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**EDUCATION ENVIRONMENT: THE PROSPECT OF INTEGRATION WITH
RESPECT TO CULTURAL DIVERSITY**

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SUBMITTED TO THE FACULTY
OF BETHEL UNIVERSITY**

**BY
SERINA GBAKOYAH**

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BETHEL UNIVERSITY

**EDUCATIONAL ENVIRONMENT: THE PROSPECT OF INTEGRATION WITH
RESPECT TO CULTURAL DIVERSITY**

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APPROVED

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Abstract

The rise in immigration is having an impact on schools and communities in developed countries. The socio-economic effect differs from State to State. It is evident that many states with growing immigrant populations seek to strike a balance to accommodate these new members of their communities. Educational communities experiencing the growing diversity as a result of immigration are often challenged with this phenomenon. To support immigrants to succeed in their host country, school administrators and teachers should be aware of the process of acculturation. The acculturation process is either by integration or assimilation. Assimilation is the process in which an immigrant identifies with the host country's culture and neglects his or her heritage culture, while integration is the process of identifying both with the immigrant's culture and the host country's culture. Successful integration of immigrant families can be attributed to different opportunities available to immigrants for realizing the potential in the two different societal contexts.

The success of a child's learning is dependent on the educational environment and the psychological impact the learning environment will have on the child. The child's mental stability drives their school performance and social interactions. Mental states such as fear, comfort, acceptance and response impact the child's ability to learn as well as facilitate their involvement in capacity building activities.

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CHAPTER I: INTRODUCTION

Immigration has resulted in a major shift in the demographic of American Schools across the United States. Though a growing discussion topic across the country. Border States at the center of the immigration discussion usually have a different approach to immigration.

According to Filindra and Kovács (2012), states at the border have significantly different approach to immigration policy and to the immigrants themselves. They add that hostility in the manner in which words are used to talk about immigrants does change over time and across space, such as the way different states interact with the Federal Government and what they expect from Congress. The socio-economic effect differs from State to State. It is evident that many states with growing immigrant populations seek to strike a balance to accommodate these new members of their communities.

Developed nations have seen a wave of migration over the last couple of years. Economic challenges in most third-world countries and growing crisis around the world have given rise to immigration through asylum, resettlement, and other legal means of relocation. The rise in immigration is having an impact on schools and communities in the developed countries. Stelzer (2000) asserts that the populations of the world are on the move and the move is propelled by oppression and poverty in some countries. America has had a historically long culture of immigration. Interestingly, the trends of immigration over the last decade have made it a national debate. The fact remains that immigrants of all ages continue to come to the U.S; it is projected that one out of four children within the United States is most likely an immigrant, a refugee or a child who is U.S citizen born of immigrant parents (Rubinstein-Avila, 2017).

Educational communities experiencing the growing diversity as a result of immigration are often challenged with this phenomenon. A key concept to be reminded of is that the number of students who are immigrants and refugees will most likely continue to grow. Teachers at all levels in education need to be aware of the intersection of immigration and education and the impact the immigration process has on students across various ethnic and racial backgrounds, social economic classes and genders (Rubinstein-Avila, 2017). Against this backdrop, this review intends to probe, identify and address the issue of acculturation of immigrant children into U.S schools to ensure the success of immigrant children.

Definitions

Acculturation as defined by the Meriam Webster Dictionary is a cultural modification of an individual, group, or people by adapting to or borrowing traits from another culture (merriam-webster.com). This idea of acculturation is now used on a broader perspective to talk about the changes that people groups and individuals usually undergo when they come into contact with a new or another culture (Williams & Berry, 1991). Because two or more are involved, acculturation becomes the result of contact that occurs between two or more cultural groups (Cao, Zhu & Meng, 2017). The underlying approach to acculturation focuses on multiple aspects one such important aspect is the acculturation strategy. “Acculturation strategies’ refer to the different ways in which acculturating individuals live with the two cultures that they are in contact with and reflect the extent to which they absorb a local mainstream culture and maintain their cultural heritage” (Berry & Sabatier 2008, p. 6). Acculturation in this study focuses on the system and process modifying the behavior of the immigrant student and creating a path to academic and socio-economic success.

Integration is another important factor in this study. It is noted that in recent past, the notion of integration was a key principle used to designate the interaction of different ethnic groups within the same nation (Pellegrini, 2010). It cannot be ignored that the acculturation process of immigrant students must draw on integration aspects and that cultural identity will remain the central focus. Integration, the means through which an individual can maintain his/her cultural heritage at the same time absorb the host culture (Cao, Zhu & Meng, 2017).

Integration as defined by the Merriam Webster Diction is any process of incorporating as equals into a society or organization people of different groups, mainly races. For the purpose of this study integration is viewed as immigrants identifying both with their culture and the host country's culture. Integration is often contrasted with assimilation and is a more "flexible" dimension of the new accuturation model. If assimilation is viewed as a one-way street where immigrants adopt the dominant, majority culture, integration gives immigrants' rights to maintain their culture without expecting them to give up their social practices. Moreover, integration is an ever-changing process and the makeup and results are mostly determined by the nature and level of the interaction between those who are the newcomers and the members of the host society (Kazemipur & Nakhaie, 2013, p. 95). As a two-way process, it requires that both (minority) immigrants and the dominant population change to accommodate one another (see (22). Successful integration means that newcomers are entitled to be different (65) and to experience their "authentic" culture (p. 63). Integration is a process of recognition and acceptance of, and participation in, both cultural domains. It entails affective, cognitive, and behavioral attachment to one's own group and adherence to the core values consistent with the host society's culture (see p. 28).

Assimilation occurs when the newcomer places a very high value on the host culture and gradually moved away from their heritage culture (Cao, Zhu & Meng 2017). Nakhaie (2018) suggests that integration is often contrasted with assimilation and is a more “flexible” dimension of the new assimilation model. Assimilation discussion is in reference to an immigrant’s adaptation to the new culture.

Moving Towards Integration

It takes great courage and commitment on the part of school administrators and teachers to work with immigrant students and parents and it takes great courage and commitment for the immigrant students to acquire the academic skills they need to succeed in their host country. Immigrant families struggle with a new language, a new economic system, and new cultural values that impact their understanding and interaction in the new society. To support immigrants to succeed in their host country, school administrators and teachers should be aware of the process of acculturation. The acculturation process is either by integration or assimilation.

Assimilation is the process in which an immigrant identifies with the host country’s culture and neglects his or her heritage culture, while integration is the process of identifying both with the immigrant’s culture and the host country’s culture. Nakhaie (2018) suggests that integration is often contrasted with assimilation and is a more “flexible” dimension of the new assimilation model. If assimilation is viewed as a one-way street where immigrants adopt the dominant, majority culture, then, integration gives immigrants’ rights to maintain their culture without expecting them to give up their social practices. Fostering the cultural identity and maintaining such is a unique component of acculturation. In their study, Schachner, Noack, Van de Vijver, and Eckstein, (2016) found that integration has led to good sociocultural outcomes.

The challenge is for school administrators and teachers to create an environmental framework that fosters social and cultural interaction for immigrant's students.

Acculturation, as discussed in this study, is in reference to an immigrant's adaptation to the new/host culture, which eventually sails into assimilation of the new culture for the good of the immigrant. The Meriam Webster Dictionary defines acculturation as a "cultural modification of an individual, group, or people by adapting to or borrowing traits from another culture" (merriam-webster.com). According to Moretti (2015), "the extent of acculturation is determined by the strength of conformist biases and the number of demonstrators from whom individuals learn."

Making a home in a new society and culture can be very challenging; immigrants often tend to move away from their culture to the new, more dominant culture or their host's culture. According to Jasinskaja-Lahti, Horenczyk, and Kinunen, (2011), "the assimilation attitude is characterized by the desire of the immigrants to be in contact with members of the host society while rejecting their own cultural heritage; immigrants who endorse the separation attitude prefer to largely maintain features of their own cultural identity while rejecting significant contact with members of the majority host culture." Immigrants experience tensions between the cultural norms from their home country and the host country. They often find out that their traditional values and behaviors are threatened or are less effective within their host country. Children of immigrants tend to adopt new cultural norms, new language, and new values quicker than their parents. This quick adjustment in the child is always a source of confusion in immigrant families. The support of the host country can help these families resolve the clash in their values and

culture. One means of supporting immigrants is for the host community to respect and even encourage the practice of the immigrant's cultural heritage Dyson, Qi, & Wang, (2013).

Successful integration of immigrant families to some extent is attributed to many different opportunities that become available to immigrants for realizing the potential in the two different societal contexts. Immigrant students will adapt to the dominant host culture's values, beliefs, and norms regardless of their gender, race, ethnicity, and generational status, and they will develop stronger social bonds with their school (Bondy, Peguero, & Johnson, 2019). In school, immigrants not only learn the values, beliefs and behaviors of their host country, but they also learn about their social and cultural roles within their host country's society. According to Moretti (2015), "one thing common to the different ideas was that public schools were often seen as the places to integrate immigrants into the fabric of the American society" (p.29).

The integration of migrant children into schools is often a primary concern of educators. Quite recently, the concept of integration was an important principle that was used to identify the interactions of different ethnic groups within the same nation (Pellegrini, 2010). It cannot be ignored that the acculturation process of immigrant students must draw on integration aspects and that cultural identity will remain the central focus.

Research Questions

This study seeks to answer the follow questions:

1. How does the presence of immigrant students impact the learning environment?
2. What factors drive the immigrant student to succeed in the host culture?

This study main focus is to address the issue of how Schools can address the issue of integration of immigrant students by promoting inter-cultural diversity. This includes having an

inclusive atmosphere that accepts and encourages those immigrants of different cultures, language and race.

CHAPTER II: LITERATURE REVIEW

In this chapter, I reviewed literature published between the years 2000 and 2019. These studies were retrieved from academic resource platforms such as the Academic Search Premier, EBSCO and ERIC. The literature reviewed looked at the roles teachers play in the integration of immigrant students and examined the approach and programs necessary for successful integration. The pieces literatures were searched using the following words and/or phrases “immigration”, “school”, “education”, “immigrant students”, and “immigrant children integration”. Beyond these specifications, the search process also incorporated literature referenced within the reviewed literature.

Integration of Immigrant Students

The success of a child’s learning is dependent on the educational environment and the psychological impact the learning environment will have on the child. The child’s mental stability drives their school performance and social interactions. Mental states such as fear, comfort, acceptance and response impact the child’s ability to learn as well as facilitate their involvement in capacity building activities.

Response to Environmental Change

Immigrant integration is a very complicated process that involves a multitude of aspects such as religion, language, education, employment, accommodation, legal recognition and many others. Mohsin and Kaplan (2011) conducted a study to learn the status of immigrant’s children and identify factors that are responsible for learning difficulties which occurs among immigrants’

children as well as the relative importance of parent's involvement for the education of their children. In this study, eighty-one (81) children of immigrants with learning difficulties were identified in detail. Amongst the 81 immigrant children who has learning difficulties, 55 were male and 26 were female. The age range of the children was from 6 to 15 years. Ten teachers (eight female and two male), already involved with the education of children learning difficulties were the part of the study. The study found out that the pupils from immigrant families performed relatively poorly in the field of literacy because of their language barrier.

In another study, Green, Chesla, Beyene and Kools (2018) sought to explore the perceptions, beliefs, and attitudes of youth toward factors that impact their adjustment and development. The youth who participated in the study all recognized how certain rhetoric, language, and narratives were dominate in the way Africans and Africa were represented or perceived by the West. The study outlined how the media portrayed all of Africa through a lens of hardship and suffering with undeveloped countries, poverty-stricken, and communities ravaged by war and conflict; usually with a typical representations to include young men holding AK47s, bare-breasted tribal women, and naked dead bodies. The participants mentioned how their peers—school-aged youth would asked if they lived in huts or if they have seen lions walking down the streets (p. 56).

Social Integration Important to Acculturation.

A student does not fully assimilate and acculturate into a new environment without fully integrating socially. This starts with the student's perception towards the school and how a bond can be created between the student and teacher(s) and the other students. Bondy, Peguero and

Johnson (2019) subsequently exerted that a student's bond to a particular school does influence the student's overall pro-social behavior; as well as the student's psychological well-being, healthy interpersonal relationships, and their educational progress and success. They point to the need to facilitate and promote educational success for immigrant students who are the fastest growing segment of the U.S. school population.

In a study by Bondy-et al. (2019), the researchers looked at the theoretical frameworks and narrowed the 2002 Education Longitudinal Study (ELS) and a Common Core of Data (CCD) in order to examine the bonding to school for immigrant students. ELS is a longitudinal survey administered by the Research Triangle Institute (RTI) for the National Centered for Education Statistics (NCS 2002b) of the U.S Department of Education's primary database on elementary and secondary education. In their study, the researchers sought to establish that a student's bond, to a school influences their overall pro-social behavior, psychological well-being, healthy interpersonal relationships, and educational progress and success. Their deductions were based on the studies mentioned above.

The study conducted by Bondy et al. (2019) drew on and from a population of students who are part of an immigrant generation; they mainly focused on students of distinct identity described as Black/African American, Latina/o American, Asian American, and White American female and male students in public schools. They collected data from students. There was also an abbreviated survey from which they excluded data from that survey because the parent's birthplace was missing and this was considered to be an important piece of information that was used to measure the student's generational status. Accordingly, students who reported being Native American, multiple races and ethnicities, and/or no race and ethnicity were excluded from

the sample. They drew a sample of 9,870 first, second and third generation immigrant students from 580 public schools. Their aim was to investigate social bonding as part of the socialization through assimilation immigrant children experience in Americans public schools.

Bondy et al. (2019) examined the student's attachment, commitment, involvement, and beliefs on a scale level within schools. In the study, the student's commitments measured was at a level 4.58 on a 6-point scale and student attachment level was 6.23 on an 8-point scale, belief was 3.35 on a 5-point scale, while student involvement was 1.43 on a 4-point scale. This statistical finding projected a decreased level in immigrant students' social bonds to schools, since school is the institution for socialization. The low involvement of students was brought into focus as a very important aspect of student social bonding to school, especially immigrant children in their host country. In addition, the study uncovered that setting high performance expectation for immigrant students causes harm to their involvement and commitment to school, sometimes leading them away from school.

The study concluded that the efforts that are made to understand the assimilation of immigrant children into American culture does acknowledge that it is a social process and that the process occurs through a variety of institutions which include the schools. The researchers add that issues that matter in all aspects of the education of immigrant children includes socialization, Americanization, gender, race, ethnicity, and generational status. In order to develop stronger social bonds to school, immigrant children need to fully integrate through assimilation and acculturation.

Social integration of immigrant students is an elemental factor of expanding the concept of diversity that immediately improve student's outcome of comprehensive learning cultural

awareness, and long-term benefit for the individual. Spencer-Oatey, Dauber, Jing, and Lifei, (2017) mainly focused on the level of satisfaction of Chinese students with regards to their social integration into the university community and they are perceived in becoming more socially integrated. A total of 2031 undergraduate and post graduate students completed the survey. The survey was done in the United Kingdom and they worked with the British Higher Education Institute.

Chinese students expressed dissatisfaction with their range of friendship and they found it more challenging to socialize with other students from United Kingdom than other nationalities did. Their level of social integration was low because they found it difficult to communicate with local students of the English language. They Chinese student's world stick together to avoid the hassle of communication in English.

Due to the low level of Chinese students' social integration in their university's community in the United Kingdom, their academic performance fell significantly below other nationalities in that same university. The study therefore suggested that schools or universities need to take a holistic approach to education that includes social integration and cultural factors that help academic performance.

Bagci, Turnuklu, and Bekmezci, (2018) aimed to reveal the role of cross-group friendship on the psychological well-being among physical minority disabled adults in Turkey. The study focused and was concentrated mainly on individuals with disabilities who faced severe devaluation and discredit by non-disabled people. Minority disabled people constituted a critically disadvantage group in Turkey's society, they often experience pervasive discrimination, avoidance and anxiety in their interactions with non-disabled people. The

negative experience from non-disabled individuals led many disabled people to feel powerless and frustrated and increased negative expectation in cross-group interaction.

The quality of disabled and nondisabled people friendship would be directly and indirectly positively associated with psychological well-being and the effects mediated by two pathways. The two pathways are creating the sense of social integration and providing the sense of empowering. Creating the sense of social integration will promote positive interactions that support cross-group friendship and psychological well-being among this commonly stigmatized group. Social integration provides positive attitudes that create collective self-esteem that makes disabled people feel respected and socially accepted. Empowerment provide minority disabled group member with essential motivation to act collectively and feel accepted. The greatest of the two is social integration; it gives way to empowerment.

According to the researchers, a total of 269 disabled adults participated in this study. They completed the questionnaires on their quality of friendship with non-disabled people, perceived majority group attitudes towards the minority group, collective self-esteem and psychological well-being. The study was done and completed in Izmir, Turkey in 2017 (Bagci, Turnuklu, & Bekmezci, 2018).

Ramirez, (2007) investigated the degree of acculturation and the extent of social integration of Mexican American and Non-Mexican American Whites. The study focuses on possible association between social integration and acculturation in intimate partner violence among Mexican American and non-Mexican Americans.

Many Mexican Americans are involved with both their ethnic culture and the culture of their host country. This process provides support and resources that could prevent or discourage

intimate partner violence. They are highly social integrated than the Non-Mexican American whites and the African American. The more socially integrated an individual is, the lower the probability of hitting or assaulting a partner. The study also concluded that, the higher the Mexican American acculturation into American society the higher the probability of assaulting a partner (Ramirez 2007).

The moment immigrants settle in a country, they acquire a place in that society, this is not only physical need such as housing but also in a social and culture sense. Immigrants gain a sense of belonging in their resettlement through social integration in their new communities. This social integration is fostered by literacy and language education within the host country. The following study explores how literacy and language education foster refugee women's social integration in the United Kingdom.

Klenk (2017) explored the link between the literacy of refugee women, their language practices and their empowerment process in the context of their social integration in the United Kingdom. The study employs the feminist theories that enable a broader scope and a deeper insight into how literacy and language education is linked to refugee women's empowerment and integration, not only as an isolated relationship, but an issue that affects their spaces and sites of positive interaction. The literacy and language education (English for speakers of other language) in the United Kingdom acts as the motivator of social integration that offers individual further opportunities to succeed in the host country.

The study draws on a wide set of qualities data collected from September 26 to October 20, 2016, at a community centers in South London, that offers literacy and language education

courses for refugees, migrants asylum seekers. The participants were five refugee Women from Somalia, Syria and Iraq (Klenk, 2017).

As the women talked about their improvements in their lives in terms of linguistic ability, self-esteem and stability, they praised the learning center's Administration and Teachers for enabling them to engage in the literacy and language learning at the center. The center prioritized education as a vehicle to social integration. At the center, the women experienced social interaction with their Teachers and Administrators which help them to be comfortable and reduces a sense of isolation. This facilitates their empowering processes that enhance these women social integration.

Integration Preferred for Immigrant's Adaptation

Jasinskaja-Lahti, Horenczyk and Kinunen (2011) conducted a study to examine the time, context, and the outcome-specificity of the effects of acculturation attitudes on immigrant psychological and socio-economic adaptation. During this study they looked at 172 immigrants from Russia and the former Soviet Union who were residing in Finland and Israel and had lived in these locations for about six years. They brought into focus characteristics of acculturation they named as separation, assimilation and integration. In an effort to draw a parallel to the individual's assimilation and acculturation, the researchers argued that immigrant adaptation in their host country was not only determined by how much time they had been in the country, but by circumstances or the atmosphere they found themselves in. In other words, the assimilation of immigrant is in a way related to their psychological and socio-economic conditions. The study found that despite having straight immigration policies, Finland and Israel can be seen to support a so-called ethnic ideology. Their integration policies have evolved over different political,

social, and historical conditions; the result of this development has been pluralistic societies with different degrees of cultural diversity, as reflected in the two countries' immigrant population size, and degree of cultural fit between immigrants and hosts, immigrants' labor market position, and attitudes of hosts towards the immigrants (Jasinskaja-Lahti, Horenczyk & Kinunen, 2011).

Jasinskaja et al. (2011) considered a unique characteristic that they used to assess acculturation attitudes which they identified as sex, age, year of immigration, ethnic background, mother tongue, citizenship, marital status, and level of education. These characteristics were used to also assess the factors they described as acculturation attitudes among immigrants. They drew up specific sample items to assess the mentioned attitudes. These sample items were structured in a way which allowed the equivalence of their study to gain assurance by comparing the results of the factor analyses in both samples.

Jasinskaja-Lahti et al. (2011) pointed out that the integration process is correlated with satisfaction. They interpreted the results of the study to mean that an immigrant's level of satisfaction influenced the level at which the immigrant integrated. Subsequently, the study did not reveal any association between the length of time an immigrant had stayed in a country and acculturation attitudes or between the length of their stay and their life satisfaction. They found that the three acculturation attitudes did not affect each other; however, they predicted the immigrants' life satisfaction was an endorsement of the integration. They also found that the integration attitudes promote immigrant's socio-economic adaption. The assimilation and the separation attitudes prolong immigrant's success and satisfaction in the new environment.

Also, in another study, Kwong and Yu (2017) explored the attitudes, perceptions, and reactions of immigrants to the separation and reunification process in order to better understand

of the way separation and reunification impacts a child's development and the family wellbeing. This study specifically focused on Chinese immigrant from the Fujianese immigrants, who had at some point sent their American-born children to China for rearing and who subsequently reunited with their children within years.

The study found that the children of Chinese immigrant families stood a high risk of a wide range of problem which included socio-emotional, learning, and behavioral. This was due to what the study described as “disruptive relocation circumstances, prolonged separation, and reunification”. Accordingly, “many parents in this study reported that after reunification, their children experienced speech delays and difficulties with English pronunciation. Speaking little or no English, these children were saddled with a high level of anxiety while they struggled to communicate with their teachers and fellow” (Kwong & Yu, 2017, p.23).

There were 110 participants from the Chinese American population in New York, United States of America. The participants were asked questions considered semi-structured on their perception toward separation. The study was done and completed at the Hunter College in New York in 2017.

Challenges faced by immigrants after moving to a host country may have a detrimental or beneficial influence on their health or related behavior (Dahlan 2019). Immigrants faced a number of a challenges that negatively influence their life during acculturation. The challenges include, language and cultural barriers, employment problems, length of time stay in the host country and medical insurances. These challenges may influence their oral health such as decay teeth and periodontal diseases. Immigrants who had high status in acculturation show positive behavior and accessibility to oral health.

Dahlan (2019) examine the impact of acculturation on immigrants and ethnic minorities oral health outcomes. Forty-two immigrants in Newcastle-Ottawa participated in this study. The behavioral and self-identification acculturation scale were used, and these participants were taken for their first dental appointments. Participants were given questionnaires on their country of origin, employment, Medical insurances and how long they have been in their host country.

According to the study, a positive effect of acculturation of oral health status and behavior was associated. The positive effect of oral health was found in those immigrants with high acculturation status. Those participants with high acculturation status were those immigrants who have live in their host country for over seven years. This study prove that acculturation cannot take place without integration. Integration works well with new and old immigrants, no matter the length of time they stay in the host country.

Val Colic-Peisker, and Iain Walker (2003) examined the processes of acculturation and identities among refugees from Bosnia and Herzegovina who settled in the Australian cities of Perth and Sydney in the 1990s. The interview method was used. The sample interviewed refugee consisted of people between the age 18 and 73 with 42 been the median age. The participants include 60 refugees who have live in Australia at least two years at the time of the interview.

Refugees lose aspects of the identities such as jobs, language, skills, and culture due to forceful migration from the former communities, (Val Colic-Peisker et al.,2003). In the new society, they seek to reconstruct their identities. The reconstruction of their identities cannot be done outside of acculturation. The acculturation processes are determined by the interaction of two sets of factors that include the characteristics of refugees and the responses of the host society. Every group of immigrants or refugees has its own distinct culture from the host society and the

host society has specific treatment of immigrants' policies. These two factors can create reinforcing actions that determine the shape and direction of acculturation and identities rebuilding, (Val Colic-Peisker et al.,2003).

Therefore, for immigrants to be successful in rebuilding their identities and have high acculturation status, they should adopt their host culture and retain their ethnic culture. The Val Colic-Peisker et al (2003) shows that these refugees and immigrants from Bosnia and Herzegovina cope in a highly urbanized Australian society shortly after their arrival because they took on the integration strategy of acculturation.

The Importance of Integration

The integration of an immigrant is as solid as the platform on which the success of the immigrant is built. Integration for the immigrant encapsulates incorporating the immigrant into their host country's culture, thus maintaining aspects of their original Cultural Identity. The level of success of an immigrant depends on how well they are integrated into their host's culture.

Immigrant bicultural identity integration has been criticized and viewed as burdensome and sometimes results in stress. Yim (2019) seeks to find whether perceived stress and one's cortisol link are associated with bicultural identity integration. The researcher based his study on findings from previous study results, which showed that cultural harmony is associated with affective aspects of the acculturation experience and blendedness with learning and performance-related aspects; they considered that cultural harmony would be associated with perceived stress and cortisol reactivity (Benet-Martínez & Haritatos, 2005).

The participants include 127, 18 – 29 year olds who were recruited at the University of California and University of Irvine. Saliva samples were collected to determine the participants'

cortisol level and self-reporting questionnaires were administered to assess U.S. acculturation, bicultural identity integration, and perceived stress. The researcher found that perceiving one's bicultural identity as harmonious (marked by two cultures that exist in an integrated fashion) was associated with lower perceived stress and lower salivary cortisol (Yim (2019).

Individuals with high in bicultural identity viewed their multiple cultures as compatible and complementary and easily integrated these cultures in daily lives. Therefore, individuals who were low in bicultural identity perceive their multiple cultures as distinct and contradictory. The stress level in an immigrant depends on whether they are able to integrate and feel good about both cultural identities as well as their development and performance within the host culture. "The extent to which immigrants are able to think of themselves as having cultural identities that are positively and smoothly integrated, and the extent to which the sending and receiving societies can facilitate feeling, bodes well for immigrant health," (Yim, 2019, p. 206).

Immigrants are likely to be viewed by themselves and others as "outsider" who is unfamiliar with the expectations and system that structure the day-to-day social interaction in the host country (Bilodeau, 2016). Bilodeau (2016) investigated generalized trust among immigrants and native-born Canadians and how it promotes social interaction that may well be a crucial component for immigrants' integration. Generalized trust allows people to engage in social, economic, political exchanges with the belief that members of the society will treat them with respect and honesty. Trust is essential in developing and maintaining values and goals in our world. In the case of immigrants, trust is even more important in facilitating their integration (Bilodeau, 2016).

The 'outsider' status has negative impact on immigrants generalized trust and, consequently affects their overall integration in their host country. Generalized trust is related to individual perceived states of health and overall life satisfaction. There should be no reason to think that immigrants are different from the general population of their host country. In addition, general trust is not only the key element of immigrants' integration there is also the potential element of their resilience in the face of cultural, social and economic challenges associated with migration (Bilodeau, 2016).

The study discloses that immigrants who are high in integration express stronger trust in native born Canadians and the society of their host country than those immigrants who are low in integration. The study draws its data from combination of three sources derived from the World Values Surveys: the 2000 and 2006 Canadian Component, the special sub sample of recent Canadian immigrants in 2000 and 2006, and the component for immigrants' countries of origin (Bilodeau, 2016).

Integration Affects Immigrant's Decision Positively

Every human being needs to be comfortable to be successful. When immigrant students are comfortable in the host culture, they will have the confidence to succeed at what they do. The integration process helps immigrant students become comfortable with their school environment which ultimately leads them to succeed in school.

According to Wachter and Fleischmann (2018), the immigrant quest to succeed in their host country depends on the process of integration shortly after their arrival; immediate integration will help them dive into the culture and social life of the host country. The researchers added that the settlement and success of immigrants can be associated with success

in school, employments, and interaction with the native people of the host country as well as being proficient in the host country's language.

Wachter and Fleischmann (2018) aimed to examine the effectiveness of immigrant settlement and the success of the newly arrived immigrants in the Netherlands. They conducted a survey of 4,808 immigrants from Bulgaria, Poland, Spain and Turkey. They translated the questionnaires into the participants native language. The questions covered structure integration which they associate with employment and educational systems. The researchers found that early integration can influence the immigrant's settlement intentions and positive decisions. Immigrants oftentimes wonder how to integrate into the host country's culture. The integration process for immigrants occurs at different levels and times. Some immigrants integrate over a short time span while others integrate over a longer period. It cannot be overstated that social-economic and education of the immigrant is highly tied to the level at which they integrate into their host country.

Ryabichenko (2016) compared the similarities and differences between assimilation and integration attitudes and found that integration is preferred by immigrants. His goal was to test the different cultural relations in the Russian majority and the Central Asian minority. The study was completed at the Central District of Russia. The researcher surveys 326 people—158 ethnic Russians and 168 Central Asians who were given self-report questionnaires that asked about demographics and their development in the intercultural relations of society. He found that the integration strategy was the preferred method of interaction among the two groups; integration accompanies more positive psychological outcomes that create life satisfaction and self-esteem

in immigrants than any other acculturation strategy. He advised that assimilation may work in host countries with few immigrants.

Acevedo-Polakovich (2014) conducted a study to measure ethnic identity and cultural involvement in order to determine the impact of Latino student in the US. In the study, he examined the prospect of incorporating a “multidimensional” perspective to measure the relationship between cultural adaptation and academic attitudes. During the study Acevedo-Polakovich (2014) compared the relationship between cultural adaptation and academic attitudes and found that acculturation attitudes had effects on academic attitudes and this effect varied across cultural adaptation dimensions (Acevedo-Polakovich, 2014).

Individuals with a high level of bicultural involvement demonstrated greater psychological health. The study showed that individual differences in bicultural identity affected how social situations were interpreted and had effect on perceived self-efficacy. Therefore, immigrants who were high in bicultural/integration adapted faster and succeeded in academic performance (Acevedo-Polakovich, 2014).

Buddington (2002) aim was to expand on acculturation and its impact on Jamaican immigrants and how they function mentally when it comes to their academic journey. His study was completed at Howard University in Washington, DC. The 150 Jamaican immigrant students were selected by the snowball sampling techniques. None of the 150 participants had a record of substance abuse or psychiatric problems and each of the participant was born in Jamaica.

Buddington (2002) observed that cultural identity and ethnic loyalty seemed to influence Jamaican immigrant student’s performance at the university level. Those students who identified with their Jamaican counterparts and frequently communicated with their relatives back in

Jamaica had higher grade points than those students who did not identify with their Jamaican culture. In addition, those Jamaican students maintained their motivation for achievement by continuous communication with relatives in Jamaica, visiting Jamaica and identifying with their culture, though they experienced discrimination from people of the host country (Buddington, 2002).

The researcher also discovered that those Jamaican students who tended to forget their culture and had nothing to do with their relatives in Jamaica, experienced increased levels of stress and had low-level self-esteem which resulted in low grades. They were also oppressed, though they identify as Americans. In this study, the researcher wanted to assess the level of cultural impact on Jamaican immigrants living here in the US, (Buddington 2002).

Nakhaie (2018) addressed the anxiety of Muslims immigrants as they integrated into their new culture in Canada. Some schools, policyholders and the public did not want Muslim immigrants to be integrated into the Canadian culture. The Majority of the Muslim immigrants were from the Middle East (Asian), because of this, the Canadians feared these immigrants as violent extremists that would not have respect for the Canadians democracy which would in turn, cause weakness in the Canadian democracy. The Canadians prefer assimilation for these Muslim immigrants which will allow them to support freedom, tolerance and equality. Through assimilation and integration, both strategies support democracy equally but assimilation will allow the Muslims to not identify with their culture heritage.

Nakhaie (2018) used the General Social Survey Circle 27 (2013) to collect data for this research. He focused his survey on the social network of these immigrants and their involvements in Canada by asking questions that had to do with belonging, pride, shared values

in the Canadian democracy. He surveyed 27,534 respondents and the total of 8,798 completed every part of the survey.

The study revealed that there were more integrated Muslims immigrants in Canada than other religions. The Muslims immigrants expressed a great sense of belonging and value to both the Canadian and their ethnic cultures. Muslims immigrants and other immigrants who identified with both their culture and the Canadian culture were proud of their rights, responsibilities and interaction in the Canadian democracy. The researcher discovered that immigrant's integration actually promoted respect and positive and social interaction for the Canadian democracy.

As the number of immigrants grows worldwide, it is of a major public concern to identify factors that promote a successful adaptation of immigrants and their children to the new environment. Studies on school's achievement show that students with immigrant background are mostly under achieved than their peers from native-born of that country. Schotte, Stanat, and Edele (2018) conducted a study to examine the role of cultural identity in the adaptation of immigrant's students in Germany and how well integration helped them to achieve in their new environments. They used data from the National Educational Panel Study (NEPS) in Germany by Blossfeld, Roßbach, and Von Maurice, (Eds.). (2011). Their sample includes 16,425 nine grades students including 3,894 immigrant students from 512 schools. The standardized test scores and grades for these students indicated their level of academic achievements. The first indicator was the reading comprehension test which is based on the concept of literacy which provides the broad understanding of language proficiency of these students. The Mathematics test was the second indicator that was based on literacy in mathematics which shows how well

these students understand and follow the schools' curriculum. The scores from these standardized test show that the immigrant student performed under average and did not meet the minimum score. Based on the scores, the immigrant's students involve were asked to participate in a survey that would assess their cultural identity and what effect their it had on academic achievement. The questionnaires on cultural identity captured students' psychological adaptation.

The results of the study demonstrated that immigrants who identify with their host country culture and their ethnicity tend to adopt faster than their peers who only identify with the host country culture. The reason is both cultural identities seems to be beneficial to psychological adaption. Psychological adaption supports life satisfaction that leads to successful academic achievement.

In a longitudinal field study, Weber, Kronberger and Appel, (2018) investigate the influence of stereotypes at school and how adolescent immigrants' cultural identity and stereotypes effect their education achievements. Their intention was to identify factors interfering with adolescent immigrants' education achievement based on acculturation and stereotypes. In the course of one year, they track down the academic performance and grade points of immigrant and non-immigrant students. They also focused on individual differences and ethnic cultural identity and residence cultural identity, (Weber et al., 2018).

The participants were recruited in the first year of Austrian high school and they were from four different high schools. Participants were randomly assigned to one out of two experimental conditions. Participants were asked open questions that indicated which ethnic group they considered themselves to be apart. The ones who self-identified with an ethnic group

or nationality other than Austria were assigned immigrants' status. They were also asked to self-report their sense of belonging. There were 505 participants (Weber et al., 2018).

The researchers discovered that immigrant students who started with higher levels of academic belonging and domain identification, dropped below their non-immigrant peers over the course of one year. This supports the assumption that chronic experiences of stereotypes can lead to low academic achievements among immigrant students. Immigrant students who experience higher levels of stereotypes were those students who identified with the culture of their residence culture. Immigrant students who were integrated (identified with both cultures) and maintained higher grade points and higher academic achievements (Weber et al., 2018).

To aim at strengthening a non-negatively stereotyped cultural identity in school and avoid low academic achievements among immigrant students, the study suggested the integration approach. The integration approach helps immigrant students to feel included and it increases their identification with school, sense of belonging and cause higher academic achievements (Weber et al., 2018).

CHAPTER III: DISCUSSION AND CONCLUSION

Summary of Literature

The literature reviewed in this study focused on acculturation, integration and assimilation of immigrant into a new society. The literature also examined the role teachers play in the integration of immigrant students and examined the approach and programs necessary for successful integration. The literature was drawn from multiple sources and from studies that were created by professionals from multiple disciplinary backgrounds. The studies revealed that pupils from immigrant families often perform relatively poorly in the field of literacy because of their language barrier (Mohsin & Kaplan, 2011); and thus there is need to facilitate and promote educational success for students in immigrant families who are the fastest growing segment of the U.S. school population. Consequently, that socialization, Americanization, gender, race, ethnicity, and generational status indeed matter in all aspects of education for the children of immigrants, many of whom are marginalized within the U.S. school system (Bondy et al., 2019). In order to develop stronger social bonds to school, immigrant children need to fully integrate through acculturation.

Jasinskaja-Lahti et al. (2011) conducted a study to examine the time, context, and the outcome-specificity of the effects of acculturation attitudes on immigrant psychological and socio-economic adaptation. They found that the three acculturation attitudes did not affect each other; however, they predicted the immigrants' life satisfaction was an endorsement of the integration. They also found that the integration attitudes promote immigrant's socio-economic adaption. The assimilation and the separation attitudes prolong immigrant's success and satisfaction in the new environment.

Mohsin and Kaplan (2011) found out that the pupils from immigrant families performed relatively poorly in the field of literacy because of their language barrier. Green et al. (2018) outlined how the media portrayed all of Africa through a lens of hardship and suffering with undeveloped countries, poverty-stricken, and communities ravaged by war and conflict; usually with a typical representations to include young men holding AK47s, bare-breasted tribal women, and naked dead bodies; thus creating some barrier to integration.

Bondy et al. (2019) pointed out the need to facilitate and promote educational success for immigrant students who are the fastest growing segment of the U.S. school population. They sought to establish that a student's bond to a school influences their overall pro-social behavior, psychological well-being, healthy interpersonal relationships, and educational progress and success. The study uncovered that setting high performance expectation for immigrant students causes harm to their involvement and commitment to school, sometimes leading them away from school. The study concluded that the efforts that are made to understand the assimilation of immigrant children into American culture does acknowledge that it is a social process and that the process occurs through a variety of institutions which include the schools. The researchers add that issues that matter in all aspects of the education of immigrant children include socialization, Americanization, gender, race, ethnicity, and generational status. In order to develop stronger social bonds to school, immigrant children need to fully integrate through assimilation and acculturation.

Spencer-Oatey et al. (2017) suggested that schools or universities need to take a holistic approach to education that includes social integration and cultural factors that help academics. Bagci et al. (2018) found the negative experience from non-disabled individuals lead many

disabled people to feel powerless and frustrated and can increase negative expectation in cross-group interaction. That found that people perceived majority group attitudes towards the minority group with collective self-esteem and psychological well-being. Ramirez (2007) investigated the degree of acculturation and the extent of social integration of Mexican American and Non-Mexican American Whites. The study found that the more socially integrated an individual is the lower the probability of them physical assaulting a partner. The study also concluded that the higher the Mexican American acculturation into American society the higher the probability of assaulting a partner.

Klenk (2017) explored the link between the literacy of refugee women, their language practices, and their empowerment process in the context of their social integration in the United Kingdom. The study found that literacy and language education (English for speakers of other language) in the United Kingdom acts as the motivator of social integration that offers individuals further opportunities to succeed in the host country. Kwong and Yu (2017) explored the attitudes, perceptions, and reactions of immigrants to the separation and reunification process in order to better understand of the way separation and reunification impacts a child's development and the family wellbeing. The study found that the children of Chinese immigrant families stood a high risk of a wide range of problems which included socio-emotional, learning, and behavioral.

Bilodeau (2016) investigated generalized trust among immigrants and native born Canadian and how it promotes social interaction that may well be a crucial component for immigrants' integration. The study discloses that immigrants who were integrated express

stronger trust in native born Canadian and the society of their host country than those immigrants who were not integrated.

Wachter and Fleischmann (2018) examined the effectiveness of immigrant settlements and the success of the newly arrived immigrants in the Netherlands. They found that early integration can influence the immigrant's settlement intentions and positive decisions.

Ryabichenko (2016) compared the similarities and differences between assimilation and integration attitudes and found that integration is preferred by immigrants. He found that the integration strategy was the preferred method of interaction among the two groups; integration accompanies more positive psychological outcomes that create life satisfaction and self-esteem in immigrants than any other acculturation strategy.

Dahlan (2019) examine the impact of acculturation on immigrants and ethnic minorities oral health outcomes. This study proved that acculturation cannot take place without integration. Integration works well with new and old immigrants, no matter the length of time they stay in the host country. Colic-Peisker and Walker (2003) examined the processes of acculturation and identities among refugees from Bosnia and Herzegovina who settled in the Australian cities of Perth and Sydney in the 1990s. They suggested that immigrants who were successful in rebuilding their identities and had high acculturation status, could adopt their host culture and retain their ethnic culture. The study shows that these refugees and immigrants from Bosnia and Herzegovina cope in a highly urbanized Australian society shortly after their arrival because they took on the integration strategy of acculturation.

Nakhaie (2018) addressed the anxiety of Muslims immigrants as they integrated into their new culture in Canada. The study revealed that there were more integrated Muslims

immigrants in Canada than other religions. The Muslims immigrants expressed a great sense of belonging and value to both the Canadian and their ethnic cultures. Muslims immigrants and other immigrants who identify with both their culture and the Canadian culture are proud of their rights, responsibilities and interaction in the Canadian democracy. Schotte et al. (2018) conducted a study to examine the role of cultural identity in the adaptation of immigrant students in Germany and how well integration helped them to achieve in their new environments. The results of the study demonstrated that immigrants who identify with their host country culture and their ethnic group tend to adopt faster than their peers who only identify with the host country culture.

Weber et al. (2018) investigated the influence of stereotypes at school and how adolescent immigrants' cultural identity and stereotypes affected their educational achievements. They discovered that immigrant students who started with higher levels of academic belonging and domain identification, dropped below their non-immigrant peers over the course of one year. This supports the assumption that chronic experiences of stereotypes can lead to low academic achievements among immigrant students.

Yim (2019) sought to find whether perceived stress and one's cortisol link are associated with bicultural identity integration. He found that perceiving one's bicultural identity as harmonious (marked by two cultures that exist in an integrated fashion) was associated with lower perceived stress and lower salivary cortisol. "The extent to which immigrants are able to think of themselves as having cultural identities that are positively and smoothly integrated and the extent to which the sending and receiving societies can facilitate feeling, bodes well for immigrant health," (Yim 2019, p. 206).

Acevedo-Polakovich (2014) conducted a study to measure ethnic identity and cultural involvement in order to determine the impact of Latino student in the US. The study showed that individual differences in bicultural identity affect how social situations are interpreted and can have an effect on perceived self-efficacy. Buddington's (2002) aim was to expand on acculturation and its impact on Jamaican immigrants and how they function mentally when it comes to their academic journey. He discovered that those Jamaican students who tended to forget their culture and had nothing to do with their relatives in Jamaica, experienced increased level of stress and had a low-level self-esteem which resulted in low grades. They were also oppressed, though they identify as Americans.

Limitations of the Research

During the course of this study, I sought to narrow the focus of the study to the concept of the success of immigrant students. I limited the scope of the research to literature that answered the research questions as set forth in the opening chapter. I limited the scope of the research to scholarly journals and published research.

The research process could only be affixed to the address the questions in the study. The study relied on published research. Assimilation, integration acculturation where the main terminologies used in connection to immigration and immigrants.

This study was also limited in the terms of examining the broader effect across culture. The literature did not dive into issues that would have potentially addressed effect of immigration on the host culture and mechanism through which host cultures could be receptive to immigrants.

Implications for Future Research

The issue of immigration has an effect across a broad spectrum. Immigration has effects on the immigrants and their host in a proportionate manner however, the focus is often placed on the immigrant. There is opportunity to build on this study and answer or address the broader question of the challenges faced by the citizen, host community or host-pupils when an immigrant child/student is introduced to their learning community. There is opportunity for future research on how immigrants can conduct themselves to positively impact the host community during the immigration process.

It is important that the effect of immigration be scrutinized from a holistic approach in order to give the educator the adequate tool and approach mechanism to integration process. Educators need to know and see the effect immigration had from both perspective and seek to nature the behaviors that will both sides of the spectrum.

Implications For Professional Application

As an immigrant, this study and the literature reviewed within this study has given me a greater insight into factors that lead immigrants to succeed in a host culture. As a person moves into a new society and culture there are many factors that bear on both sides that could lead to success or failure. Many immigrants often fall victims to the ills of the new culture they migrate to simply because all factors of the integration process were not utilized. Many immigrant families from my background have had difficulty settling in their new society because their notion of the new culture was misconstrued and as a result, they were impacted in ways unimaginable.

The literature reviewed uncovered many important factors in the immigration process. The immigrant child is easily socialized and thus integrate at a faster pace through assimilation and acculturation. Immigrants who speed up through the socialization aspect of integration succeed in their education journey. The social integration of the immigrant child is sped up when the immigrant child becomes literate and learns the new culture language. Integration is important to any immigrant who desires to succeed in their new culture. The immigrant cannot continue as a stranger in their host country.

Acculturation cannot be over emphasized in the immigration process. The process of acculturation is relatively simple for the child immigrant. The child easily adopts to the host culture and eventually to some extent forgets the ethnic culture of their parents. The focus of this study has been on the effect of integration of the immigrant child and the need to ensure their success in the new environment. The immigrant child stands greater chance to succeed when their support mechanism is balanced on both front—at home and at school.

I strongly agree with Wachter and Fleischmann (2018) when they state that the immigrant quest to succeed in their host country depends on the process of integration shortly after their arrival. It often takes many years for some immigrants to learn the cultural make-up of their host country. The longer it takes for the immigrant to learn the cultural make of their host country the higher the odds stack against them.

Conclusion

Though immigration continues as a hot political debate, the lingering fact is that immigrant families continues to cross the border into the United States as projected by Rubinstein-Avila (2017). One-in-four children in the United States is either an immigrant, a

refugee or U.S born child of immigrants. Immigrant children are entering schools across the United States; in some section at a low rate and in others at very high rate. The focus is drawn to the success of these new students while the educational structures—schools, continues to be competitive and vibrant with regards to standards. This draws the focus to the role educators plays in the lives of immigrant children with a reminder from Rubinstein-Avila (2017) that educators at all levels ought to become more aware about how immigration and education intersect and how the immigration process impacts students across different social economic classes, ethnic and racial backgrounds, and genders.

Successfully integrating and acculturating an immigrant student is dependent on all environmental factors. Bondy et al. (2019) stressed that integration of immigrant families can be attributed to different opportunities available to immigrants for realizing the potential in the two different societal contexts; immigrants bonding to school regardless of gender, race, ethnicity, and generational status, as immigrant students adapt to the dominant host culture's values, beliefs, and norms, they will develop stronger social bonds with their school. The bonds are fostered by inclusiveness and acceptance by everyone included in the process.

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