_

17. What are the nationalities of the people with whom your spouse works closely (or on a daily basis)?

- ☐ a) All Americans
- ☐ b) Mostly Americans
- ☐ c) Mostly Koreans
- ☐ d) All Koreans
- ☐ e) Other (Specify) \_\_\_\_\_

18. Is your father alive?

- ☐ a) Yes
- ☐ b) No

19. What is/was your father's occupation?

\_\_\_\_\_

20. Is your mother alive?

- ☐ a) Yes
- ☐ b) No

21. What is/was your mother's occupation?

\_\_\_\_\_

22. What is/was your father's educational background?

- ☐ a) 7 years or less
- ☐ b) 8 - 12
- ☐ c) Some college
- ☐ d) College graduate
- ☐ e) Postgraduate college or more

23. What is/was your mother's educational background?

- ☐ a) 7 years or less
- ☐ b) 8 - 12
- ☐ c) Some college
- ☐ d) College graduate
- ☐ e) Postgraduate college or more

24. What was your father's/mother's gross income for last year?

- ☐ a) \$8,000 or below
- ☐ b) \$8,001 - 16,000
- ☐ c) \$16,001 - 24,000
- ☐ d) \$24,001 - 32,000
- ☐ e) \$32,001 or more
- ☐ f) Not applicable (Specify) \_\_\_\_\_

25. What was your family gross income for last year?

- ☐ a) \$8,000 or below
- ☐ b) \$8,001 - 16,000
- ☐ c) \$16,001 - 24,000
- ☐ d) \$24,001 - 32,000
- ☐ e) \$32,001 or more
- ☐ f) Not applicable (Specify) \_\_\_\_\_

Any comment? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Language Usage

26. Do you speak English in your home?

- ☐ a) All the time
- ☐ b) Most of the time
- ☐ c) About half of the time
- ☐ d) Less than half of the time
- ☐ e) Not at all

27. How well do you speak English?

- ☐ a) Fluently
- ☐ b) Moderately well
- ☐ c) With some difficulty
- ☐ d) Poorly
- ☐ e) Not at all

28. How well do you write English?

- ☐ a) Fluently
- ☐ b) Moderately well
- ☐ c) With some difficulty
- ☐ d) Poorly
- ☐ e) Not at all

29. How well do you read and understand English?

- ☐ a) Fluently
- ☐ b) Moderately well
- ☐ c) With some difficulty
- ☐ d) Poorly
- ☐ e) Not at all

30. Which language would you prefer to speak?

- ☐ a) English--All the time
- ☐ b) English--Some of the time
- ☐ c) Korean--Some of the time
- ☐ d) Korean--All the time
- ☐ e) Other (Specify) \_\_\_\_\_

Any comment? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Food Habits

31. Which food would you prefer to eat on a daily basis?

- ☐ a) American food--All the time
- ☐ b) American food--Some of the time
- ☐ c) Korean food--Some of the time
- ☐ d) Korean food--All the time
- ☐ e) Other (Specify) \_\_\_\_\_

32. How often would you prefer to cook American food?

- ☐ a) All the time  
☐ b) Most of the time  
☐ c) About half of the time  
☐ d) Less than half of the time  
☐ e) Never

Any comment? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Name Change

33. What do you think about changing Korean names to English names?

- ☐ a) Strongly agree  
☐ b) Moderately agree  
☐ c) Don't know  
☐ d) Moderately disagree  
☐ e) Strongly disagree

Any comment? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Participation in Voluntary Associations

34. Are you a member of any voluntary social and/or cultural organization, such as a social club, church, sports club, Red Cross, alumni association, etc.?

- ☐ a) Yes  
☐ b) No

35. If yes, would you answer to the followings: (a) the name(s) of organization(s), (b) frequency(ies) of attendance, and (c) your activity, assignment, or position in that organization(s)?

Name of American organization	Frequency of attendance	Your activity, assignment, position, etc.

Name of Korean organization	Frequency of attendance	Your activity, assignment, position, etc.

36. How would you feel about the following statement?

"In order to become an American, it is necessary to be a member of American social organization(s)."

- ☐ a) Strongly agree  
☐ b) Moderately agree  
☐ c) Don't know  
☐ d) Moderately disagree  
☐ e) Strongly disagree

Any comment? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### Close Friends

37. Please fill out the blanks with the number of close friends.

Number of close friends	The average length of time known
(a) White-American	
(b) Black-American	
(c) Korean	
(d) Other (Specify)	

38. Would you prefer to celebrate holidays with persons who are;

- ☐ a) All Americans  
☐ b) Mostly Americans  
☐ c) Mostly Koreans  
☐ d) All Koreans  
☐ e) Other (Specify) \_\_\_\_\_

Any comment? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Attitude Toward Americans

39. How do you feel about the following sentence?

"It is generally difficult to cultivate friendship with Americans who are non-Koreans."

- ☐ a) Strongly agree
- ☐ b) Moderately agree
- ☐ c) Don't know
- ☐ d) Moderately disagree
- ☐ e) Strongly disagree

40. When you have personal problems, with whom do you discuss them?

- ☐ a) Exclusively with American friends
- ☐ b) More often with American friends
- ☐ c) More often with Korean friends
- ☐ d) Exclusively with Korean friends
- ☐ e) Other (Specify) \_\_\_\_\_

Any comment? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Social Relationships

41. During the last year, have you been invited to the home of any Americans who are non-Koreans?

- ☐ a) Yes
- ☐ b) No

42. If yes, how often?

- ☐ a) Only once
- ☐ b) 2 - 3
- ☐ c) 4 - 5
- ☐ d) 6 - 7
- ☐ e) 8 or more

43. During the last year, have you invited any Americans who are non-Koreans into your home?

- ☐ a) Yes
- ☐ b) No

44. If yes, how often?

- ☐ a) Only once
- ☐ b) 2 - 3
- ☐ c) 4 - 5
- ☐ d) 6 - 7
- ☐ e) 8 or more

Any comment? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Dating and Marriage Pattern

45. Which of the following dating pattern have you followed?

- ☐ a) Exclusively with Americans
- ☐ b) More often with Americans
- ☐ c) More often with Koreans
- ☐ d) Exclusively with Koreans
- ☐ e) Other (Specify) \_\_\_\_\_

46. Whom would you prefer to date?

- ☐ a) White-American
- ☐ b) Black-American
- ☐ c) Other-American
- ☐ d) Korean (or Korean-American)
- ☐ e) Other (Specify) \_\_\_\_\_

47. As a Korean when you have a date with a member of a host group of Americans, how do you feel? (The experienced only)

- ☐ a) Strongly comfortable
- ☐ b) Moderately comfortable
- ☐ c) Don't know
- ☐ d) Moderately uncomfortable
- ☐ e) Strongly uncomfortable

48. Would you prefer to choose a white American as a marriage partner?

- ☐ a) Strongly agree
- ☐ b) Moderately agree
- ☐ c) Don't know
- ☐ d) Moderately disagree
- ☐ e) Strongly disagree

49. If your parents or relatives object to mixed dating with a non-Korean-American, would you be inclined to follow their decision?

- ☐ a) Strongly agree
- ☐ b) Moderately agree
- ☐ c) Don't know
- ☐ d) Moderately disagree
- ☐ e) Strongly disagree

50. If you are married, what is your spouse's race/ethnicity?  
(Specify)

\_\_\_\_\_

51. Individuals should be free to marry outside of his/her racial group.

- ☐ a) Strongly agree
- ☐ b) Moderately agree
- ☐ c) Don't know
- ☐ d) Moderately disagree
- ☐ e) Strongly disagree

Any comment? \_\_\_\_\_

\_\_\_\_\_

### Ethnic Identity

52. What is your answer to the following sentence?

"I feel good about being Korean."

- ☐ a) All the time
- ☐ b) Most of the time
- ☐ c) Some of the time
- ☐ d) Less than half of the time
- ☐ e) Never

53. The group(s) to which I actually belong is(are):

- ☐ a) Predominantly American
- ☐ b) Largely American
- ☐ c) Equally American and Korean
- ☐ d) Largely Korean
- ☐ e) Predominantly Korean



54. I would like to be identified simply as an American without any racial/ethnic designation.

- ☐ a) All the time
- ☐ b) Most of the time
- ☐ c) Some of the time
- ☐ d) Less than half of the time
- ☐ e) Never

Any comment?

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## RESEARCH QUESTIONNAIRE

PLEASE PLACE A CHECKMARK OR ANSWER BY YOUR BEST KNOWLEDGE TO EACH OF THE FOLLOWING QUESTIONS.

Personal Background

## 1. Sex

- ☐ a) Male  
☐ b) Female

## 2. What was your age on your last birthday?

- ☐ a) 18 or under  
☐ b) 19 - 22  
☐ c) 23 - 26  
☐ d) 27 - 30  
☐ e) 31 or above

## 3. Where were you born?

- ☐ a) In the United States  
☐ b) In Korea  
☐ c) In any other country (Specify) \_\_\_\_\_

## 4. Are you an American citizen? (Please skip this item if you were born in the United States.)

- ☐ a) Yes (Naturalized citizen only)  
☐ b) No (If so, please specify it with the followings.)  
    ☐ i. Permanent resident  
    ☐ ii. Student  
    ☐ iii. Other (Specify) \_\_\_\_\_

## 5. How long have you been in the United States?

- ☐ a) 1 year or less  
☐ b) 2 - 4  
☐ c) 5 - 7  
☐ d) 8 - 10  
☐ e) 11 or more

6. What is your marital status?

- ☐ a) Single
- ☐ b) Engaged
- ☐ c) Married
- ☐ d) Separated
- ☐ e) Divorced

7. How many children do you have?

\_\_\_\_\_

8. Where are you living now?

- ☐ a) On campus with American roommate
- ☐ b) On campus with Korean roommate
- ☐ c) On campus with family
- ☐ d) Off campus with family
- ☐ e) Off campus with Korean roommate
- ☐ f) Off campus with American roommate
- ☐ g) Other (Specify) \_\_\_\_\_

9. How many years of education have you received in the United States?

- ☐ a) 1 year or less
- ☐ b) 2 - 4
- ☐ c) 5 - 7
- ☐ d) 8 -10
- ☐ e) 11 or more

10. What is your major curriculum? (Specify)

\_\_\_\_\_

11. What is your financial source mainly?

- ☐ a) Parents' support
- ☐ b) Scholarship
- ☐ c) Loan
- ☐ d) Self or spouse-support
- ☐ e) Other (Specify) \_\_\_\_\_

12. Is your father alive?

- ☐ a) Yes
- ☐ b) No

13. If yes, what is your father's occupation? (Specify; e.g., book salesman, dentist, machine operator in factory, aid-nurse, etc.)
- 

14. Is your mother alive?

☐ a) Yes  
☐ b) No

15. If yes, what is your mother's occupation? (Specify as #13. Please do not leave a blank.)
- 

16. What is your father's educational background?

☐ a) 7 years or less  
☐ b) 8 - 12  
☐ c) Some college  
☐ d) College graduate  
☐ e) Postgraduate college or more

17. What is your mother's educational background?

☐ a) 7 years or less  
☐ b) 8 - 12  
☐ c) Some college  
☐ d) College graduate  
☐ e) Postgraduate college or more

18. What is your parents' gross income for last year?

☐ a) \$8,000 or below  
☐ b) \$8,001 - 16,000  
☐ c) \$16,001 - 24,000  
☐ d) \$24,001 - 32,000  
☐ e) \$32,001 or more

Any comment?

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Language Usage

19. Do you speak English in your home?

- ☐ a) All the time
- ☐ b) Most of the time
- ☐ c) About half of the time
- ☐ d) Less than half of the time
- ☐ e) Not at all

20. How well do you speak English?

- ☐ a) Fluently
- ☐ b) Moderately well
- ☐ c) With some difficulty
- ☐ d) Poorly
- ☐ e) Not at all

21. How well do you write English?

- ☐ a) Fluently
- ☐ b) Moderately well
- ☐ c) With some difficulty
- ☐ d) Poorly
- ☐ e) Not at all

22. How well do you read and understand English sentences?

- ☐ a) Fluently
- ☐ b) Moderately well
- ☐ c) With some difficulty
- ☐ d) Poorly
- ☐ e) Not at all

23. Which language would you prefer to speak?

- ☐ a) English -- All the time
- ☐ b) English -- Some of the time
- ☐ c) Korean -- Some of the time
- ☐ d) Korean -- All the time
- ☐ e) Other (Specify) \_\_\_\_\_

Any comment? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Food Habits

24. Which food would you prefer to eat on a daily basis?

- ☐ a) American food -- All the time
- ☐ b) American food -- Some of the time
- ☐ c) Korean food -- Some of the time
- ☐ d) Korean food -- All the time
- ☐ e) Other (Specify) \_\_\_\_\_

25. How often would you prefer to cook American food?

- ☐ a) All the time
- ☐ b) Most of the time
- ☐ c) About half of the time
- ☐ d) Less than half of the time
- ☐ e) Never

Any comment? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name Change

26. What do you think about changing Korean names to English names?

- ☐ a) Strongly agree
- ☐ b) Moderately agree
- ☐ c) Don't know
- ☐ d) Moderately disagree
- ☐ e) Strongly disagree

Any comment? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Participation in Voluntary Associations

27. Are you a member of any American voluntary social/cultural organization, such as a social club, church, sports club, hobby club, student's association, etc.?

- ☐ a) Yes
- ☐ b) No

28. If yes, please fill appropriate blanks with proper words: (a) the name(s) of the organization, (b) frequency(ies) of attendance, and (c) activity, assignment, or position in that organization(s).

Name of American organization	Frequency of attendance	Activity, assignment, position, etc.

29. How would you feel about the following statement?

"In order to become an American, it is desirable to be a member of American social group(s) or organization(s)."

- ☐ a) Strongly agree  
☐ b) Moderately agree  
☐ c) Don't know  
☐ d) Moderately disagree  
☐ e) Strongly disagree

Any comment? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Close Friends

30. How many close American friends do you have?

- ☐ a) 4 or more  
☐ b) 3  
☐ c) 2  
☐ d) 1  
☐ e) None

31. When you have personal problems, with whom do you discuss them?

- ☐ a) Exclusively with Americans  
☐ b) More often with Americans  
☐ c) More often with Koreans  
☐ d) Exclusively with Koreans  
☐ e) Other (Specify) \_\_\_\_\_

32. Would you prefer to celebrate most holidays with people who are;

- ☐ a) All Americans
- ☐ b) Mostly Americans
- ☐ c) Mostly Koreans
- ☐ d) All Koreans
- ☐ e) Other (Specify) \_\_\_\_\_

Any comment? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Social Relationships

33. During the last year, have you been invited to the home of any Americans?

- ☐ a) 6 times or more
- ☐ b) 4 - 5
- ☐ c) 2 - 3
- ☐ d) Only once
- ☐ e) Never

34. During the last year, have you invited any Americans to your home (or your place)?

- ☐ a) 6 times or more
- ☐ b) 4 - 5
- ☐ c) 2 - 3
- ☐ d) Only once
- ☐ e) Never

Any comment? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Dating and Marriage Patterns

35. Which of the following dating pattern have you followed?

- ☐ a) Exclusively with Americans
- ☐ b) More often with Americans
- ☐ c) More often with Koreans
- ☐ d) Exclusively with Koreans
- ☐ e) Other (Specify) \_\_\_\_\_



36. If your parents or relatives object to mixed dating with American, would you be inclined to follow their decision?

- ☐ a) Strongly agree
- ☐ b) Moderately agree
- ☐ c) Don't know
- ☐ d) Moderately disagree
- ☐ e) Strongly disagree

37. If you are married person at the present time, what is your spouse's race/ethnicity? (Specify)

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38. How do you feel about the following statement?

"Regarding marriage partner, my preference would be to marry someone who is a white American."

- ☐ a) Strongly agree
- ☐ b) Moderately agree
- ☐ c) Don't know
- ☐ d) Moderately disagree
- ☐ e) Strongly disagree

39. How do you feel about the following statement?

"Individuals should be free to marry outside of his/her racial group."

- ☐ a) Strongly agree
- ☐ b) Moderately agree
- ☐ c) Don't know
- ☐ d) Moderately disagree
- ☐ e) Strongly disagree

Any comment? \_\_\_\_\_

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#### Ethnic Identity

40. Do you feel good about being Korean?

- ☐ a) All the time
- ☐ b) Most of the time
- ☐ c) Some of the time
- ☐ d) Less than half of the time
- ☐ e) Never

41. The group(s) to which I actually belong is (are);

- ☐ a) Predominantly American
- ☐ b) Largely American
- ☐ c) Equally Korean and American
- ☐ d) Largely Korean
- ☐ e) Predominantly Korean
- ☐ f) Other (Specify) \_\_\_\_\_

42. I would like to be identified simply as an American without any racial/ethnic designation.

- ☐ a) All the time
- ☐ b) Most of the time
- ☐ c) Some of the time
- ☐ d) Less than half of the time
- ☐ e) Never

Any comment? \_\_\_\_\_

\_\_\_\_\_

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**\*\*THANK YOU VERY MUCH FOR YOUR COOPERATION.\*\***

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