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Barriers, Racism, Discrimination, and Stereotypes Against an Adult Immigrant Pursuing Adult Education: A Case Study

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BARRIERS, RACISM, DISCRIMINATION, AND STEREOTYPES AGAINST AN
ADULT IMMIGRANT PURSUING ADULT EDUCATION: A CASE STUDY

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Barriers, racism, discrimination, and stereotypes are experienced by immigrants every day. These problems are especially important when immigrants are seeking education. Education is critical for immigrants because it allows for integration, which is vital to an immigrant's life in the United States. The study asked a participant, who had come to the United States for a degree, for a description of their experiences in the United States. The study confirmed that barriers, racism, discrimination, and stereotypes are experienced by immigrants when pursuing education in the United States. Taking a pedagogy approach may improve learning outcomes in immigrants. Education on racism, creating social capital, and improving social ties can ease the pain associated with barriers, racism, discrimination, and stereotypes that immigrants face.

Keywords: adult education, immigrant, racism, stereotypes, barriers

Introduction

Adult immigrants, especially those pursuing a college education, face a vast number of challenges. Adult immigrants face more barriers than native-born learners because of challenges associated with being an immigrant in the United States and gaining access to further education. As of 2014, there were 64.1 million college- educated United States citizens, and only 10.5 million of these were foreign-born individuals (U.S. Census Bureau, 2014). Only 17.2% of immigrants, ages 25 and older,in the United States have a bachelor's degree, and 12.8% have a postgraduate degree (Krogstad & Radford, 2018). While this may be an increasingly positive trend, there is still room for improvement.

The United States has greatly changed over the past few centuries regarding the admittance of immigrants. America started the discussion of who should be allowed to join as a citizen in the 1700s. In 1776, Thomas Paine claimed that Europe was the "parent country" of the United States in his published pamphlet *Common Sense* (History, 2019). The Naturalization Act of 1790 established citizens as those who were free, white, had been living in the U.S. for two years or longer, and of "good character" (History, 2019). The first U.S. census was in August of 1790 and, the English made up the largest group among all 3.9 million citizens.

After the War of 1812, and the resolution of problems between the U.S. and Britain, immigration spiked from Western Europe and lasted until the Civil War (History, 2019). The U.S. passed the Steerage Act of 1819 because many of the incoming persons were arriving sick or dying from the harsh conditions across the Atlantic (History, 2019). This act required ships arriving to the U.S. to have better

conditions. From 1820 – 1860 the immigrants, who were mostly Catholic and Irish, amounted to one-third of all U.S. immigrants (History, 2019). During this time, around5 million German immigrants also came to the United States and settled predominantlyin the Midwest (History, 2019). Because of the increasing number of Irish and Germanimmigrants, the Know-Nothing Party was formed as American's first anti-immigrant political party (History, 2019).

After the Civil War, many states passed legislation regarding immigration, which encouraged the U.S. Supreme Court to take more control of the situation. Moving forward in 1876, the U.S. Supreme Court decided that it was federal responsibility to regulate immigration, which led to the creation of the Bureau of Immigration in the 1890's (Center for Immigration Studies, 2020). In 1882, the U.S. passed the Chinese Exclusion Act. This prevented Chinese immigrants from entering the country. This was the first Act that created restrictions for a certain immigrant group (History, 2019).

Chinese workers had come to the U.S. starting in the 1850's and became successful working in clothing factories, agriculture, railroads, and gold mines (History, 2019). Because these Chinese immigrants were becoming successful, white workers blamed these immigrants for the low wages due to high competition (History, 2019).

The "Great Wave" ensued from 1900 – 1920, bringing about 24 million immigrants to the United States (Center for Immigration Studies, 2020). Many of theseimmigrants settled in major cities and obtained work in factories (History, 2019).

During World War I, immigration from Europe was reduced but quickly resumed afterthe war ended. With the increase in immigration came a new immigration policy. The Emergency Quota Act of 1921 set limitations on the number of immigrants that

would be granted access to the United States (National Park Service, 2017). The Immigration Act of 1924, or the National Origins Act, made these limitations stricter and more permanent (National Park Service, 2017). The act set limits on the number of people whom could enter from each country, aiming to keep out the "unwanted" immigrants (National Park Service, 2017). America only wanted to accept immigrants from northern and western Europe. In response, the U.S. Border Patrol was created in 1924.

Immigration practically stopped throughout the Depression and World War II because Ellis Island had become a detention center for immigrants who were being deported and those who came into the country with previous problems (National Park Service, 2017). Ellis Island was a main entry point for immigrants. It also slowed because the visa system was set into effect to keep track of the immigrants coming in and out of the country (National Park Service, 2017).

Since the beginning of immigration, people have been coming to the United States for freedom. Whether it be personal freedom or financial freedom. America was seen as the land of "economic opportunity" (Library of Congress, 2020). As an example, roughly 24,000 Chinese immigrants came to the United States during the gold rush to mine gold and earn money (Library of Congress, 2020). Many immigrants would flee from job and land shortages, famine, rising taxes, and crop failure (Library of Congress, 2020). Others would move from religious and political persecution to the United States. Immigrants, overall, came to America for opportunities that their homeland could not offer them.

From the moment the first immigrant stepped foot in America until now, they have

encountered many barriers to reaching their goals and living their lives successfully. Although the United States has created many helpful laws, rules, and regulations regarding immigration, there are still barriers that exist between adult immigrants and adult education. This is caused by personal and institutional racism andprejudiced, stereotypical beliefs.

Adult immigrant students experience racism and stereotypical behavior during their journey through education (Loo, 2019). An immigrant will experience hatred and anger from natives because they are seen as simply where they come from, rather than who they are. When immigrants come to America, they experience a culture shock due tothe transition from part of the majority in their home country, to a minority in the United States (Loo, 2019). Being a minority comes with discomforts they have not previously experienced. They are immediately stereotyped and categorized with others based on what they look like.

Black immigrant students from the Caribbean or Africa are often seen as black Americans (Loo, 2019). This can be confusing to the immigrant student because if society sees them as black Americans, they are stereotyped as black Americans regardless of their identity. In a study focusing on mostly Caribbean and African students, Fries-Britt et al. (2014) found that these students did not understand the conceptof race. Confusion from racialization can affect the way an immigrant will perceive and experience education.

The consequences of anti-immigrant sentiment, evolving economies, and immigrant legislation has caused a decrease in the number of international adults pursuing education in the United States (Toso et al., 2013). Current immigrants in

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American have lower education levels, levels of the workforce, and higher rates of poverty (Toso et al., 2013). Despite these disadvantages, it is predicted that immigrants will make up nearly one-fifth of the population in the United States by 2050 (Toso et al.,2013). The success of adult immigrants depends on successful social integration (Toso etal., 2013). Education is critical to integrate the adult immigrant into society.

Setting

The strongest memories come with an emotional attachment. Emotion can help us remember events or information easier. Emotion can greatly affect academic performance. Experience, along with emotion, can mold the outcomes of a student's education. The more drastic the emotion or experience, the greater affect it has on performance. Studying negative experiences of adult immigrants can show flaws in the education system, as well as the societal and economic systems. Targeting the emotions of adult immigrants can find the areas that had a large impact on their journey. The studytakes place throughout the experience of an adult immigrant and their trials and tribulations from deciding to travel to the United States for education, to their return to Saudi Arabia after completion of a bachelor's degree. Situations are described by the perception of an adult immigrant and how they felt regarding that event.

Problem

Despite advances in immigration over time, immigrants are still facing turmoil when looking to better themselves. The problem is that more immigrant adults are havingto enter trivial situations to obtain education in the United States (Pena et al., 2018).

Immigrants in the United States are facing extreme barriers to receiving an effective education. Not only do they have to battle academic issues, but they also have to fight societal influences and norms as well. Adult immigrants seeking education in the United States can improve the economy, creativity, graduation rate, inclusiveness, diversity, and teamwork, to name a few benefits. Without help, adult immigrants have a harder time achieving success. Helping immigrants receive education will help the United States, as well. Overall, more should be done to ensure the success of educational endeavors amongadult immigrants.

Phenomenon of Interest

One Jewish man, born in 1879 Germany, settled into the United States to further his education after Hitler took rule. He disagreed with the Nazi-led government and wasgoing to face reprimand for being Jewish if he went back to his home country. The manattended American universities in California in 1933. He expanded his education and even worked with Franklin D. Roosevelt in World War II. This man was an adult immigrant, pursuing education in a safer environment, to reach success. This man was Albert Einstein.

Immigrants can be very beneficial to the United States. Educated immigrants contribute to the economy by paying taxes which fund schools, water systems, building, roads, and running courthouses (Mattoo et al., 2008). However, even the educated immigrants may face discrimination in the workforce. Mattoo et al. (2008) found that immigrants from industrial and Asian countries are less likely to work in unskilled jobs than Eastern European and Latin American immigrants. This shows that recognition of qualifications in immigrants can be shaded, even when they're educated (Mattoo et al.,

2008). The economy in the United States is quite dependent on large universities and schools. Without education, there are no skilled jobs. With no skilled jobs comes no money back into the economy. It would collapse. However, the money that schools bring in can be increased when including tuition and degree completion from international students. Students with bachelor's degrees contribute roughly $278,000 more than high school graduates to local economies; while an associate degree contributes about $81,000 more (Rothwell, 2015). Having more college graduates can mean more money circulating through local governments.

The reactions that adult immigrants have when facing obstacles will determine whether or not they are successful. Even with hard work, immigrants may still make an uninformed decision about themselves or their studies if they are not educated on what is needed. More people in the education system should be proactive for adult immigrants and expect their needs. This way, immigrants will have access to information they did notknow they needed. It is important for adult immigrants to attend education in the United States because it helps the economy.

Teachers can facilitate learning in a way that panders to adult immigrants. Teachers can create equity by allowing adult immigrants to gain the resources they needfor an equal chance at success as their fellow classmates. Equity in adult education is critical to all adults becoming successful. While it may not always be equal, having equity will give all involved an equal opportunity. Research on the educational experiences of adult immigrants in the United States is important for creating a more equitable and inclusive environment for these learners. Uncovering the barriers, racism, discrimination, and stereotypes that adult immigrants face can help show areas whereeducation can become

more equitable.

Background

In the 1700s, many Pennsylvania colonies felt threatened by the arrival of German immigrants because they were seen as threatening the colonial way of life (Lee, 2019). Pennsylvanians argued that the influx of German immigrants would create conflict due toethnic clashes, divergent politics, and religion (Lee, 2019). However, the Germans supported the expulsion of the French and Native Americans in the region (Lee, 2019). Because of this loyalty, Germans were now seen as "white," so their social status and political power increased (Lee, 2019).

Colonization of Native Americans started the act of slavery and xenophobia (Lee, 2019). Slavery of African Americans followed caused a deeper instilling of xenophobic thoughts and beliefs. Demographic changes, economic uncertainty, and war can provokexenophobic behavior (Lee, 2019). Xenophobia is used to influence politics, legislation, and elections (Lee, 2019). It is also used to justify dispossession and violence (Lee, 2019). The fear of immigrants encouraged the American racism, nationalism, and white superiority that we see today (Lee, 2019).

The "Americanization" movement of the late 1800s is where education for immigrants began (Pena et al., 2018). While being placed in settlement houses, intentionswere to educate immigrants that had just arrived and better help them integrate into workand society (Pena et al., 2018). This led to the creation of more adult classes that focused on English as a Second Language, civic education, and basic education (Pena et al.,2018).

The one thing all immigrants had in common was the need for education (Pena et

al., 2018). Education gives immigrants the opportunity to voice their otherwise silent opinions. Education allows immigrants to show how they can benefit learning and teaching processes (Pena et al., 2018). It is also used to improve confidence, opportunities, self-worth, and socio-economic status.

Education, itself, is universal. There is not, however, one way that fits all. Every learner is different. What works for one student may not work for another. The highly individualized process of adult education requires constant inventory of personalized teaching methods. Having the voice of immigrants allows us, as an education system, to learn more about what can be done to help all students. Education across borders may notbe recognized in the United States, as well.

Many times, previously earned credentials of adult immigrants are discredited (Pena et al., 2018). This can make their transition from country to country more difficult.Regardless of their education back home, they may be forced to take underemployed, low-paying jobs. Because of this, it can be harder for these adults to attend education because they are living in poverty. Poverty also affects their integration into social society. Poverty and xenophobic beliefs can make it that much harder for immigrants to succeed in America.

Despite proof that educated immigrants benefit the economy, xenophobic beliefs are still practiced every day (Pena et al., 2018). Xenophobia in America spans from the feeling of superiority of one race over the other. Many Americans will consider themselves better than another race that has a lower socio-economic status, such as withrefugees. Xenophobia comes from the long-term discrimination against various races built into laws and regulations. Many people do not even recognize xenophobia

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due to the innate beliefs that have stayed with society over centuries.

Societal pressures on immigrants affect their education in many ways. Society can feel as though immigrants must conform and obey the laws in order to be accepted. Whenthe Germans showed approval of colonial beliefs, they were more accepted. Even when escaping warfare and poor conditions, immigrants are held to a standard higher than native-born individuals. Societal pressures in the United States can be paired with native-born societal pressures to create more problems for women.

For much of history, women have been secluded from education, history, and literature (Pena et al., 2018). In fact, the Chinese Exclusion Act of 1882 refused to allow unmarried Asian women into the country and prohibited consorting between Asian men and women (Pena et al, 2018). Women are also traditionally tagged as the "weaker sex," so they experience additional barriers, discrimination, and stereotypes that men do not (Pena et al., 2018). Gender roles can hold immigrant women back from pursuing education.

In many countries, women carry a lower socio-economic status than men. This holds them back from many opportunities in order to gain education or experience. Women migrate to the United States because of the desire to gain economic freedom andcontribute to society (Ojo, 2009). This makes women more motivated to pursue higher education. Ojo (2009) found that African Diasporan women feel rejected and isolated when taking part in America's higher education. They felt invisible to other students and sometimes even professors (Ojo, 2009). This will further affect their ability to further education or career (Ojo, 2009). Alfred (2004) further confirmed Ojo's findings by showing that African Diasporano women will change their voice

and language, as well astheir identities, in order to be seen in higher education.

As shown with women, the native home may act as a barrier for immigrants to reach adult education. Immigration regulations and laws keep certain people out of the country or send them back if they do not pass certain procedures, regardless of educationattainment. Families either lack the resources or support to come to America for education. Immigrants can take initiative to better themselves and their career through education. America just has to make it easier for them to do so because it can benefit all parties involved.

Gaps in Evidence

Although research on adult immigrants pursuing education are growing, there are still areas that research has touched on little to none. There is a disproportionate amount of research on American's views on immigrants versus immigrants view on Americans. There are few studies on the feelings of immigrants in adult education and much of the research comes as a quantitative analysis. There also seems to be a common theme of collectivism in the studies. There is a lack of individual experiences in research on immigrants in adult education in the United States.

Additionally, there seems to be a disproportionate amount of research on the health of the Latino community in adult education than any other race or ethnicity. This could be related to research that ranks the Hispanic community in the United States as being one of the least educated groups when compared to other ethnicities (Owens et al., 2006). Interestingly, Camacho-Rivera, Kawachi, Bennett, and Subramanian (2015) foundthat Hispanic schoolchildren were more likely to develop asthma than white children.

This coincides with the notion that lower educational levels are positively correlated withhealth, suggesting the reason for a focus on Latino health in education in the United States.

Audience

This study will benefit the lack of individualism across studies on immigrants' experiences in adult education in the United States. Immigrants coming to America can benefit from this study by getting more familiar with their future experiences. It shows immigrants support and encouragement by seeing other learners who felt the same way orwent through the same experiences. Immigrants in adult education will be validated by the addition of an individual account to research.

The study brings a personalized instrument to research on adult education, allowing an immigrant full control of what they did, and did not, want to share regarding their experience. They were not constricted by time constraints, 4 multiple choice answers, or voting on a scale from 1 – 10. This study provides adult immigrants and teachers alike information on how an immigrant can perceive education and experience inthe United States.

Purpose of the Study

The purpose of the study was to identify encounters with barriers, racism, discrimination, and stereotypes based on the personal experiences and feelings of animmigrant pursuing adult education in the United States.

Major Concepts and Terms

Throughout the research, there are many terms and concepts that will be included. In this thesis, adult education is defined as any form of education pursued by adults

aged 18 years and older. This can be formal or informal, in person or virtual, and in any setting. Education, as part of adult education, is defined as being measurable and having goals and objectives. Being measurable means being able to conduct a pre-education assessment and a post-education assessment. This is important for determining if the goals and objectives were met. The goals and objectives are tools that define what the class will do and what the adult will be able to do at the end of the course.

Andragogy is the practice of teaching learners who are considered adults (Forrest& Peterson, 2017). The practice of andragogy involves creating independent and adaptable education specific for adults (Forrest & Peterson, 2017). The art of teaching children and adult differ in the way learning is delivered, comprehended, and evaluated.

The research defines barriers as the problems, or obstacles, that adult immigrants face while pursuing adult education. These issues can involve problems with getting intothe United States, finding an adult education program, integrating with society, and leaving the country if desired after obtaining education.

Discrimination is centered on the behavior towards other groups, cultures, races, and ages (Wilkes & Wu, 2019). Discriminatory behavior is refusing to interact with someone based on their physical, mental, emotional, or racial characteristics.

Discrimination, in this study, will focus on the experiences of rejection and refusal froman adult immigrant's perspective.

Ethnicity is defined as the categorization of people with a focus on cultural differences, including beliefs, ancestry, custom, and language (Loo, 2019). Ethnicity means being a part of a group with similar cultural or national traditions (Loo, 2019).

Pedagogy is the approach used to teach children. Pedagogy is different from andragogy in the focus on how to approach the material and content. Adults and childrenlearn different, the same way that native-born citizens and immigrants learn different.

Race is the generalization of a group of people based on their physical appearance to the world (Loo, 2019). Race is considered a social construct and varies among different cultures and histories (Loo, 2019). Some cultures understand race, while others do not. Race will be used to describe the United States accepted version of different races.

Racism is the belief that another race is inferior to their native race (Loo, 2019). Being racist means showing prejudice and anger to a group, typically a minority, basedon race. Racism comes from the imbedded historical and sociological beliefs from pastgenerations, which creates a strong relationship for the desire to classify and define people (Loo, 2019).

Stereotypes will be referred to as the set of generalized characteristics of a groupof people based on age, sex, race, ethnicity, or identity. Stereotypical beliefs come from the idea that one entire group acts a certain way. Stereotypes can form from gender, race relations, experiences, judgement, and personality traits (McLeod, 2017).

Xenophobia is the fear of what is foreign. Xenophobia includes the suspicions of an unfamiliar group of people (Lee, 2019). People tend to fear what they cannot understand. The inability to understand immigrants causes discrimination.

Aim of the Study

The aim of the study was to report barriers, racism, discrimination, and

stereotypes as reported by an adult immigrant migrating to the United States for a collegeeducation.

Summary

The following chapter will discuss the history of racism, discrimination, and stereotypes. It will also elaborate on what types of barriers adult immigrants may face when pursuing higher education. This chapter will conclude with the research questionsassociated with the study.

Chapter three includes the methods used for the study. The aim of the study and how it was conducted is included to show the procedures and data collection. The chaptergoes on to discuss any ethical considerations, trustworthiness of the study, and potential research bias. Limitations close out the chapter to show what limited the data in the study.

Chapter four includes the findings of the study. Similar themes between literature and participant response were drawn apart from other information to answer the researchquestions in the study. An emotional analysis was also discussed to understand the immigrant's emotions during their time in the United States.

Chapter five concludes the study with suggestions and recommendations and future research. There are ways in which immigrant experience can be improved. Chapterfive offers possible solutions for improving quality of life in adult immigrants pursuing education in the United States.

Chapter 2: Literature Review

Introduction

A literature review was conducted to gain more insight on the current level of research regarding immigrants in adult education in the United States. Many scholarly articles were compiled to generate some commonalities in the research. Trends were found among the data and are reported to show similar theories across multiple distinguished authors. Literature was chosen based on immigrant experiences with adulteducation in America. Any research regarding barriers, racism, discrimination, and stereotypes was gathered and compared. The literature included in the study included both documented and undocumented immigrants.

The literature review was conducted through racial formation theory. Racial formation theory argues that race is a social construct—man has made up the idea of raceand what it means (Omi & Winant, 2014). Race, essentially, is determined by what otherpeople see when they look at you. If you look "black," then you'll be considered black. Ifyou look Mexican, you'll be considered Mexican. Regardless of what you identify as, people will categorize you as they see you (Omi & Winant, 2014).

Many researchers suggest that race is a social construct. Simply meaning that raceis made up by social constructs that can be changed, reproduced, and created by culture and institutions (Kang et al., 2017). Racial formation theory goes on to support the notionthat people will have prejudice beliefs towards immigrants based on what they perceive them to be.

Racial formation theory suggests that since the beginning of time race has been decided based on how people looked (Omi & Winant, 2014). Racial formation theory

supports the research because the literature shows a pattern of stereotypical behavior that immigrants experience from native-born individuals due to their looks. When the Europeans migrated to the United States and saw Native Americans, they realized their physical characteristics were different than anything they had seen before (Omi & Winant, 2014). This led to the categorization of humans based on looks and religion (Omi& Winant, 2014).

Immigrants face barriers, racism, discrimination, and stereotypes because of how they look and where they come from. This is because people tend to base their thoughts and actions on what people look like. These immigrants are forced into a racial box whenthey enter the United States, only to be given the prejudice outcomes of society once theyare in the box that we have put them in.

The aim of the literature review is to provide background and history on the typesof barriers, racism, discrimination, and stereotypes that adult immigrants face. The studies were compiled to find common themes in the literature. Many of the studies overlap in information, keeping them strongly related, but are still diverse enough to get afull perspective on the topic. All studies fit together by proving immigrants are facing turmoil in the United States and they need education in order to successfully integrate into society.

Barriers

Barriers, as defined in the study, focus on the obstacles or challenges that adult immigrants face when trying to receive higher education. The literature includes multiplechannels of education, such as university, specialized, or generalized community courses.There were themes both common and contrasting among research

regarding the barriers that immigrants face. All literature was found through scholarly articles related to immigration. There were strong similarities among the research regarding school andteacher incompetence and language barriers. Additionally, one topic that all articles agreed on is that immigrants need education.

School and Teacher Incompetence

Native-born citizens and immigrants alike agree that successfully integrating with society for the long-term requires education on life in the United States, basic skills, and English proficiency (McHugh & Doxsee, 2018).Assimilation can take place more effectively when there is a comfortable and encouraging environment for learning and education, free from barriers. However, assimilation cannot be achieved by immigrant's experience teacher or school incompetence.

Teacher and school incompetence will refer to the inability to successfully provide education, whether this be due to teachers, access, or resources. This is not to saythat teachers are ineffective when teaching adult immigrants. Instead, the teachers lack the tools they need in order to better teach adult immigrants.

More immigrants are coming from developing nations now than before, causing the needs in curriculum to expand and include more of these learners (Alfred, 2009).

There are little to no requirements for teachers, when getting their teaching degree, regarding education for immigrants. The lack of education on teaching immigrants, forfuture and current teachers, contributes to their incompetence.

School incompetence is similar to teacher incompetence, in the sense that both lack the ability to provide a sound education for adult immigrants. Adult education programs only meet about 4% of the needs across the nation (McHugh & Doxsee,

2018). School incompetence is fueled by the restrictions placed by the 2014 Workforce Innovation and Opportunity Act (McHugh & Doxsee, 2018). This Act puts more emphasis on the outcomes of getting a degree or a job, rather than the quality of education received among the immigrants (McHugh & Doxsee, 2018). This means that educators must teach with a goal of degree or job attainment rather than the needs of theimmigrants. Similarly, schools take an approach to help immigrants regarding getting a degree or a job, but not for other integration needs (McHugh & Doxsee, 2018).

Many education programs struggle with providing intellectual accessibility to improve equity in adult-immigrant learners (Kasworm et al. 2010). This is due to the diverse needs of the growing immigrant population and little implementation of research on program planning and delivery for immigrants (Kasworm et al., 2010). While there aresuggested frameworks that can be used to improve program planning for adult immigrants, little initiative has been taken to actually implement these programs.

Due to the diverse needs of adult immigrants, more resources are needed to ensure they are given appropriate education and accommodations. Resources such as teacher training, technology, and other tools improving equity can be limited in some areas across the country. When there are not enough resources to provide English as a Second Language (ESL) classes, fewer immigrants will be successful in America.

Language

Language and literacy were two of the biggest barriers between adult immigrants and education. Language, itself, is a barrier to education. In addition, time and resources are barriers to receiving language education. The ability to speak English properly in

America can determine immigrant earnings, integration, academic success, and employment (Toso et al., 2013). Notably, the number of immigrants who ranked their English as "very well" decreased from 33.6% to 26.2% in the early 2000s (Toso et al., 2013).

McHugh and Doxsee (2018) reported that the use of the native language, or linguistic interpretation, is essential for full integration. In order to better assimilate, immigrants must understand what is happening, rather than just hearing what is happening. Using the native language combines what the immigrant knows with whatthey're learning. Connecting new information with current information can improve chances of remembering content.

English learners should study the language to understand the United States government, civic responsibilities, and individual freedom (McHugh & Doxsee, 2018). Ifimmigrants cannot properly speak and understand English, they're not going to be able totake advantage of everyday freedoms, let alone attend and pursue further education. Timeconstraints are going to further restrict immigrants from reaching education.

English literacy takes hundreds of hours to learn depending on age, demographics, and previous education (McHugh & Doxsee, 2018). A 2007 study performed by the Center for Applied Linguistics showed that immigrant students are more likely to be successful if they study English for more than 100 hours (McHugh & Doxsee, 2018). Many immigrants don't have enough time to devote to the lengthy requirements of learning the English language (McHugh & Doxsee, 2018). If immigrantsdon't have time to pursue language education it can take much longer for them to fully integrate, if

ever. Immigrants need high-quality, timely, and sustained language instruction (Vaneck et al., 2020).

While language is critical for success in America, it also shines a brighter light on the discrimination and prejudice that immigrants experience (Toso et al., 2013). The better immigrants can speak and understand English, the more they're going to understand the racism, discrimination, and stereotypes that they face.

Racism

Immigrants face racism in many aspects in their life, including everyday activities, education, healthcare, and housing. Researching racism is important because the definition of racism will have a concrete impact on moral and political debates (Miles& Brown, 2003). In the past 50 years, racism continuously has been considered a way of political abuse because it is negatively loaded and can declare racists' as worth and morality (Miles & Brown, 2003).

Despite the negative views on racism and racists, there are still people in the world who are racist towards other cultures. Some citizens are racist due to the beliefs that immigrants are "invaders" (Miles & Brown, 2003, p. 15). Native-born citizens see refugees and immigrants as people who are trying to sneak into the country and take whatthey have. Citizens fear that these "invaders" are going to take resources away from Americans. One of the biggest motivators of racism is fear of depleting resources (Schelhas, 2002).

Some Americans feel threatened by immigrants because they assume the traveler is here to take from them, whether it be money, resources, jobs, housing, etc. (Schelhas, 2002). When people feel threatened, they are going to be defensive regarding

themselves, their family, and their belongings. This defensive mode, even if unprovoked by immigrants, will fuel hatred towards a race or group of people, out of fear.

Many articles on racism concluded that racism is imbedded in society through history and institutional racism. Race was introduced early in times of finding American history because the Europeans encountered the Native Americans, a race they had not seen before (Lund & Colin, 2010). The Europeans then used their religion as a guide to shape what the superior race was supposed to look like (Lund & Colin, 2010). This established the idea that whites were the superior race, and they were the race that all others needed to be compared to (Johnson-Bailey & Cervero, 2000).

White privilege began when the first settlers decided that Whites were going to be the staple culture (Baumgartner & Johnson-Bailey, 2010). From then on, racism developed because Whites were elevated to believe that they were better than others.

White people believed they were owed the best of everything, at the expense of otherraces. This shows that white privilege is imbedded into American society through thecountry's earliest history. History acts as a motive for racism, leading to institutional racism.

Institutional racism can come in the form of housing, public health, criminal justice, banking, and education (Morgan et al., 2018). Housing discrimination can limitthe places that immigrants are allowed to live (Morgan et al., 2018). Because of this, immigrants can be forced to take residence in poor living areas, which can lead to sickness and missing school (Morgan et al., 2018).

Living in these poverty-stricken areas can put learners into low-income schools. This can lead to poor education and therefore higher crime rates (Morgan et al.,

2018). Immigrants often are forced into this vicious cycle where their worth to society is based on how much they contribute and how integrated they are, but then put in situations thatmake it twice as hard for them to succeed (Kallenbach et al., 2013).

The research showed that racism started with whites immigrating to America and deeming themselves the master race. Racism has grown through American society like roots, penetrating education, housing, healthcare, and much more (Morgan et al., 2018). Racism has been carried through generations (generational racism) and still affects people today. When people start to act on their racist beliefs, it turns into discrimination.

Discrimination

Racism can be defined as the ownership of ideas or believes that one race is inferior to another. Discrimination is when actions are determined based on racist beliefs.When a person acts on their racist beliefs, they are actively discriminating. Fear and lack of trust between native-born citizens and immigrants can fuel discrimination.

Discrimination is harmful to immigrants and can even be life threatening. Discriminationis also a major stressor and negative influence on health (Szaflarski & Bauldry, 2019).

Szaflarski and Bauldry (2019) found that discrimination in health care had a negative impact on physical health and that discrimination in general can lead to problems in mental health. Immigrants can experience discrimination, which then leadsto illness, which then requires them to seeking medical care where they receive further discrimination, and it's an endless cycle. These barriers to healthcare can determine theoverall health of an immigrant.

The status of an immigrant is one barrier will greatly impact their health (Anderson, 2018). Undocumented immigrants are able to access emergency care, but theycannot get insurance in the marketplace in the United States (Anderson, 2018). Insurance can be a barrier for many immigrants gaining access to health care (Anderson, 2018). Legal status, documentation, insurance, and more are going to prevent immigrants from accessing mental health care, reproductive care, and more. Lack of access to health care can lead to poor attendance rates and more sicknesses.

Wilkes and Wu (2019) found that discrimination can affect the trust that immigrants have in others, government, and community in which they live. Trust gapsexist between immigrants and native-born citizens due to racism, discrimination, stereotypes, and more (Wilkes & Wu, 2019). Trust is important for benefits because ofthe individual-level benefits that it carries. Trust has benefits on immigrants by improving happiness, health, and life satisfaction (Wilkes & Wu, 2019). When immigrants perceive discrimination, it can affect their trust towards those around themand their country.

Discrimination can affect the trust that immigrants have in their community. Discrimination comes from the distrust that native citizens have for immigrants. This gap in trust can prevent proper education, relationship building, cohesiveness, and integration.Interestingly, immigrants trust native-born citizens less than native-born citizens trust immigrants (Wilkes, Wu, 2019). This is because of the danger that immigrants are put into when experiencing some forms of discrimination.

Native-born citizens discriminate against immigrants because of perceived cultural or religious threat and fear of a mixed-ethnic future (Choi et al., 2019).

Discrimination can be exacerbated by conflict over identity, economic resources, and power (Choi et al., 2019). Choi et al. (2019) suggested that discrimination can come fromthe rapid acclimation to a population change and social norms being challenged.

Research on discrimination against immigrants showed that discrimination comes from fear and lack of trust. Fear comes from the thought of losing something to immigrants, whether it be housing, jobs, or economic resources. Lack of trust causes discrimination against immigrants because native-born citizens perceive them to be threats.

Stereotypes

Stereotypes can be used to promote racism, and racism can be used to create stereotypes. A stereotype is defined as an over generalized, fixed view or perception of a certain class or group of people (McLeod, 2017). People use stereotypes to simplify theirworld (McLeod, 2017). Those who believe in stereotypes view the group as a hole, ratherthan differentiating between individuals (McLeod, 2017). This social categorization is what leads to prejudice attitudes and stereotypes (McLeod, 2017).

Research suggests that the meaning behind the stereotype, whether positive or negative, will determine if the person is being prejudice (Burns & Gimpel, 2000). Some stereotypes can paint the race in a positive light, while others can cause conflict. Putting someone in a stereotype means you associate a trait or characteristic with a certain groupof people. Stereotypes are invisible barriers that adult immigrants have to face in education. Because stereotypes are assumptions, immigrants may be left out of importantdecisions. For example, an employer might assume that a woman from the

Middle East has no job experience, so she is not recruited for an internship.

People tend to fear what they don't understand, and when native citizens come in contact with an immigrant, they may be experiencing cultural differences that they haven't before. This can cause confusion and fear which lead to prejudiced attitudes and stereotypes. Some people may go as far as insulting an entire race because of one negative interaction.

Stereotypes are basically assumptions on what someone thinks another race should act, look, or believe, based on prejudice thoughts and previous experience. Immigrants are linked to a negative stereotype because of assumptions based off emotions (Burns & Gimpel, 2000). Because many immigrants need government assistance, and government assistance is frowned upon in society, they carry this negativestereotype (Burns & Gimpel, 2000). This means that without even formally meeting an immigrant, people can brush them off as an inferior being. For example, if an adult immigrant were to attend an online class, and their name is from their native-country, other students, and maybe even the professor, may think of them differently.

Zembylas (2008) found that immigrants felt safer when attending online classes. Technology and online learning provided immigrants with the ability to better express their thoughts and emotions than they would have been able to in person (Zembylas, 2008). In the study, the immigrants reported having to deal with less discrimination than when attending class (Zembylas, 2008). Giving students anonymity when sharing feels can allow them to be more honest. They can be more honest when they're anonymous because there is little fear of repercussions.

The research showed that stereotypes are ways of thinking that stem from prejudice

beliefs and discriminatory actions. They can affect an immigrants life and determine outcomes for them without giving them an option. Immigrants are tagged by anegative stereotype so they're automatically a target for racism and discrimination. Stereotypes hold immigrants back from fully integrating into society.

Research Questions

Although the bodies of research on racism, immigration, and adult education aregrowing, there are many questions to be answered. In attempts to provide a real-life experiences of an immigrant, the study will contribute to the knowledge of what immigrants face when trying to reach higher education in the United States. The study aimed to answer a central question:

1. What are the effects of barriers, racism, discrimination, and stereotypes on the individual emotional experiences of adult immigrants coming to the United States for higher education?

There is a large amount of research on racism and discrimination on a race as a whole, but few studies including the individual emotional accounts of barriers, racism, discrimination, and stereotypes. It's important to include individual accounts to give people real examples of how barriers, racism, discrimination, and stereotypes. Looking ata problem as a whole may dilute some of the important, emotional, and individual detailsthat can be shown with individual accounts. Individual accounts provide proof that problems are raging across America. Individual accounts can also allow researchers to make a greater connection with immigrants and the obstacles the endure.

Although there is research on prejudice beliefs and actions, there is not enough research on what can be done to improve experiences and outcomes for immigrants.

Since emotions are strongly tied to learning experiences, it's important to further questionhow education can affect racism, discrimination, and prejudice actions. The study aimed to answer a few sub-questions:

1. What can be done to improve the emotional experiences of adult immigrantsreceiving higher education in the United States?

2. How can education affect barriers, racism, discrimination, and stereotypes in thecontext of university education?

Chapter 3: Methodology

The methodology of a study is important for improving reliability and validity. The methods in the study were chosen to show the data in an understandable format. The qualitative research approach was chosen to get a more in-depth analysis of the data collected. The contributor was happy to participate and re-read their answers in order to confirm their thoughts.

Qualitative Research Approach

Although case studies originated in medicine, they are used in education and social science research to understand a particular individual (McLeod, 2019). The information included in a case study is typically information and events in the past and present (McLeod, 2019). In order to obtain a retrospective analysis from the participant, acase study was used to collect and analyze data.

Qualitative research uses word, holistic pictures, and provides details on a participant (Creswell, 1998). Qualitative inquiry was chosen because the study focuses onhuman or social problems. Because emotions and memories are dynamic, qualitative research was the best method of inquiry because it focuses on understanding the natural world and takes place in natural settings (Gall et al., 1996).

The participant was asked to elaborate on past experiences in their time during education in the United States and discuss their perceptions and emotions during and after that time. Because this information is based on emotion and past events, the qualitative research method allows freedom to interpret the findings as needed. Becausethey were asked about their time at the university, or their natural setting, qualitative research would qualify due to the information being gathered in a natural

setting (Ragin,1987).

A quantitative research method would not have worked for this study because there is not numerical data involved. The instrument used was a short-answer prompt and given to one participant. Qualitative research is the best method used for this case study because it recognizes the fluidity of narrative and story-telling methods of data collection.The intended outcome of using a qualitative method was to get a better understanding of the perceptions of an immigrant and allow for readers to confirm the study's findings through personal interpretation. Because the research questions refer to emotions, a qualitative research method is going to better suit the emic perspective.

Participant

The study included one Saudi Arabian male who is 27-years old and a graduate from an accredited college in the United States. The participant was recruited based on judgement sampling. Judgement sampling was used to recruit the participant due to the usefulness in qualitative research. Judgement sampling can be done based on professionaljudgement and specific selection of participants (Frey, 2018).

The contributor was approached specifically because they fit certain characteristics that were needed for the study. The participant needed to be an immigrantwho came to America to obtain a degree from a university in the United States and be willing to discuss some negative experiences they had in their journey to a degree. Aftersigning a consent form (Appendix C) the immigrant was ready to begin.

The student immigrated from Saudi Arabia to Chicago to start his journey for adult education in the United States. He was one of the wealthier families in Saudi Arabia and was receiving support from the government to attend school. He was one of the only

members in his family to pursue higher education in the United States. The participant came to the United States with the American equivalent of a high school diploma. He spent 6 years in the United States and received a bachelor's degree in Healthcare Administration.

Data Collection Tools

The data collection tool consisted of a short answer, opened ended prompt to gather information for types of barriers, racism, discrimination, and stereotypes that the immigrant faced during their time in the United States (Appendix A). The creation of the instrument was original and personalized to the study. After creation of the prompt, it wasvalidated through a literature review conducted on the benefits and uses of prompts and questionnaires. Research backed the creation of the instrument to make it as effective as possible.

A face validation technique was used in order to improve validity of the instrument. Face validation is important for accessing a study's validity (Rubio, 2005). Face validity can be performed by others who can determine the validity (Rubio, 2005).Another person was asked to look at the instrument and determine whether or not it addressed the aim of the study. Face validation was used because it could show any deficiencies in what needed to be asked in order to answer the research questions.

The order of questions that are asked in a questionnaire can determine the level of participation in the participant (Burgess, 2001). Sensitive questions should be placed nearthe end of the survey, in order to prevent offending the participant right away (Burgess, 2001). The question regarding their feelings towards the problems they faced

may draw some uncomfortable memories. This question was placed near the end but followed up with a question regarding what could have made their experience better. This way, theyare able to think about solutions to the problem before finishing the prompt.

A successful questionnaire is designed with concise, efficient, and relevant questions (Burgess, 2001). The tool was delivered as a self-administered questionnaire sent as an email attachment to the participant. Participants can find it easier to answer thequestionnaire when the questions are clear, concise, well-presented, short, and of value (Burgess, 2001). The prompt was created to strike thought in the mind of the participant to gather information on barriers, racism, discrimination, and stereotypes.

Procedures

The topic was chosen to elaborate more on the issues of barriers, racism, discrimination, and stereotypes in immigrants in higher education. Due to heated politicaldebate on immigration policies, it is important to understand how immigrants' education is affected by the policies and arguments swirling around them. After choosing a topic and identifying emerging questions for inquiry, I selected a qualitative research methodology. Once qualitative research as a methodology was chosen for the study, a prompt was created in order to deliver to the participant for data collection.

Research was conducted on how to create an effective and successful questionnaire prompt. Sources were compiled to create the prompt. Once the topic and research method were chosen, the prompt was created then submitted to the Institutional Review Board (IRB) (Appendix B) for approval. Once approval was granted from theIRB, recruitment for the study began.

Recruitment was upheld by the COVID-19 pandemic. Due to nationwide shutdowns, many organizations were not allowing outside members in for observation orinterviews and others were closed completely. The attempts to gather more than one participant were thwarted by the inability to reach more immigrants pursuing adult education.

The participant was chosen based on professional judgment, response to outreach, and criteria related to the study. Potential contacts were emailed to determine their interest and eligibility to participate in the study. Once the participant had been educated on the study, the risks, and the benefits, they decided to participate. The consent form was printed, signed, and scanned back in to be delivered before the study began.

Once the signed consent form was received, the prompt was emailed to the participant for them to use to provide data for the study. The prompt asked the participantto elaborate on some experiences they had while in the United States and leading up to their time to completing their degree. Once the participant had given all information theywanted to disclose, the prompt was emailed back to be analyzed and reported.

Data Analysis

Once the prompt had been received, a reflection sheet was created to note ideas that stood out, show negative and positive themes, and to place data in chronological order. The data was put into chronological order by date in order to determine any changes that may have occurred between the time they decided to come to the United States and when they obtained their degree. The data was analyzed to find any

themesand patterns in the response. Themes included positive and negative experiences.

In many situations, qualitative research provides a wealth of information that is not always needed (Patton, 1990). This means data reduction must take place. Data reduction is the transformation and reduction of data to only what is useful and necessaryto the study (Patton, 1990). The information from the prompt was analyzed to answer theresearch questions proposed in the study. The research questions were used as a guide onwhat information was useful or not (Patton, 1990).

A thematic analysis was conducted in order to group data into themes. The themes were then used to answer the research questions. A thematic analysis was conducted because it was the best fit for the prompt. The thematic analysis was beneficial in grouping data together so it could be used to answer the research questions. Themes werefound in the prompt that correlated to barriers, racism, discrimination, and stereotypes.

Ethical Considerations

As a researcher, it is critical to provide an ethically sound study. Being ethical means being a good researcher. Having an ethical study means showing compliance withstatutes, regulations, and institutional rules and policies (DuBois & Antes, 2019). An ethical study includes doing good and doing no harm (DuBois & Antes, 2019). Participants fully understood the benefits and risks associated with taking part in the study and signed the consent form showing their approval and acceptance. The completedconsent form and prompt were sent through email in a password-protected document. The password was sent to the participant as a separate email, then deleted once it hadbeen saved by the participant. The documents are stored under password protection.

Participant protection was very important in this study due to the fear of repercussions for speaking out on any trouble they experienced. The participant was reassured that all information would not be associated with their name, only their age, gender, and ethnicity. Had the participant not been assured that their information would be safe, they may have been less willing to participate in the study. Harm was minimizedby structuring emotionally provoking questions appropriately. The participant was also aware that they could withdraw from the study at any time, including after the prompt had been returned for analysis.

Trustworthiness

Triangulation was used in order to improve the trustworthiness and credibility ofthe study. Resources came from scholarly articles using the words "adult immigrant," "racism," "education," "discrimination," "stereotypes," and "barriers." Resources were a

mixture of media, providing a more balanced view of the topic.

A trustworthy study is important for ensuring the reliability and validity. In attempts to gather more information, the student was asked to reread their answers. This was to ensure that all information was how they perceived it and that they wanted to share that information to show confidence in answers and improve reliability. This studyis trustworthy because it can be repeated with other participants and researchers. The extensive background and literature review are evidence for the vast amount of triangulation which was completed to support the study in facts and theoretical frameworks.

There were multiple reflection sheets used in order to organize information regarding the literature and the results. There were four sheets created, one for each of the overall ideas in the study: barriers, racism, discrimination, and stereotypes. As the literature review proceeded, common ideas between articles were noted on the corresponding reflection sheet. If two articles state that racism is embedded in history, that idea would be added to the reflection sheet with source information and page numberfor future reference. Information regarding these themes were also added to the sheets as background, interesting, and basic information.

After a vast amount of research, there were common themes between the studies, that were segregated into barriers, racism, discrimination, and stereotypes, located on each of their reflection sheets. Once the prompt was received from the participant, it wasread in entirety before taking any notes or interruptions. Then, initial thoughts of the prompt and how it connected to the literature was written down.

When the participant noted something significant they had experienced, the

literature was checked for the same situations, reasons as to why this might happen, and whether or not it fell into one of the four categories. If a part of the response was corroborated by research, it was deemed vital and added to a separate reflection sheet. Once the prompt had been analyzed, the reflection sheet was used as the findings. This constant comparative method allowed for the organization and clarification of literature.

Potential Research Bias

Judgement sampling opens an area for potential research bias. Since the form of recruitment relies on the researcher, the research may be affected by participant bias. However, the researcher had not met the participant in person and had simply discussed the study with them through email. This prevented an emotional or psychologicalattachment to the participant.

When dealing with emotional qualitative studies, the research came become biased due to empathetic feelings. It can alter the way in which the researcher analyzes the material. However, the research conducted before and during the study allowed a desensitization to the material and the creation of an expectation on what the participantwould disclose in their prompt.

Limitations

Limitations of the study include the very limited view of situations in the UnitedStates by only having one participant. Restrictions, such as lack of access to adult immigrants in education due to the COVID-19 pandemic, held the study back from recruiting more than one participant. However, having a single participant allows for a deeper analysis related to specific situations.

Chapter 4: Findings

Once returned, the prompt was analyzed for common themes and situations in the participants experience. The data was reduced to horizons to make the prompt more concise. Throughout the response, there were common themes and situations that emerged. These events were important shows evidence of claims made by research, but also shows a positive side of attending school in the United States.

The prompt was organized into chronological order, when applicable, to organizethe information. The participant also reported situations in chronological order from when they came to the USA to when they went back to Saudi Arabia.

The participant reported that, "It was very difficult and hard to get my homestay." Homestay is an international-student focused housing option (Byle, 2018). Once he received his homestay, with the help of a cop, he remembers being confused about American culture, saying, "I didn't know about cultural habits of the people." He felt likepart of an out-group because it was his first experience in the United States, so he was submerged in a culture unknown to him.

Before attending university, the participant reports taking part in English as a Second Language courses, which he passed. The participant shared that "The ESL classeswere helping me." They explained that without the ESL classes they wouldn't have gotten into college. The first semester of their university experience was sad and isolating because they had no help to access things like housing, transportation, food, etc. The responder reported "I did everything by myself."

There was a situation where the participant reports being move to another apartment within a student housing complex because his assigned roommate didn't

wantto room "with a bomber." He was informed via email that his roommate arrangements had been changed.

The student was forced to find "housing to rent," figure out use of the "train and bus," and "how to get food." He felt alone and "practically got a new life." He was overwhelmed and stressed during this time, which he says had an impact on his grades. "Istart with 4.0 GPA and end semester with 3.1 GPA." While this is still technically good grades, he was disappointed with the drop in his studies. He does report, however, that the problems were "manageable when people support you." However, "some people would not give you a hand."

The participant reported a situation where they were approached while at a restaurant with friends. There was an older gentleman who approached the immigrant andtold him "You don't look like you're from USA." When he explained he was an international student, he was told, "Go home, we do not welcome you." The participant said he explained to the gentleman that he isn't "taking help from the U.S. government" and he's "encouraging the economy."

Another man entered the encounter and apologized for the older gentleman and stated, "we aren't all the same." The participant was grateful for the passerby but expressed his "sadness and anger" after the encounter with the angry man. He took solacein the fact that he was bilingual and "working towards my certificate." He used his degreeas motivation to cheer up after this negative encounter.

Themes

The themes that showed in the response were consistent with barriers, racism, and discrimination. Some of the barriers that the participant encountered were trouble finding

a homestay, cultural barriers, and language barriers.

Barriers

Homestay

As soon as he arrived in the country, he was met with issues regardinghis homestay. He had problems reaching the place where the program is held due to confusion on his homestay. While the program had a homestay originally lined up, it waschanged rather quickly when he arrived. He was angry with the situation and nervous about what was going to come next.

Once he was given his homestay information, he was helped by a cop to get to where he needed to go. He was very happy that the cop was there to help him. He did notknow how he was going to get to the homestay if he had not helped him. Once arriving atthe homestay, he felt like he didn't fit in with the others. He remembers wondering if he was going to be able to do this or not.

The Saudi Arabian was showing signs of psychological barriers. Emotional barriers can keep people from making strong, logical decisions. When someone is underduress, they may make rash decisions in attempts to remove themselves from the situation.

Not only are external barriers important for holding immigrants back, but this response shows internal thoughts of nervousness and anxiety, which led to anger. Had heallowed his anger to take control, he could have prevented himself from getting to his homestay. He may have even been asked to return to his native country if he had caused too much of a problem. This means that immigrants must learn to make decisions understress. These emotional barriers can keep immigrants from doing well

on assignments and prevent success during social interactions.

Cultural differences

It was hard for him to find out his situation and when he did get his assignment, he felt as though he didn't fit in due to cultural differences. He wasn't aware of the social norms and how to successfully communicate with those around him. This created barriers when he tried to create relationships and social connections. Experiencing barriers to social connections can set immigrants up for failurebecause social connections can affect academic and personal performance (Toso et al., 2013).

There are a lot of cultural differences between two countries. Immigrants have the trouble of being submerged into two cultures at once: their native culture and the visiting culture. Because the volunteer was from Saudi Arabia, he was experiencing many cultural differences that caused him to be upset.

People from various cultures perceive just about everything differently (Ourfali, 2015). This ensures that there will be miscommunication (Ourfali, 2015). This miscommunication can lead to conflict, inability to build relationships, poor academic performance, low quality of life, and much more. Americans can be found as low contextcultures, which means they tend to separate and stay to themselves (Ourfali, 2015). Arab cultures, on the other hand, favor close personal connections and the constant state of knowing what the other person is doing (Ourfali, 2015).

Language

Language barriers also held the learner back from creating relationships. Even after the student was considered fluent, there were still situations in which the dialect and meaning of words were different between communicators. Homonyms, which are words

that are spelled and sound the same, but have different meanings, may be taken out of context. Accent can also act as a barrier, as it affects topronunciation of the word.

Language can influence perception, whether it be positively or negatively. If someone were speaking to the reporter and referred to one idea, but the reporter thoughtthey were referring to another, they may consider it a negative interaction. When in fact,it was a positive or neutral interaction, there was just a misunderstanding in the meaningof the dialogue.

Racism

The participant experienced racism when he was approached at lunch and told to "go home". When the man approached the participant, he used the participant's visual appearance to assume he wasn't a native-born citizen. Once his belief was confirmed thatthe participant was an international student, he was told to leave the country and that he wasn't welcome here.

There was also a situation, that was added after review of the prompt, where the student discusses a situation when they were riding the bus at their university. As they were using the university bus system to another building, a group of two men got onto thebus and noticed the learner setting near the door. They both began "coughing to cover up their saying of 'bomber' and 'there's a bomb'". They were "looking to me and laughing".

The contributor reports feeling angry and embarrassed and got off the bus at the next stop. This racism that the immigrant felt cause negative emotions to fill their moods.These learners can carry these emotions with them to the classroom and it can affect their learning. Their performance may suffer and could lead to a downfall in

participation, even if just for that class. This situation could have also discouraged the member from taking the bus again, leaving them even less advantaged for success.

Discrimination

The learner reported discrimination when he said his roommate wanted to change living arrangements simply because he was from Saudi Arabia. He was discriminated against in the sense that people refused to live with him because of his race and the negative stereotypes associated with his race. Once the roommate had found out the participant was Saudi Arabian, he immediately assumed that he was a terrorist.

Not only did the roommate discriminate against the sharer, but so did the office of the housing area. Instead of forcing the roommate to take another apartment, they switched the assignment of the member. Perhaps the immigrant wanted that particular apartment, but because one of the other housemates had a problem with the learner's ethnicity, the learner was forced to move into another building on the complex.

Emotional Analysis

The participant records many different experiences and emotions in their response. The participant reports happiness whenever he was helped by others. He showed sadness and isolation when he was alone after first arriving to the University and being moved from roommates. He was angry at the man at the restaurant for being racist. The participant was proud of themselves for being bilingual and pursuing their degree. The participant used a storytelling method and emotions to describe their experience in America. Negative emotions that are associated with barriers, racism, discrimination, and stereotypes can affect academic performance (Toso et al., 2013). In this case, the immigrant's grades lowered after battling with being alone and having no help during

thefirst semester. The lack of support and social connections prevented this learner

from focusing completely on their studies.

Chapter 5: Discussion

In 2020, immigrants and their children made up about 26% of the population in the United States (Batalova et al., 2021). The rise in immigration to the United States means that the number of immigrants in the workforce will expand. Because of this expansion, education should be used to prepare immigrants for the workforce.

Immigrants need to be prepared for the workforce because they experience some of the same problems that other immigrants experience in education. Education on workforce integration is also going to improve job satisfaction, job performance, and longevity of employment (Toso et al., 2013). Education can be life changing for immigrants, hence many seek education in the United States. However, there are barriers, racism, discrimination, and stereotypes that immigrants experience every day that have negative impacts on their lives.

It is important to understand and remove barriers, racism, discrimination, and stereotypes that adult immigrant learners experience because immigrants are a very successful investment for human capital. Immigrants can provide benefits to their school and their community, some benefits that native-born citizens cannot bring. Helping adult immigrants reach their goals can help the economy, business, creativity, academia, and much more (Toso et al., 2013).

Immigrants face barriers, racism, discrimination, and stereotypes when coming to America for higher education. This is shown through literature and the experiences of the participant included in the study. The literature starts from immigration in the 1700s and follows the legislation, changes, and large events that molded immigration to the United States. Studies are included that show evidence of barriers, racism,

discrimination, andstereotypes surrounding immigrants.

The results of the study show that the immigrant experienced barriers similar to those found in the literature. For example, the participant faced language barriers whichwas one of the most common barriers shown in the literature review. He also faced cultural barriers that slowed his integration process.

The volunteer also showed a lack of social connections which led to a decrease inhis grades. He was preoccupied with trying to figure out life so he couldn't devote the time he wanted to his degree. However, after proceeding through the response, the participant reports being "at a restaurant with friends." This can suggest that the student made friends during their time at university. These relationships were potentially encouraged by adult education.

Toso et al. (2013) claim that adult education can improve social networks. Education can improve self-confidence and increase opportunities of bonding, which cancreate strong relationships (Toso et al., 2013). Social connections can improve happiness,academic performance, relationships, and opportunities (Toso et al., 2013). This is shownthrough the study when the participant reports his problems as being more manageable when others would help him.

The results show that people act on their stereotypes and make decisions based onthe race and ethnicity of others. When the man at the restaurant saw that the immigrant looked different, he assumed he wasn't from this country and ordered him to "go home". When the participant's roommate decided to move apartments because the immigrant was Saudi Arabian, he assumed that the participant was a terrorist. He used the stereotypeas motivation for being discriminatory.

The results matter for providing a narrative of an immigrant and shining light on specific examples in which an immigrant encounters barriers, racism, discrimination, andstereotypes. There is a large amount of literature regarding barriers, racism, discrimination and stereotypes faced by immigrants. The research is reduced when focusing on immigrants in adult education, then even further when discussing specific interactions and examples. Then, even less information is present regarding immigrants' feelings on Americans.

The results allow for an inside look on the way immigrants feel about Americans. The majority of research in this area is focused on the thoughts and feelings of Americansregarding immigrants. This study provides a perspective from the opposite side of the situation. The results don't, however, provide more research on female immigrants in adult education. Research on female immigrants is scarce (Toso et al., 2013; Pena, Everett, Quintero, 2018; McHugh & Doxsee, 2018).

Suggestions and Recommendations

The study contributed specific accounts of barriers, racism, discrimination, and stereotypes to the current body of research on immigrant experiences in adult educationin the United States. It's important to continue adding research regarding adult immigrants pursuing education because America is constantly changing in terms of immigration and education. With the number of immigrants rising and lowering and coming from different areas, education must adapt to the changing environments. Education is determined by the needs of the learners. As learners change, their needs change. It's important for adult educators to adapt with the needs of immigrant learners.

Culture shock happens when someone is submerged in a new culture and experiences (Adler, 1975). Culture shock can come in stages and is different for everyone(Adler, 1975). Culture shock caused the contributor to become nervous when getting to their homestay and have a feeling of isolation. Culture shock could be mediated by an "adopt a friend" program. This program could be used to match immigrants with other people so they have someone they can come to talk with about their culture shock. This friend could offer advice, suggestions, and support for helping the immigrant adapt.

Studies suggest that an adult pedagogy approach to teaching may be more beneficial for immigrants (Alfred, 2009). Alfred (2009) suggests that culturally responsive pedagogy could benefit adult immigrant learners. Andragogy is a teaching method focused on self-teaching and self-realization (Knowles, 2010). Pedagogy is a teaching method where the learner is dependent upon the instructor for guidance and information (Knowles, 2010). A pedagogy approach to teaching adult immigrants will prevent the isolation that immigrants may feel when attending university.

If adult immigrants can depend more on their instructor, they may have better chances of success than if they were to use the andragogy method. This is not to say thatadult immigrants cannot be transferred to andragogy throughout the semester. Pedagogyis simply a recommendation for the beginning of the course and introduction to new topics and content. Taking a pedagogy approach to teaching adult immigrants can allowthem to make a smoother transition into andragogy, which is ultimately going to be the best method for them as adults once they've moved into more complicated content and classes. A pedagogy approach is going to improve intellectual

accessibility amongimmigrants in the classroom.

Because racism is embedded in history, education on the history of racism may advert some of the discrimination, prejudice beliefs, and stereotypes. Teaching people that race is a social construct may allow them to have more of an open mind when welcoming immigrants, because information on the social construction of race is criticalto student success in interactions and classes involving inequality and race (Khanna & Harris). The more education a native-born citizen has on race and ethnicity, the higher chances they will be successful in multicultural communication (Khanna & Harris). Education could potentially help others understand that all people are equal, and race issimply what we make of it.

Current systems and programs do not place enough importance on social skills (McHugh & Doxsee, 2018). Because social connections are beneficial to experiences inadult immigrants, programs in schools and education centers should focus on improvingsocial connections. These programs can invest in social capital, which can determine whether immigrants will be successful or not.

Future Research

Future research should focus on the experiences of immigrant females, attitudes and beliefs from immigrants towards Americans, and taking a pedagogy approach towards teaching adult immigrants. It's important for future research to continue becauseimmigration is steady and education in America is popular, despite the flaws. However, future research may bring visibility and solutions to flaws in the education system. This study contributes real experiences to research and can be used as a building block forresearch aiming to alleviate barriers, racism, discrimination, and

stereotypes.

Conclusion

Barriers can prevent adult immigrants from pursuing higher education. The root of racism stems from being embedded in history. Since laws from the beginning of America restricted immigration, participants in education have aimed to provide instruction for adult immigrants in the United States. Education is critical for immigrant happiness and integration. Integration is critical for immigrants, or they could be left behind physically, emotionally, economically, and financially. Education will change thelives of immigrants, but not all immigrants have access to the education in the United States due to barriers, racism, discrimination, and stereotypes.

The study provided real-life accounts of an immigrant pursuing higher educationin the United States to confirm the findings of the literature: barriers, racism, discrimination, and stereotypes exist among immigrants and immigrants in adult education. Taking a pedagogy approach to teaching adult immigrants may allow them tograsp material more quickly. We should care about educating immigrants because whenimmigrants thrive, America thrives.

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Appendix A

Questionnaire

Think back about when you first decided to attend college.

1. What made you want to do this?

2. What trouble did you have while getting into and starting your time

    at yourinstitution? Describe any situations you encountered.

3. While at your college, did you experience any forms of racism,

    discrimination, orstereotypical behavior?

4. Explain any situations regarding these mindsets and how it made you feel.

5. What do you think could have been done to improve your experience?

6. Please add anything else you'd like to share.

Appendix B

IRB Approval

INSTITUTIONAL REVIEW BOARD
OFFICE OF RESEARCH INTEGRITY

DATE: October 15, 2020

TO: Kendra McCracken
FROM: Western Kentucky University (WKU) IRB

PROJECT TITLE: [1661389-1] Barriers, Racism, Discrimination, and Stereotypes against an Adult Immigrant Pursuing Adult Education: A Case Study
REFERENCE #: IRB 21-058
SUBMISSION TYPE: New Project

ACTION: APPROVED
APPROVAL DATE: October 15, 2020
EXPIRATION DATE: October 15, 2021
REVIEW TYPE: Expedited Review

Thank you for your submission of New Project materials for this project. The Western Kentucky University (WKU) IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Expedited Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a *signed* consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project has been determined to be a MINIMAL RISK project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of October 15, 2021.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact Robin Pyles at (270) 745-3360 or irb@wku.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Western Kentucky University (WKU) IRB's records.

Appendix C

Informed Consent Form

INFORMED CONSENT DOCUMENT

Project Title: _Barriers, Racism, Discrimination, and Stereotypical Behavior face by an Adult Immigrant Pursuing Higher Education in the United States: A Case Study
Investigator: Kendra McCracken, Educational and Behavioral Sciences, kendra.mccracken897@topper.wku.edu

You are being asked to participate in a project conducted through Western Kentucky University. The University requires that you give your signed agreement to participate in this project.
You must be 18 years old or older to participate in this research study.

The investigator will explain to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. You may ask any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation and discuss with the researcher any questions you may have.

If you then decide to participate in the project, please sign this form in the presence of the person who explained the project to you. You should keep a copy of this form for your records.

1. **Nature and Purpose of the Project:** The purpose of the project is to get the real-life experience of an adult immigrant who sought out higher education in the United States.

2. **Explanation of Procedures:** The participant will be asked to write about their experience pursuing adult education. They will be given a writing prompt used to guide their response. The prompt can be as long as the participant likes, which could lead to a need of 1 – 3 hours, or more as needed.

3. **Discomfort and Risks:** Some discomfort may be experienced while divulging emotionally sensitive information.

4. **Benefits:** Benefits include the ability to gain emotional closure from previous, negative experiences. The response will benefit future changes regarding problems faced by immigrants when pursuing adult education.

5. **Confidentiality:** The written prompt will be analyzed to connect and compare to current knowledge on adult immigrants and adult education. . Records will be viewed, stored, and maintained in private, secure files only accessible by the P.I. and advising faculty for three years following the study, after which time they will be destroyed.

6. **Refusal/Withdrawal:** Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

MOHAMMED MUTAIR   10-28-20
Signature of Participant   Date

K McCracken   10/28/2020
Witness   Date

WKU IRB# 21-058
Approved: 10/15/2020
End Date: 10/15/2021
EXPEDITED
Original: 10/15/2020

THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT
THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY
THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD
Robin Pyles, Human Protections Administrator
TELEPHONE: (270) 745-3360