

R E P O R T R E S U M E S

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WHY THEY CAME TO THE EAST-WEST CENTER, A COMPARISON OF ASIAN
PACIFIC AND AMERICAN GRANTEEES.

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COLLEGE INVENTORY

MAJOR COMPONENTS IN REASONS GIVEN BY ASIAN-PACIFIC AND
AMERICAN GRANTEEES FOR THE DECISION TO ATTEND THE EAST-WEST
CENTER ARE IDENTIFIED. THE STUDY HELPED TO--(1) IDENTIFY
MAJOR FACTORS IN REASONS GIVEN FOR ATTENDANCE, (2) CLARIFY
THE SELF-REPORTED MOTIVATIONAL STRUCTURE BEHIND
EDUCATIONAL-VOCATIONAL DECISIONS, AND (3) EXAMINE THE
RELATIONSHIP OF THESE FACTORS TO AREAS OF SATISFACTION AND
DISSATISFACTION WITHIN THE PROGRAM. DOLE'S REASONS FOR GOING
TO COLLEGE INVENTORY WAS MODIFIED AND ADMINISTERED TO 216
ASIAN-PACIFIC AND 106 AMERICAN GRANTEEES. THE 93-ITEM SCALE
YIELDED PATTERN DIFFERENCES BETWEEN THE STUDENT GROUPS IN THE
AREAS OF REASONS, VALUES, INTERESTS, INFLUENCES, AND NEEDS
RELATED TO EDUCATIONAL-VOCATIONAL CHOICE. A 127-ITEM
QUESTIONNAIRE PROVIDED INFORMATION ABOUT GRANTEE PERCEPTION
OF 10 FACETS OF THE PROGRAM. THE ASIAN-PACIFIC STUDENTS STAND
HIGHER THAN THEIR AMERICAN COUNTERPARTS ON THE FOLLOWING
FACTORS--CONFORMITY, MATERIAL VALUE, OTHER-DIRECTEDNESS, AND
DEGREE ORIENTATION. TWO BROAD STYLES OF ADJUSTING TO A MULTI
CULTURAL ACADEMIC ENVIRONMENT ARE DISCUSSED WITH REFERENCE TO
THE MOTIVATIONAL-VOCATIONAL MODELS OF TYLER AND SUPER. THIS
PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN
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10, 1968. (AUTHOR)

**WHY THEY CAME TO THE EAST-WEST CENTER: A COMPARISON OF ASIAN PACIFIC
AND AMERICAN GRANTEES**

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**Center for Cultural and Technical Interchange
Between East and West, University of Hawaii,
Honolulu, Hawaii**

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Summary

The East-West Center was founded to promote better relations and understanding between the United States and the nations of Asia and the Pacific through cooperative study, training, and research. The present research was concerned with the identification of major components in reasons given by Asian-Pacific and American grantees for the decision to attend the EWC. Specifically, it was hoped to (a) identify major factors in reasons given for attendance; (b) clarify the self-reported motivational structure behind educational-vocational decisions; and (c) examine the relationship of these factors to areas of satisfaction and dissatisfaction within the program.

Dole's Reasons for Going to College inventory was modified and administered to 216 Asian-Pacific and 106 American grantees enrolled at the University of Hawaii. The 93-item scale yielded pattern differences between the two student groups in the areas of Reasons, Values, Interests, Influences and Needs related to educational-vocational choice. In addition, a 127-item questionnaire was used to gain information about grantee perception of ten facets of the program (e.g., nature of interchange experience, personal-social adjustment, academic program and services, community relationships, etc.).

Items of the Dole inventory were intercorrelated and factored to yield 23 orthogonal dimensions. Eleven of the factors demonstrated close agreement with the independent Dole-Digman principal axis solution. Comparison of the grantee groups indicated that Asian-Pacific students stand higher than American counterparts on the following broad factors: Conformity, Material Value, Other-Directedness, and Degree Orientation.

The findings of the study suggested two broad styles of "coming to terms" with a multi-cultural academic environment and these were discussed with reference to the motivational-vocational models of Tyler (stress on individuality) and Super (stress on work values). Implications for educational decision making regarding foreign students and for future research were considered.

Table 1

Reasons Determining EWC Attendance of American and Foreign Students

Which of the following reasons played a part in influencing your decision to come to the East-West Center?	A/P Grantee % Agree	US Grantee % Agree	χ^2
1. I felt that an advanced degree was necessary for the kind of work I wanted to do.	78.4	71.3	1.45
2. I wanted to find out more about certain fields of knowledge.	70.1	79.2	2.36
3. I enjoyed studying and wanted to continue academic work.	68.0	64.4	.26
4. I had serious intellectual curiosities which only further education could satisfy.	57.7	63.4	.66
5. I hoped to prepare myself to be a success in life.	62.9	43.6	9.31**
6. An advanced degree meant a great deal to me for various reasons.	58.8	38.6	10.01**
7. I felt that an advanced degree would raise my station in life.	45.9	24.8	11.62***
8. I felt that I could live an easier life if I had an advanced degree.	24.2	17.8	1.24
9. My professors thought I was a good candidate for the Center.	34.5	40.6	.81
10. I felt that school acquaintances and contacts would prove advantageous in finding a position after graduation.	18.0	8.9	3.67
11. I thought an advanced degree would enable me to be more influential in community affairs.	34.5	11.9	16.25***
12. I wanted to see this country and get to know her people.	92.3	21.8	148.76***
13. I hoped to acquire some qualifications for leadership in civic affairs.	31.4	12.9	11.22***
14. It has always been expected by my family that I would advance my education.	40.2	14.9	18.62***
15. I hoped to make new friends	68.0	69.3	.01
16. I hoped life at the Center would help me develop socially.	51.0	25.7	16.37***
17. The decision to come to the Center was essentially made for me.	28.9	5.9	19.67***

Table 1 (continued)

	A/P Grantee % Agree	US Grantee % Agree	χ^2
18. I wanted to learn how to get along with other people.	50.0	21.8	20.82***
19. I would increase the reputation of my family.	33.0	1.0	37.75***
20. In my family, young people have always continued for an advanced degree.	30.4	4.0	26.12***
21. The persons I respect most in my country have an advanced degree.	19.6	9.9	3.89*
22. Most of my friends were going on for advanced training.	27.3	4.0	21.77***
23. Business, church, or other community leaders encouraged me to further my education.	14.9	4.0	7.00**
24. I thought the Center would be a good place to meet the type of person I would like to marry.	3.6	5.9	.39
25. My family insisted on my going to the Center.	12.4	1.0	9.67**
26. It's the sort of thing a person like me is expected to do these days.	12.9	5.9	2.71
27. There was not much for me to do at home.	2.6	4.0	.09
28. None of the above (No part of the above explains my reasons for coming)	0.5	2.0	.33
Number of respondents	194	101	

* Significant at the .05 level
 ** Significant at the .01 level
 *** Significant at the .001 level

Values Determining EMC Attendance of American and Foreign Students

Which of the following values played an important part for you in deciding to continue your academic work at the Center?	A/P Grantee	US Grantee % Agree	χ^2
1. <u>Preparation for specialization</u> (I wanted to prepare myself for specialization in some field)	50.3	74.5	15.25***
2. <u>Satisfaction from field of study</u> (I was interested in the kind of thing I planned to study, and I enjoyed it)	39.0	68.6	22.39***
3. <u>Aptitude</u> (I felt that I would be able to succeed academically in what I planned to study)	32.8	65.7	28.02***
4. <u>Self improvement</u> (I could help myself become a better person)	44.1	54.9	2.71
5. <u>Chance to serve others</u> (It would help me to be of better service to people)	43.1	62.7	9.59**
6. <u>Most practical thing to do</u> (It would be useful to me later)	36.4	41.2	.46
7. <u>Opportunity for advancement</u> (It would help me to get a good job in which I could get ahead in life)	33.8	32.4	.02
8. <u>Independence</u> (It would help me to stand on my own feet and do things for myself and by myself)	34.4	31.4	.15
9. <u>Security of employment</u> (I would be sure of getting a job)	15.4	10.8	.84
10. <u>Potential income</u>	19.0	17.6	.02
11. <u>Prestige</u> (I would stand high among those who know me, and I would be respected for what I studied)	16.4	19.6	.28
12. <u>Parenthood</u> (It would help me to be a better parent)	13.3	10.8	.20
13. <u>Easiest thing to do</u> (What I planned to study was not hard for me)	4.1	2.0	.40
14. <u>Religion</u> (It would give me the chance to develop my religious values)	3.6	4.9	.06

	<u>A/P Grantee</u> % Agree	<u>US Grantee</u> % Agree	χ^2
15. <u>Humanistic concern</u> (It would give me the chance to understand the difference between people)	47.2	73.5	28.91***
16. <u>None of the above</u> (No particular values played a part in my decision to come to the Center)	0.0	0.0	.00
Number of respondents	195	102	

* Significant at the .05 level
 ** Significant at the .01 level
 *** Significant at the .001 level

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Interests Determining EWC Attendance of American and Foreign Students

Which of the following areas of interest contributed to your choice to come to the Center?	A/P Grantee % Agree	US Grantee % Agree	χ^2
1. <u>Ideas</u> (such as planning, thinking about things, analyzing, etc.)	69.1	73.3	.38
2. <u>Words</u> (such as writing, reading, speaking, etc.)	40.2	56.4	6.41*
3. <u>Travel</u> (visiting new places, seeing unusual things)	79.9	96.0	12.63***
4. <u>Science</u> (such as studying about living things, heavenly bodies, Nature)	30.9	12.9	10.68***
5. <u>Children and youth</u> (such as teaching little children, taking care of them, playing with them).	12.9	13.9	.00
6. <u>Plants and animals</u> (such as farming and growing things).	14.4	6.9	2.89
7. <u>Adults</u> (such as directing or helping grown-ups, selling things to them, or being a leader for them)	11.9	17.8	1.51
8. <u>Numbers</u> (such as figuring, arithmetic, etc.)	6.7	3.0	1.15
9. <u>Art</u> (painting, drawing, weaving, etc.)	5.2	16.8	9.53**
10. <u>Recreation</u> (such as parties, athletics, good times, etc.)	16.0	22.8	1.62
11. <u>Music</u> (such as playing piano, dancing, singing, composition, etc.)	10.8	19.8	3.75
12. <u>Machines</u> (such as tool-making machines, cars, appliances, computers, etc.)	6.2	1.0	3.11
13. <u>Food</u> (such as cooking, baking, meal planning, etc.)	4.1	6.9	.58
14. <u>Some other things not listed here.</u>	6.2	16.8	7.33**
15. <u>None of the above</u> (My interests had no part in my decision to come to the Center).	1.0	2.0	.02
	194	101	
	Number of respondents		

* Significant at the .05 level

** Significant at the .01 level

*** Significant at the .001 level

Influences Determining EWC Attendance of American and Foreign Students

How much of a part did the following influences play for you in deciding to continue your academic work at the Center?	A/P Grantee % Agree	US Grantee % Agree	χ^2
1. <u>College or university courses</u> (What I have learned in my classes at college or university).	58.2	56.4	.03
2. <u>Work experience</u> (I have had some experience with the kind of things I planned to study).	60.3	38.6	11.69***
3. <u>People in the field</u> (I talked to people who were doing the kind of thing I planned to study).	40.2	45.5	.57
4. <u>College professor</u> (A college professor I have had).	34.5	54.5	10.06**
5. <u>Reading</u> (What I had learned about advance study from books and magazines).	35.1	36.6	.02
6. <u>Parents</u> (My father and mother).	13.9	14.9	.00
7. <u>Scholarships</u> (Financial assistance to continue my advanced studies).	64.4	73.3	1.98
8. <u>Friends</u> (Talked things over with my friends).	29.9	27.7	.06
9. <u>Free time activities</u> (Things like clubs, organizations, or just the things I did outside of school when I had time).	9.3	9.9	.00
10. <u>High school or secondary school teacher</u> (A high school instructor I have had).	5.7	2.0	1.36
11. <u>Aptitude and interest tests</u> (Tests I have taken to find out what I was good at doing, and what I like to do best).	13.4	6.9	2.19
12. <u>Relatives</u> (Talked to my aunts, uncles, cousins, brother or sister).	6.2	6.9	.00
13. <u>Hobby</u> (Things like collecting stamps or coins, collecting records, constructing models, etc.)	4.6	2.0	.67
14. <u>College official</u> (I talked with a dean or other college administrator about my plans).	13.4	17.8	.70

	<u>A/P Grantee</u> % Agree	<u>US Grantee</u> % Agree	χ^2
15. <u>Government official</u> (I talked with a governmental official about my plans).	11.3	4.0	3.63
16. <u>Movies and television</u> (I had seen on television and in the movies, the kind of thing I planned to study).	4.6	2.0	.67
17. <u>Random choice</u> (First thing I thought of. The opportunity just presented itself).	11.3	10.9	.01
18. <u>Some other influences</u> <u>not given here</u> .	3.6	7.9	1.74
19. <u>None of the above</u> (Nothing in particular influenced my decision to come to the Center).	1.5	1.0	.02
Number of respondents	194	101	

* Significant at the .05 level

** Significant at the .01 level

*** Significant at the .001 level

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Needs Determining EWC Adjustment of American and Foreign Students

Which of the following needs influence your adjustment to the Center?	Marker	A/P Grantee % Agree	US Grantee % Agree	χ^2
1. I want to be successful, to accomplish tasks requiring skill and effort.	<u>n</u> Achievement	63.2	56.0	1.12
2. I want to get suggestions from others, to find out what others think before making decisions.	<u>n</u> Deference	35.8	35.0	.00
3. I want to have my work neat and organized; I want things arranged so that they run smoothly without change.	<u>n</u> Order	40.5	19.0	12.75***
4. I want to say witty and clever things, to tell amusing jokes and stories.	<u>n</u> Exhibition	18.9	17.0	.06
5. I want to be able to come and go as I desire; I want to be independent of others in making decisions.	<u>n</u> Autonomy	35.3	41.0	.69
6. I want to participate in friendly groups and to make as many friends as possible.	<u>n</u> Affiliation	65.3	49.0	6.54*
7. I want to analyze and understand the motives and feelings of others; I want to know why people act the way they do.	<u>n</u> Intraception	63.2	80.0	7.91**
8. I want others to help me when I'm having difficulties; I want others to be sympathetic and understanding about personal problems.	<u>n</u> Succorance	26.3	16.0	3.40
9. I want to be a leader in groups; I want to be regarded by others as a leader.	<u>n</u> Dominance	24.2	14.0	3.56
10. I want to accept blame when things do not go right; I want to tell others if I have made mistakes.	<u>n</u> Abasement	33.2	19.0	5.80*
11. I want to help friends when they are in trouble; I want to treat others with kindness and sympathy.	<u>n</u> Nurturance	67.9	63.0	.50
12. I want to do new and different things; I want more change and novelty in my daily life.	<u>n</u> Change	41.1	68.0	17.97***

Marker	A/P Grantee % Agree	US Grantee % Agree	χ^2
13. I want to keep at a job until it is finished; I want to put in long hours and stick to something until it is finished.	n Endurance 37.4	23.0	2.16
14. I want to go out with members of the opposite sex; I want more social activities with the opposite sex.	n Heterosexuality) 14.7	30.0	8.61**
15. I want to attack ideas that are against my own; I want to tell others what I really think about them.	n Aggression 20.0	13.0	1.76
Number of respondents		190	100

* Significant at the .05 level
 ** Significant at the .01 level
 *** Significant at the .001 level

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Table 2

List of Factor Analysis Variables

Matrix No.	Var.	Matrix No.	Var.	Matrix No.	Var.
1	Reason # 1	26	Value # 1	51	Interest # 2
2	" 2	27	" 2	52	" 3
3	" 3	28	" 3	53	" 4
4	" 4	29	" 4	54	" 5
5	" 5	30	" 5	55	" 6
6	" 6	31	" 6	56	" 7
7	" 7	32	" 7	57	" 9
8	" 8	33	" 8	58	" 10
9	" 9	34	" 9	59	" 11
10	" 10	35	" 10	60	" 12
11	" 11	36	" 11	61	Need # 1
12	" 12	37	" 12	62	" 2
13	" 13	38	" 15	63	" 3
14	" 14	39	Influence # 1	64	" 4
15	" 15	40	" 2	65	" 5
16	" 16	41	" 3	66	" 6
17	" 17	42	" 4	67	" 7
18	" 18	43	" 5	68	" 8
19	" 19	44	" 6	69	" 9
20	" 20	45	" 7	70	" 10
21	" 21	46	" 8	71	" 11
22	" 22	47	" 11	72	" 12
23	" 23	48	" 14	73	" 13
24	" 25	49	" 15	74	" 14
25	" 26	50	Interest # 1	75	" 15
				76	Sex (M=0; F=1)
				77	Origin (US=0; A/P=1)

Table 3

Distribution of Latent Roots

Factor Order	Eigenvalue	Factor Order	Eigenvalue	Factor Order	Eigenvalue
1	11.69	26	.94	51	.47
2	4.13	27	.92	52	.46
3	2.88	28	.89	53	.45
4	2.71	29	.85	54	.44
5	2.38	30	.85	55	.43
6	2.05	31	.84	56	.42
7	1.91	32	.80	57	.41
8	1.83	33	.79	58	.39
9	1.67	34	.77	59	.38
10	1.60	35	.74	60	.36
11	1.52	36	.71	61	.34
12	1.49	37	.70	62	.33
13	1.42	38	.68	63	.32
14	1.35	39	.67	64	.30
15	1.32	40	.66	65	.30
16	1.27	41	.65	66	.29
17	1.25	42	.63	67	.27
18	1.23	43	.60	68	.26
19	1.18	44	.58	69	.25
20	1.13	45	.57	70	.24
21	1.09	46	.55	71	.23
22	1.04	47	.54	72	.22
23	1.01	48	.52	73	.21
24	.99	49	.51	74	.21
25	.98	50	.50	75	.18
				76	.14
				77	.13

Table 4

Rotated Factor Matrix
-Orthogonal Solution-

FACTOR I: CONFORMITY (Dole)

Variable	Item	Loading
20	In my family, young people have always continued for an advanced degree.	.67
14	It has always been expected by my family that I would advance my education.	.63
22	Most of my friends were going on for advanced training.	.63
24	My family insisted on my going to the Center.	.57
19	I would increase the reputation of my family.	.53
23	Business, church, or other community leaders encouraged me to further my education.	.45
21	The persons I respect most in my country have an advanced degree.	.42
25	It's the sort of thing a person like me is expected to do these days.	.40
10	I felt that school acquaintances and contacts would prove advantageous in finding a position after graduation.	.40
17	The decision to come to the Center was essentially made for me.	.40
11	I thought an advanced degree would enable me to be more influential in community affairs.	.31
34	Security of employment (I would be sure of getting a job).	.30
13	I hoped to acquire some qualifications for leadership in civic affairs.	.29
37	Parenthood (It would help me to be a better parent).	.29
7	I felt that an advanced degree would raise my station in life.	.27
77	Asian/Pacific origin.	.27
8	I felt that I could live an easier life if I had an advanced degree.	.26

FACTOR II: ASSERTIVE EGO

Variable	Item	Loading
74	I want to go out with members of the opposite sex; I want more social activities with the opposite sex. (n Heterosexuality)	.55
65	I want to be able to come and go as I desire; I want to be independent of others in making decisions. (n Autonomy)	.48
75	I want to attack ideas that are against my own; I want to tell others what I really think about them. (n Aggression)	.44
64	I want to say witty and clever things, to tell amusing jokes and stories. (n Exhibition)	.42
69	I want to be a leader in groups; I want to be regarded by others as a leader. (n Dominance)	.31
58	Recreation (such as parties, athletics, good times, etc.)	.29
72	I want to do new and different things; I want more change and novelty in my daily life. (n Change)	.27
8	I felt that I could live an easier life if I had an advanced degree.	.26
68	I want others to help me when I'm having difficulties; I want others to be sympathetic and understanding about personal problems. (n Succorance)	.25

FACTOR III: MATERIAL VALUE (Dole)

Variable	Item	Loading
36	Prestige (I would stand high among those who know me and I would be respected for what I studied).	.62
32	Opportunity for advancement (It would help me to get a good job in which I could get ahead in life)	.61
35	Potential income.	.59
5	I hoped to prepare myself to be a success in life.	.49
34	Security of employment (I would be sure of getting a job).	.48
7	I felt that an advanced degree would raise my station in life.	.42
61	I want to be successful, to accomplish tasks requiring skill and effort. (<u>n</u> Achievement)	.37
69	I want to be a leader in groups; I want to be regarded by others as a leader. (<u>n</u> Dominance)	.34
31	Most practical thing to do (It would be useful to me later).	.33
25	It's the sort of thing a person like me is expected to do these days.	.32
21	The persons I respect most in my country have an advanced degree.	.31
8	I felt that I could live an easier life if I had an advanced degree.	.29
11	I thought an advanced degree would enable me to be more influential in community affairs.	.28
72	I want to do new different things; I want more change and novelty in my daily life. (<u>n</u> Change)	.27
19	I would increase the reputation of my family.	.26

FACTOR IV: OTHER-DIRECTEDNESS

Variable	Item	Loading
62	I want to get suggestions from others, to find out what others think before making decisions. (<u>n</u> Deference)	.55
68	I want others to help me when I'm having difficulties; I want others to be sympathetic and understanding about personal problems. (<u>n</u> Succorance)	.50
63	I want to have my work neat and organized; I want things arranged so that they run smoothly without change. (<u>n</u> Order)	.38
70	I want to accept blame when things do not go right; I want to tell others if I have made mistakes. (<u>n</u> Abasement)	.37
66	I want to participate in friendly groups and to make as many friends as possible. (<u>n</u> Affiliation)	.33
73	I want to keep at a job until it is finished; I want to put in long hours and stick to something until it is finished. (n Endurance)	.29
71	I want to help friends when they are in trouble; I want to treat others with kindness and sympathy. (<u>n</u> Nurturance)	.28
64	I want to say witty and clever things, to tell amusing jokes and stories. (<u>n</u> Exhibition)	.28

FACTOR V: ACADEMIC VALUE (Dole)

Variable	Item	Loading
3	I enjoyed studying and wanted to continue academic work.	.61
27	Satisfaction from field of study (I was interested in the kind of thing I planned to study, and I enjoyed it).	.50
4	I had serious intellectual curiosities which only further education could satisfy.	.44
45	Scholarships (Financial assistance to continue my advanced studies).	.42
28	Aptitude (I felt that I would be able to succeed academically in what I planned to study).	.40

FACTOR VI: FOREIGN STUDENT

Variable	Item	Loading
12	I want to see this country and get to know her people.	.77
77	Asian/Pacific origin.	.75

FACTOR VII: INFLUENCE (SPECIFIC #1)

Variable	Item	Loading
48	College official (I talked with a dean or other college administrator about my plans).	.49

FACTOR VIII: EXPERIENCE (Dole)

Variable	Item	Loading
47	Aptitude and interest tests (Tests I have taken to find out what I was good at doing and what I like to do best).	.58
56	Adults (such as directing or helping grown-ups, selling things to them, or being a leader for them).	.39
46	Friends (talked things over with my friends).	.32
54	Children and youth (such as teaching little children, taking care of them, playing with them).	.28
41	People in the field (I talked to people who were doing the kind of thing I planned to study).	.27

FACTOR IX: ALTRUISTIC VALUE (Dole)

Variable	Item	Loading
30	Chance to serve others (It would help me to be of better service to people).	.48
29	Self improvement (I could help myself become a better person).	.45
37	Parenthood (It would help me to be a better parent).	.45
38	Humanistic concern (It would give me the chance to understand the difference between people).	.43
23	Business, church, or other community leaders encouraged me to further my education.	.30

FACTOR X: SEX ROLE

Variable	Item	Loading
76	Female sex.	.56
54	Children and youth (such as teaching little children, taking care of them, playing with them).	.52
72	I want to do new and different things; I want more change and novelty in my daily life. (<u>n</u> Change)	.43
52	Travel (visiting new places, seeing unusual things)	.29
65	I want to be able to come and go as I desire; I want to be independent of others in making decisions. (<u>n</u> Autonomy)	.27
38	Humanistic concern (It would give me the chance to understand the difference between people).	.25

FACTOR XI: INFLUENCE (SPECIFIC #2)

Variable	Item	Loading
49	Government official (I talked with a governmental official about my plans).	.53

FACTOR XII: HUMANITIES INTEREST (Dole)

Variable	Item	Loading
59	Music (such as playing piano, dancing, singing, composition, etc.).	.65
57	Art (painting, drawing, weaving, etc.)	.58
58	Recreation (such as parties, athletics, good times, etc.).	.34
51	Words (such as writing, reading, speaking, etc.).	.25

FACTOR XIII: MANIPULATION OF ENVIRONMENT

Variable	Item	Loading
60	Machines (such as tool-making machines, cars, appliances, computers, etc.)	.41
10	I felt that school acquaintances and contacts would prove advantageous in finding a position after graduation.	.40
8	I felt that I could live an easier life if I had an advanced degree.	.33
58	Recreation (such as parties, athletics, good times, etc.)	.29
11	I thought an advanced degree would enable me to be more influential in community affairs.	.26

FACTOR XIV: SCIENCE INTEREST (Dole)

Variable	Item	Loading
53	Science (such as studying about living things, heavenly bodies, nature).	.62
55	Plants and animals (such as farming and growing things).	.62
19	I would increase the reputation of my family.	.29
40	Work experience (I have had some experience with the kind of things I planned to study).	.25

FACTOR XV: SOCIAL REASON (Dole)

Variable	Item	Loading
16	I hoped life at the Center would help me develop socially.	.60
18	I wanted to learn how to get along with other people.	.52
15	I hoped to make new friends.	.47
13	I hoped to acquire some qualifications for leadership in civic affairs.	.39
5	I hoped to prepare myself to be a success in life.	.32
14	It has always been expected by my family that I would advance my education.	.28

FACTOR XVI: DEGREE ORIENTATION (Composite of Dole's Academic Value and Vocational Reason Factors)

Variable	Item	Loading
6	An advanced degree meant a great deal to me for various reasons.	.71
7	I felt that an advanced degree would raise my station in life.	.62
1	I felt that an advanced degree was necessary for the kind of work I wanted to do.	.60
8	I felt that I could live an easier life if I had an advanced degree.	.35
11	I thought an advanced degree would enable me to be more influential in community affairs.	.25

FACTOR XVII: ALTERNATIVE EXPERIENCE

Variable	Item	Loading
43	Reading (What I had learned about advanced study from books and magazines).	.47
41	People in the field (I talked to people who were doing the kind of thing I planned to study).	.42
13	I hoped to acquire some qualifications for leadership in civic affairs.	.28
64	I want to say witty and clever things, to tell amusing jokes and stories. (<u>n</u> Exhibition)	.28

FACTOR XVIII: ACADEMIC SPECIALIZATION (related to Dole's Academic Value Factor)

Variable	Item	Loading
26	Preparation for specialization (I wanted to prepare myself for specialization in some field).	.56
39	College or university courses (What I have learned in my classes at college or university).	.36
28	Aptitude (I felt that I would be able to succeed academically in what I planned to study).	.32
73	I want to keep at a job until it is finished; I want to put in long hours and stick to something until it is finished. (<u>n</u> Endurance)	.29

FACTOR XIX: PARENT-PEER INFLUENCE

Variable	Item	Loading
44	Parents (My father and mother).	.41
46	Friends (Talked things over with my friends).	.31

FACTOR XX: ACADEMIC INFLUENCE

Variable	Item	Loading
9	My professors thought I was a good candidate for the Center.	.59
42	College professor (A college professor I have had).	.49
39	College or university courses (What I have learned in my classes at college or university).	.28

FACTOR XXI: CURIOSITY (Dole)

Variable	Item	Loading
2	I wanted to find out more about certain fields of knowledge.	.44

FACTOR XXII: ALTERNATIVE MATERIAL VALUE

Variable	Item	Loading
33	Independence (It would help me to stand on my own feet and do things for myself and by myself).	.52
31	Most practical thing to do (It would be useful to me later).	.39

FACTOR XXIII: EMPATHY

Variable	Item	Loading
50	Ideas (such as planning, thinking about things, analyzing, etc.)	.58
67	I want to analyze and understand the motives and feelings of others; I want to know why people act the way they do. (n Intrareception)	.50
71	I want to help friends when they are in trouble; I want to treat others with kindness and sympathy. (n Nurturance)	.42
70	I want to accept blame when things do not go right; I want to tell others if I have made mistakes. (n Abasement)	.33

TABLE 5

Comparison of Asian-Pacific and American Grantees on Factor Markers

Factor	No. of Markers	%Endorsement A/P > US US > A/P	p	Comment
Conformity (Dole)	16 (<u>Origin Omitted</u>)	16 0	<.001	Robust factor; 11 markers differentiate groups sig.
Assertive Ego	9	5 4	.500	
Material Value (Dole)	15	12 3	.018	Robust factor; 6 markers differentiate groups sig.
Other-Directedness	8	8 0	.004	Moderate factor; 3 markers differentiate groups sig.
Academic Value (Dole)	5	1 4	.188	
Foreign Student	1 (<u>Origin Omitted</u>)	1 0	N.A.	
Influence (Specific #1)	1	0 1	N.A.	
Experience (Dole)	5	2 3	.500	
Altruistic Value (Dole)	5	2 3	.500	
Sex Role	5 (<u>Sex Omitted</u>)	0 5	.031	Small factor; 3 markers differentiate groups sig.
Influence (Specific #2)	1	1 0	N.A.	
Humanities Interest (Dole)	4	0 4	N.A.	
Manipulation of Environment	5	4 1	.188	
Science Interest (Dole)	4	4 0	N.A.	Small Factor; 3 markers differentiate groups sig.
Social Reason (Dole)	6	5 1	.109	Moderate factor; 5 markers differentiate groups sig.
Degree Orientation (Dole)	5	5 0	.031	Small factor; 3 markers differentiate groups sig.
Alternative Experience	4	2 2	N.A.	
Academic Specialization (Dole)	4	2 2	N.A.	
Parent-Peer Influence	2	1 1	N.A.	
Academic Influence	3	1 2	N.A.	
Curiosity (Dole)	1	0 1	N.A.	
Alternative Material Value	2	1 1	N.A.	
Empathy	4	2 2	N.A.	

APPENDIX

Table 1

Comparison of Asian-Pacific and American Grantees on the True-False Section of the 1967 ISI Questionnaire

Category	Statement	A/P Grantee % "True"	US Grantee % "True"	χ^2
Perception of "Interchange"	7. Many of the Asian and Pacific students whom I know are not interested in close interaction with American students.	28.2	25.5	.13
	8. Since coming here, my pride for my homeland has increased.	58.1	34.9	33.21***
	9. I feel that the most meaningful cultural interchange occurs in informal sessions between friends at the snack bar or in the lounges.	83.3	87.7	.65
	19. As a student I am not interested in discussing controversial political issues that involve my home country.	37.4	10.4	20.74***
	28. Sometimes I feel that grantees from my country present a negative image of what my country is really like.	46.8	44.3	.03
	30. Most of the Asian students are too reserved to take advantage of the opportunities for interchange.	52.8	34.9	9.18**
	43. I feel that the East-West Center emphasizes the academic work much more than cultural interchange.	50.5	41.5	3.09
	45. For me the American grantees are more typical of Americans than the other students whom I meet on this campus.	38.9	52.8	3.40
	47. There is much pro-American propaganda at the EWC; and I find it distasteful.	14.4	12.3	.18
	53. I sometimes feel that the cultural interchange that I am experiencing here cannot be shared with my family and friends at home.	27.8	57.5	25.16***
60. Americans I have met have very stereotyped notions of what people from my country are like.	61.6	32.1	4.83*	

Category	Statement	A/P Grantee % "True"	US Grantee % "True"	χ^2
	61. Pacific and Asian grantees are more interested in . . . getting to know Americans than each other.	35.6	33.0	.06
	62. I have gained in understanding of my homeland through my experiences at the East-West Center.	85.2	83.0	.31
	64. I can honestly say that I have not witnessed one instance of genuine understanding between an American and an Asian.	18.5	4.7	10.53**
	65. I can honestly say that I do not know what cultural interchange is.	12.5	17.9	1.38
	94. I think that there is too little interaction between students from other countries and students from the United States.	55.1	42.5	5.06*
	95. There is too much nationalistic pride among the grantees.	73.1	51.9	15.68***
	96. I find that my academic interest and inclination prevent me from being really involved with cultural interchange.	49.5	30.2	11.09***
	97. I feel that the most important aspect of my field study is (or was) meeting different people and places.	71.3	69.8	.12
	98. Many of my ideas about individuals and other countries have changed since I came here.	81.9	83.0	.10
	104. I feel that the real value of my experiences at the EMC cannot be properly evaluated until I have returned to my home country.	62.5	63.2	.12
<u>Personal-Social Adjustment</u>	11. Many of the customs of others are still strange to me.	44.9	53.8	2.13
	27. I feel that generally the Pacific and Asian students have adjusted very well to the conditions here.	75.0	89.6	7.48**
	39. I have some fear about my grant being terminated.	28.2	13.2	8.68**

Table 3

Category	Statement	A/P Grantee % "True"	US Grantee % "True"	χ^2
Personal-Social Adjustment (continued)	52. If I had a personal problem, I know exactly to whom I can go for help.	69.9	50.4	2.74
	55. I have had both good and bad experiences here.	34.7	39.6	.21
	71. I keep in close contact with friends and family at home.	90.3	82.1	4.45*
	74. When a student is in academic difficulty, he faces his problem alone.	43.5	25.5	8.33**
	83. I hesitate to interact with other grantees because I feel personally inadequate in representing my country.	6.9	6.6	.01
	89. I sometimes wonder how I will be treated when I return home.	34.3	19.8	5.80*
	90. I do not reveal my true feelings to many of the people whom I have come to know here.	25.5	30.2	.59
	105. I seem to have more problems than other EWC students I know.	12.0	14.6	.24
	106. I feel that many of the people that I have come to know here do not reveal their true feelings to me.	39.8	43.4	.15
	112. Homesickness has been one of my continuing problems.	26.9	4.7	20.40***
117. I worry a great deal about my family back home.	32.4	8.5	21.07***	
<u>Perception of Administration</u>	1. It seems to me that there is not enough information given to grantees about EWC administrative decisions.	70.3	73.6	.07
	2. The EWC has a well-organized academic advisory program which helps students plan their academic programs.	55.1	36.8	9.30**
	22. Differences in cultural backgrounds of the grantees and the EWC staff members are a big source of misunderstanding.	31.0	31.1	.01

Category	Statement	A/P Grantee % "True"	US Grantee % "True"	χ^2
Perception of Administration (continued)	23. I feel that the EWC places too much emphasis on attaining a degree.	36.1	34.9	.02
	42. Some EWC administrators that I know are dictatorial in their treatment of students.	27.3	32.1	.63
	56. I feel that many times the EWC staff has scheduled activities and made demands on my time without considering the fact that I have to maintain a grade point average.	19.0	29.2	3.02
	57. The EWC administration gives consideration to student opinions when determining administrative policies and procedures.	54.4	64.2	.14
	72. A student can feel free to express his point of view about policies of the Center without fear.	68.5	74.5	.40
	76. It is my experience that the EWC administration is sincerely responsive to the grantees so that if a request for changes in policy or exceptions to rules are legitimate, some reasonable action or explanation follows.	75.9	77.4	.04
	91. The EWC administration often seems inconsistent in its decisions and sometimes seems to give preferential (special) treatment to some students.	35.2	39.6	.33
	93. Although I know that the EWC staff members are trying their best to help and guide me, the organization is so large that I feel lost most of the time.	33.3	22.6	4.20*
	113. I think that the EWC is more concerned with international relations than with education.	39.4	43.4	.06
	114. Most grantees are interested in the administrative practices of the Center.	37.0	41.5	.16

Category	Statement	A/P Grantee % "True"	US Grantee % "True"	χ^2
Perception of Administration (continued)	120. Too much responsibility for grantee activities is placed with the grantees; the EWC administration should be more directly involved in initiating and planning various activities for us to participate in.	35.6	15.1	14.42***
Food and Living Conditions	5. Most EWC students favor a meal plan in which students eat a minimum number of meals in the EWC cafeteria.	29.6	36.8	1.89
	24. Grantees should be permitted to choose their own roommates.	45.8	27.4	8.62**
	38. Student services are too highly organized--there is too much treating us like children.	38.0	41.5	.06
	44. I can get more studying done if I room by myself.	71.8	55.7	7.40**
	58. The EWC should not become any larger than it is now.	44.9	70.8	16.48***
	59. The EWC should provide financial support for married students to bring their spouses with them.	70.4	73.6	.05
	78. My present living conditions do not give me enough opportunity to practice the language I am trying to learn.	29.6	51.9	11.84***
	79. I think that non-EWC students should live with EWC students in the dormitories.	38.4	13.2	21.17***
	88. Resident Assistants in the dormitories have been helpful.	75.5	64.2	2.03
	103. The food service has been generally satisfactory.	21.8	37.7	8.48**
Recreation and Student Activities	10. I admire the Asian student who is successful in dating local students.	29.6	42.5	6.77**
	29. National nights involve a lot of work but very little is accomplished in terms of really meaningful cultural interchange.	39.8	33.0	1.33

Category	Statement	A/P Grantee % "True"	US Grantee % "True"	χ^2
Recreation and Student Activities (continued)	54. We as students are encouraged to assume responsibilities and allowed considerable freedom in managing student affairs.	82.9	63.2	15.79***
	77. There are enough opportunities for me to participate in extra-curricular academic activities, such as lectures, seminars, and discussions.	72.7	88.7	9.27**
	81. When cultural activities conflict with my studies, I usually choose to study most of the time.	65.3	57.5	1.80
	92. There are ample organized recreational activities for EWC students.	50.0	56.6	.71
	119. I would like to try some dating but it's too complicated.	23.1	9.4	6.67**
	123. There are enough opportunities for me to participate in social and recreational activities at the Center and the University.	68.5	80.2	3.80
Community Relationships	124. I feel an organization like the Grantees' Association is unnecessary for graduate students and should be abolished.	24.1	32.1	2.12
	125. There should be more chances for ISI grantees to get to know participants in the other two Institutes, ITI participants and IAP advanced scholars.	81.9	89.6	2.58
	126. When I first arrived at the Center, I was anxious to participate and enthusiastic about extra-curricular activities, but I find that I have become discouraged and apathetic.	38.4	45.3	.74
	25. There is an "Aloha" spirit on the part of local students.	51.4	30.2	13.71***
	26. Although Honolulu is considered to be an international metropolis by some, I have found the people extremely provincial.	49.1	67.0	7.22**
	46. The community obligations are a nuisance for me.	15.3	13.2	.12

A/P Grantee % "True" US Grantee % "True"

Statement

Category

Community Relationships
(continued)

- 48. Whenever I am invited by the community to talk or show them something about my culture, I feel that my audience is sincerely interested. 75.9 46.2 10.36**
- 63. When I am invited to talk or show something about my culture to the community, the experience is deeply satisfying to me. 69.9 36.8 11.51***
- 73. As an EMC grantee, I feel I do not have the freedom to refuse invitations extended to me. 19.4 18.9 .02
- 80. The people in this community are sincerely interested in getting to know foreign students personally. 57.9 59.4 .03
- 82. Home hospitality visits are an important part of the process of cultural interchange. 81.9 61.3 11.47***
- 121. Home hospitality invitations should be issued spontaneously. I feel it is not good to have grantees sign up for invitations. 63.0 38.7 14.59***

Miscellaneous: Pre-Grant Selection and Center Goals

- 3. Selection procedures in my country are conducted effectively and designed to bring the best possible students to the Center. 65.3 42.5 17.69***
- 4. I strongly feel that the grade point rule should be dropped or modified since it interferes with the aims and goals of EMC. 50.0 36.8 5.22*
- 20. The information that I received in my home country about the EMC was vague and misleading. 28.2 24.5 .38
- 31. Many grantees feel that the East-West Center is similar to Friendship University in its aims and purposes. 51.9 22.6 17.92***

Category	Statement	A/P Grantee % "True"	US Grantee % "True"	2 %
Miscellaneous: Pre-Grant Selection and Center Goals (continued)				
	40. I know the exact conditions under which my grant can be terminated.	78.7	60.4	11.92***
	41. I feel that my educational record was carefully and adequately evaluated when I transferred to the University of Hawaii.	79.6	84.9	.71
	108. Grantees from my country should be more carefully selected.	49.1	62.3	5.29*
	109. I feel I am first an EWC grantee and secondly a student at the University of Hawaii.	79.2	85.8	.91
	122. My primary interest in coming to the Center was academic.	65.3	47.2	7.50**
	127..If I could make the choice about coming to the Center again, I would seriously reconsider and probably decide not to accept the grant.	11.1	5.7	2.10
<u>Perception of UH Faculty and Students</u>	6. I tend to feel uncomfortable in the presence of faculty members.	16.7	9.4	2.57
	12. Most of my instructors have been too easy on EWC students.	44.9	53.8	2.13
	16. Faculty members have a genuine desire to assist students with their problems.	76.4	72.6	.83
	35. It seems to me that one has to agree with most of the instructors to get good grades.	44.9	25.5	11.91***
	51. Some of my instructors imply that they consider EWC students to be of lesser ability in comparison to other University students.	22.7	12.3	4.50*

Category	Statement	A/P Grantee % "True"	US Grantee % "True"	χ^2
	68. Most of my instructors really know their subject-matter.	75.5	79.2	.53
	86. There are very few instructors on campus whom I would care to know personally.	40.3	23.6	8.82**
	87. Some of my professors do not speak clearly enough for me to understand them.	40.3	16.0	18.08***
	100. I feel that most of the professors that I know understand the deep significance of cultural interchange.	29.6	27.4	.28
	102. It is difficult for me to find my instructors available for consultation.	28.7	24.5	.37
	111. My instructors do not seem to understand the special problems of foreign students.	44.0	17.9	12.21***
	116. At the University of Hawaii there is a spirit of friendliness between students and members of the faculty.	69.9	69.8	.07
	118. Students that I know here have a deep respect for their instructors.	41.7	24.5	8.11**
<u>Academic Programs and Services</u>	13. Most of my classes are too crowded.	19.9	18.9	.01
	14. As a student, speaking to others about the University of Hawaii, I tend to say "your or their university" rather than "my university."	23.6	47.2	18.11***
	15. In my classes independent thinking and expression of thought are encouraged.	80.1	74.5	1.58
	17. Most grantees I know use the library a great deal.	70.4	55.7	6.59*
	18. The education and training that I am receiving here is closely related to the work that I shall be performing when I complete my grant.	88.0	90.6	.00

Category	Statement	A/P Grantee % "True"	US Grantee % "True"	χ^2
Academic Programs and Services (continued)				
	21. My curriculum is well organized and is closely related to my long-range plans.	73.1	74.5	.24
	32. There is really no quiet place to study on this campus.	28.2	51.9	15.77***
	33. My experience at the University of Hawaii has stimulated me to continue my education after I complete the requirements of my grant.	68.1	52.8	7.38**
	34. Books and research resources at the University are adequate for my program of study.	54.2	62.3	1.52
	37. My degree from the University of Hawaii will not be professionally recognized in my home country.	15.7	5.7	5.52*
	49. I feel that Asian students learn as much as American students, but may not do as well on examinations.	64.4	64.2	.00
	50. High quality in academic work is stressed in my classes.	79.2	70.8	2.06
	66. Physical facilities on campus, e.g., the buildings, classrooms, and equipment, are adequate.	60.2	52.8	1.51
	67. I feel that one of the weakest programs offered by University is their language program (Asian or English - whichever is applicable to you).	43.5	21.7	19.55***
	75. My program of study challenges me to put forth my best efforts.	76.4	63.2	7.33**
	84. The library facilities on this campus are adequate.	45.4	36.8	1.91
	85. The academic advisory program in the departments is quite superficial.	49.5	56.6	.56

Category	Statement	A/P Grantee % "True"	US Grantee % "True"	χ^2
Academic Programs and Services (continued)				
	99. If it were possible, I would have preferred to attend an institution on the mainland.	61.6	15.1	57.25***
	101. Generally speaking, the University of Hawaii catalogue contains an adequate description of the courses.	61.6	59.4	.30
	107. Most local students I know are serious students who are interested in scholarly lectures by writers, scientists, or philosophers.	31.9	16.0	10.34**
	110. The education that I can get in my field here seems to be as good as I could get in other universities.	56.9	47.2	3.75
	115. I know of no adequate program in reading improvement available to EWC grantees.	49.1	50.9	.02
<u>Counseling and Student Health Services</u>				
	36. There are adequate health services for EWC students at this University.	52.3	70.8	11.87***
	69. I visit the physician here more than I do at home.	9.7	10.4	.00
	70. EWC students are reluctant to make use of the counseling and guidance services available on campus.	60.2	53.8	.35
	NUMBER OF RESPONDENTS	216	106	

* Significant at the .05 level

** Significant at the .01 level

*** Significant at the .001 level