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OF INTERNATIONAL STUDENTS AT THE
NAVAL POSTGRADUATE SCHOOL

by

Ngandani

March 1977

Thesis Advisor: R. A. McGonigal

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This study of cross-cultural adjustment of international students describes the development of a social distance scale

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which is designed to measure the willingness to engage in social contact with host country nationals through a 72 item questionnaire concerning personal interaction by internarionals with host-country nationals. The distribution of judgments resulting from this procedure served as the basis for establishing a social distance scale through use of the Thurstonian method of successive intervals. A 25 item social distance scale is then developed and from scores on the scale, the extent of adjustment to living in the United States is inferred.

It also provides data for both internationals and American students with their respective families, the sponsors and international committee, the faculty of the school and the community of Monterey, to understand each other better, therefore improving cross-cultural relations. It also supplies information to support an orientation process which is provided to the students in their home country prior to entry into the Naval Postgraduate School.

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A Study of Cross-Cultural Adjustment of International Students at the Naval Postgraduate School

by

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Colonel, Indonesian Army
B.S., Royal Military Academy, Breda, 1956

Submitted in partial fulfillment of the requirements for the degree of

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ABSTRACT

International officers at the Naval Postgraduate School stay with their families for a longer period than is the case in other education centers in the United States. They and their families are faced with making the transition to living in a new and perhaps strange environment.

This study of cross-cultural adjustment of international students describes the development of a social distance scale which is designed to measure the willingness to engage in social contact with host country nationals through a 72 item questionnaire concerning personal interaction by internationals with host-country nationals. The distribution of judgements resulting from this procedure served as the basis for establishing a social distance scale through use of the Thurstonian method of successive intervals. A 25 item social distance scale is then developed and from scores on the scale, the extent of adjustment to living in the United States is inferred.

It also provides data for both internationals and American students with their respective families, the sponsors and international committee, the faculty of the school and the community of Monterey, to understand each other better, therefore improving cross-cultural relations. It also supplies information to support an orientation process which is provided to the students in their home country prior to entry into the Naval Postgraduate School.

TABLE OF CONTENTS

I. INTRODUCTION---------- 7

A. PURPOSE OF STUDY---------- 7

B. IMAGE OF AMERICA---------- 9

II. REVIEW OF THE LITERATURE ON CROSS-CULTURAL RELATIONS----------13

III. METHOD----------25

A. SUBJECTS----------25

B. THURSTONIAN SUCCESSIVE INTERVAL METHOD----------27

C. RELIABILITY----------38

D. VALIDITY----------41

IV. RESULTS AND DISCUSSION OF STUDY----------44

A. INTERNATIONAL STUDENTS AT THE NAVAL POSTGRADUATE SCHOOL----------44

B. INDONESIAN STUDENTS AT STANFORD UNIVERSITY AND THE NAVAL POSTGRADUATE SCHOOL----------47

C. EUROPEAN/CANADIAN, AUSTRALIAN AND ASIATIC/MIDDLE-EASTERN STUDENTS AT THE NAVAL POSTGRADUATE SCHOOL----------50

D. SUMMARY----------55

V. CONCLUSIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH--66

A. CONCLUSIONS----------66

B. RECOMMENDATIONS FOR FUTURE RESEARCH----------68

APPENDIX A----------70

APPENDIX B----------72

APPENDIX C----------81

APPENDIX D----------86

APPENDIX E---------- 90
APPENDIX F---------- 93
APPENDIX G---------- 96
APPENDIX H---------- 99
APPENDIX I----------102
APPENDIX J----------105
APPENDIX K----------108
APPENDIX L----------116
APPENDIX M----------118
APPENDIX N----------120
APPENDIX O----------124
BIBLIOGRAPHY----------125
INITIAL DISTRIBUTION LIST----------127

I. INTRODUCTION

A. PURPOSE OF STUDY

Lambert and Bressler, in their study of Indian students at the University of Pennsylvania, found that each "arrived at New York intent upon three roles which he consciously and actively worked to create: he was to be a student, a tourist and an unofficial ambassador." [5]

Upon arriving in a foreign country, the curiosity of the foreign student is aroused, he likes to know more about the country, the people, the language, and important features that exist in that country. He feels like a tourist although his main mission is to study abroad as an exchange student. His national identity suddenly becomes an important factor. It is as if he discovers his own country while abroad. People see him as a foreigner, and he must act and adjust according to that. Frequently people ask him about his country, and he certainly feels that it is his duty to explain as well as possible. He becomes an unofficial ambassador of his country. Finally he arrives at the university or college to which he was sent. He gets acquainted with the academic life. He is then aware that he has to succeed in order as best as possible to serve his country. He also hopes to get a better position and transfer the knowledge he obtains to his people. He becomes a serious student. Most students who come to a foreign country feel this way, although there are few exceptions, such

as neglecting study in order to get a better job in the foreign country than as it was in his own country, etc.

With all his three roles, he interacts with people who are alien to him, who have different perceptions than his, different language, different habits, different foods; in other words, who have a different culture. Although it is possible that he has read about the history and culture of the host country and its people, some or many peculiarities arise which he does not expect, sometimes favorable, sometimes not, sometimes so severe that he experiences the so-called "cultural shock." Sometimes it is smooth and gentle.

If later on this same person is sent to another country it is most likely that he will go through the same cycle of experiences again. Perhaps the culture shock will not be felt so severely as was the first time, because he has more experience. But in both cases adjustment of attitudes must take place if he is to survive and to finish his study successfully. If he comes back to his home country with good memories some observers feel that these feelings will prevail over bad memories.

As for the host students in an education center with relatively many foreign students, the existence of these foreigners and their various cultures may also have an impact upon them. They interact with other groups of foreign students of many diverse cultures. They also to a certain degree have to adjust with these various cultures and sometimes also experience culture shocks.

All of the above make us aware that in general it will be favorable to have cross-cultural relations that enhance and improve the study of both host and foreign students in order to get their main mission done. More important than that is that both host and foreign students act as links between cultures so that a better understanding will be built. In this shrinking world of today no one nation can remain isolated against another.

This study tries to develop some means that detect various perceptions so that we can remedy these linkages toward better cross-cultural relationships.[1]

B. IMAGE OF AMERICA

In the following chapters, we shall be considering the foreign students' responses to questionnaires which relate to the welt-anschaung (translate: world view) of the American people and their government as seen by them. Some items in the welt-anschaung may never have happened before and never will happen for many internationals. In this study some were purposely created based on what we read in newspapers and other literature throughout the world in order to get a meaningful perception of how foreign students actually feel if they are opposed to these "difficult" and "sensitive" situations.

---

[1] Sincere thanks are extended to the international students, Professor Woods, CDR R.A. McGonigal, Mr. H.W. Doelman, and anonymous reviewers whose associations significantly improved the quality of this thesis.

I would like to stress that this study has no intended reference to politics, does not intend to insult or deteriorate good mutual understanding. The questionnaires were set up based on a study of the literature for the sole purpose of academic research.

There should be a good deal of practical, and perhaps theoretical, value in knowing what foreign students see in America, how different it seems to them from their own countries, how well they like these perceived features of the United States. These findings should have considerable generalizing power, since they represent the opinions of students from so many different countries and backgrounds. [11]

For many international students, the very first impression in his perception with America is a perception of the white race. He knows from books and information that actually America consists of a multi-racial people. But his very first perception is that he will interact with people of the white race and so expects white culture which is perceived to be similar to North European and Canadian culture.

We do define race according to the popular definition. In the United States, a person's race is often self-determined, although influenced by family tradition, custom, and the law. Most often, it is delimited by one's skin color. In certain states one's race is legalistically determined by the race of one's ancestors. The popular definition of race includes only six classifications: white (or Caucasian), black, American Indian, Oriental, Asian Indian, and brown (or Melanesian). [7]

Other perceptions of the international students are that America is a highly technological country with huge capitals, a super power but also highly vulnerable at the present time in energy like oil, a wealthy nation with one of the higher incomes per capita (although not the highest as it used to be). America is also an English-speaking nation and its main religion is Christianity.

The values of Americans which are perceived by foreign students are that: Americans are very democratic, individualism is highly valued, the American government takes great care of its citizens (although they commit mistakes on foeign soil), American culture is felt to be very near European and Canadian cultures, except that Americans are more informal. Many foreigners see American culture as they saw it in the movies, i.e., portrayals of cowboys and gangsters, and that in the end the long arm of law is the winner.

Other perceptions which are worthwhile to mention are: people treat each other as equals, but that there are also severe racial problems which until now are not yet settled. In the economics area, Americans are perceived as ambitious as can be seen in phrases like: time is money, and, another day another dollar. America's landscape is perceived as a very vast country with sky-scrapers and super-highways but also with deserts and high mountains, lacking in cultural cities like Paris, Rome, London, Brussels, and lacking in beautiful traditional cathedrals, although America possesses some ultra modern ones.

But, all in all, foreigners like to go to America because the prospect of higher education is more attainable than in many other developed countries. Moreover, the possibilities of obtaining a grant aid or scholarship are also better in America.

Such stereotyping is common with all groups of people. (See Gordon Alport's "The Nature of Prejudice"). It is not the purpose of this study to encourage prejudice--rather, to understand it.

II. REVIEW OF THE LITERATURE ON CROSS-CULTURAL RELATIONS

Study abroad and cross-cultural education in general have a long history which reaches back into the classical antiquity. As early as the 4th century BC there were groups of foreign students at the schools of philosophy and rhetoric in Greece (Capes, 1922 and Walden, 1909), and a Chinese historical text mentions that in the 639 AD the Emperor T'ai Tsung established an institute of higher education to which students from the "barbarian peoples" came until the number of such foreign students was more than 8,000 (Mandelbaum, 1956, p. 45).

In the 4th century AD the Theodosian Code had to include special provisions dealing with the admission of foreign students and their eventual return home, so great were the political and administrative problems caused by the large numbers of foreign students flocking to Rome (Walden, 1909). [11]

In view of the significance of cross-cultural education and the dynamics of cross-cultural interaction, it is amazing how long it took scholars to take an interest in the problems connected with it. With a few exceptions, research in the social sciences neglected the questions arising from study abroad until 1950, when the rapid expansion of international exchange of persons, particularly in the U.S.A., gave rise to a mass of administrative and personal problems which required

an intensive analysis and evaluation of the exchange programs (Smith, 1956/b).

It is also interesting to note Cormack's remarks about the study of cross-cultural education:

> We are, unfortunately, not able to judge the significance of the "more than one hundred dissertations and Master's theses on the problems of foreigners studying in the U.S.A." as most of them have not been published.
>
> The authors of these theses and dissertations are mainly foreign students (principally Asians) and they deal mainly with the local living and study conditions of their fellow-countrymen at a certain American university. (Cormack, 1962)

We may assume that the results of these studies have already been evaluated for either research or practical purposes, and would therefore recommend that an analytic summary be made of this group of research studies.

In order to further obtain a better view of some values held by Americans and/or foreigners which according to some authors are important in cross-cultural relations, the following remarks of various authors are cited.

Robert J. Foster, in his book, "Examples of Cross-Cultural Problems Encountered by Americans Working Overseas: An Instructors' Handbook," wrote the following about cross-cultural relations between Americans and non-Westerners: "The nature of the cross-cultural problems encountered by Americans overseas can be viewed as a conflict between two fundamental values held by two groups of people. The misunderstandings on problems occur because members of each group assume their own values, especially those that tend to be acted upon unconsciously, are correct and natural." A classification

of American values that frequently contrasts with those of non-Westerners is given below. The classification system is not intended to be exhaustive, nor is it always theoretically consistent. It represents only an attempt to roughly classify some American value configurations that are likely to be underlying factors in the problems and misunderstandings encountered by United States personnel in the developing nations.

1. CONTROL OF ENVIRONMENT. The view that man works with nature rather than attempting to conquer it is typical of the thought of many non-Western people. In contrast, Americans usually conceive of nature as something to be conquered and made over to suit man's needs. Activity is good, and any sign of reluctance to get things done is interpreted as laziness or indifference.

2. PROGRESS. Change is an inevitable part of life, but societies differ in their attitudes toward it. Non-Western people tend to seek guidance from tradition. Americans are more inclined to make decisions in terms of anticipated future needs and to view change and material progress as unquestionably desirable.

3. MATERIALISM. Americans typically seek tangible results that can be measured. Many non-Western people are more likely to find satisfaction in aesthetic or spiritual values, which involve the inner experience of man. The American delight in gadgetry is indicative of a tendency to make evaluations in materialistic terms and to stress material

comfort and convenience. It is not unusual for Americans to judge other nations by the presence or quality of their plumbing or refrigerators. It is no accident that the American attitude stresses control, progress, and materialism; the three interact with one another to constitute the dominant behavior of American society.

4. PERSONAL SUCCESS. Social status is a key dimension in understanding human motivation. The members of a traditional society are likely to regard their role as fixed and not to be questioned. In contrast, an American's self-esteem is closely tied to his personal success and "natural" desire to get ahead.

5. AUTONOMY. In American culture, where individual responsibility is stressed, it is assumed that the locus of decisions resides within the individual. In non-Western cultures decisions are more likely to be made by a group or someone in authority.

6. PURITANISM. The preserving influence of the Puritan ethic--asceticism, responsibility, impersonal service to others--is in sharp contrast to the more relaxed, spontaneous, personalized behavior of non-Western people.

7. MORALISTIC ORIENTATION. The characteristic missionary spirit of Americans, to win over other people to their way of thinking, and the tendency to evaluate conduct in universal impersonal terms, is a direct manifestation of a strong moralistic attitude. Americans, more than most people, tend to make clear-cut ethical distinctions that affect all equally

and impersonally. People in non-Western nations tend to have less urge to convert others or to make impersonal moral judgements.

8. HUMANITARISM. Interwoven with the American's moralistic and egalitarian outlook is a motivation of generosity and compassion, which is particularly noticeable in his supportive attitude and action toward the underdog. In developing nations the motivation is also present, but it is in a more paternalistic, more personal, less organized form. This lack of concern with those outside one's family or clan is an aspect of other cultures of which Americans are inclined to be critical and which they are often unable to accept.

9. TIME ORIENTATION. Americans are generally very time conscious, treating time as a material thing ("time is money") that should be actively mastered, or manipulated to the best advantage, out of a sense of duty and responsibility (note the interrelationship with other American values). Non-Western people usually measure time on a completely different scale, regarding it as a phenomenon to be passively accepted and, perhaps, enjoyed. Often the cycles of time are revered--not managed.

10. SCIENTIFIC ORIENTATION. The Western world has adopted empirically-based scientific reasoning as the unquestioned way of understanding the physical world. The people of other nations are not necessarily ready to accept scientific explanations as the most rational or to recognize the need for careful disciplined analysis. Having had less experience with

the fruits of scientific knowledge, they are more likely to be guided in their behavior by mysticism, authority, or tradition.

11. INTERPERSONAL BEHAVIOR. Cross-cultural misunderstandings often result from a difference in the rules of interpersonal relationships as evidenced in such things as etiquette, gestures, mannerisms, and demeanor. This category reflects various other values that are manifested primarily in direct person-to-person interaction. Perhaps the most frequent cause of difficulty is the contrast between the American's openness and friendliness on brief acquaintance and the formality and face-saving manner of many other peoples, especially those of Oriental culture. [12]

Richard T. Morris, in his book, "The Two-Way Mirror," pointed out: "The foreign student who comes to America will suffer severe status changes which will affect his self-image. These changes will be important in determining the way and the degree to which the student adjusts to his American experience. Of the various kinds of status elements that help to make up the self-esteem picture, national status, because it is newly introduced as an important personal variable, will be particularly important in determining the foreign student's adjustment....When a man enters the army or a mental hospital, he is the same person, but the characteristics by which he is judged and those who judge him are radically different."

Richart T. Morris further wrote: "To many Scandinavian students, Americans as individuals and the United States as

a political unit displayed childish or immature behavior. Americans, they thought, are noisy, enthusiastic, demanding of immediate gratification, superficial in social relations, optimistic, carefree and careless, unrealistic, lacking in social responsibility, impulsive, aggressive, and violently active....At the same time, the Scandinavians described Americans as strongly democratic: egalitarian in social relations, friendly, generous to those in lower position, having a loose social structure allowing for easy mobility and blurred social distinctions, lacking a belief or faith in authority, demanding individual liberties and freedom from restriction....Thirdly, they viewed Americans as highly materialistic: interested in immediate pragmatic results, practical in thought and feeling, efficient, quick, motivated toward achievemtnt and success in terms of producing more and better material goods and mastery of the physical world, non-intellectual, non-traditional, non-family-oriented, non-contemplative, having no interest in the past. These are merely statements of perceptions....We assumed a general uniformity among foreigners' view of the United States, and guessed that the themes discovered in the study of Scandinavian students should be applicable to all foreign students, with minor variations in detail." [11]

Ingrid Eide, in her article, "The Impact of Study Abroad," points also to the importance of National Status. "There is a paradox in international communication and contact, because it is in this international context that a person may experience

a revocation of his national status. In his home country, it (his national status) does not differentiate him from other people; abroad it quickly becomes the most frequent basis of identification, of association and lack of association. This increased salience of national background gives additional theoretical support to the frequent use of nationality as a major independent variable in research on foreign students." She further wrote, "Eight groups of factors have been suggested as relevant for an understanding of the differences found between students of different nationality and cultural background. The students had studied in the same country abroad; nevertheless, the difference between the groups was maintained. Regardless of which country was their host, the three groups of students retained their characteristic responses, reflecting their different adjustment patterns." She added, "Still another point should be mentioned, and it relates to what was said about alternative adjustments. It seems possible for individuals to adopt professional orientations, or secondary relations-oriented adjustments, without adjusting more generally to foreign culture."

Jeanne Watson and Ronald Lippit, in their book, "Learning Across Cultures, A Study of Germans Visiting America," wrote the following: "First, there are the tensions associated with finding a place for oneself, as an individual and as a representative of one's own nation. The foreign visitor finds that everyday living suddenly presents many problems. He needs to discover friends who will help him find his way

around, and who will offer him the warmth, acceptance, and understanding which are necessary for his personal security. At the same time, he needs to be sure that his new friends have the proper respect for his national heritage. With these first problems solved, the visitor is free to become involved in the program of activities and learning for which he came. Here again, he may find an unexpected amount of emotional tension. There may be difficulties in his relationship with the program coordinator, or with other authorative representatives of the host culture.....Running through the visit is the necessity for maintaining simultaneous membership in two different cultures, with the continuous problems of translation which this involves. Ideas, attitudes, and procedures must be viewed in one context, and then mentally transferred to another. An examination of these potential difficulties in the learning process was not intended to imply that foreign visits are always tense and difficult. On the contrary, they can be immensely stimulating and satisfactory. It is our belief, however, that the success of a foreign visit can be greatly increased if adequate procedures exist for recognizing and helping with the more disturbing emotional tensions. When difficulties do arise, the trainer is in a stronger position if he can be diagnostic about the symptoms of tension and if, having made a diagnosis, he knows what to do about it." [6]

After exploring the importance of American values, in contrast to the diverse cultures of foreigners, we should look to the literature which tries to locate certain personal

interaction variables in order to influence successful communication in cross-cultural interaction. R.A. McGonigal wrote: "Drawing from the findings of Peace Corps trainers, military advisors and those agencies sponsoring personnel attempting cross-cultural interaction overseas and/or domestically, this study sought to isolate the personal interaction variables having the most influence upon successful communication. These variables, in order of importance, were found to be: self awareness, empathy, tolerance for ambiguity, self esteem, low dogmatism, high regard for the value of equality, the ability to communicate non-verbally, genuineness, warmth and openness."[8] The meaning of these variables is included in Appendix A.

SUMMARY: As a result of the review of the literature of cross-cultural relations, certain fundamental values held by Americans surfaced which might be the cause of conflict between these fundamental values held by Americans and those held by the foreigners.

It was found that these values which may cause differences between Americans and foreigners could be grouped into three main themes pertaining to American life. The three main themes in American life are: American values on materialism, on social status, and on depth of inter-personal relationships.

American values on materialism are basically: control of environment, material progress, puritanism, treating time as a material thing, scientific orientation.

American values on social status are basically: egalitarian in social relations, having a loose social structure, lacking in belief or faith in authority, demanding individual liberties and freedom.

American values on depth of inter-personal relationships are basically: high regard for individual rights, quickly-formed friendships lasting for a short time, non-traditional, non-family-oriented. Locus of decisions resides within the individual, having little interest in the past.

On the other hand, one factor which will be particularly important in determining the foreign student's adjustment is his National Status.

Other factors which we cannot neglect in foreign students' adjustment to foreign culture are the characteristics of different nationalities maintaining their characteristic responses toward a certain host country and so reflecting their different adjustment patterns. It also seems possible for individuals to adopt a professional orientation without adjusting more generally to foreign culture. There are tensions associated with finding a place for oneself as an individual and as a representative of one's own nation. To be sure that his new American friends have the proper respect for his national heritage ideas, attitudes, and procedures must be viewed in one context and then mentally transferred to another.

Misunderstanding in cross-cultural relations may also be related in less successful communication. R.A. McGonigal sought to isolate the personal interaction variables having

the most influence upon successful communication. We can visualize it as follows: If the examples above are the roadblocks, the personal interaction variables having the most influence upon successful communication are the tools to remove those roadblocks. As was mentioned already, these interaction variables are, in order of importance: self-awareness, empathy, tolerance for ambiguity, self-esteem, low dogmatism, high regard for the value of equality, the ability to communicate non-verbally, genuineness, warmth and openness.

As will be explained, the development of a social distance scale is based upon these observations. The items chosen for the scale and the subsequent ordering by a population of graduate international students amplify this earlier research.

III. METHOD

A. SUBJECTS

The subjects used in this research were international officers at the Naval Postgraduate School, Monterey, California and graduate students at Stanford University.

The international officers represented 26 countries. The following are the countries (total officers of each country in parentheses) with the response from each country expressed in a number (also in parentheses):

Argentina (1)(0),	Australia (2)(2),	Brazil (5)(5),
Canada (6)(5),	Chile (3)(1),	China (2)(0),
Denmark (1)(1),	Equador (1)(0),	Germany (15)(7),
Greece (13)(10),	Indonesia (18)(18)	Iran (11)(1),
Israel (2)(0),	Japan (3)(2),	Korea (11)(7),
Norway (6)(6),	Peru (5)(3),	Pakistan (2)(1),
Philippines (2)(2),	Portugal (2)(0),	Spain (2)(1),
Saudi Arabia (3)(1),	Thailand (4)(2),	Turkey (6)(1),
United Kingdom (1)(1),		Venezuela (6)(4).

Besides these figures, there were six responses with unknown foreign nations. These data of internations were taken from the international officers' roster, June 1976, prior to graduation date on September 1976.

To establish a social distance scale, it was proposed to process the data through the psychophysical method of Thurstone and Chave for measuring attitudes.

Seventy-two statements were sent out in the form of a questionnaire, relating to attitude toward the host country nationals and various aspects of American life. (See Appendix B).

The internationals studying at the Naval Postgraduate School were asked to give their perceptions pertaining to each statement, according to the degree of favorableness and unfavorableness. Seven degrees of favorableness and unfavorableness are given for each statement, as follows: strongly unfavorable - mostly unfavorable - slightly unfavorable - indifferent - slightly favorable - mostly favorable - strongly favorable.

The officers were asked to judge the statements within a week, but in practice it took one month before sixty-five percent (87 responses out of 133 internationals) of the total questinnaires sent out came back. It is not felt, however, that this time span had significant effects upon the returns.

It is noted that the subject population ranges in rank from lieutenant junior grade to captain, had been in service for an average of eight years, represented all curricula in which international students have been enrolled and had been living in California from 3 to 30 months.

The same procedure applies also to the graduate students at Stanford University. These students are of Indonesian nationality, totalling five students. They are Indonesian government officials, represented mostly in the curricula of education/engineering, and also had been living in California from 3 to 30 months.

B. THURSTONIAN SUCCESSIVE INTERVAL METHOD

1. Interval Scaling

Social scientists have developed a wide variety of methods for obtaining quantitative measurement of attitudes. In this study, the successive intervals method seems to be suited for the measurement of the willingness to interact with individuals who come from different backgrounds. The successive intervals method is one of the variants of the judgement method used by Thurstone (Thurstone and Chave, 1929). The purpose of this method is to determine mathematically a scale value on an attitude dimension for each of a set of item-statements by analyzing the way in which a group of judges rate the items with regard to their favorableness. Once scale values have been computed for each item, the item set can be administered as a questionnaire and a composite score may be computed for each subject, using the previously determined scale values as weights. Note, that the "judges" here do not respond to the items with their own attitudes, but with their opinions as to the favorableness of the items in regard to the attitude being measured. [4]

As will be described later, the "judges" at the Naval Postgraduate School were the international officers and graduate students at Stanford University. The items to be judged mostly concern American life close to their environment and more generally also concern international relationships. As might be expected, these students in a certain sense experienced by themselves these interactions with American life, so that

some of these items will be responded to subjectively, reflecting their actual attitudes.

When the number of items to be judged is small, the method of paired comparisons can be used effectively to determine scale values. This involves the pairing of each item with every other for a choice as to the more favorable of the two. As the number of items in the set increases, this method rapidly becomes unwieldly due to the fact that K(K-1)/2 item pairs must be judged, where K is the number of items.

The method of equal-appearing intervals is the most widely used judgmental method. Each judge is asked to sort the items into a certain number of categories, usually an odd number such as 7 or 9 to provide a center category. The judges are asked to assume that the categories are equally spaced along a scale of favorableness. [4]

An empirical study by Hevner (1930) does indicate that when the same stimuli are scaled both by the method of paired comparisons and the method of equal-appearing intervals, the relationship between the two sets of scale values is approximately linear except at the two extremes of the equal-appearing interval continuum. (See Fig. 1).

Hevner's results indicate that if a statement has an extreme value on the physchological continuum established by the method of paired comparisons, then its scale value on the equal-appearing interval continuum will be less extreme, that is, closer toward the center of the equal-appearing interval continuum.

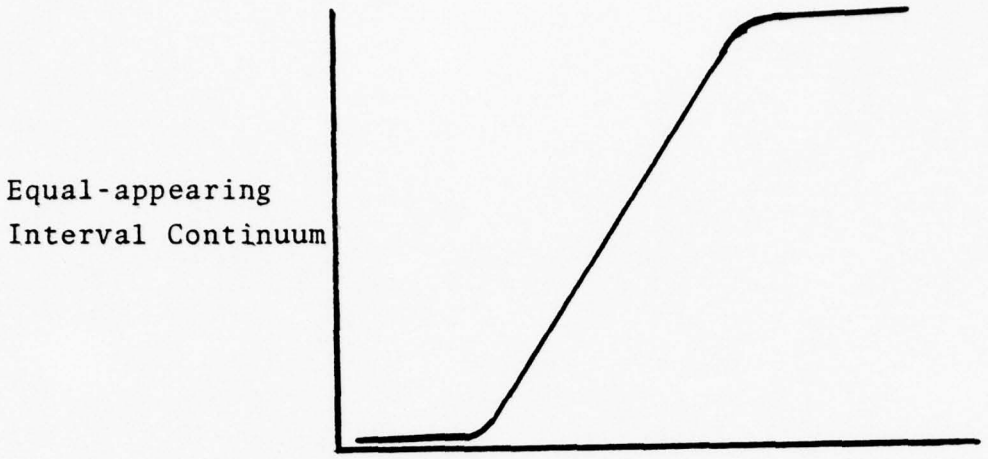


Fig. 1

Attneave (1949, p. 334) has pointed out that: "The source of this distortion is fairly evident on a priori grounds. The ratings of a given item by a number of judges will, when unrestricted, tend to distribute themselves normally about the hypothetically "true" rating; but when the true rating falls at an extreme, variability is possible in only one direction. The distribution obtained in the latter case will therefore be skewed away from the end of the scale, yielding a mean (or median) too close to the center.

It would be desirable to have a scaling method that retains the simplicity of the equal-appearing intervals, that is, one that requires only one judgment from each subject for each statement, but one that, at the same time, yields scale values that are linearly related to those obtained by the method of paired comparisons over the complete range. But to obtain a linear relationship over the complete range would require that we manage, in some way, to stretch or pull out the two extremes of the equal-appearing interval scale of

Figure 1. If we do this, it would mean that we are no longer dealing with equal intervals, but rather with unequal intervals.

Various procedures have been suggested for taking into account possible inequalities in the widths of the intervals on the psychological continuum. Saffir (1937), for example, describes a previously unpublished technique, developed by Thurstone, called the method of successive intervals. Guilford (1938) calls his procedure the method of absolute scaling, while Attneave (1949), using a similar technique, calls it the method of graded dichotomies, and Garner and Hake (1951) use the term equal discriminability scale. The term, method of successive intervals, seems to describe all of these procedures. [2]

Categories are used as in the method of equal-appearing intervals, but the judges are only instructed to consider the categories as being arranged in rank order, with the "widths" of the categories left undefined. The mathematical treatment of the judgmental data begins with a compiled frequency table--items by categories. The model assumes normality of the distributions of judgments for each item. The steps in the determination of scale values for the items will be outlined in the following computer program: Thurstonian Scale (TSCALE), as described by Donald J. Veldman in his book, "Fortran Programming for the Behavioral Sciences," along with some modifications made for the purpose of this research. [4]

2. Program TSCALE

Program TSCALE [4] will accept up to 200 items judged with up to 11 categories. Category numbers for the items are punched across one or more cards per judge. If any item judgments are missing from the data, the corresponding card columns may be left blank or punched with zeroes.

The program begins by reading a series of constants from two "key" cards which are always inserted before the Title Control Card of the first problem deck, whenever the program is used. These constants are employed to build a vector of a z-score equivalents, which is referenced later in conjunction with a vector of proportion values ranging from .025 to .975 by steps of .01, which is also initialized at the beginning of the program.

Subroutine CCDS is then called for the parameter information for the first problem (see Appendix C). The total number of judges is stored in each element of vector K1, and the frequency-distribution matrix NX is zeroed. Data cards are then read and frequencies of category use are accumulated in matrix NX. If a judgment category score of zero is encountered, the element of K1 is reduced by 1. (See Figure 20).

The next section of the program converts the frequency distribution matrix NX into cumulative proportions (over categories for each item) in matrix ZX, and then converts these proportion values to z scores through the use of the vectors of constants set up at the start of the program. If the cumulative proportion for a category is outside the range .025 -

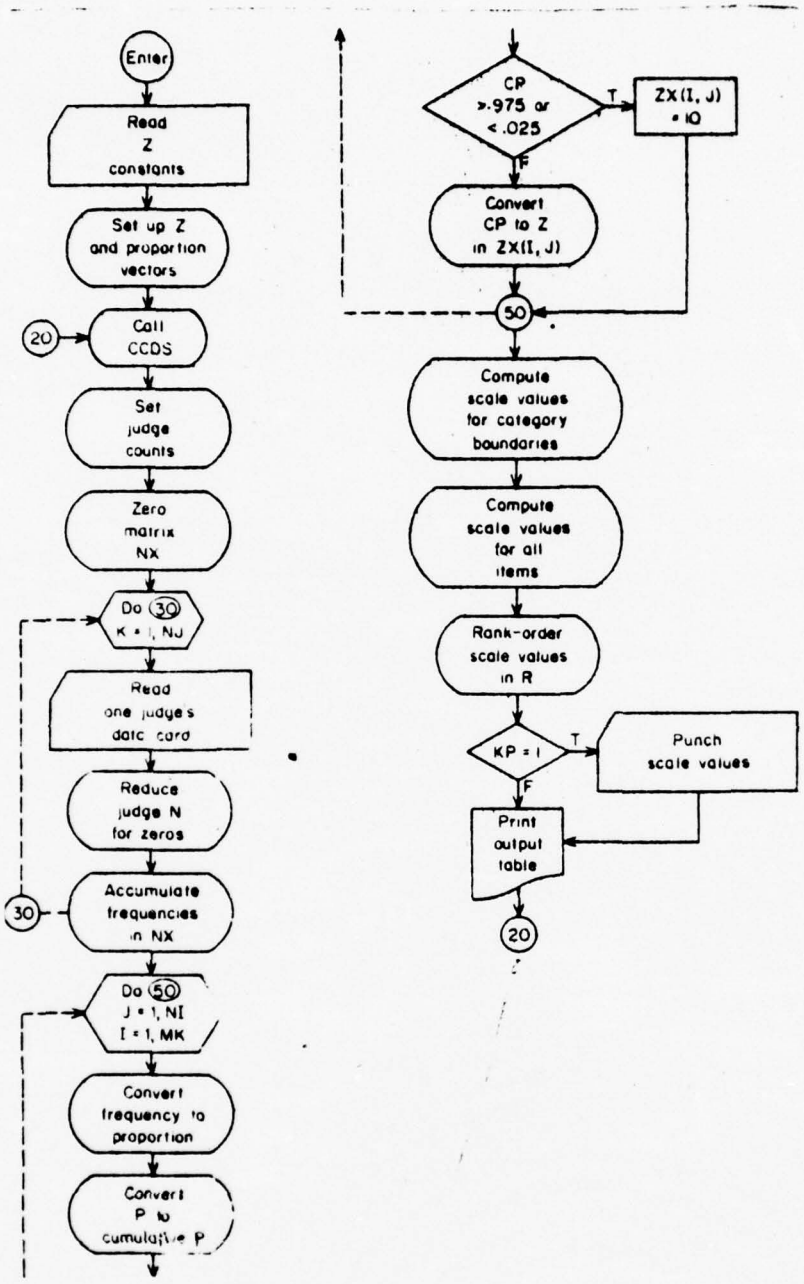

Enter
Read Z constants
Set up Z and proportion vectors
20
Call CCDS
Set judge counts
Zero matrix NX
Do 30 K = 1, NJ
Read one judge's data card
Reduce judge N for zeros
30
Accumulate frequencies in NX
Do 50 J = 1, NI I = 1, MK
Convert frequency to proportion
Convert P to cumulative P
CP >.975 or <.025
T
ZX(I, J) = 10
F
Convert CP to Z in ZX(I, J)
50
Compute scale values for category boundaries
Compute scale values for all items
Rank-order scale values in R
KP = 1
T
Punch scale values
F
Print output table
20

Fig. 2

.975, the corresponding z value is set = 10, as a signal. Later in the process such values will be ignored in order to avoid distortion in the calculation of z values for category boundaries. It should be noted that the beginning of this section involved the computation of raw proportions for each item-category combination. This is carried out using only the valid (non-zero) responses, adjusting for missing scores separately for each item as necessary.

The next section of the program computes scale values for the boundaries between adjacent categories, adjusting these computations to take account of any rejected (coded 10) z values. The scale values are then determined for each item by computing the average of the differences between category-boundary values and the valid z values in a row of matrix ZX. Index numbers of the items are also established in vector K1 and the scale values stored in vector V are duplicated in vector R during this process.

The scale values stored in R, along with their index numbers, are arranged in rank order in the final section of the program, and a single table containing the scale values in item and rank order is printed along with the item-category frequency distributions from matrix NX. (See Appendix C).

Slight modifications in Program TSCALE are brought in, first inserting student's response image expressed in terms of numbers for each student perceiving each statement, ranging from 7 = strongly unfavorable to 1 = strongly favorable, and second, inserting a description of each statement

in the rank ordered final output. (See Appendices B, C, and D).

3. Operation of TSCALE

To illustrate the operation of this program, Appendices B, C, and D are included, consisting of: Program TSCALE and International Students at The Naval Postgraduate School Responses. Eighty-six subjects responded to the 72-item questionnaire and were asked to sort them according to seven equal intervals, ranging from: strongly unfavorable = 7, mostly unfavorable = 6, slightly unfavorable = 5, indifferent = 4, slightly favorable = 3, mostly favorable = 2, strongly favorable = 1, and no response = 0. The intervals between the categories should be regarded as subjectively equal.

After the computer run (Appendix C) is accomplished, rank ordered scale values are established for the responses of the international students at the Naval Postgraduate School, relating to their image of American life. Next, the spread of judgments is considered. Obviously, the wider the spread, the more ambiguous the item is. Ambiguous items will cause unreliability and have no place in the scale. These items must be eliminated. Almost any measure of spread (range, variance, standard deviation, semi-interquartile range) will do, but the last is probably the quicklest. A modified TSCALE program with subroutine INTRPL (see Appendix K) is used to compute the differences between the 75th percentile and 25th percentile of each statement.

A final list of 25 statements of opinions was selected from the original list of 72 statements. The selection was made with consideration of the criteria of ambiguity (to sort the items with the least semi-interquartile over a uniformly graduated series of scale values), and constitute a more or less uniformly graduated series of scale-values. These evenly graduated series of scale-values are by no means perfect, but they are probably as close as necessary. [14, 15]

The scale is now ready for administration. The statements will be printed in random order, without their scale values. Respondents will only be asked either to agree or to disagree with each statement. Subsequently, the scale value of each agreed upon statement is collated, and the median of these constitutes the respondent's score. If the subject has agreed with an odd number of statements, then the score is simply the scale value of the middle statement when they are arranged in rank order of their scale values. For example, if a subject has agreed with five statements with scale values of 3.22, 4.51, 5.63, 7.26, and 8.93, his score would be the scale value of the middle statement, or 5.63. If an even number of statements are agreed with and the median method of scoring is used, then the midpoint of the scale distance between the two middle statements is taken as his score. For example, if the subject has agreed with 4 statements with scale values of 4.51, 5.67, 7.23, and 8.96, his score would be $5.67 + (7.23 - 5.67)/2 = 5.67 + 1.56/2 = 5.67 + .78 = 6.45$. [2]

Although Thurstone's procedure is primarily concerned with locating items at points on a hypothetical scale, we must be careful when treating these scale values as actual numbers, as units that are additive and interchangeable on a linear continuum. The procedure deals not with equal, but with equal-appearing intervals, with psychological rather than numerical units, which may or may not be equal. Moreover, the division of the continuum into seven units is arbitrary, so that we should not think of a score of six as numerically twice as high as a score of three, and so on. [10]

4. The Distribution of Judgments on the Psychological Continuum

One of the assumptions we made in developing the method of successive interval scaling was that the projection of the cumulative proportion distributions for the various statements would be normal on the psychological continuum. There is evidence, reported by Mosier (1941), Edwards and Thurstone (1952), Edwards (1952) and Jones and Thurstone (1955), to indicate that this, in general, is the case.

Whether the assumption of normality of distribution on the psychological continuum holds true for any particular statement can be determined by plotting the cumulative proportion distribution for the statement on normal probability paper with the psychological continuum along the base line. If the cumulative proportion distribution is normal on the psychological continuum, the graph should be a straight line.

Figure 3 shows the cumulative proportion distribution for statement 62 plotted on normal probability paper. It is

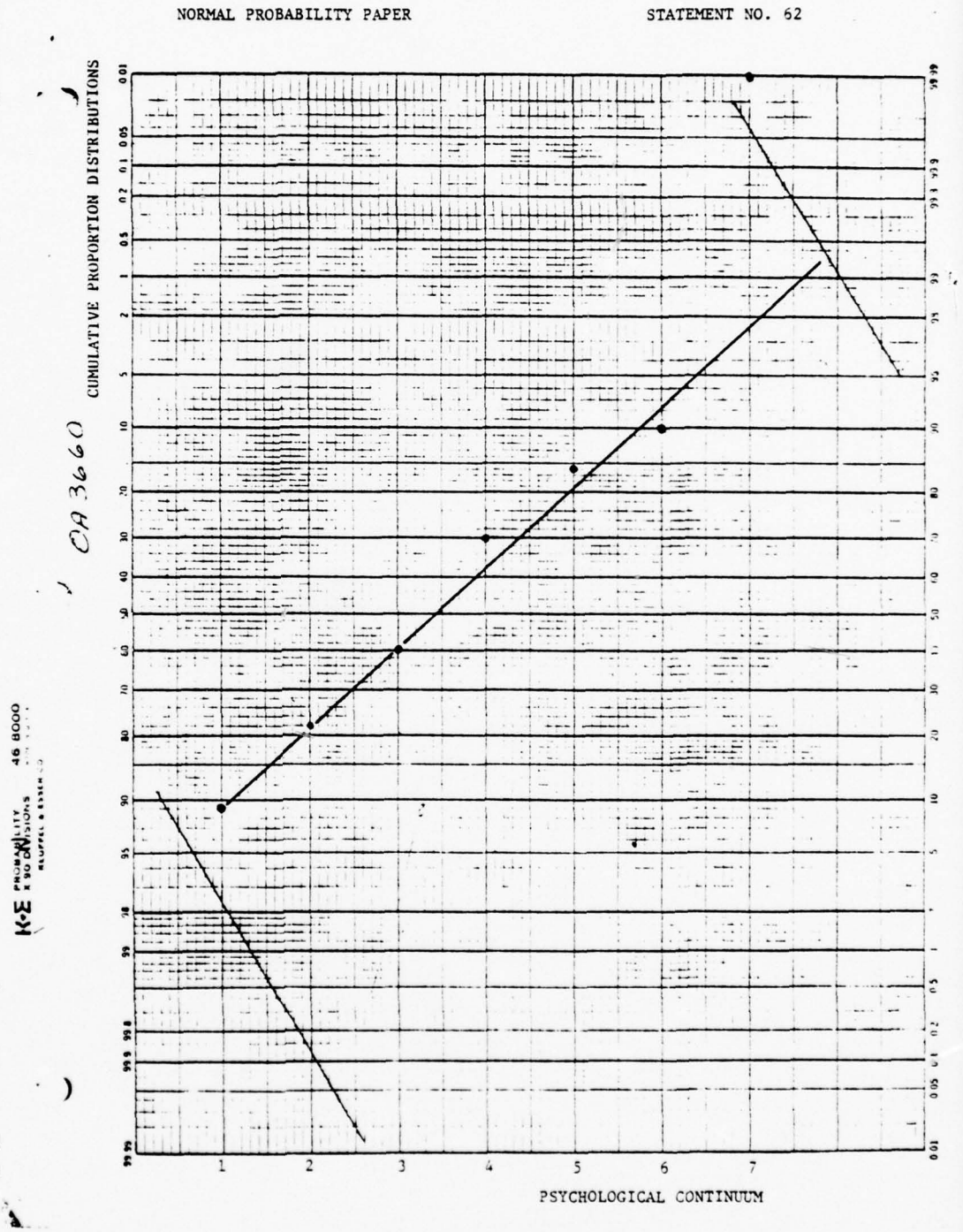

NORMAL PROBABILITY PAPER
STATEMENT NO. 62
CUMULATIVE PROPORTION DISTRIBUTIONS
PSYCHOLOGICAL CONTINUUM
1
2
3
4
5
6
7
K·E PROBABILITY
46 8000

Fig. 3

apparent that this graph is approximately linear. If the other distributions for the other statements were plotted, we would see that they also are approximately linear. [2]

C. RELIABILITY

1. Reliability Test Techniques

In the following tests concerning reliability, all pertain to the social distance scale for international students at the Naval Postgraduate School.

Reliability can be thought of as an attribute of consistency. Since all types of reliability are concerned with the degree of consistency or agreement between two independently derived sets of scores, they can all be expressed in terms of a correlation coefficient. Essentially, a correlation coefficient (rho) expresses the degree of correspondence, or relationship, between two sets of scores. For example, if a top-scoring individual in variable 1 also obtains the top score in variable 2, the second-best individual in variable 1 is second best in variable 2, and so on down to the poorest individual in the group; then these would be a perfect correlation between variables 1 and 2. Such a correlation would have a value of +1.00. A perfect negative correlation (-1.00), means there is a complete reversal of scores from one variable to the other. A zero correlation indicates complete absence of relationship, such as might occur by chance. Correlation coefficients may be computed in various ways, depending on the nature of the data. [3]

In psychological research, the main interest is in generalizing beyond the particular sample of individuals tested to the larger population which they represent. If a correlation is "significant at the .01 level," it means that this relationship would be found by chance alone only one time in a hundred.

In order to test the reliability of the approach to this study, the social distance scale's output of the international students at the Naval Postgraduate School was tested in two ways. The first is through a split-half reliability test, and the second is through the test-retest technique.

2. Split-Half Reliability Technique

In order to establish the reliability of the social distance scale, the "judges" were split into two random groups of 43 each. For each of the two groups separately, the distribution of judgments of degree of personal interaction was utilized to obtain social distance scale values following the identical procedure used with the total sample. [11] A Spearman correlation coefficient was then computed between the item scale values obtained in each group by SPSS (Statistical Package for the Social Science) computer program. [9]

The result of the split-half reliability technique can be seen in Appendix N.

It is noted that the Spearman correlation coefficient is .9396 with a significance level of .001 (n = 72). As can be seen, the result is quite reliable, and the probability of obtaining that relationship purely by chance is only one out of a thousand.

3. Test-Retest Technique

If the same measure were applied to the same object today (Sept., 1976), and after approximately four months (Feb., 1977), the results should be nearly identical unless a real change in the object has taken place. An example of this phenomena, for instance, is that if a ruler can be applied to measure the leg of a table, the results for all practical purposes will be consistent over time. In this study, the greater length and diversity of attitude scales make them more reliable than single questions, but even so, complete consistency is difficult to achieve. People are bound to react somewhat differently to a scale when they are confronted by it a second time. Nevertheless, reliability coefficients of .80 or higher are quite common. [10]

The test consists of Indonesian students at the Naval Postgraduate School scale values on September 1976 (see Appendix F) compared with their scale values on February 1977 (see Appendix G). The September population of the test is 18 Indonesians, compared to the same population in February 1977, minus one who graduated in December 1976 and left the country.

The first test was conducted through the Naval Post-Graduate School mail-box with an allowed response time of one week, the second was conducted on the spot and each student was given 15 minutes to respond, in order to minimize as far as possible the halo effect of the first test.

As before, for each of the two groups separately the distrubition of judgments of degree of personal interaction was utilized to obtain social distance scale values through a TSCALE computer program. (See Appendices F and G). The two sets of scale values were then correlated through the SPSS computer program and the results are as follows: Spearman correlation coefficient = .8739, significance level = .001, items = 72. It is felt that reliability over time is established.

Further examination of the data reveals that the repeated measure produced some regression toward the mean. Standard deviations for the scores on the second test were nearly always lower than the first. The exact effect is not known, but the over-all trend is certainly expected.

D. VALIDITY

The population which will be described in this sub-chapter is that of the international officers at the Naval Postgraduate School who were asked to judge the 72 item statements to develop a social distance scale.

In order to develop the validity of the scale, it must ultimately be shown that the scale reflects authentic perceptions of the group measured. A measuring instrument must not be seriously affected in its measuring function by the object of measurement. To the extent that its measuring function is so affected, the validity of the instrument is impaired or limited. If a yardstick measured differently because of the fact that it was a rug, a picture, or a piece of paper

that was being measured, then to that extent the trustworthiness of that yardstick as a measuring device would be impaired. Within the range of objects for which the measuring instrument is intended, its function must be independent of the object of measurement.

Similarly, this applies to the method of measuring attitude. It will be noticed that the construction and application of a scale for measuring attitudes are two different tasks. If the scale is to be regarded as valid, the scale values of the statements should not be affected by the opinions of the people who help to construct it. Until experimental evidence may be forthcoming on this point, the assumption is made that the scale values of the statements are independent of the attitude distribution of the subjects who sort the statements. Restating the assumption in another way, if., for instance 85 percent of the militarists declare statement A to be more militaristic than statement B, then, according to the assumption, substantially the same proportion of pacifists would make the same judgment. If this assumption is correct, then the scale is an instrument independent of the attitudes which it is itself intended to measure. [14, 15]

In this study, the experimental test for the above assumption consists merely in constructing two scales for the same issue with the same set of statements. One of these scales was constructed on the returns from the Asiatic/Middle-Eastern (or non-Westerners) students at the Naval Postgraduate School (see Appendix J), and the other scale was constructed with

the same statements on the returns from the European/Canadian/Australian (or Westerners) students at the Naval Postgraduate School (see Appendix I). The two obtained sets of scale values were compared again and the results were: a Spearman correlation coefficient of .8409, significance level = .001, items = 72.

The instrument in itself does not seem to be a contaminant of validity. However, future research should include cross validating responses to the scale with observed behavior of the respondents.

IV. RESULTS AND DISCUSSION OF THE STUDY

A. INTERNATIONAL STUDENTS AT THE NAVAL POSTGRADUATE SCHOOL

The responses of the 86 international officers at the Naval Postgraduate School form the basis of scaling these attitudes into the final social distance scale of 25 statements. (See Appendix E). Chapter III.B. described the process by which the scale was designed. Appendix D lists the 72 statements which were judget by the respondents.

While the main objective of this study is to develop a social distance scale to measure the willingness to engage in social contact with host country nationals, it is possible to break this data into further categories which have even greater use to administrators and student advisors.

It is of interest to note what the international students at the Naval Postgraduate School see in America, how different it seems to them from their own countries, how well they like these perceived features of the United States, and which things are most important in determining their over-all view of the United States. These findings should have considerable generalizing power, since they represent the opinions of students from 26 different countries and backgrounds. However, these impressions can be clustered in three themes.

As was explained before in the summary of Chapter II, three themes are American values on materialism, on social status and on depth of inter-personal relationships.

Three groups were constructed, pertaining to values on depth of inter-personal relationships (group A), on social status (group B), and on materialism (group C). Then the list of 72 statements were regrouped into groups A, B, and C, with their respective scale values stated in each group. (See Appendix L).

The mean value of group A is the total score of scale values (85.81) divided by the number of statements (56); this gives a mean value of 1.53. With the same procedure, the mean value of group B is 1.33, and the mean value of group C is 1.68.

SUMMARY: Of these three themes, the social status theme emerges as the most positive. Generally, the international students see the United States as egalitarian, informal, and democratic. The them on the depth of inter-personal relationships in group A is perceived as second best by the international students. The international students generally perceived their host country nationals as friendly, easygoing, and open-minded. However, they do not seem to like the nature of social relations, seeing them as shallow and short-lived. It is felt that the international students have very neatly spotted, in both their perceptions and attitudes, some of the basic contradictions so often noted in American culture. Americans are friendly and easygoing. Their active, optimistic warmth cuts across status barriers to include strangers and mere acquaintances. However, this extended network of social relations is superficial and ephemeral. It is not true

friendship in the European sense of the word (Morris, 1960), although it may at first be mistaken for it. The sweet atmosphere of ready, warm acceptance by Americans may turn sour when students realize that the glad hand may be taken away as fast as it has been extended, perhaps because Americans are a very mobile society, moving from one place to the other. Secondly, Americans, through their hyperactivity and their striving for economic betterment, have succeeded in creating a high standard of living which allows them to adequately care for their less fortunates. However, in this very striving they may have overstressed material means and may have lost sight of spiritual ends, as has been seen in the recent Arab-Israel war (1973) which changed the attitudes of the American people in a more favorable one toward the Arabs, because of the impact of Arab oil boycott on daily American life. Thirdly, in a laissez-faire democracy with freedom of speech, thoughts and associations, there exists a contradiction of racial discrimination. Fourthly, as a super-power, American foreign policy is felt as an important indicator, especially for those foreign students whose profession is that of the armed forces and living in the armed forces environment.

The materialism theme seems to be perceived the lowest as an attitude theme. Students dislike the emphasis placed on financial success and the fact that businessmen are often valued more highly than artists or philosophers. But they like Americans to be ambitious economically. When the social

status theme is compared with the materialism and depth of inter-personal relationships themes, it is seen that the students attach more importance to the social status theme as shaping their over-all view of America.

B. INDONESIAN STUDENTS AT STANFORD UNIVERSITY AND THE NAVAL POSTGRADUATE SCHOOL

Three sets of scale values were constructed in this study. First, the set of scale values of 18 Indonesian students at the Naval Postgraduate School was developed in September 1976. (See Appendix F). Second, the set of scale values of the same 18 Indonesians minus one (because he graduated) was developed in February 1977. (See Appendix G). Third, the set of scale values of five Indonesian students at Stanford University was developed in November 1976.

In this study, descriptive analyses were carried out with the first and third sets of scale values, while the first and second sets of scale values had been analyzed in the preceding chapter, III.C., in a test-retest technique for the purpose of determining the reliability of the scale values. Some reference will be made of 22 European/Canadian/Australian (or Westerners) students at the Naval Postgraduate School, using the scale which was constructed in September 1976. (See Appendix I).

A Spearman Correlation Coefficient was computed through SPSS between Indonesian students at Stanford University and those at the Naval Postgraduate School. It was found to be .5965 with a significance level of .001.

Also, a Spearman Correlation Coefficient was computed between Indonesian students and Western students at the Naval Postgraduate School, and this is .8045 with a significance level of .001.

A rather strange phenomena is noted here in the higher correlation between Indonesian and Western students at the Naval Postgraduate School than between Indonesian students at the Naval Postgraduate School and Indonesian students at Stanford University. One reasonable explanation is that of professionalism, i.e., a commonality of military culture and values.

Indonesian students at the Naval Postgraduate School and Western students also at the Naval Postgraduate School, all have the same profession of Armed Force Officers who have built their careers in this profession for at leas eight years. Both are in the Naval Postgraduate School with its related social activities which are common in military life.

The data of scale values reflect the above assumption. The main difference between Indonesian students at the Naval Postgraduate School and those at Stanford University, according to their respective scale values, are:

STATEMENT	POSTGRADUATE	STANFORD
To have him (an American) as my employer.	Slightly favorable	Strongly unfavorable
To accept him as my work supervisor.	Mostly favorable	Strongly unfavorable
To accept him as an intimate friend.	Mostly favorable	Strongly unfavorable

To experience that he/she is not really interested in your country.	Strongly unfavorable	Slightly unfavorable
To realize that U.S. foreign policy toward my country reflects little understanding.	Strongly unfavorable	Slightly unfavorable
To experience that your food that you prepared was very highly praised for its deliciousness before he/she tried it, and after that have food be hardly touched.	Strongly unfavorable	Mostly favorable

It seems that Indonesian students at Stanford University are more independent in their conduct and lenient toward individual liberties. They appear to dislike authoritarian conduct in a certain sense, while Indonesian students at the Naval Postgraduate School are more used to social life and organized structure of the Military establishment. It can also be seen that Stanford University Indonesians place heavy emphasis on their study, while Naval Postgraduate School Indonesians (although the emphasis is on study) gave more attention and are more sensitive to international relations.

Professionalism and social relations apparently cause the Naval Postgraduate School Indonesians having no objections toward an American as an intimate friend or as a work supervisor in the context of the Naval Postgraduate School organization.

RESULT OF STUDY: This study indicates an important postulate (posed here as a basis for argument), in that professionalism reduces cross cultural barriers. An obvious example of the postulate is for instance: an Indonesian

professor in mathematics can communicate easier with an American professor in mathematics about everything in life, while the same Indonesian professor could have some difficulties in communications and talking about everything in life with an Indonesian street-sweeper, because of their different educational and skill levels. This postulate is also in a certain sense confirmed by Ingrid Eide's article (see Chapter II) about alternative adjustments: "It seems possible for individuals to adopt professional orientations, without adjusting more generally to foreign culture."

Another important inference concerns foreign aid of the U.S. Emphasis should be given not only to economic and military aid, but more importantly to educational and training aid. Emphasis must be stressed also in this kind of foreign aid, that proper respect to one's national heritage should be given as a proper thing. See also the article of Jeanne Watson and Ronald Lippit in Chapter II. In the long run, these kinds of foreign aid may be an important factor to better understand each other through some experience in cross-cultural interaction, with more positive result to both countries.

C. EUROPEAN/CANADIAN/AUSTRALIAN AND ASIATIC/MIDDLE-EASTERN STUDENTS AT THE NAVAL POSTGRADUATE SCHOOL

The international students at the Naval Postgraduate School, as was described before, consist of 26 nationalities, spread evenly over the whole world. The ultimate goal of this research is a social distance scale for measuring the cross-cultural adjustments of these internationals in the

American scene. As was described during the introduction of this study, Americans are perceived as predominantly white people, therefore having white (European) culture. But then, how would Western students perceive Americans in general? (See also in Chapter II, Morris' article of Scandinavian students studying in America).

The discussion in this section tries to answer the above question through correlation analysis of two sets of scale values, one set of Western students (European/Canadian/Australian) (see Appendix I), the second set that of the non-Western students (Asiatic/Middle-eastern) (see Appendix J). As a first attempt, the research was made through different groups in different cultural backgrounds (as was done in Chapter III.D. concerning validity), compare these two groups, and analyze descriptively their differences.

Two different groups in cultural backgrounds were felt to be the group of Western students and that of the non-Western students at the Naval Postgraduate School. The group of Western students consists of 22 students representing Australia (2), Canada (5), Denmark (1), Germany (7), Norway (6), and United Kingdom (1). The group of non-Western students consists of 35 students representing Indonesia (18), Iran (1), Japan (2), Korea (7), Pakistan (1), Philippines (2), Saudi Arabia (1), Thailand (2), and Turkey (1).

The two sets of scale values were developed at the same time (September 1976) concerning judgments of the 72 statements in American life, which were also used in developing the

scale values of all international students at the Naval Postgraduate School. The method used was also the Thurstonian successive interval method. Correlation of these two sets of scale values through SPSS reveals a Spearman correlation coefficient of .8409 with a significance level of .001. The data of scale values reflect that in general, perceptions of Western students are rather highly correlated with non-Western students at the Naval Postgraduate School.

The main differences between Western and non-Western students at the Naval Postgraduate School are, in general:

STATEMENT	WESTERN	NON-WESTERN
To have my daughter marry his son.	Slightly Favorable 1.47	Strongly Unfavorable 3.70
To have my daughter date his son.	Slightly Favorable 1.32	Strongl Unfavorable 2.30
To marry him/her.	Indifferent 1.72	Mostly Unfavorable 2.09
To openly converse and disclose my personal feeling to him.	Indifferent 1.55	Strongly Unfavorable 2.03
To know that he/she is always straightforward	Strongly Favorable 0.37	Indifferent 1.46
To experience that eating with the left hand is normal in America.	Strongly Favorable 0.00	Indifferent 1.45
To experience that freedom of speech, thought and association is unlimited.	Strongly Favorable -0.01	Indifferent 1.44
To have him teach my children.	Slightly Favorable 1.38	Strongly Favorable 1.18
To experience that student-professor relations are generally informal at the Naval Postgraduate School.	Strongly Favorable -0.03	Mostly Favorable 1.07

To realize that in their everyday relations, people treat each other as equals.	Strongly Favorable 0.49	Strongly Favorable 0.25

It seems that the differences in cultural values between Westerners and non-Westerners center mainly around marriage, inner feelings, face-saving, eating habits, individual freedom, children's education, student-professor relations, egalitarian principles.

It is worthwhile, before discussion of the result of this study, to reflect very generally on some background information concerning these two groups of students according to country, economic situation, technological advancement, religion and traditions.

The Western students came from such countries as Australia, Canada, Denmark, Germany, Norway and The United Kingdom. All these countries have a relatively high GNP/INP, all are in an advanced stage of technology, and are frequently referred to as developed countries. The religion of these Western students is predominantly Christian, and family structures are less traditional.

The non-Western students came from such countries as Saudi Arabia and Iran with a very high GNP/INP, followed by Japan whose GNP/INP is equal to Western developed nations. Other countries such as Indonesia, Pakistan, Korea, Philippines, Thailand and Turkey have a low to moderate GNP/INP. But all of these non-Western countries are in their middle stage of technology, and frequently referred to as developing countries. The religions in these countries vary; Indonesia, Pakistan,

Saudi Arabia, Iran and Turkey are predominantly Moslem; Japan, Korea and Thailand are predominantly Buddhist; and the Philippines is predominantly Christian. The family structures of these countries are mainly traditional.

RESULT OF STUDY: Marriage with Americans is considered unfavorable for the non-Western students, while Western students consider it more indifferently to slightly favorable; this can be inferred in that non-Western students have a more traditional family structure. As more traditional people non-Western students feel strongly unfavorable to disclose their personal feelings to Americans, while most Western students are indifferent about it. About straightforwardness, most non-Western students feel indifferent as compared to Western students who feel strongly favorable. This is important, i.e., in face-saving cases, like straightforward reprimanding for the non-Western students from a professor, etc. Eating with the left hand is considered impolite in most Moslem countries, but the non-Western students are indifferent about eating habits in America, maybe because they respect each other's customs. Freedom of speech, thought, and association are principles that are generally accepted by both Western and non-Western students, but non-Western students usually pay more attention to status differentiation within the same social system. Therefore, individual freedom for them must be within the behavioral respect for the older, and is not unlimited. (A good reference of the status differentiation can be found in Uriel G. Foa and Martin M. Chemer's

article, "The Significance of Role Behavior Differentiation for Cross-Cultural Interaction Training, March 1966)."[14] This is also true for informal student-professor relationships. Western students at the Naval Postgraduate School rated this relationship as the most favorable statement. Non-Western students at the Naval Postgraduate School also rated it strongly favorable but have some reservations about this informal relationship due to paying respect to the perceived higher status of the professor. On the other hand, the egalitarian principle is perceived as the most favorable statement by the non-Western students whose countries were relatively new independent countries, while Western students also perceived this as strongly favorable but to a lesser degree than the non-Westerners. The new independent nations also pay much attention to children's education by Americans, to a more favorable degree than their Western classmates. This may be true because most Westerners perceived education in Western Europe as better than in the United States.

D. SUMMARY

This study tries to develop some means that detect various perceptions of international students at the Naval Postgraduate School toward American life. It was felt that a social distance scale would be a suitable instrument for measuring these perceptions in order to get an idea of their cross-cultural adjustments to American life. Through the judgments from 86 international students of 72 statements pertaining to

American life, the scale was developed using the Thurstonian successive interval method. The construction of the 72 statements was based through literature study and actual experiences of international students while they stay with their families in the United States.

During the study of the scale values, three important themes in American life emerged. The themes are: Materialism, Social Status, and Depth of Inter-personal Relationships. It seems that the social status theme emerges as most positive. Generally, the international students see the United States as friendly, egalitarian, informal and democratic. Students dislike the emphasis placed on materialism, but they have no objections in that Americans are ambitious economically. The depth of the inter-personal relationships theme reflects both positive and negative attitudes which were perceived by foreign students. They like the friendliness and open-mindedness of Americans, but they do not like social relations which are shallow and short-lived.

Further research on the study tries to correlate scale values of Indonesian students at Stanford University with scale values of Indonesian students at the Naval Postgraduate School, which is lower than the correlation between Indonesian students and Western students at the Naval Postgraduate School. One reasonable explanation is that of proffesionalism, i.e., commonality of military culture and values. An important postulate emerges from this observation, in that professionalism reduces cross-cultural barriers.

Such an emphasis should be given not only with economic and military aid, but more importantly in educational and training aid so as to emphasize the appropriate cultural norms when dealing with recipients or students. In the long run, foreign aid in education and training may be an important factor to better understand each other through some experiences in cross-cultural interaction with positive results to both countries. Some observers also feel that when a student returns home his good memories about the host country's culture will prevail over bad memories.

A correlation was computed between Western students and non-Western students at the Naval Postgraduate School to see if generality exists in perceiving American culture. It was felt that American culture is predominantly a Western culture. It was found that the Spearman correlation coefficient is .8409. Therefore, generality seems to exist between the perceptions of Western and non-Western students. The main differences between the two groups seem to be regarding marriage, inner feelings, eating habits, individual freedom, children's education, student-professor relationships, and the egalitarian principle.

To test the reliability of the scale, a split-half reliability technique and a test-retest technique were used. In both cases, high Spearman correlation coefficients were obtained (.9396 and .8739).

Face-validity of the scale was tested through a correlation of two sets of scale values obtained, one from non-Western

students and the other set from Western students at the Naval Postgraduate School. The method itself does not seem to be a contaminant of validity. However, future research should include cross-validity responses to the scale with observed behavior of the respondents.

Finally, a list of 25 statements of opinions was selected from the original list of 72 statements. The selection was made with consideration of the criteria of ambiguity (to sort the items with the least semi-interquartile range), and constitute a more or less uniformly graduated series of scale values.

The final list of 25 statements was administered in random order, without their scale values. Respondents were only asked to agree or disagree with each statement. Subsequently, the scale value of each agreed-upon statement was collated and the median of these constitutes the respondent's score.

The following is the final list:

STATEMENT	STAT. NO.	GROUP	SCALE VALUE
1. To experience that you are not invited to come in his/her house because you did not make an appointment beforehand.	38	A	2.19
2. To know that upon arriving at the airport, no one is to meet you.	33	A	2.11
3. To experience that your food that you prepared was hardly touched by your sponsor because of different tastes.	42	A	2.04
4. To experience that many international students find that dating in the U.S. creates an area of considerable mal-adjustments.	68	A	1.95

STATEMENT	STAT. NO.	GROUP	SCALE VALUE
5. To realize that life is so narrowly academic in comparison with social life and leisure time activities.	61	A	1.88
6. To realize that the way in which U.S. foreign policy is conducted is usually penetrating, careful.	58	A	1.73
7. To notice that in economic matters, people tend to be ambitious.	55	C	1.62
8. To rent a room with him.	6	A	1.52
9. To openly converse and disclose my personal feelings to him.	7	B	1.47
10. To experience that eating with the left hand is normal in America.	67	B	1.41
11. To double with him on a date.	13	A	1.28
12. To have him as my employer.	8	A	1.21
13. To use the same dentist.	1	A	1.14
14. To accept him as an intimate friend.	26	A	1.07
15. To live next door to him.	19	A	0.91
16. To be seen in public with him.	15	A	0.77
17. To accept him as my family's friend.	22	A	0.64
18. To have my children go to school with his children.	14	A	0.59
19. To invite him to a dinner party at my home.	10	A	0.51
20. To realize that in their everyday relations people treat each other as equals.	53	B	0.36

STATEMENT	STAT. NO.	GROUP	SCALE VALUE
21. To experience that you must wait for two hours for the bus to go to the commissary which is eight miles out of town.	46	A	2.71
22. To feel that most Americans do not think well of my country because they feel that they are superior and they let me know it.	64	A	2.65
23. To feel that in losing academic status my colleagues think of me as less intelligent than did my classmates or teachers at home.	65	A	2.53
24. To experience that he/she is not really interested in your country.	45	A	2.42
25. To experience that your food that you prepared was very highly praised for its deliciousness before he/she even tried it and after that have the food be hardly touched.	43	A	2.63

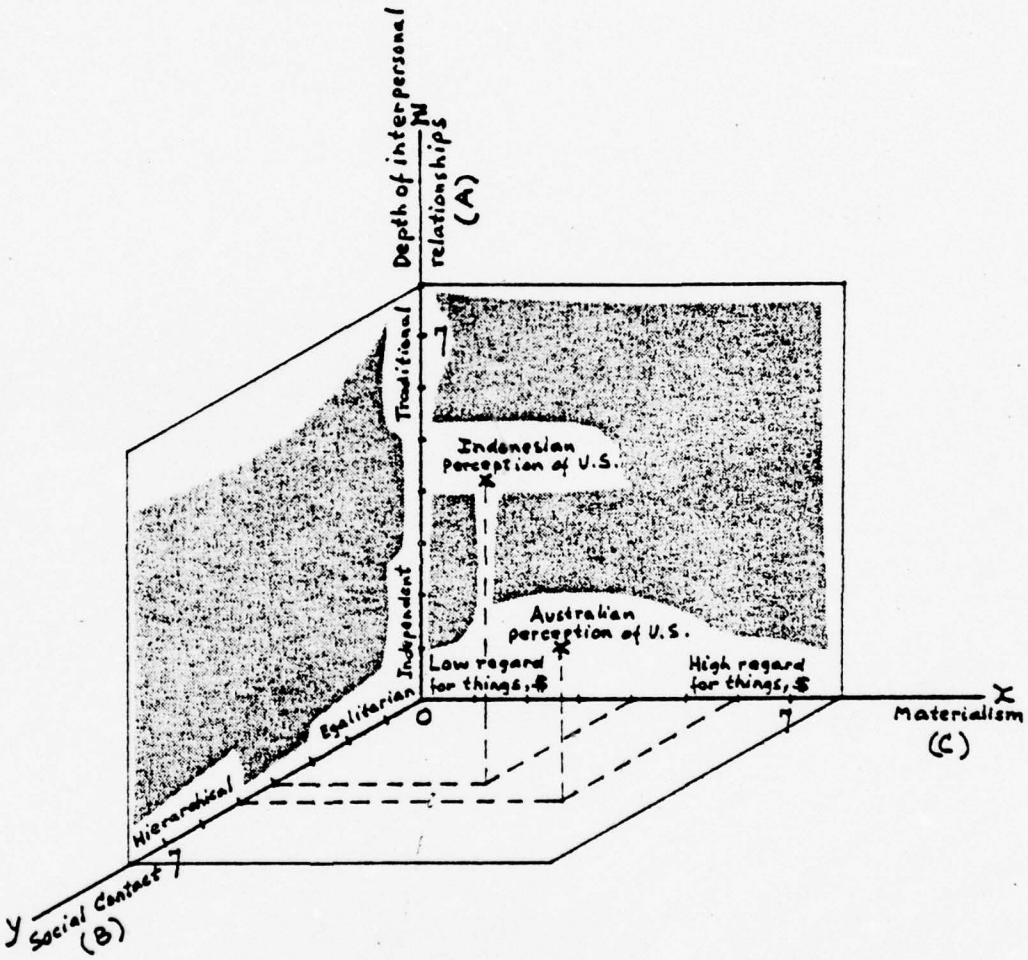
The final list can be regrouped also into the three themes pertaining to American life on depth of inter-personal relationships (group A), social status (group B), and materialism (group C). Appendix O shows the regrouping of the final list, stated in statement-number and the respective scale-value.

Once again, it can be inferred that of the three themes the social status theme emerges as most positive (mean value 1.08). The materialism theme (mean value 1.62) does not seem to hang together very well as an attitude theme (only one out of 25 statements). The depth of inter-personal relationships theme (mean value 1.64), seems to reflect mostly the individual feelings toward American culture. All in all, comparing the

three themes together, the international students see the U.S. as egalitarian, informal, and democratic.

Besides the respondent's score, a three-dimensional coordinate system is constructed that reflects the international student's perception toward American culture on Depth of Inter-personal Relationships, Social Status, and Materialism. The X-axis of the coordinate system pertains to Materialism, the Y-axis to Social Status, and the Z-axis to the Depth of Inter-personal Relationships, each measured from the point of origin (scale-value 0) to the maximum on each axis (scale-value 7). (See Figure 4). The respondent's score constitutes the mean of the scale-values of each agreed upon statement, on each of the three themes. The three mean-values are plotted as points on the respective axis (which each represents a psychological continuum pertaining to each theme). Finally, the student's total score can be plotted as a point in space. See for example, an Indonesian total score and an Australian total score in Figure 4, pertaining to their perceptions to American culture.

As an illustrative example of the coordinate system in three dimensions, Western (European/Canadian/Australian) and Indonesian students at the Naval Postgraduate School were compared. (See Figure 5 and Appendix M). Axis A referred to depth of inter-personal relationships, axis B to social status, and axis C to materialism. The range of the psychological continuum on each axis is from 0 (the origin = strongly favorable) until 7 or -7 (= strongly unfavorable). With the



THREE-DIMENSIONAL SCALE.

Fig. 4

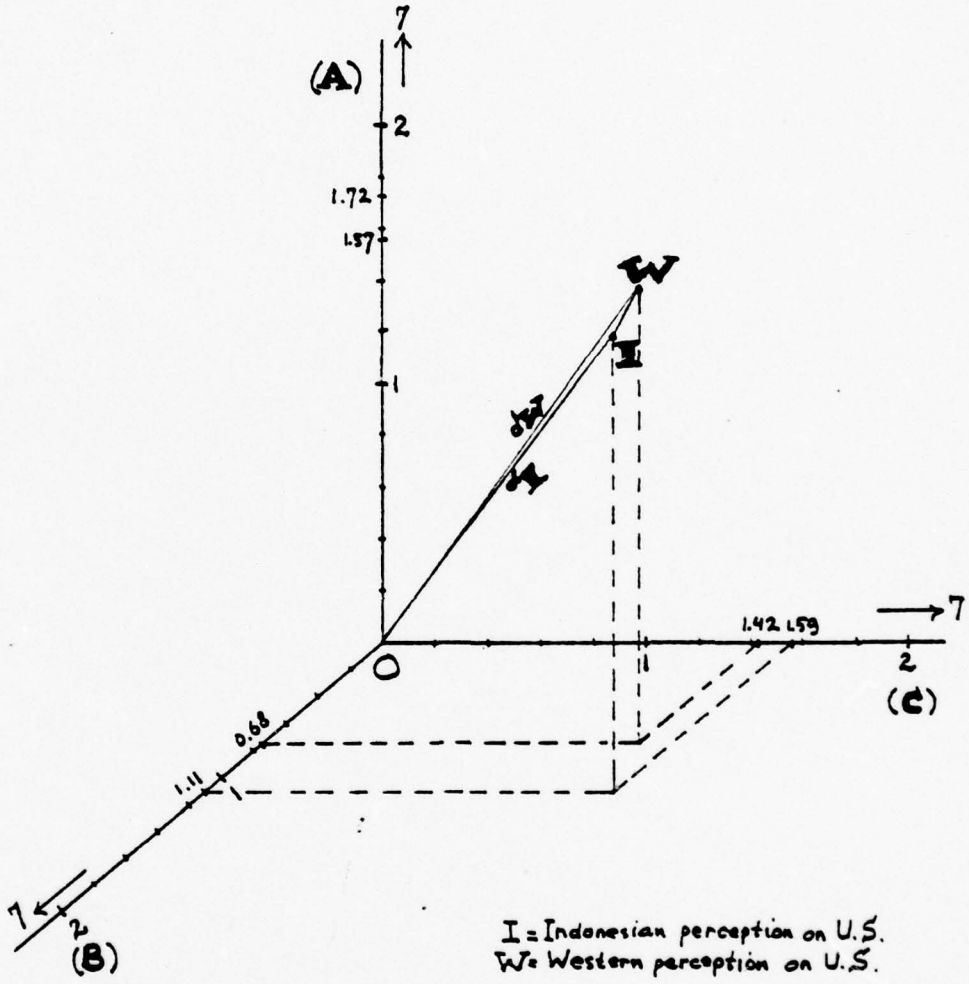

7
(A)
2
1.72
1.57
W
I
1
1.42 1.59
7
O
1
2
(C)
0.68
1.11
1
7
2
(B)
I = Indonesian perception on U.S.
We Western perception on U.S.

Fig. 5

same procedure as above, mean scale values for each group of students pertaining to their perceptions to American life, and divided in A, B, C, were computed.

The results were as follows:

Western students:

Mean on depth of inter-personal relationships: 1.72 (A)
Mean on social status: 0.68 (B)
Mean on materialism: 1.42 (C)

Indonesian students:

Mean on depth of inter-personal relationships: 1.57 (A)
Mean on social status: 1.11 (B)
Mean on materialism: 1.59 (C).

As can be seen, in general the Western students are closer to American culture (which is perceived as mainly Western culture) than the Indonesian students. It is worthwhile to mention, however, that the depth of inter-personal relationships with Americans is more favorably percepted by the Indonesian students than by the Western students. The cultural distance from the origin is, for the Western students, $d_W = \sqrt{1.72^2 + 0.68^2 + 1.42^2} = 2.33$, and, for the Indonesian students, $d_I = \sqrt{1.57^2 + 1.11^2 + 1.59^2} = 2.49$, both using Pythagoras formula. It confirms with the conclusion above, that Western students are closer to American culture than is the case with Indonesian students. If proximities were used, then if the Western students' view toward American culture is exactly the same as the Indonesian students' view, both points W and I will coincide. It is worthwhile to compute the proximity of both groups' point of view; applying again Pythagoras' formula, now with differences of both groups, the distance

will be:

$$d_W - d_I = \sqrt{(1.72 - 1.57)^2 + (0.68 - 1.11)^2 (1.42 - 1.59)2}$$

$$= \sqrt{0.15^2 + 0.43^2 + 0.17^2} = .48$$

which, when compared with the maximum distance,

$$2 \sqrt{7^2 + 7^2 + 7^2} = 24.24,$$

the proximity between the two groups is very near. It means that there are but a few differences in outlook between Western and Indonesian students at the Naval Postgraduate School toward the American Scene. (See also the discussions in Chapter IV.B.).

V. CONCLUDIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

A. CONCLUSIONS

During the study a social distance scale was developed consisting of 25 final statements. It is now possible to better predict the foreign student's adjustment into the American scene. The study suggests two measurements which may help predict foreign students' adjustment, one through reaction to statements on the total list, the second through reaction to statements upon three vectors of the final list, i.e., the depth of inter-personal relationships theme, social status theme, and the materialism theme. In the first method, an over-all view of the student's adjustment can be obtained on an uni-dimensional psychological continuum developed by Thurstone. The second method opens the possibilities to obtain a deeper insight into the student's adjustment on a three-dimensional psychological continuum which can be visualized as a point in space of the three-dimensional coordinate system. (See Figure 4).

During the descriptive analysis of the study, several postulates emerged:

1. The international students attach more importance to the social status theme than the themes on depth of inter-personal relationships and materialism. Generally, they see the United States as egalitarian, informal, and democratic.

2. The international students perceived their host country nationals as friendly, easygoing, and open-minded; however, they do not like the nature of social relations which are shallow and short-lived.

3. The international students dislike the emphasis placed on financial success and the fact that businessmen are valued more highly than artists and philosophers, but they like Americans to be ambitious economically.

4. Professionalism reduces cross-cultural barriers. It seems possible for individuals to adopt professional orientations, without having to adjust more generally to foreign culture.

5. As a consequence of these thoughts, when it comes to foreign aid emphasis should be given not only to economic and military aid, but more importantly to how education and training is approached. Emphasis must be stressed in this kind of foreign aid and that appropriate account for one's national heritage be given.

6. While abroad, the international student may experience a revocation of his national status. This becomes the most frequent basis of identification with host country nationals, of association or lack of association. As an important personal variable, it will be particularly important in determining the foreign student's adjustment.

7. The international students at the Naval Postgraduate School have a general uniformity in perceiving values on American life. Nevertheless, regardless of which country was

their host, the several nationalities of international students retained their characteristic responses, reflecting their different adjustment patterns.

B. RECOMMENDATIONS FOR FUTURE RESEARCH

This social distance scale is now ready for applications in the future. In addition to obtaining cross-validation (mentioned before in Chapter III.D.) of the scale through responses of observed behavior of the respondents, future research could also include: confirmation or rejection of the proposed postulates (see Chapter V.A.); applications of the scale in diagnosing the adjustments of international students who seem to have difficulties during their study at the Naval Postgraduate School; developing a social distance scale which is more extended to all higher learning education in the U.S.; deeper research in multi-dimensional scaling. (See Torgerson's, Theory and Methods of Scaling, 1976, [18] and Roger N. Shepard's, The Analysis of Proximities: Multi-dimensional Scaling with an Unknown Distance Function, 1962. [13]

Last, but not least, misunderstanding in cross-cultural relations may also be related in less successful communication. R.A. McGonigal [8] sought to isolate the personal interaction variables having the most influence upon successful communication. As was mentioned already, these interaction variables are, in order of importance: self-awareness, empathy, tolerance for ambiguity, self-esteem, low dogmatism,

high regard for the value of equality, the ability to communicate non-verbally, genuineness, warmth and openness. Research could be done in detecting (through a social distance scale), treatment through R.A. McGonigal's personal interaction variables, and cross-validating again through the social distance scale after observed behavior of the respondents after a certain amount of time.

APPENDIX A

THE MEANING OF CERTAIN VARIABLES IN CROSS-CULTURAL STUDY

If not noted in parentheses, the definitions herein refer to R.A. McGonigal's expressions.

1. Attitude is the sum-total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic. (Thurstone)

2. Culture is the skills, arts, etc. of a given people in a given period; civilization. (Webster)

3. Culture Shock is the anxiety produced from loss of familiar cues when one tries to penetrate a new culture. It ranges from malaise to such complete immobilization that the change agent must be recalled from his work.

4. Cross-cultural Relation is an encounter, of fixed duration, between persons extracted from different cultural backgrounds. (van Nieuwenhuijze) [17]

5. Dogmatism is the degree of rigidity with which one clings to opinions, beliefs and attitudes.

6. Empathy is the ability of one party to recognize and respond accurately to another party's feelings seriously and in depth.

7. Genuineness refers to the congruity of one's inner feelings with those which are outwardly communicated.

Masks, roles, double messages and facades are usual indications of low genuineness.

8. Tolerance for Ambiguity is defined as the tendency to perceive ambiguous situations as non-threatening. Situations virwed as novel, complex or insoluble are seen as tolerable or even desirable by some and intolerable by others.

9. Non-Verbal Communication Skills are those arrays of facial and gestural activities which aid and sometimes replace verbal communication.

10. Opinion is a verbal expression of attitude. (Thurstone)

11. Openness refers to the amount of feeling and judgment which one reveals to others. It involves openly expressing and assuming responsibility for feelings and judgments.

12. Regard for the Value of Equality is perhaps best judged by a person's overt acts toward his neighbors.

13. Self-Awareness refers to the degree of congruence between what a man perceives others to feel toward him and what others actually feel toward him. [Traux)[64]

14. Self-Esteem also is a congruence factor. In this case, it involves the degree of congruence between one's perceived self worth and his ideal self. It is a case of inner congruity. (Cade)[70]

15. Warmth refers to positive regard exhibited toward others. The key dimension is the amount of unconditional acceptance of others.

APPENDIX B

QUESTIONNAIRE OF ITEMS

Dear Friend,

May I ask for your assistance? Like you, I am heavily involved with a thesis. My project is to identify perceptions of international students coming to NPS and to design a way of making it easier for some of our fellow students to adjust to this new life.

Please circle your response to the enclosed items and return this paper to SMC 2341 within a week. It would greatly help if you put the name of your home country on page two. However, there is no need to include your name anywhere on the form.

If you have any questions or comments, I would be glad to talk with you about the survey.

Thank you for your help. Perhaps I can assist you with your thesis, too.

Sincerely,

Ngandani
Colonel, Indonesian Army
SMC 2341
Phone 373-4280

HOME COUNTRY _____

The following list includes common events or experiences we may have in the United States. Please think of U.S. citizens as you read the statements and indicate the degree of favorableness you feel about these kinds of relationships with Americans.

	Strongly Unfavorable	Mostly Unfavorable	Slightly Unfavorable	Indifferent	Slightly Favorable	Mostly Favorable	Strongly Favorable
1. To use the same dentist.	SU	MU	SLU	I	SLF	MF	SF
2. To have my daughter marry his son.	SU	MU	SLU	I	SLF	MF	SF
3. To bowl on the same team with him.	SU	MU	SLU	I	SLF	MF	SF
4. To have my children be close friends with his children.	SU	MU	SLU	I	SLF	MF	SF
5. To eat lunch at the same table with him.	SU	MU	SLU	I	SLF	MF	SF
6. To rent a room with him.	SU	MU	SLU	I	SLF	MF	SF
7. To openly converse and disclose my personal feelings to him.	SU	MU	SLU	I	SLF	MF	SF
8. To have him as my employer.	SU	MU	SLU	I	SLF	MF	SF
9. To perform a service for him as part of my job.	SU	MU	SLU	I	SLF	MF	SF

	Strongly Unfavorable	Mostly Unfavorable	Slightly Unfavorable	Indifferent	Slightly Favorable	Mostly Favorable	Strongly Favorable
10. To invite him to a dinner party at my home.	SU	MU	SLU	I	SLF	MF	SF
11. To ask him to join a private club to which I belong.	SU	MU	SLU	I	SLF	MF	SF
12. To accept him as a member of my community.	SU	MU	SLU	I	SLF	MF	SF
13. To double with him on a date.	SU	MU	SLU	I	SLF	MF	SF
14. To have my children go to school with his children.	SU	MU	SLU	I	SLF	MF	SF
15. To be seen in public with him.	SU	MU	SLU	I	SLF	MF	SF
16. To invite him to go with me on an extensive trip to another country.	SU	MU	SLU	I	SLF	MF	SF
17. To have him teach my children.	SU	MU	SLU	I	SLF	MF	SF
18. To invite him over to watch television in my home.	SU	MU	SLU	I	SLF	MF	SF
19. To live next door to him.	SU	MU	SLU	I	SLF	MF	SF
20. To do business with him.	SU	MU	SLU	I	SLF	MF	SF
21. To have my children play with his children.	SU	MU	SLU	I	SLF	MF	SF
22. To accept him as my family's friend.	SU	MU	SLU	I	SLF	MF	SF
23. To marry him/her.	SU	MU	SLU	I	SLF	MF	SF

	Strongly Unfavorable	Mostly Unfavorable	Slightly Unfavorable	Indifferent	Slightly Favorable	Mostly Favorable	Strongly Favorable
24. To have my daughter date his son.	SU	MU	SLU	I	SLF	MF	SF
25. To share an apartment with him.	SU	MU	SLU	I	SLF	MF	SF
26. To accept him as an intimate friend.	SU	MU	SLU	I	SLF	MF	SF
27. To accept him as my work supervisor.	SU	MU	SLU	I	SLF	MF	SF
28. To attend a sports activity with him.	SU	MU	SLU	I	SLF	MF	SF
29. To ask him to join me for lunch.	SU	MU	SLU	I	SLF	MF	SF
30. To openly discuss politics with him.	SU	MU	SLU	I	SLF	MF	SF
31. To work in the same office with him.	SU	MU	SLU	I	SLF	MF	SF
32. To accept him as a roommate.	SU	MU	SLU	I	SLF	MF	SF

The following events may never have happened to you. However, use your imagination. If the event had happened, please give your reaction.

33. To know that upon arriving for the first time at the airport, no one is to meet you.	SU	MU	SLU	I	SLF	MF	SF
34. To know that you have to look for an apartment by yourself.	SU	MU	SLU	I	SLF	MF	SF

	Strongly Unfavorable	Mostly Unfavorable	Slightly Unfavorable	Indifferent	Slightly Favorable	Mostly Favorable	Strongly Favorable
35. To experience that your sponsor did not contact you for more than one month.	SU	MU	SLU	I	SLF	MF	SF
36. To be invited by your sponsor to eat dinner of food with which you are not familiar.	SU	MU	SLU	I	SLF	MF	SF
37. To be invited by him to eat dinner of food that is not your native food and that you do not like.	SU	MU	SLU	I	SLF	MF	SF
38. To experience that you are not invited to come in his/her house because you did not make an appointment beforehand.	SU	MU	SLU	I	SLF	MF	SF
39. To experience that you join a party at which strong liquors are the only beverage.	SU	MU	SLU	I	SLF	MF	SF
40. To join a party at which the customs are very different than yours.	SU	MU	SLU	I	SLF	MF	SF
41. To experience the friendliness and open-mindedness of your sponsor and sponsor's wife for the first 2-3 months but then, bit by bit, become a formal relationship due to cultural differences.	SU	MU	SLU	I	SLF	MF	SF
42. To experience that your food that you prepared was hardly touched by your sponsor because of different tastes.	SU	MU	SLU	I	SLF	MF	SF

	Strongly Unfavorable	Mostly Unfavorable	Slightly Unfavorable	Indifferent	Slightly Favorable	Mostly Favorable	Strongly Favorable
43. To experience that your food that you prepared was very highly praised for its deliciousness before he/she even tried it and after that have the food be hardly touched.	SU	MU	SLU	I	SLF	MF	SF
44. To experience that you can not express your opinion very well in class although you know the answer.	SU	MU	SLU	I	SLF	MF	SF
45. To experience that he/she is not really interested in your country.	SU	MU	SLU	I	SLF	MF	SF
46. To experience that you must wait for 2 hours for the bus to go to the commissary which is 8 miles out of town.	SU	MU	SLU	I	SLF	MF	SF
47. To know that he/she is always straight forward.	SU	MU	SLU	I	SLF	MF	SF
48. To experience that freedom of speech, thought, and association is unlimited.	SU	MU	SLU	I	SLF	MF	SF
49. To realize that in bringing up children, American parents usually allow them much freedom.	SU	MU	SLU	I	SLF	MF	SF
50. To realize that financial success as an objective in life is generally important here.	SU	MU	SLU	I	SLF	MF	SF
51. To experience that student-professor relations are generally informal at NPS.	SU	MU	SLU	I	SLF	MF	SF

	Strongly Unfavorable	Mostly Unfavorable	Slightly Unfavorable	Indifferent	Slightly Favorable	Mostly Favorable	Strongly Favorable
52. To notice that when meeting strangers, most people hesitate to show friendliness.	SU	MU	SLU	I	SLF	MF	SF
53. To realize that in their everyday relations, people treat each other as equals.	SU	MU	SLU	I	SLF	MF	SF
54. To experience that it is extremely difficult to rent an apartment which allows children, more easier to rent apartments with pets allowed.	SU	MU	SLU	I	SLF	MF	SF
55. To notice that in economic matters, people tend to be ambitious.	SU	MU	SLU	I	SLF	MF	SF
56. To realize that the United States foreign policy toward my country reflects little understanding.	SU	MU	SLU	I	SLF	MF	SF
57. To realize that U.S. aid to other countries is given more because of United States own national interest.	SU	MU	SLU	I	SLF	MF	SF
58. To realize that the way in which U.S. foreign policy is conducted is usually penetrating, careful.	SU	MU	SLU	I	SLF	MF	SF
59. To come to the opinion that the businessman and manufacturer are considered more important than the artist and philosopher.	SU	MU	SLU	I	SLF	MF	SF
60. To experience that most free time activities take place outside the home and family.	SU	MU	SLU	I	SLF	MF	SF

	Strongly Unfavorable	Mostly Unfavorable	Slightly Unfavorable	Indifferent	Slightly Favorable	Mostly Favorable	Strongly Favorable
61. To realize that life is si narrowly academic in comparison with social life and leisure time activities.	SU	MU	SLU	I	SLF	MF	SF
62. To see that as an approach to world cooperation and peace, the United Nations is generally viewed as a realistic approach.	SU	MU	SLU	I	SLF	MF	SF
63. To know that my race or foreign appearance causes limited contacts with Americans or special areas of American life.	SU	MU	SLU	I	SLF	MF	SF
64. To feel that most Americans do not think well of my country, because they feel that they are superior, and they let me know it.	SU	MU	SLU	I	SLF	MF	SF
65. To feel that in losing academic status, my colleagues think of me as less intelligent than did my classmates or teachers at home.	SU	MU	SLU	I	SLF	MF	SF
66. To feel that the academic routine is so different from those at home, that I cannot accept the American way of doing things.	SU	MU	SLU	I	SLF	MF	SF
67. To experience that eating with the left hand is normal in America.	SU	MU	SLU	I	SLF	MF	SF

	Strongly Unfavorable	Mostly Unfavorable	Slightly Unfavorable	Indifferent	Slightly Favorable	Mostly Favorable	Strongly Favorable
68. To experience that many international students find that "dating" in the United States creates an area of considerable maladjustments.	SU	MU	SLU	I	SLF	MF	SF
69. To know that students from certain countries bringing wives that accompany their husbands permits normal sexual life.	SU	MU	SLU	I	SLF	MF	SF
70. To know that bringing wives sometimes causes isolation from the American scene, especially when wives are inadequate in their English and educational background.	SU	MU	SLU	I	SLF	MF	SF
71. To hear that no one is taking care of your family back home, while you study here for two or three years.	SU	MU	SLU	I	SLF	MF	SF
72. To feel that deterioration of international relationships of your country with America results in the depersonalization of friendships with your American classmates.	SU	MU	SLU	I	SLF	MF	SF

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FORTRAN IV G LEVEL  21          MAIN            DATE = 77035        10/03/41          PAGE 0001

                C
                C
                C       PROGRAM TSCALE
                C
                C  THURSTONIAN SUCCESSIVE-INTERVALS SCALE CONSTRUCTION.
                C  PARAMETER CONTROL-CARD FIELDS.
                C     COL 1-5 = NUMBER OF ITEMS (MAX = 200).
                C     COL = 6-10 = NUMBER OF JUDGES.
                C     COL 11-15 = NUMBER OF JUDGEMENT CATEGORIES (MAX = 11).
                C     COL 20. 1 = PUNCH SCALE VALUES FOR ALL ITEMS.
                C  FORMAT CONTROL-CARD SPECIFIES FIELDS FOR ITEM JUDGEMENTS.
                C     EACH JUDGE BEGINS A NEW DATA CARD (SERIES).
                C  TWO KEY CARDS (SHOWN WITH EXAMPLE-PROBLEM DECK) ARE REQUIRED
                C     AS INPUT BEFORE TITLE CONTROL CARD OF FIRST PROBLEM.
                C  SUBPROGRAMS REQUIRED ARE CCDS AND PCDS.
                C
0001                   DIMENSION KP(20), Z(97), C(97), NX(11,200), ZX(10,200), KI(200),
                      1 V(200), R(200), B(10)
0002                   REAL*4 TYPE(72,12), TYPE1(72,26)
0003                   REAL TNINE / '9999'/
0004                   INTEGER IV(72)
                C  READ Z-CONSTANTS. SET UP Z AND PROPORTION VECTORS.
0005                   READ (5,5) (Z(I), I=1,48)
0006                 5 FORMAT (14F3.0 / 31F2.0, 3F1.0)
0007                   LSAVE = 0
0008                   DO 10 I = 1,48
0009                   J = 98 - I
0010                   Z(J) = Z(I) / 100.0
0011                10 Z(I) = -Z(J)
0012                   Z(49) = 0.0
0013                   C(1) = 0.025
0014                   DO 15 I=2,96
0015                   C(I) = I + 1
0016                15 C(I) = C(I) / 100.0
0017                   C(97) = 0.975
                C  BEGIN PROBLEM INPUT. READ DATA, COMPUTE FREQUENCY DISTRIBUTIONS.
0018                20 CALL CCDS (KP, NI, NJ, NK, KP, I)
0019                   DO 25 J = 1,NI
0020                   KI(J) = NJ
0021                   DO 25 I= 1,NK
0022                25 NX(I,J) = 0
0023                   WRITE (6,997)
0024               997 FORMAT ('1',30X,'STUDENT RESPONSE INPUT IMAGE'//,
                      1'   ITEM  ',9X,'10',8X,'20',8X,'30',8X,'40',8X,'50',8X,'60',8X,'70'
                      2//)
0025                   DO 30 K = 1,NJ
0026                   READ (5,998) P1,P2,(V(J),J=1,NI)
0027               998 FORMAT (2A4,72F1.0)
0028                   DO 91 LL=1,NI
0029                91 IV(LL)=V(LL)+.001
0030                   IF (K.EQ.75) WRITE (6,997)
0031                   WRITE (6,999) P1,P2,(IV(J),J=1,NI)
0032               999 FORMAT (' ',2A4,72I1)
0033                   DO 30 J = 1,NI
0034                   I = V(J)
0035                   IF (I .EQ. 0) KI(J) = KI(J) - 1
0036                   IF (I .GT. 0) NX(I,J) = NX(I,J) + 1
0037                30 CONTINUE
                C  CONVERT FREQUENCIES TO CUMULATIVE PROPORTIONS, AND THEN TO Z-SCORES.
0038                   NK = NK - 1
0039                   DO 50 J = 1,NI
0040                   TJ = KI(J)
0041                   CP = 0.0
0042                   DO 50 I = 1,NK
0043                   FX = NX(I,J)
0044                   CP = CP + FX / TJ
0045                   IF (CP .GT. 0.975 .OR. CP .LT. 0.025) GO TO 40
0046                   DO 35 K = 1,97
0047                   IF (CP .LE. C(K)) GO TO 45
0048                35 CONTINUE
0049                40 ZX(I,J) = 10.0
0050                   GO TO 50
0051                45 IF(C(K) - CP .GT. 0.005) K = K + 1
```

```
0052                ZX(I,J) = Z(K)
0053             50 CONTINUE
0054                LK = MK - 1
                 C  COMPUTE WEIGHTS FOR CATEGORY BOUNDARIES.
0055                B(1) = 0.0
0056                DO 65 I = 1,LK
0057                B(I+1) = 0.0
0058                TN = 0.0
0059                DO 60 J = 1,NI
0060                D = 0.0
0061                IF (ZX(I,J) .EQ. 10.0 .OR. ZX(I+1,J) .EQ. 10.0) GO TO 55
0062                D = ZX(I+1,J) - ZX(I,J)
0063             55 IF (D .NE. 0.0) TN = TN + 1.0
0064             60 B(I+1) = B(I+1) + D
0065             65 B(I+1) = B(I+1) / TN + B(I)
                 C  COMPUTE SCALE VALUES.
0066                DO 75 J = 1,NI
0067                S = 0.0
0068                X = 0.0
0069                DO 70 I = 1,MK
0070                IF (ZX(I,J) .EQ. 10.0) GO TO 70
0071                X = X + 1.0
0072                S = S + B(I) - ZX(I,J)
0073             70 CONTINUE
0074                KI(J) = J
0075                V(J) = S / X
0076             75 R(J) = V(J)
                 C  RANK-ORDER SCALE VALUES.
0077                DO 85 I = 1,NI
0078                K = I
0079                DO 80 J = I,NI
0080                IF (R(K) .LT. R(J)) K = J
0081             80 CONTINUE
0082                IF (K .EQ. I) GO TO 85
0083                KX = KI(K)
0084                KI(K) = KI(I)
0085                KI(I) = KX
0086                X = R(K)
0087                R(K) = R(I)
0088                R(I) = X
0089             85 CONTINUE
                 C  OUTPUT TABLE OF SCALE VALUES AND FREQUENCIES.
0090                WRITE (6,770)
0091           770 FORMAT('1','STATEMENTS TO BE JUDGED BY STUDENTS ACCORDING TO INTER
                    1VAL SCALES RANGING FROM :'/    ' STRONGLY FAVORABLE (1) ',
                    1    ' MOSTLY FAVORABLE (2) ',' SLIGHTLY FAVORABLE (3) '
                    1/      ' INDIFFERENT (4) ',' SLIGHTLY UNFAVORABLE (5) ',
                    1' MOSTLY UNFAVORABLE (6) '   /      ' STRONGLY UNFAVORABLE (7).'//)
0092                I=0
0093                DO 994 IH = 1,999
0094                IF (I.GT.NI) GOTO 993
0095                I=I+1
0096           996  READ (5,995,END=993) LL,(TYPE1(I,L),L=1,19)
0097                WRITE (6,995) LL,(TYPE1(I,L),L=1,19)
0098           995  FORMAT (I4,19A4)
0099                IF (LSAVE.EQ.LL) GOTO 880
0100                IF (I.EQ.51) WRITE (6,770)
0101                DO 881 II=1,12
0102                TYPE(I,II)=TYPE1(I,II)
0103           881  CONTINUE
0104                TYPE1(I,1) = TNINE
0105                LSAVE = LL
0106                GOTO 994
0107           880  CONTINUE
0108                III = I-1
0109                DO 882 II=1,7
0110                IKK =  II+12
0111                TYPE1(III,II)=TYPE1(III,IKK)
0112           882  CONTINUE
0113                DO 883 II=8,26
0114                IKK = II-7
0115                TYPE1(III,II) = TYPE1(I,IKK)
0116           883  CONTINUE
```

```
0117                I = I-1
0118              994 CONTINUE
0119              993 CONTINUE
0120                PRINT 90, (I, I = 1,NK)
0121               90 FORMAT ('1',22HS C A L E  V A L U E S,10X,'STATEMENTS',39X,
                  1 21HF R E Q U E N C I E S // 13H RANK-ORDERED,50X,          15H
                  1 ITEM-ORDERED, 11I5)
0122                II=1
0123                DO 95 I = 1,NI
0124                KL = KI(I)
0125                PRINT 100, KI(I), R(I), (TYPE(KL,L),L=1,12),I,V(I),(NX(J,I),J=1,
                  1 NK)
0126              100 FORMAT(/I5,F8.2,2X,12A4,I7,F8.2,11I5)
0127                IF (TYPE1(KL,1).EQ.TNINE) GOTO 771
0128                PRINT 772, (TYPE1(KL,LL),LL=1,26)
0129              772 FORMAT (' ',14X,26A4)
0130              771 CONTINUE
0131                IF (II-25) 701,702,701
0132              702 PRINT 90, (II,II=1,NK)
0133                II=1
0134              701 II=II+1
0135               95 CONTINUE
0136                END
```

```
0001                  SUBROUTINE PCDS (X, N, M, KH, ND)
                      C
                      C  PUNCHES CARDS FROM AN ARRAY IN 7-ELEMENT BLOCKS. A MATRIX IS
                      C     PUNCHED BY ROWS, BEGINNING EACH ROW ON A NEW CARD.
                      C  X = NAME OF ARRAY TO BE OUTPUT.
                      C  N = NUMBER OF ROWS IF X IS MATRIX, OR ELEMENTS IF A VECTOR.
                      C  M = NUMBER OF COLUMNS IF X IS MATRIX. SET = 1 FOR A VECTOR.
                      C  KH = OUTPUT LABEL. HOLLERITH BLOCK (MAX = 5) IN CALL STATEMENT.
                      C  ND = NUMBER OF ROWS DIMENSIONED FOR X IN CALLING PROGRAM.
                      C
0002                     DIMENSION X(ND, M)
0003                     IF (M .GT. 1) GO TO 15
0004                     L = 1
0005                     DO 10 I = 1,N,7
0006                     J = MINO(I + 6, N)
0007                     WRITE (6,5) KH,M,L,(X(K,1), K=I,J)
0008                   5 FORMAT (A5, I3, I2, 7F10.4)
0009                  10 L = L + 1
0010                     RETURN
0011                  15 DO 20 I = 1,N
0012                     LL = 1
0013                     DO 20 J = 1,M,7
0014                     K = MINO(J + 6, M)
0015                     WRITE (6,5) KH , I ,LL, (X(I,L) , L=J,K)
0016                  20 LL = LL + 1
0017                     RETURN
0018                     END
```

```
0001                SUBROUTINE CCDS (KF, KI, KJ, KK, KL, KM)
                    C
                    C   READS AND PRINTS TITLE, PARAMETER, AND FORMAT CONTROL CARDS.
                    C   KF = VECTOR HOLDING VARIABLE FORMAT ON RETURN.
                    C   KI, KJ, KK, KL, KM = PARAMETER VALUES.
                    C   KH = TEMPORARY STORAGE WITHIN THIS ROUTINE.
                    C   BLANK TITLE CARD YIELDS STOP.
                    C
0002                    DIMENSION KF(20),KH(20)
0003                    READ (5,5) KH
0004                  5 FORMAT (20A4)
0005                    IF (KH(1) .EQ. KH(2)) STOP
0006                    READ (5,10) KI,KJ,KK,KL, KM, KF
0007                 10 FORMAT (5I5 / 20A4 )
0008                    PRINT 15, KH, KI, KJ, KK, KL, KM, KF
0009                 15 FORMAT (1H1, 20A4 // 11H PARAMETERS / 13H COL  1- 5 = , I5/
                       113H COL  6-10 = , I5 / 13H COL 11-15 =  , I5 / 13H COL 16-20 = ,
                       2 I5 / 13H COL 21-25 = , I5 // 15H DATA FORMAT = , 20A4)
0010                    RETURN
0011                    END
```

APPENDIX D

ITEMS TO BE JUDGED AND INTERNATIONAL STUDENTS' AT THE NAVAL POSTGRADUATE SCHOOL RESPONSES INPUT IMAGE

STATEMENTS TO BE JUDGED BY STUDENTS ACCORDING TO INTERVAL SCALES RANGING FROM :
STRONGLY FAVORABLE (1) MOSTLY FAVORABLE (2) SLIGHTLY FAVORABLE (3)
INDIFFERENT (4) SLIGHTLY UNFAVORABLE (5) MOSTLY UNFAVORABLE (6)
STRONGLY UNFAVORABLE (7).

1TO USE THE SAME DENTIST.
2TO HAVE MY DAUGHTER MARRY HIS SON.
3TO BOWL ON THE SAME TEAM WITH HIM.
4TO HAVE MY CHILDREN TO BE CLOSE FRIENDS WITH HIS CHILDREN.
4
5TO EAT LUNCH AT THE SAME TABLE WITH HIM.
6TO RENT A ROOM WITH HIM.
7TO OPENLY CONVERSE AND DISCLOSE MY PERSONAL FEE-LING TO HIM.
7
8TO HAVE HIM AS MY EMPLOYER.
9TO PERFORM A SERVICE FOR HIM AS PART OF MY JOB.
10TO INVITE HIM TO A DINNER PARTY AT MY HOME.
11TO ASK HIM TO JOIN A PRIVATE CLUB TO WHICH I BELONG.
11
12TO ACCEPT HIM AS A MEMBER OF MY COMMUNITY.
13TO DOUBLE WITH HIM ON A DATE.
14TO HAVE MY CHILDREN GO TO SCHOOL WITH HIS CHILDREN.
14
15TO BE SEEN IN PUBLIC WITH HIM.
16TO INVITE HIM TO GO WITH ME ON AN EXTENSIVE TRIP TO ANOTHER COUNTRY.
16
17TO HAVE HIM TEACH MY CHILDREN.
18TO INVITE HIM OVER TO WATCH TELEVISION IN MY HOME.
18
19TO LIVE NEXT DOOR TO HIM.
20TO DO BUSINESS WITH HIM.
21TO HAVE MY CHILDREN PLAY WITH HIS CHILDREN.
22TO ACCEPT HIM AS MY FAMILY'S FRIEND.
23TO MARRY HIM/HER.
24TO HAVE MY DAYGHTER DATE HIS SON.
25TO SHARE AN APPARTMENT WITH HIM.
26TO ACCEPT HIM AS AN INTIMATE FRIEND.
27TO ACCEPT HIM AS MY WORK SUPERVISOR.
28TO ATTEND A SPORTS ACTIVITY WITH HIM.
29TO ASK HIM TO JOIN ME FOR LUNCH.
30TO OPENLY DISCUSS POLITICS WITH HIM.
31TO WORK IN THE SAME OFFICE WITH HIM.
32TO ACCEPT HIM AS A ROOMMATE.
33TO KNOW THAT UPON ARRIVING FOR THE FIRST TIME AT THE AIRPORT,NO ONE IS TO ME
33ET YOU.
34TO KNOW THAT YOU HAVE TO LOOK FOR AN APPARTMENT BY YOURSELF.
34
35TO EXPERIENCE THAT YOUR SPONSOR DID NOT CONTACT YOU FOR MORE THAN ONE MONTH.
35
36TO BE INVITED BY YOUR SPONSOR TO EAT DINNER OF FOOD WITH WHICH YOU ARE NOT
36FAMILIAR.
37TO BE INVITED BY HIM TO EAT DINNER OF FOOD THAT IS NOT YOUR NATIVE FOOD AND
37THAT YOU DO NOT LIKE.
38TO EXPERIENCE THAT YOU ARE NOT INVITED TO COME IN HIS/HER HOUSE BECAUSE YOU
38 DID NOT MADE AN APPOINTMENT BEFOREHAND.
39TO EXPERIENCE THAT YOU JOIN A PARTY AT WHICH STRONG LIQUORS ARE THE ONLY
39BEVERAGE.
40TO JOIN A PARTY AT WHICH THE CUSTOMS ARE VERY DIFFERENT THAN YOURS.
40
41EXPERIENCE: FRIENDLINESS+OPEN MINDEDNESS OF YOUR SPONSOR+WIFE FOR THE 1ST 2-
413 MONTHS, BUT THEN BIT BY BIT BECOME FORMAL DUE TO CULTURAL DIFFERENCS.
42TO EXPERIENCE THAT YOUR FOOD THAT YOU PREPARED WAS HARDLY TOUCHED BY YOUR
42SPONSOR BECAUSE OF DIFFERENT TASTES.
43EXPERIENCE: YOUR FOOD THAT YOU PREPARED WAS VERY HIGHLY PRAISED FOR ITS DELI
43CIOUSNESS BEFORE HE/SHE TRIED IT,AFTER THAT HAVE FOOD BE HARDLY TOUCHED.
44TO EXPERIENCE THAT YOU CANNOT EXPRESS YOUR OPI- NION VERY WELL IN CLASS ALTH
44OUGH YOU KNOW THE ANSWER.
45TO EXPERIENCE THAT HE/SHE IS NOT REALLY INTERES-TED IN YOUR COUNTRY.
45
46TO EXPERIENCE THAT YOU MUST WAIT FOR 2 HOURS FOR THE BUS TO GO TO THE COMMIS
46SARY WHICH IS 8 MILES OUT OF TOWN.
47TO KNOW THAT HE/SHE IS ALWAYS STRAIGHT FORWARD.
48TO EXPERIENCE THAT FREEDOM OF SPEECH, THOUGHT, AND ASSOCIATION IS UNLIMITED
48.
49TO REALIZE THAT IN BRINGING UP THEIR CHILDREN, AMERICAN PARENTS USUALLY ALLO
49W THEM MUCH FREEDOM.
50TO REALIZE THAT FINANCIAL SUCCESS AS AN OBJEC- TIVE IN LIFE IS GENERALLY IM
50PORTANT HERE.
51TO EXPERIENCE THAT STUDENT-PROFESSOR RELATIONS ARE GENERALLY INFORMAL AT NP

STATEMENTS TO BE JUDGED BY STUDENTS ACCORDING TO INTERVAL SCALES RANGING FROM :
STRONGLY FAVORABLE (1) MOSTLY FAVORABLE (2) SLIGHTLY FAVORABLE (3)
INDIFFERENT (4) SLIGHTLY UNFAVORABLE (5) MOSTLY UNFAVORABLE (6)
STRONGLY UNFAVORABLE (7).

51S.
52TO NOTICE THAT WHEN MEETING STRANGERS, MOST PEOPLE HESITATE TO SHOW FRIE
52NDLINESS.
53TO REALIZE THAT IN THEIR EVERY DAY RELATIONS, PEOPLE TREAT EACH OTHER AS E
53QUALS.
54EXPERIENCE: EXTREMELY DIFFICULT TO RENT AN AP- PARTMENT WHICH ALLOWS CHILDR
54EN, MORE EASIER TO RENT APPARTMENTS WITH PETS ALLOWED.
55TO NOTICE THAT IN ECONOMIC MATTERS, PEOPLE TEND TO BE AMBITIOUS.
55
56TO REALIZE THAT THE UNITED STATES FOREIGN POLICY TOWARD MY COUNTRY REFLECTS
56LITTLE UNDERSTANDING.
57TO REALIZE THAT U.S. AID TO OTHER COUNTRIES IS GIVEN MORE BECAUSE OF UNITED
57 STATES OWN NATIONAL INTEREST.
58TO REALIZE THAT THE WAY IN WHICH U.S. FOREIGN POLICY IS CONDUCTED IS USUALLY
58 PENETRATING, CAREFUL.
59TO COME TO THE OPINION THAT THE BUSINESSMAN AND MANUFACTURER ARE CONSIDERED
59MORE IMPORTANT THAN THE ARTIST AND PHILOSOPHER.
60TO EXPERIENCE THAT MOST FREE TIME ACTIVITIES TAKE PLACE OUTSIDE THE HOME
60AND FAMILY.
61TO REALIZE THAT LIFE IS SO NARROWLY ACADEMIC IN COMPARISON WITH SOCIAL LIFE
61AND LEISURE TIME ACTIVITIES.
62TO SEE THAT AS AN APPROACH TO WORLD COOPERATION AND PEACE, THE UNITED NATION
62S IS GENERALLY VIEWED AS A REALISTIC APPROACH.
63TO KNOW THAT MY RACE OR FOREIGN APPEARANCE CAU- SES LIMITED CONTACTS WITH AM
63ERICANS OR SPECIAL AREAS OF AMERICAN LIFE.
64TO FEEL THAT MOST AMERICANS DO NOT THINK WELL OF MY COUNTRY, BECAUSE THEY FE
64EL THAT THEY ARE SUPERIOR, AND THEY LET ME KNOW IT.
65TO FEEL THAT IN LOSING ACADEMIC STATUS MY COL- LEAGUES THINK OF ME AS LESS
65 INTELLIGENT THAN DID MY CLASSMATES OR TEACHERS AT HOME.
66TO FEEL THAT THE ACADEMIC ROUTINE IS SO DIFFE RENT FROM THOSE AT HOME, THA
66T I CANNOT ACCEPT THE AMERICAN WAY OF DOING THINGS.
67TO EXPERIENCE THAT EATING WITH THE LEFT HAND IS NORMAL IN AMERICA.
67
68TO EXPERIENCE THAT MANY INTERNATIONAL STUDENTS FIND THAT DATING IN THE UNIT
68ED STATES CREATES AN AREA OF CONSIDERABLE MALADJUSTMENTS.
69TO KNOW THAT STUDENTS FROM CERTAIN COUNTRIES BRINGING WIVES THAT ACCOMPANING
69 THEIR HUSBANDS PERMITS NORMAL SEXUAL LIFE.
70TO KNOW THAT BRINGING WIVES,SOMETIMES CAUSES ISO-LATION FROM THE AMERICAN SC
70ENE, ESPECIALLY WHEN WIVES ARE INADEQUATE IN ENGLISH+EDUCATIONAL BACKGN.
71TO HEAR THAT NO ONE IS TAKING CARE OF YOUR FAMI-LY BACK HOME, WHILE YOU STUD
71Y HERE FOR 2 OR 3 YEARS.
72TO FEEL: DETERIORATION OF INTERN'L RELATIONSHIPS OF YOUR COUNTRY W AMERICA,
72RESULTS IN DEPERSONALIZATION OF FRIENDSHIPS W YOUR AMERICAN CLASSMATES.

STUDENT RESPONSE INPUT IMAGE

```
ITEM          10        20        30        40        50        60        70

S01AUST 443113122121211511121134321111137564677665747521221517265324416766455662
S02AUST 444444554444444544444444444444344656667666676664434454546623652676545457 5
S03BRAZ 462114344243414424341205444223446454454454475155647535455534443555445144 6
S04BRAZ 442144344234014423432244422223446642464444466645554526365335564544455355
S05BRAZ 474114144121211411111474353544241575555577471171417774675754744442444
S06BRAZ 144144142122011512241104414232447462554442464541431427452344434444264605
S07BRAZ 442223442224242242222443242254352425533566574116151656444464675544466 4
S08CANA 444444444444444444444444444444444445362474255745722443517372264026764457577
S09CANA 444444553444444444444444443444444447237646575651445162757735663677544457 7
S10CANA 444444454444444774544444445444444472727443477743144143547774441774404577
S11CANA 444444444444445544444444444444453544553466542222222474344734766466676
S12CANA 444422200000000000000000000000000000000000000000000000000000000000000000
S13CHIL 474434355434334354443477444443445373374455755511312717777744457775461575
S14DENM 444114344111414342221144414311244562244366664011041410200435056544014 76
S15GERM 343224345222252254233225442522243017205220457562207101750015357606040070 0
S16GERM 246546754555574575645505675547566575546546767611661617065054436755401477
S17GERM 241115653225424752312364665221564522125244275545555353455555545355544266 4
S18GERM 141113341111411422141142331111365525643555765313323274622523477644444 76
S19GERM 433112443111212322221132243223325512451275755422232567377565457766452777
S20GERM 441113741125211337231304552326257362327166676551277355772757656677147160 4
S21GERM 444444444444444444444444044144445574571367755621441517475445445575447777
S22GREE 111111221111111111111111121113114441344413315712211261111213336244241476
S23GREE 474447614244044064444477444477766776744547476775546461767777777744414 74
S24GREE 444465444440444544444545444444655477055657776410424174777440747004000 74
S25GREE 462461224434427174142766312311675444441477777112116177777345277644414 77
S26GREE 404235034345024433322350433224355552364255575631521517065365505755443670
S27GREE 254324424422424544333365543333421244454455677754424474754765447551433 65
S28GREE 434345234332534322433233523321456552465555565521261417565353555666462576
S29GREE 144344412022413243422244233334366666755555756512716666554564657564423 55
S30GREE 454446655555444545454554665555565544444454445462256442756546563454555247 4
S31GREE 454241510443334727221455701447147741064174774711171717357366716766461677
S32INDO 141111424121211111111143111114102222323244466612322526554357326663344664
S33INDO 141333323333233223333343322333336544444424444547332227352345226663452477
S34INDO 464245404353334434534553055333444554625455455645734455525554055526655404466
S35INDO 464446645354544544444466642436457557745777676767454137177677744417774661577
S36INDO 452125543333204324443344552336256565536544436433342332354444443354343334
S37INDO 232222233223312213222243222222225452345344665525442425464444434666454455
S38INDO 443335533333333344433444333343445444334555544344334354544434455554454555
S39INDO 072111372163211312000000000002117770000001201100000011137100000016610 1
S40INDO 722126776333535675525337663335361136771134667363352223652757652522552755
S41INDO 242213543111211331121124121221455535354555556353324264544544435555452554
S42INDO 171111711122312222121177633127226544444454667666622223544775455352426 64
S43INDO 444226444424433454622234462224222416262224221532122342223322221414414157 5
S44INDO 444422344444344344344444444444444444444445536247425574572244351737226402676445757 7
S45INDO 572234332322233333223233423232343533333234455543533353635555255535533355 54
S46INDO 400044444345333334554414432334443754454446467737456417477544477777444777
S47INDO 474144444244424444444247444444444444444444444444444444444444444444444 4
S48INDO 444447644174245434434444444432474466454444567777441522756774444757054344 77
S49INDO 444444444444444444444444444444444444444475577777177277164214232211222642444422 77
S50IRAN 454345544344444334433353443343454544445544474543332411453416434465444474
S51JAPA 244444444444444444444444444444444444444535445465465574243444443663434655544444 76
S52JAPA 244444444444444444444444444444444444444535445465465574243444443663434655544444 76
S53KORE 453334644444444454454455444444445554455556754441445434454444453656445456 0
S54KORE 363222355212521212222476212221235553367653757661222517263332277653565666
S55KORE 475676654132763653555567653335365543345255575754433517554471747775451476
S56KORE 472221431111111521624476117522227476677247277772276531161177171572372177
S57KORE 164243244222622222242356222223224543346245624624334434434455354446444444 7
S58KORE 274327344233422525262465533322677424474556456222527174725366267744024 70
S59KORE 343122333222411222232232242223344333333033444212227332253335455433334
S60NORW 151212222121111321122155332111134654563545555452144151545504662666544367 5
S61NORW 451114311111111333433427651421522556256526667552265463744446644777540067 4
S62NORW 432115244121312522222244622221165552264266755711262417565255434745461577
S63NORW 433334533343443434444344444444334555544544555533553536545454554440454476
S64NORW 161114311111411111111122221111251411411544646412215162644335456554416 75
S65NORW 444344444444434444443344444444446652564555465532333026362026454440404675
S66PERU 444224444121444222442244444444144444225115377472144251755674451444545267 4
S67PERU 444444444444444444444444444444444244544145426545644166162766775645474644454 6
S68PERU 144414010111111110441144404410447141774444544117514175000444070404417477
S69PAKI 442226334333523336222224453232565646665656665222226266666266565534435 66
S70PHIL 242227763333336667663267636632342112333324363463245442626446503341244136 3
S71PHIL 474345544444444434444347534443454444464444454644443436475444444444444454
S72SAUD 474444444444474444444444774444444444444444444444444444444444444444444444444444
S73SPAI 454245434444434554443454544445456552465455565752574527754675576666462564
S74THAI 474256544333524414442455531445444454444545574746622717455466647774447577
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STUDENT RESPONSE INPUT IMAGE

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ITEM              10        20        30        40        50        60        70

S75THAI 474444444444424434443367444444446544444555575547622617464444645564444564
S76TURK 452246544142444545223204644432466453554365664722262427664465526544442676
S77U.K. 151111241121141241111153122111217672562246755442452456254425526764421574
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S82UNKN 075445565355044444454457554444554444444444444444444444444444444444455444444544
S83VENE 444447444444444344444444744444444444444444474444444445464444444464441775
S84VENE 454344444444414433444144444444444744244444424444142241727472444444444444 77
S85VENE 344344533250424466423374442444245411147444474711223444464411374444443477
S86VENE 474122244242414412141277274221424451174474477411411717770045066064441777
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APPENDIX E

SCALE VALUES OF INTERNATIONAL STUDENTS AT THE NAVAL POSTGRADUATE SCHOOL

SCALE VALUES		STATEMENTS			FREQUENCIES						
RANK-ORDERED			ITEM-ORDERED		1	2	3	4	5	6	7
71	3.22	TO HEAR THAT NO ONE IS TAKING CARE OF YOUR FAMILY BACK HOME, WHILE YOU STUDY HERE FOR 2 OR 3 YEARS.	1	1.14	14	9	4	55	1	0	1
46	2.71	TO EXPERIENCE THAT YOU MUST WAIT FOR 2 HOURS FOR THE BUS TO GO TO THE COMMISSARY WHICH IS 8 MILES OUT OF TOWN.	2	2.17	2	1	5	41	12	7	16
64	2.65	TO FEEL THAT MOST AMERICANS DO NOT THINK WELL OF MY COUNTRY, BECAUSE THEY FEEL THAT THEY ARE SUPERIOR, AND THEY LET ME KNOW IT.	3	0.83	12	15	8	47	2	1	0
72	2.60	TO FEEL: DETERIORATION OF INTERN'L RELATIONSHIPS OF YOUR COUNTRY W AMERICA, RESULTS IN DEPERSONALIZATION OF FRIENDSHIPS W YOUR AMERICAN CLASSMATES.	4	0.53	24	19	13	27	1	1	0
65	2.53	TO FEEL THAT IN LOSING ACADEMIC STATUS MY COLLEAGUES THINK OF ME AS LESS INTELLIGENT THAN DID MY CLASSMATES OR TEACHERS AT HOME.	5	0.75	20	17	7	40	1	0	1
56	2.51	TO REALIZE THAT THE UNITED STATES FOREIGN POLICY TOWARD MY COUNTRY REFLECTS LITTLE UNDERSTANDING.	6	1.52	8	8	7	36	11	11	5
54	2.45	EXPERIENCE: EXTREMELY DIFFICULT TO RENT AN APARTMENT WHICH ALLOWS CHILDREN, MORE EASIER TO RENT APPARTMENTS WITH PETS ALLOWED.	7	1.47	6	8	17	27	14	7	5
45	2.42	TO EXPERIENCE THAT HE/SHE IS NOT REALLY INTERESTED IN YOUR COUNTRY.	8	1.21	8	7	12	44	9	2	2
63	2.40	TO KNOW THAT MY RACE OR FOREIGN APPEARANCE CAUSES LIMITED CONTACTS WITH AMERICANS OR SPECIAL AREAS OF AMERICAN LIFE.	9	1.18	8	8	12	47	7	1	0
44	2.40	TO EXPERIENCE THAT YOU CANNOT EXPRESS YOUR OPINION VERY WELL IN CLASS ALTHOUGH YOU KNOW THE ANSWER.	10	0.51	25	16	17	24	2	0	0
43	2.36	EXPERIENCE: YOUR FOOD THAT YOU PREPARED WAS VERY HIGHLY PRAISED FOR ITS DELICIOUSNESS BEFORE HE/SHE TRIED IT, AFTER THAT HAVE FOOD BE HARDLY TOUCHED.	11	0.92	11	21	12	33	6	1	1
38	2.19	TO EXPERIENCE THAT YOU ARE NOT INVITED TO COME IN HIS/HER HOUSE BECAUSE YOU DID NOT MADE AN APPOINTMENT BEFOREHAND.	12	0.75	17	15	16	29	7	0	0
2	2.17	TO HAVE MY DAUGHTER MARRY HIS SON.	13	1.28	7	11	9	40	8	2	2
70	2.17	TO KNOW THAT BRINGING WIVES SOMETIMES CAUSES ISOLATION FROM THE AMERICAN SCENE, ESPECIALLY WHEN WIVES ARE INADEQUATE IN ENGLISH+EDUCATIONAL BACKGN.	14	0.59	26	13	13	30	0	1	1
33	2.11	TO KNOW THAT UPON ARRIVING FOR THE FIRST TIME AT THE AIRPORT, NO ONE IS TO MEET YOU.	15	0.77	18	8	9	47	2	1	0
42	2.04	TO EXPERIENCE THAT YOUR FOOD THAT YOU PREPARED WAS HARDLY TOUCHED BY YOUR SPONSOR BECAUSE OF DIFFERENT TASTES.	16	1.41	5	9	17	32	14	3	4
35	2.01	TO EXPERIENCE THAT YOUR SPONSOR DID NOT CONTACT YOU FOR MORE THAN ONE MONTH.	17	1.05	15	17	14	24	8	4	3
41	1.98	EXPERIENCE: FRIENDLINESS+OPEN MINDEDNESS OF YOUR SPONSOR+WIFE FOR THE 1ST 2-3 MONTHS, BUT THEN BIT BY BIT BECOME FORMAL DUE TO CULTURAL DIFFERENCS.	18	1.18	10	16	8	38	5	3	4
68	1.95	TO EXPERIENCE THAT MANY INTERNATIONAL STUDENTS FIND THAT DATING IN THE UNITED STATES CREATES AN AREA OF CONSIDERABLE MALADJUSTMENTS.	19	0.91	12	16	8	41	4	3	0
24	1.90	TO HAVE MY DAUGHTER DATE HIS SON.	20	0.99	8	20	11	37	6	2	0
52	1.90	TO NOTICE THAT WHEN MEETING STRANGERS, MOST PEOPLE HESITATE TO SHOW FRIENDLINESS.	21	0.53	19	19	15	28	3	0	0
23	1.90	TO MARRY HIM/HER.	22	0.64	15	18	17	31	3	0	0
61	1.88	TO REALIZE THAT LIFE IS SO NARROWLY ACADEMIC IN COMPARISON WITH SOCIAL LIFE AND LEISURE TIME ACTIVITIES.	23	1.90	4	2	6	34	13	7	11
57	1.86	TO REALIZE THAT U.S. AID TO OTHER COUNTRIES IS GIVEN MORE BECAUSE OF UNITED STATES OWN NATIONAL INTEREST.	24	1.90	2	3	9	42	9	6	12
66	1.85	TO FEEL THAT THE ACADEMIC ROUTINE IS SO DIFFERENT FROM THOSE AT HOME, THAT I CANNOT ACCEPT THE AMERICAN WAY OF DOING THINGS.	25	1.64	4	9	5	39	12	12	2

SCALE VALUES		STATEMENTS			FREQUENCIES						
RANK-ORDERED			ITEM-ORDERED		1	2	3	4	5	6	7
59	1.77	TO COME TO THE OPINION THAT THE BUSINESSMAN AND MANUFACTURER ARE CONSIDERED MORE IMPORTANT THAN THE ARTIST AND PHILOSOPHER.	26	1.07	9	16	15	32	5	3	2
60	1.76	TO EXPERIENCE THAT MOST FREE TIME ACTIVITIES TAKE PLACE OUTSIDE THE HOME AND FAMILY.	27	1.06	6	18	15	36	7	1	1
58	1.73	TO REALIZE THAT THE WAY IN WHICH U.S. FOREIGN POLICY IS CONDUCTED IS USUALLY PENETRATING, CAREFUL.	28	0.74	11	20	16	33	3	1	0
37	1.67	TO BE INVITED BY HIM TO EAT DINNER OF FOOD THAT IS NOT YOUR NATIVE FOOD AND THAT YOU DO NOT LIKE.	29	0.85	11	21	17	33	1	0	1
39	1.66	TO EXPERIENCE THAT YOU JOIN A PARTY AT WHICH STRONG LIQUORS ARE THE ONLY BEVERAGE.	30	1.12	14	15	11	28	8	3	4
25	1.64	TO SHARE AN APPARTMENT WITH HIM.	31	0.89	11	14	12	42	4	0	1
55	1.62	TO NOTICE THAT IN ECONOMIC MATTERS, PEOPLE TEND TO BE AMBITIOUS.	32	1.58	3	10	11	36	12	11	1
32	1.58	TO ACCEPT HIM AS A ROOMMATE.	33	2.11	3	3	2	24	24	16	12
34	1.57	TO KNOW THAT YOU HAVE TO LOOK FOR AN APPARTMENT BY YOURSELF.	34	1.57	8	3	7	24	34	5	4
6	1.52	TO RENT A ROOM WITH HIM.	35	2.01	3	4	3	28	23	14	10
50	1.48	TO REALIZE THAT FINANCIAL SUCCESS AS AN OBJECTIVE IN LIFE IS GENERALLY IMPORTANT HERE.	36	1.07	10	28	8	27	3	5	4
62	1.48	TO SEE THAT AS AN APPROACH TO WORLD COOPERATION AND PEACE, THE UNITED NATIONS IS GENERALLY VIEWED AS A REALISTIC APPROACH.	37	1.67	5	4	14	28	18	6	8
7	1.47	TO OPENLY CONVERSE AND DISCLOSE MY PERSONAL FEELING TO HIM.	38	2.19	0	4	7	27	16	14	14
16	1.41	TO INVITE HIM TO GO WITH ME ON AN EXTENSIVE TRIP TO ANOTHER COUNTRY.	39	1.66	6	4	7	38	16	6	7
67	1.41	TO EXPERIENCE THAT EATING WITH THE LEFT HAND IS NORMAL IN AMERICA.	40	1.28	7	16	10	27	17	5	2
49	1.35	TO REALIZE THAT IN BRINGING UP THEIR CHILDREN, AMERICAN PARENTS USUALLY ALLOW THEM MUCH FREEDOM.	41	1.98	2	2	6	32	24	12	5
13	1.28	TO DOUBLE WITH HIM ON A DATE.	42	2.04	0	3	4	31	31	9	6
40	1.28	TO JOIN A PARTY AT WHICH THE CUSTOMS ARE VERY DIFFERENT THAN YOURS.	43	2.36	0	4	3	25	17	14	20
8	1.21	TO HAVE HIM AS MY EMPLOYER.	44	2.40	3	3	2	8	21	23	25
9	1.18	TO PERFORM A SERVICE FOR HIM AS PART OF MY JOB.	45	2.42	1	1	1	25	32	10	15
18	1.18	TO INVITE HIM OVER TO WATCH TELEVISION IN MY HOME.	46	2.71	1	0	2	19	18	19	23
1	1.14	TO USE THE SAME DENTIST.	47	1.04	17	18	13	25	4	3	5
30	1.12	TO OPENLY DISCUSS POLITICS WITH HIM.	48	0.73	32	20	5	14	9	2	3
36	1.07	TO BE INVITED BY YOUR SPONSOR TO EAT DINNER OF FOOD WITH WHICH YOU ARE NOT FAMILIAR.	49	1.35	3	19	12	30	8	7	2

SCALE VALUES		STATEMENTS			FREQUENCIES						
RANK-ORDERED			ITEM-ORDERED		1	2	3	4	5	6	7
26	1.07	TO ACCEPT HIM AS AN INTIMATE FRIEND.	50	1.48	7	14	14	20	14	7	8
27	1.06	TO ACCEPT HIM AS MY WORK SUPERVISOR.	51	0.53	25	26	12	14	3	3	1
17	1.05	TO HAVE HIM TEACH MY CHILDREN.	52	1.90	0	7	3	33	24	9	6
47	1.04	TO KNOW THAT HE/SHE IS ALWAYS STRAIGHT FORWARD.	53	0.36	33	23	13	9	2	4	0
20	0.99	TO DO BUSINESS WITH HIM.	54	2.45	4	3	2	11	9	14	40
11	0.92	TO ASK HIM TO JOIN A PRIVATE CLUB TO WHICH I BELONG.	55	1.62	3	10	11	29	17	5	8
19	0.91	TO LIVE NEXT DOOR TO HIM.	56	2.51	2	2	4	8	23	25	18
31	0.89	TO WORK IN THE SAME OFFICE WITH HIM.	57	1.86	4	8	4	28	18	5	13
29	0.85	TO ASK HIM TO JOIN ME FOR LUNCH.	58	1.73	3	8	13	30	7	5	12
3	0.83	TO BOWL ON THE SAME TEAM WITH HIM.	59	1.77	4	8	10	26	17	10	10
69	0.80	TO KNOW THAT STUDENTS FROM CERTAIN COUNTRIES BRI NGING WIVES THAT ACCOMPANING THEIR HUSBANDS PERMITS	60	1.76	4	4	9	32	17	14	5
		NORMAL SEXUAL LIFE.									
15	0.77	TO BE SEEN IN PUBLIC WITH HIM.	61	1.88	1	3	8	30	22	9	6
12	0.75	TO ACCEPT HIM AS A MEMBER OF MY COMMUNITY.	62	1.48	7	11	15	24	12	5	8
5	0.75	TO EAT LUNCH AT THE SAME TABLE WITH HIM.	63	2.40	1	1	4	25	14	24	15
28	0.74	TO ATTEND A SPORTS ACTIVITY WITH HIM.	64	2.65	1	2	2	14	19	9	34
48	0.73	TO EXPERIENCE THAT FREEDOM OF SPEECH, THOUGHT, AND ASSOCIATION IS UNLIMITED.	65	2.53	0	1	2	24	18	23	14
22	0.64	TO ACCEPT HIM AS MY FAMILY'S FRIEND.	66	1.85	1	3	4	31	27	9	3
14	0.59	TO HAVE MY CHILDREN GO TO SCHOOL WITH HIS CHILDREN.	67	1.41	4	3	6	68	3	1	0
4	0.53	TO HAVE MY CHILDREN TO BE CLOSE FRIENDS WITH HIS CHILDREN.	68	1.95	0	1	2	41	19	9	3
21	0.53	TO HAVE MY CHILDREN PLAY WITH HIS CHILDREN.	69	0.80	20	17	7	29	3	3	2
51	0.53	TO EXPERIENCE THAT STUDENT-PROFESSOR RELATIONS ARE GENERALLY INFORMAL AT NPS.	70	2.17	2	1	6	26	23	16	9
10	0.51	TO INVITE HIM TO A DINNER PARTY AT MY HOME.	71	3.22	0	0	2	9	9	13	47
53	0.36	TO REALIZE THAT IN THEIR EVERY DAY RELATIONS, PEOPLE TREAT EACH OTHER AS EQUALS.	72	2.60	1	1	1	24	15	15	23

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APPENDIX F

SCALE VALUES OF INDONESIAN STUDENTS AT THE NAVAL POSTGRADUATE SCHOOL SEPTEMBER 1976

SCALE VALUES		STATEMENTS			FREQUENCIES						
RANK-ORDERED			ITEM-ORDERED		1	2	3	4	5	6	7
71	2.98	TO HEAR THAT NO ONE IS TAKING CARE OF YOUR FAMILY BACK HOME, WHILE YOU STUDY HERE FOR 2 OR 3 YEARS.	1	1.22	3	2	0	10	1	0	1
45	2.62	TO EXPERIENCE THAT HE/SHE IS NOT REALLY INTERESTED IN YOUR COUNTRY.	2	2.31	0	1	1	8	1	2	4
46	2.61	TO EXPERIENCE THAT YOU MUST WAIT FOR 2 HOURS FOR THE BUS TO GO TO THE COMMISSARY WHICH IS 8 MILES OUT OF TOWN.	3	0.81	3	6	1	7	0	0	0
72	2.34	TO FEEL: DETERIORATION OF INTERN'L RELATIONSHIPS OF YOUR COUNTRY W AMERICA, RESULTS IN DEPERSONALIZATION OF FRIENDSHIPS W YOUR AMERICAN CLASSMATES.	4	0.33	6	5	2	4	0	0	0
54	2.32	EXPERIENCE: EXTREMELY DIFFICULT TO RENT AN APPARTMENT WHICH ALLOWS CHILDREN, MORE EASIER TO RENT APPARTMENTS WITH PETS ALLOWED.	5	0.70	4	5	3	6	0	0	0
2	2.31	TO HAVE MY DAUGHTER MARRY HIS SON.	6	1.52	3	2	2	4	3	3	1
65	2.30	TO FEEL THAT IN LOSING ACADEMIC STATUS MY COLLEAGUES THINK OF ME AS LESS INTELLIGENT THAN DID MY CLASSMATES OR TEACHERS AT HOME.	7	2.00	0	1	4	6	3	2	2
64	2.25	TO FEEL THAT MOST AMERICANS DO NOT THINK WELL OF MY COUNTRY, BECAUSE THEY FEEL THAT THEY ARE SUPERIOR, AND THEY LET ME KNOW IT.	8	1.52	1	2	3	9	0	0	2
37	2.21	TO BE INVITED BY HIM TO EAT DINNER OF FOOD THAT IS NOT YOUR NATIVE FOOD AND THAT YOU DO NOT LIKE.	9	1.29	1	2	5	8	1	1	0
63	2.13	TO KNOW THAT MY RACE OR FOREIGN APPEARANCE CAUSES LIMITED CONTACTS WITH AMERICANS OR SPECIAL AREAS OF AMERICAN LIFE.	10	0.55	5	2	8	3	0	0	0
56	2.11	TO REALIZE THAT THE UNITED STATES FOREIGN POLICY TOWARD MY COUNTRY REFLECTS LITTLE UNDERSTANDING.	11	1.37	1	5	4	4	2	1	1
43	2.11	EXPERIENCE: YOUR FOOD THAT YOU PREPARED WAS VERY HIGHLY PRAISED FOR ITS DELICIOUSNESS BEFORE HE/SHE TRIED IT, AFTER THAT HAVE FOOD BE HARDLY TOUCHED.	12	0.91	2	2	8	5	1	0	0
42	2.01	TO EXPERIENCE THAT YOUR FOOD THAT YOU PREPARED WAS HARDLY TOUCHED BY YOUR SPONSOR BECAUSE OF DIFFERENT TASTES.	13	0.87	0	7	5	4	2	0	0
68	2.00	TO EXPERIENCE THAT MANY INTERNATIONAL STUDENTS FIND THAT DATING IN THE UNITED STATES CREATES AN AREA OF CONSIDERABLE MALADJUSTMENTS.	14	0.63	5	1	7	4	0	0	0
7	2.00	TO OPENLY CONVERSE AND DISCLOSE MY PERSONAL FEELING TO HIM.	15	1.04	3	2	5	6	2	0	0
70	1.99	TO KNOW THAT BRINGING WIVES SOMETIMES CAUSES ISOLATION FROM THE AMERICAN SCENE, ESPECIALLY WHEN WIVES ARE INADEQUATE IN ENGLISH+EDUCATIONAL BACKGN.	16	1.23	1	3	6	5	2	1	0
44	1.96	TO EXPERIENCE THAT YOU CANNOT EXPRESS YOUR OPINION VERY WELL IN CLASS ALTHOUGH YOU KNOW THE ANSWER.	17	0.99	3	3	5	6	0	0	1
35	1.95	TO EXPERIENCE THAT YOUR SPONSOR DID NOT CONTACT YOU FOR MORE THAN ONE MONTH.	18	1.19	2	2	3	9	1	1	0
59	1.89	TO COME TO THE OPINION THAT THE BUSINESSMAN AND MANUFACTURER ARE CONSIDERED MORE IMPORTANT THAN THE ARTIST AND PHILOSOPHER.	19	1.00	3	3	2	7	2	0	0
66	1.87	TO FEEL THAT THE ACADEMIC ROUTINE IS SO DIFFERENT FROM THOSE AT HOME, THAT I CANNOT ACCEPT THE AMERICAN WAY OF DOING THINGS.	20	1.05	1	6	3	5	2	0	0
25	1.86	TO SHARE AN APPARTMENT WITH HIM.	21	0.78	3	3	5	5	1	0	0
58	1.81	TO REALIZE THAT THE WAY IN WHICH U.S. FOREIGN POLICY IS CONDUCTED IS USUALLY PENETRATING, CAREFUL.	22	0.95	3	2	6	6	0	0	0
60	1.79	TO EXPERIENCE THAT MOST FREE TIME ACTIVITIES TAKE PLACE OUTSIDE THE HOME AND FAMILY.	23	1.72	1	1	2	9	0	1	2
24	1.75	TO HAVE MY DAYGHTER DATE HIS SON.	24	1.75	0	0	5	8	1	1	2
23	1.72	TO MARRY HIM/HER.	25	1.86	1	1	1	8	2	4	0

SCALE VALUES		STATEMENTS	ITEM-ORDERED		FREQUENCIES						
RANK-ORDERED					1	2	3	4	5	6	7
36	1.72	TO BE INVITED BY YOUR SPONSOR TO EAT DINNER OF FOOD WITH WHICH YOU ARE NOT FAMILIAR.	26	0.95	2	5	4	4	1	1	0
33	1.70	TO KNOW THAT UPON ARRIVING FOR THE FIRST TIME AT THE AIRPORT,NO ONE IS TO MEET YOU.	27	0.77	1	8	5	3	0	0	0
61	1.69	TO REALIZE THAT LIFE IS SO NARROWLY ACADEMIC IN COMPARISON WITH SOCIAL LIFE AND LEISURE TIME ACTIVITIES.	28	0.72	3	4	6	4	0	0	0
48	1.66	TO EXPERIENCE THAT FREEDOM OF SPEECH, THOUGHT, AND ASSOCIATION IS UNLIMITED.	29	1.04	1	4	8	4	0	0	0
57	1.65	TO REALIZE THAT U.S. AID TO OTHER COUNTRIES IS GIVEN MORE BECAUSE OF UNITED STATES OWN NATIONAL INTEREST.	30	1.50	0	5	1	7	1	2	1
38	1.60	TO EXPERIENCE THAT YOU ARE NOT INVITED TO COME IN HIS/HER HOUSE BECAUSE YOU DID NOT MADE AN APPOINTMENT BEFOREHAND.	31	1.04	2	4	4	7	0	0	0
39	1.59	TO EXPERIENCE THAT YOU JOIN A PARTY AT WHICH STRONG LIQUORS ARE THE ONLY BEVERAGE.	32	1.56	0	4	1	7	3	1	1
55	1.59	TO NOTICE THAT IN ECONOMIC MATTERS, PEOPLE TEND TO BE AMBITIOUS.	33	1.70	3	1	2	4	3	3	2
32	1.56	TO ACCEPT HIM AS A ROOMMATE.	34	1.49	3	1	1	4	8	0	1
62	1.56	TO SEE THAT AS AN APPROACH TO WORLD COOPERATION AND PEACE, THE UNITED NATIONS IS GENERALLY VIEWED AS A REALISTIC APPROACH.	35	1.95	0	2	2	4	5	4	1
41	1.52	EXPERIENCE: FRIENDLINESS+OPEN MINDEDNESS OF YOUR SPONSOR+WIFE FOR THE 1ST 2-3 MONTHS, BUT THEN BIT BY BIT BECOME FORMAL DUE TO CULTURAL DIFFERENCS.	36	1.72	0	5	2	6	1	1	3
6	1.52	TO RENT A ROOM WITH HIM.	37	2.21	0	0	4	5	4	1	4
8	1.52	TO HAVE HIM AS MY EMPLOYER.	38	1.60	0	2	5	7	1	0	2
30	1.50	TO OPENLY DISCUSS POLITICS WITH HIM.	39	1.59	1	2	3	5	4	1	1
34	1.49	TO KNOW THAT YOU HAVE TO LOOK FOR AN APPARTMENT BY YOURSELF.	40	1.48	2	3	1	7	2	0	2
40	1.48	TO JOIN A PARTY AT WHICH THE CUSTOMS ARE VERY DIFFERENT THAN YOURS.	41	1.52	1	1	3	8	3	0	1
52	1.39	TO NOTICE THAT WHEN MEETING STRANGERS, MOST PEOPLE HESITATE TO SHOW FRIENDLINESS.	42	2.01	0	2	0	8	4	1	2
49	1.38	TO REALIZE THAT IN BRINGING UP THEIR CHILDREN, AMERICAN PARENTS USUALLY ALLOW THEM MUCH FREEDOM.	43	2.11	0	1	1	7	3	4	1
11	1.37	TO ASK HIM TO JOIN A PRIVATE CLUB TO WHICH I BELONG.	44	1.96	2	2	1	1	3	7	2
9	1.29	TO PERFORM A SERVICE FOR HIM AS PART OF MY JOB.	45	2.62	0	1	0	4	5	3	5
67	1.24	TO EXPERIENCE THAT EATING WITH THE LEFT HAND IS NORMAL IN AMERICA.	46	2.61	0	0	2	4	3	3	5
16	1.23	TO INVITE HIM TO GO WITH ME ON AN EXTENSIVE TRIP TO ANOTHER COUNTRY.	47	1.21	3	3	6	3	0	2	1
1	1.22	TO USE THE SAME DENTIST.	48	1.66	3	1	3	3	4	2	2
47	1.21	TO KNOW THAT HE/SHE IS ALWAYS STRAIGHT FORWARD.	49	1.38	0	1	6	8	1	1	0

SCALE VALUES		STATEMENTS			FREQUENCIES						
RANK-ORDERED			ITEM-ORDERED		1	2	3	4	5	6	7
18	1.19	TO INVITE HIM OVER TO WATCH TELEVISION IN MY HOME.	50	1.07	2	4	4	4	3	0	0
50	1.07	TO REALIZE THAT FINANCIAL SUCCESS AS AN OBJECTIVE IN LIFE IS GENERALLY IMPORTANT HERE.	51	0.88	2	7	4	1	2	1	0
20	1.05	TO DO BUSINESS WITH HIM.	52	1.39	0	4	2	7	3	0	1
15	1.04	TO BE SEEN IN PUBLIC WITH HIM.	53	0.08	3	10	3	1	0	0	0
31	1.04	TO WORK IN THE SAME OFFICE WITH HIM.	54	2.32	0	3	2	0	3	4	5
29	1.04	TO ASK HIM TO JOIN ME FOR LUNCH.	55	1.59	1	2	4	5	4	1	1
69	1.02	TO KNOW THAT STUDENTS FROM CERTAIN COUNTRIES BRI NGING WIVES THAT ACCOMPANING THEIR HUSBANDS PERMITS	56	2.11	1	1	1	1	9	3	2
		NORMAL SEXUAL LIFE.									
19	1.00	TO LIVE NEXT DOOR TO HIM.	57	1.65	2	2	1	8	2	0	3
17	0.99	TO HAVE HIM TEACH MY CHILDREN.	58	1.81	1	1	3	7	2	0	3
22	0.95	TO ACCEPT HIM AS MY FAMILY'S FRIEND.	59	1.89	0	3	1	7	4	0	3
26	0.95	TO ACCEPT HIM AS AN INTIMATE FRIEND.	60	1.79	1	2	2	7	3	0	3
12	0.91	TO ACCEPT HIM AS A MEMBER OF MY COMMUNITY.	61	1.69	0	3	1	7	4	2	0
51	0.88	TO EXPERIENCE THAT STUDENT-PROFESSOR RELATIONS ARE GENERALLY INFORMAL AT NPS.	62	1.56	2	3	2	4	3	1	2
13	0.87	TO DOUBLE WITH HIM ON A DATE.	63	2.13	0	1	3	4	4	3	2
3	0.81	TO BOWL ON THE SAME TEAM WITH HIM.	64	2.25	1	1	1	1	5	5	3
21	0.78	TO HAVE MY CHILDREN PLAY WITH HIS CHILDREN.	65	2.30	0	1	1	3	6	3	2
27	0.77	TO ACCEPT HIM AS MY WORK SUPERVISOR.	66	1.87	0	1	3	5	5	1	1
28	0.72	TO ATTEND A SPORTS ACTIVITY WITH HIM.	67	1.24	2	1	4	9	1	1	0
5	0.70	TO EAT LUNCH AT THE SAME TABLE WITH HIM.	68	2.00	0	0	2	7	6	2	0
14	0.63	TO HAVE MY CHILDREN GO TO SCHOOL WITH HIS CHILDREN.	69	1.02	2	6	1	7	1	1	0
10	0.55	TO INVITE HIM TO A DINNER PARTY AT MY HOME.	70	1.99	1	1	1	5	6	2	2
4	0.33	TO HAVE MY CHILDREN TO BE CLOSE FRIENDS WITH HIS CHILDREN.	71	2.98	0	0	1	1	6	3	6
53	0.08	TO REALIZE THAT IN THEIR EVERY DAY RELATIONS, PEOPLE TREAT EACH OTHER AS EQUALS.	72	2.34	1	0	0	6	5	1	5

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APPENDIX G

SCALE VALUES OF INDONESIAN STUDENTS AT THE NAVAL POSTGRADUATE SCHOOL FEBRUARY 1977

SCALE VALUES RANK-ORDERED		STATEMENTS	ITEM-ORDERED		FREQUENCIES 1	2	3	4	5	6	7
71	3.77	TO HEAR THAT NO ONE IS TAKING CARE OF YOUR FAMILY BACK HOME, WHILE YOU STUDY HERE FOR 2 OR 3 YEARS.	1	0.84	4	4	3	6	C	C	0
46	3.03	TO EXPERIENCE THAT YOU MUST WAIT FOR 2 HOURS FOR THE BUS TO GO TO THE COMMISSARY WHICH IS 8 MILES OUT OF TOWN.	2	2.49	1	0	1	5	4	3	3
72	2.94	TO FEEL: DETERIORATION OF INTERN'L RELATIONSHIPS OF YOUR COUNTRY W AMERICA, RESULTS IN DEPERSONALIZATION OF FRIENDSHIPS W YOUR AMERICAN CLASSMATES.	3	1.35	2	3	1	10	0	C	0
56	2.88	TO REALIZE THAT THE UNITED STATES FOREIGN POLICY TOWARD MY COUNTRY REFLECTS LITTLE UNDERSTANDING.	4	0.77	3	8	0	5	1	C	0
64	2.78	TO FEEL THAT MOST AMERICANS DO NOT THINK WELL OF MY COUNTRY, BECAUSE THEY FEEL THAT THEY ARE SUPERIOR, AND THEY LET ME KNOW IT.	5	0.86	4	4	2	6	1	C	0
35	2.71	TO EXPERIENCE THAT YOUR SPONSOR DID NOT CONTACT YOU FOR MORE THAN ONE MONTH.	6	1.64	3	2	1	7	2	1	1
66	2.68	TO FEEL THAT THE ACADEMIC ROUTINE IS SO DIFFERENT FROM THOSE AT HOME, THAT I CANNOT ACCEPT THE AMERICAN WAY OF DOING THINGS.	7	2.34	0	2	3	4	4	1	3
24	2.67	TO HAVE MY DAYGHTER DATE HIS SON.	8	1.60	1	2	5	7	1	C	1
54	2.65	EXPERIENCE: EXTREMELY DIFFICULT TO RENT AN APPARTMENT WHICH ALLOWS CHILDREN, MORE EASIER TO RENT APPARTMENTS WITH PETS ALLOWED.	9	1.68	1	4	2	7	1	1	1
45	2.61	TO EXPERIENCE THAT HE/SHE IS NOT REALLY INTERESTED IN YOUR COUNTRY.	10	0.05	5	8	3	1	0	0	0
34	2.59	TO KNOW THAT YOU HAVE TO LOOK FOR AN APPARTMENT BY YOURSELF.	11	0.85	5	5	2	2	3	0	0
23	2.55	TO MARRY HIM/HER.	12	0.67	3	6	5	3	C	C	0
41	2.54	EXPERIENCE: FRIENDLINESS+OPEN MINDEDNESS OF YOUR SPONSOR+WIFE FOR THE 1ST 2-3 MONTHS, BUT THEN BIT BY BIT BECOME FORMAL DUE TO CULTURAL DIFFERENCS.	13	0.99	4	3	4	5	C	1	0
38	2.49	TO EXPERIENCE THAT YOU ARE NOT INVITED TO COME IN HIS/HER HOUSE BECAUSE YOU DID NOT MADE AN APPOINTMENT BEFOREHAND.	14	0.28	5	7	3	2	C	C	0
2	2.45	TO HAVE MY DAUGHTER MARRY HIS SON.	15	0.70	4	6	2	5	C	C	0
65	2.45	TO FEEL THAT IN LOSING ACADEMIC STATUS MY COLLEAGUES THINK OF ME AS LESS INTELLIGENT THAN DID MY CLASSMATES OR TEACHERS AT HOME.	16	0.53	4	3	5	3	2	0	0
42	2.44	TO EXPERIENCE THAT YOUR FOOD THAT YOU PREPARED WAS HARDLY TOUCHED BY YOUR SPONSOR BECAUSE OF DIFFERENT TASTES.	17	0.70	4	6	2	5	0	0	0
33	2.43	TO KNOW THAT UPON ARRIVING FOR THE FIRST TIME AT THE AIRPORT,NO ONE IS TO MEET YOU.	18	0.83	3	5	4	4	1	0	0
44	2.43	TO EXPERIENCE THAT YOU CANNOT EXPRESS YOUR OPINION VERY WELL IN CLASS ALTHOUGH YOU KNOW THE ANSWER.	19	1.06	3	4	2	8	0	0	0
39	2.41	TO EXPERIENCE THAT YOU JOIN A PARTY AT WHICH STRONG LIQUORS ARE THE ONLY BEVERAGE.	20	1.11	1	5	5	5	1	0	0
43	2.41	EXPERIENCE: YOUR FOOD THAT YOU PREPARED WAS VERY HIGHLY PRAISED FOR ITS DELICIOUSNESS BEFORE HE/SHE TRIED IT,AFTER THAT HAVE FOOD BE HARDLY TOUCHED.	21	0.55	5	5	3	4	0	0	0
37	2.38	TO BE INVITED BY HIM TO EAT DINNER OF FOOD THAT IS NOT YOUR NATIVE FOOD AND THAT YOU DO NOT LIKE.	22	0.48	5	5	4	3	0	0	0
7	2.34	TO OPENLY CONVERSE AND DISCLOSE MY PERSONAL FEELING TO HIM.	23	2.55	C	1	1	6	3	3	2
61	2.34	TO REALIZE THAT LIFE IS SO NARROWLY ACADEMIC IN COMPARISON WITH SOCIAL LIFE AND LEISURE TIME ACTIVITIES.	24	2.67	0	0	2	5	4	3	2
68	2.30	TO EXPERIENCE THAT MANY INTERNATIONAL STUDENTS FIND THAT DATING IN THE UNITED STATES CREATES AN AREA OF CONSIDERABLE MALADJUSTMENTS.	25	1.82	2	1	2	7	3	1	1

SCALE VALUES		STATEMENTS			FREQUENCIES						
RANK-ORDERED			ITEM-ORDERED		1	2	3	4	5	6	7
59	2.20	TO COME TO THE OPINION THAT THE BUSINESSMAN AND MANUFACTURER ARE CONSIDERED MORE IMPORTANT THAN THE ARTIST AND PHILOSOPHER.	26	1.23	1	4	7	3	2	0	0
63	2.17	TO KNOW THAT MY RACE OR FOREIGN APPEARANCE CAUSES LIMITED CONTACTS WITH AMERICANS OR SPECIAL AREAS OF AMERICAN LIFE.	27	1.01	2	5	3	6	1	0	0
58	2.16	TO REALIZE THAT THE WAY IN WHICH U.S. FOREIGN POLICY IS CONDUCTED IS USUALLY PENETRATING, CAREFUL.	28	0.64	3	8	2	4	0	0	0
70	2.16	TO KNOW THAT BRINGING WIVES, SOMETIMES CAUSES ISOLATION FROM THE AMERICAN SCENE, ESPECIALLY WHEN WIVES ARE INADEQUATE IN ENGLISH/EDUCATIONAL BACKGN.	29	0.95	3	4	4	6	0	0	0
30	2.00	TO OPENLY DISCUSS POLITICS WITH HIM.	30	2.00	1	2	2	7	2	1	2
55	1.92	TO NOTICE THAT IN ECONOMIC MATTERS, PEOPLE TEND TO BE AMBITIOUS.	31	1.15	2	4	4	7	0	0	0
57	1.91	TO REALIZE THAT U.S. AID TO OTHER COUNTRIES IS GIVEN MORE BECAUSE OF UNITED STATES OWN NATIONAL INTEREST.	32	1.76	2	1	3	8	0	2	1
52	1.84	TO NOTICE THAT WHEN MEETING STRANGERS, MOST PEOPLE HESITATE TO SHOW FRIENDLINESS.	33	2.43	1	0	1	8	2	1	4
25	1.82	TO SHARE AN APPARTMENT WITH HIM.	34	2.59	0	0	2	7	3	3	2
40	1.80	TO JOIN A PARTY AT WHICH THE CUSTOMS ARE VERY DIFFERENT THAN YOURS.	35	2.71	0	0	0	4	8	4	1
60	1.80	TO EXPERIENCE THAT MOST FREE TIME ACTIVITIES TAKE PLACE OUTSIDE THE HOME AND FAMILY.	36	1.69	0	2	5	8	1	0	1
48	1.78	TO EXPERIENCE THAT FREEDOM OF SPEECH, THOUGHT, AND ASSOCIATION IS UNLIMITED.	37	2.38	0	0	1	11	3	0	2
32	1.76	TO ACCEPT HIM AS A ROOMMATE.	38	2.49	0	0	0	5	9	2	1
36	1.69	TO BE INVITED BY YOUR SPONSOR TO EAT DINNER OF FOOD WITH WHICH YOU ARE NOT FAMILIAR.	39	2.41	0	0	2	7	4	3	1
9	1.68	TO PERFORM A SERVICE FOR HIM AS PART OF MY JOB.	40	1.80	1	0	4	8	3	1	0
50	1.65	TO REALIZE THAT FINANCIAL SUCCESS AS AN OBJECTIVE IN LIFE IS GENERALLY IMPORTANT HERE.	41	2.54	0	0	0	7	7	1	2
67	1.65	TO EXPERIENCE THAT EATING WITH THE LEFT HAND IS NORMAL IN AMERICA.	42	2.44	0	0	2	6	5	3	1
6	1.64	TO RENT A ROOM WITH HIM.	43	2.41	0	0	1	7	7	1	1
8	1.60	TO HAVE HIM AS MY EMPLOYER.	44	2.43	2	0	0	3	4	6	2
47	1.56	TO KNOW THAT HE/SHE IS ALWAYS STRAIGHT FORWARD.	45	2.61	0	0	2	6	4	3	2
49	1.47	TO REALIZE THAT IN BRINGING UP THEIR CHILDREN, AMERICAN PARENTS USUALLY ALLOW THEM MUCH FREEDOM.	46	3.03	0	0	0	4	6	3	3
3	1.35	TO BOWL ON THE SAME TEAM WITH HIM.	47	1.56	1	1	5	8	1	1	0
26	1.23	TO ACCEPT HIM AS AN INTIMATE FRIEND.	48	1.78	1	4	1	6	3	1	1
51	1.22	TO EXPERIENCE THAT STUDENT-PROFESSOR RELATIONS ARE GENERALLY INFORMAL AT NPS.	49	1.47	1	3	5	5	3	0	0

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SCALE VALUES RANK-ORDERED		STATEMENTS	ITEM-ORDERED		FREQUENCIES 1	2	3	4	5	6	7
33	1.20	TO REALIZE THAT IN THEIR EVERY DAY RELATIONS, PEOPLE TREAT EACH OTHER AS EQUALS.	50	1.65	1	1	4	8	2	1	0
31	1.15	TO WORK IN THE SAME OFFICE WITH HIM.	51	1.22	1	6	5	3	1	1	0
20	1.11	TO DO BUSINESS WITH HIM.	52	1.84	0	3	4	4	4	2	0
62	1.07	TO SEE THAT AS AN APPROACH TO WORLD COOPERATION AND PEACE, THE UNITED NATIONS IS GENERALLY VIEWED AS A REALISTIC APPROACH.	53	1.20	2	7	3	4	0	0	1
19	1.06	TO LIVE NEXT DOOR TO HIM.	54	2.65	1	1	0	3	2	5	5
27	1.01	TO ACCEPT HIM AS MY WORK SUPERVISOR.	55	1.52	1	1	3	7	3	1	1
13	0.95	TO DOUBLE WITH HIM ON A DATE.	56	2.88	0	1	0	3	6	7	0
29	0.95	TO ASK HIM TO JOIN ME FOR LUNCH.	57	1.91	1	1	0	10	4	1	0
16	0.93	TO INVITE HIM TO GO WITH ME ON AN EXTENSIVE TRIP TO ANOTHER COUNTRY.	58	2.16	0	1	3	8	2	3	0
5	0.86	TO EAT LUNCH AT THE SAME TABLE WITH HIM.	59	2.20	1	0	1	8	4	2	1
11	0.85	TO ASK HIM TO JOIN A PRIVATE CLUB TO WHICH I BELONG.	60	1.80	1	0	4	8	3	1	0
1	0.84	TO USE THE SAME DENTIST.	61	2.34	0	1	1	9	6	0	0
18	0.83	TO INVITE HIM OVER TO WATCH TELEVISION IN MY HOME.	62	1.07	1	5	6	4	1	0	0
69	0.79	TO KNOW THAT STUDENTS FROM CERTAIN COUNTRIES BRINGING WIVES THAT ACCOMPANING THEIR HUSBANDS PERMITS NORMAL SEXUAL LIFE.	63	2.17	1	0	2	4	8	1	1
4	0.77	TO HAVE MY CHILDREN TO BE CLOSE FRIENDS WITH HIS CHILDREN.	64	2.78	0	2	0	3	4	4	4
17	0.70	TO HAVE HIM TEACH MY CHILDREN.	65	2.45	1	0	0	6	3	6	1
15	0.70	TO BE SEEN IN PUBLIC WITH HIM.	66	2.68	0	0	1	8	8	0	0
12	0.67	TO ACCEPT HIM AS A MEMBER OF MY COMMUNITY.	67	1.65	1	2	1	11	2	0	0
28	0.64	TO ATTEND A SPORTS ACTIVITY WITH HIM.	68	2.30	0	1	1	7	6	1	1
21	0.55	TO HAVE MY CHILDREN PLAY WITH HIS CHILDREN.	69	0.79	3	6	3	3	1	0	0
22	0.48	TO ACCEPT HIM AS MY FAMILY'S FRIEND.	70	2.16	1	1	2	5	3	4	1
14	0.28	TO HAVE MY CHILDREN GO TO SCHOOL WITH HIS CHILDREN.	71	3.77	0	0	0	3	2	2	10
10	0.05	TO INVITE HIM TO A DINNER PARTY AT MY HOME.	72	2.94	0	0	1	4	4	6	2

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APPENDIX H

SCALE VALUES OF INDONESIAN STUDENTS AT STANFORD UNIVERSITY

SCALE VALUES RANK-ORDERED		STATEMENTS	ITEM-ORDERED		FREQUENCIES 1	2	3	4	5	6	7
46	4.34	TO EXPERIENCE THAT YOU MUST WAIT FOR 2 HOURS FOR THE BUS TO GO TO THE COMMISSARY WHICH IS 8 MILES OUT OF TOWN.	1	0.47	0	4	0	1	0	0	0
54	4.03	EXPERIENCE: EXTREMELY DIFFICULT TO RENT AN APARTMENT WHICH ALLOWS CHILDREN, MORE EASIER TO RENT APPARTMENTS WITH PETS ALLOWED.	2	3.04	0	1	0	0	1	1	2
39	4.00	TO EXPERIENCE THAT YOU JOIN A PARTY AT WHICH STRONG LIQUORS ARE THE ONLY BEVERAGE.	3	1.46	0	2	1	1	1	0	0
64	4.00	TO FEEL THAT MOST AMERICANS DO NOT THINK WELL OF MY COUNTRY, BECAUSE THEY FEEL THAT THEY ARE SUPERIOR, AND THEY LET ME KNOW IT.	4	0.59	1	3	0	1	0	0	0
71	3.84	TO HEAR THAT NO ONE IS TAKING CARE OF YOUR FAMILY BACK HOME, WHILE YOU STUDY HERE FOR 2 OR 3 YEARS.	5	1.15	1	1	1	2	0	0	0
8	3.83	TO HAVE HIM AS MY EMPLOYER.	6	2.30	1	0	1	0	1	1	1
24	3.80	TO HAVE MY DAYGHTER DATE HIS SON.	7	2.69	0	0	2	0	1	2	0
35	3.58	TO EXPERIENCE THAT YOUR SPONSOR DID NOT CONTACT YOU FOR MORE THAN ONE MONTH.	8	3.83	0	0	0	1	0	2	2
26	3.44	TO ACCEPT HIM AS AN INTIMATE FRIEND.	9	2.44	0	0	0	3	1	1	0
23	3.35	TO MARRY HIM/HER.	10	1.06	0	3	0	2	0	0	0
27	3.27	TO ACCEPT HIM AS MY WORK SUPERVISOR.	11	2.44	0	0	1	2	1	1	0
42	3.27	TO EXPERIENCE THAT YOUR FOOD THAT YOU PREPARED WAS HARDLY TOUCHED BY YOUR SPONSOR BECAUSE OF DIFFERENT TASTES.	12	2.03	0	2	1	1	0	0	1
63	3.27	TO KNOW THAT MY RACE OR FOREIGN APPEARANCE CAUSES LIMITED CONTACTS WITH AMERICANS OR SPECIAL AREAS OF AMERICAN LIFE.	13	2.92	0	1	0	1	0	1	2
65	3.27	TO FEEL THAT IN LOSING ACADEMIC STATUS MY COLLEAGUES THINK OF ME AS LESS INTELLIGENT THAN DID MY CLASSMATES OR TEACHERS AT HOME.	14	0.43	3	0	1	1	0	0	0
59	3.24	TO COME TO THE OPINION THAT THE BUSINESSMAN AND MANUFACTURER ARE CONSIDERED MORE IMPORTANT THAN THE ARTIST AND PHILOSOPHER.	15	2.15	0	1	0	4	0	0	0
2	3.04	TO HAVE MY DAUGHTER MARRY HIS SON.	16	2.79	0	0	1	2	0	1	1
52	2.99	TO NOTICE THAT WHEN MEETING STRANGERS, MOST PEOPLE HESITATE TO SHOW FRIENDLINESS.	17	0.59	1	3	0	1	0	0	0
13	2.92	TO DOUBLE WITH HIM ON A DATE.	18	2.69	0	0	0	2	2	1	0
44	2.91	TO EXPERIENCE THAT YOU CANNOT EXPRESS YOUR OPINION VERY WELL IN CLASS ALTHOUGH YOU KNOW THE ANSWER.	19	1.71	1	0	0	4	0	0	0
16	2.79	TO INVITE HIM TO GO WITH ME ON AN EXTENSIVE TRIP TO ANOTHER COUNTRY.	20	2.09	0	0	1	3	1	0	0
72	2.74	TO FEEL: DETERIORATION OF INTERN'L RELATIONSHIPS OF YOUR COUNTRY W AMERICA, RESULTS IN DEPERSONALIZATION OF FRIENDSHIPS W YOUR AMERICAN CLASSMATES.	21	0.22	2	2	1	0	0	0	0
38	2.70	TO EXPERIENCE THAT YOU ARE NOT INVITED TO COME IN HIS/HER HOUSE BECAUSE YOU DID NOT MADE AN APPOINTMENT BEFOREHAND.	22	2.22	0	0	3	1	0	0	1
61	2.69	TO REALIZE THAT LIFE IS SO NARROWLY ACADEMIC IN COMPARISON WITH SOCIAL LIFE AND LEISURE TIME ACTIVITIES.	23	1.35	0	0	0	1	1	1	1
18	2.69	TO INVITE HIM OVER TO WATCH TELEVISION IN MY HOME.	24	3.80	0	0	0	1	1	0	3
7	2.60	TO OPENLY CONVERSE AND DISCLOSE MY PERSONAL FEELING TO HIM.	25	2.38	1	0	1	0	0	2	1

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SCALE VALUES		STATEMENTS	ITEM-ORDERED		FREQUENCIES						
RANK-ORDERED					1	2	3	4	5	6	7
32	2.58	TO ACCEPT HIM AS A ROOMMATE.	26	3.44	0	0	0	1	1	2	1
62	2.49	TO SEE THAT AS AN APPROACH TO WORLD COOPERATION AND PEACE, THE UNITED NATIONS IS GENERALLY VIEWED AS A REALISTIC APPROACH.	27	3.27	0	0	0	1	2	1	1
55	2.44	TO NOTICE THAT IN ECONOMIC MATTERS, PEOPLE TEND TO BE AMBITIOUS.	28	1.31	0	2	1	2	0	0	0
9	2.44	TO PERFORM A SERVICE FOR HIM AS PART OF MY JOB.	29	1.82	0	1	1	2	1	0	0
45	2.44	TO EXPERIENCE THAT HE/SHE IS NOT REALLY INTERES-TED IN YOUR COUNTRY.	30	1.31	1	1	1	1	1	0	0
11	2.44	TO ASK HIM TO JOIN A PRIVATE CLUB TO WHICH I BELONG.	31	2.15	0	1	0	4	0	0	0
57	2.39	TO REALIZE THAT U.S. AID TO OTHER COUNTRIES IS GIVEN MORE BECAUSE OF UNITED STATES OWN NATIONAL INTEREST.	32	2.58	1	0	0	1	0	1	2
25	2.38	TO SHARE AN APPARTMENT WITH HIM.	33	1.76	0	0	0	4	1	0	0
56	2.31	TO REALIZE THAT THE UNITED STATES FOREIGN POLICY TOWARD MY COUNTRY REFLECTS LITTLE UNDERSTANDING.	34	2.15	0	1	0	3	0	1	0
37	2.30	TO BE INVITED BY HIM TO EAT DINNER OF FOOD THAT IS NOT YOUR NATIVE FOOD AND THAT YOU DO NOT LIKE.	35	3.58	0	0	0	1	0	2	1
6	2.30	TO RENT A ROOM WITH HIM.	36	1.55	1	1	1	1	0	1	0
22	2.22	TO ACCEPT HIM AS MY FAMILY'S FRIEND.	37	2.30	0	1	0	2	1	1	0
15	2.15	TO BE SEEN IN PUBLIC WITH HIM.	38	2.70	0	1	0	1	1	1	1
31	2.15	TO WORK IN THE SAME OFFICE WITH HIM.	39	4.00	0	0	0	1	0	1	3
48	2.15	TO EXPERIENCE THAT FREEDOM OF SPEECH, THOUGHT, AND ASSOCIATION IS UNLIMITED.	40	1.76	0	0	0	4	1	0	0
34	2.15	TO KNOW THAT YOU HAVE TO LOOK FOR AN APPARTMENT BY YOURSELF.	41	1.89	1	0	0	3	0	1	0
68	2.15	TO EXPERIENCE THAT MANY INTERNATIONAL STUDENTS FIND THAI DATING IN THE UNITED STATES CREATES AN AREA OF CONSIDERABLE MALADJUSTMENTS.	42	3.27	0	0	0	1	2	1	1
20	2.09	TO DO BUSINESS WITH HIM.	43	1.63	0	2	0	2	1	0	0
66	2.09	TO FEEL THAT THE ACADEMIC ROUTINE IS SO DIFFE RENT FROM THOSE AT HOME, THAT I CANNOT ACCEPT THE AMERICAN WAY OF DOING THINGS.	44	2.91	0	0	1	1	1	1	1
12	2.03	TO ACCEPT HIM AS A MEMBER OF MY COMMUNITY.	45	2.44	0	0	0	3	1	1	0
58	2.02	TO REALIZE THAT THE WAY IN WHICH U.S. FOREIGN PO LICY IS CONDUCTED IS USUALLY PENETRATING, CAREFUL.	46	4.34	0	0	0	0	0	2	3
41	1.89	EXPERIENCE: FRIENDLINESS+OPEN MINDEDNESS OF YOUR SPONSOR+WIFE FOR THE 1ST 2-3 MONTHS, BUT THEN BIT BY BIT BECOME FORMAL DUE TO CULTURAL DIFFERENCS.	47	1.31	0	2	1	2	0	0	0
70	1.86	TO KNOW THAT BRINGING WIVES, SOMETIMES CAUSES ISO -LATION FROM THE AMERICAN SCENE, ESPECIALLY WHEN WIVES ARE INADEQUATE IN ENGLISH+EDUCATIONAL BACKGN.	48	2.15	0	2	0	1	0	2	0
29	1.82	TO ASK HIM TO JOIN ME FOR LUNCH.	49	1.65	0	1	1	2	0	0	0

SCALE VALUES		STATEMENTS			FREQUENCIES						
RANK-ORDERED			ITEM-ORDERED		1	2	3	4	5	6	7
60	1.82	TO EXPERIENCE THAT MOST FREE TIME ACTIVITIES TAKE PLACE OUTSIDE THE HOME AND FAMILY.	50	1.63	0	2	0	2	1	0	0
33	1.76	TO KNOW THAT UPON ARRIVING FOR THE FIRST TIME AT THE AIRPORT,NO ONE IS TO MEET YOU.	51	1.31	0	2	0	2	0	0	0
40	1.76	TO JOIN A PARTY AT WHICH THE CUSTOMS ARE VERY DIFFERENT THAN YOURS.	52	2.99	0	0	0	1	3	1	0
19	1.71	TO LIVE NEXT DOOR TO HIM.	53	0.25	2	3	0	0	0	0	0
67	1.71	TO EXPERIENCE THAT EATING WITH THE LEFT HAND IS NORMAL IN AMERICA.	54	4.03	0	0	0	0	1	2	2
49	1.65	TO REALIZE THAT IN BRINGING UP THEIR CHILDREN, AMERICAN PARENTS USUALLY ALLOW THEM MUCH FREEDOM.	55	2.44	0	1	0	2	0	2	0
50	1.63	TO REALIZE THAT FINANCIAL SUCCESS AS AN OBJECTIVE IN LIFE IS GENERALLY IMPORTANT HERE.	56	2.31	1	0	0	2	0	1	1
43	1.63	EXPERIENCE: YOUR FOOD THAT YOU PREPARED WAS VERY HIGHLY PRAISED FOR ITS DELICIOUSNESS BEFORE HE/SHE TRIED IT,AFTER THAT HAVE FOOD BE HARDLY TOUCHED.	57	2.39	1	0	0	1	1	1	1
69	1.56	TO KNOW THAT STUDENTS FROM CERTAIN COUNTRIES BRINGING WIVES THAT ACCOMPANING THEIR HUSBANDS PERMITS NORMAL SEXUAL LIFE.	58	2.02	0	1	0	3	1	0	0
36	1.55	TO BE INVITED BY YOUR SPONSOR TO EAT DINNER OF FOOD WITH WHICH YOU ARE NOT FAMILIAR.	59	3.24	0	0	0	2	0	3	0
3	1.46	TO BOWL ON THE SAME TEAM WITH HIM.	60	1.82	0	1	1	2	1	0	0
47	1.31	TO KNOW THAT HE/SHE IS ALWAYS STRAIGHT FORWARD.	61	2.69	0	0	0	2	2	1	0
51	1.31	TO EXPERIENCE THAT STUDENT-PROFESSOR RELATIONS ARE GENERALLY INFORMAL AT NPS.	62	2.49	0	0	1	3	0	0	1
28	1.31	TO ATTEND A SPORTS ACTIVITY WITH HIM.	63	3.27	0	0	0	1	2	1	1
30	1.31	TO OPENLY DISCUSS POLITICS WITH HIM.	64	4.00	0	0	0	1	0	1	3
5	1.15	TO EAT LUNCH AT THE SAME TABLE WITH HIM.	65	3.27	0	0	0	1	2	1	1
10	1.06	TO INVITE HIM TO A DINNER PARTY AT MY HOME.	66	2.09	0	0	1	3	1	0	0
4	0.59	TO HAVE MY CHILDREN TO BE CLOSE FRIENDS WITH HIS CHILDREN.	67	1.71	1	0	0	4	0	0	0
17	0.59	TO HAVE HIM TEACH MY CHILDREN.	68	2.15	0	0	0	4	0	1	0
1	0.47	TO USE THE SAME DENTIST.	69	1.56	0	2	0	3	0	0	0
14	0.43	TO HAVE MY CHILDREN GO TO SCHOOL WITH HIS CHILDREN.	70	1.86	0	1	1	3	0	0	0
53	0.25	TO REALIZE THAT IN THEIR EVERY DAY RELATIONS, PEOPLE TREAT EACH OTHER AS EQUALS.	71	3.84	0	0	0	0	0	3	2
21	0.22	TO HAVE MY CHILDREN PLAY WITH HIS CHILDREN.	72	2.74	0	0	0	3	0	2	0

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SCALE VALUES		STATEMENTS	ITEM-CREATED		FREQUENCIES						
RANK-CREATED			ITEM-CREATED		1	2	3	4	5	6	7
71	4.74	TO HEAR THAT NO ONE IS TAKING CARE OF YOUR FAMILY BACK HOME, WHILE YOU STUDY HERE FOR 2 OR 3 YEARS.	1	1.15	4	2	1	15	0	0	0
64	3.57	TO FEEL THAT MOST AMERICANS DO NOT THINK WELL OF MY COUNTRY, BECAUSE THEY FEEL THAT THEY ARE SUPERIOR, AND THEY LET ME KNOW IT.	2	1.27	0	0	3	15	3	1	0
54	3.45	EXPERIENCE: EXTREMELY DIFFICULT TO RENT AN APARTMENT WHICH ALLOWS CHILDREN, MORE EASIER TO RENT APPARTMENTS WITH PETS ALLOWED.	3	0.67	7	1	4	9	0	1	0
44	3.02	TO EXPERIENCE THAT YOU CANNOT EXPRESS YOUR OPINION VERY WELL IN CLASS ALTHOUGH YOU KNOW THE ANSWER.	4	0.26	10	2	2	7	1	0	0
63	2.59	TO KNOW THAT MY RACE OR FOREIGN APPEARANCE CAUSES LIMITED CONTACTS WITH AMERICANS OR SPECIAL AREAS OF AMERICAN LIFE.	5	0.21	11	2	1	8	0	0	0
43	2.53	EXPERIENCE: YOUR FOOD THAT YOU PREPARED WAS VERY HIGHLY PRAISED FOR ITS DELICIOUSNESS BEFORE HE/SHE TRIED IT, AFTER THAT FAVE FOOD BE HARDLY TOUCHED.	6	1.27	1	3	3	12	2	1	0
65	2.85	TO FEEL THAT IN LOSING ACADEMIC STATUS MY COLLEAGUES THINK OF ME AS LESS INTELLIGENT THAN DID MY CLASSMATES OR TEACHERS AT HOME.	7	1.55	1	4	5	6	3	1	2
56	2.77	TO REALIZE THAT THE UNITED STATES FOREIGN POLICY TOWARD MY COUNTRY REFLECTS LITTLE UNDERSTANDING.	8	1.42	2	2	1	11	5	0	0
72	2.73	TO FEEL: DETERIORATION OF INTERN'L RELATIONSHIPS OF YOUR COUNTRY W AMERICA, RESULTS IN DEPERSONALIZATION OF FRIENDSHIPS W YOUR AMERICAN CLASSMATES.	9	0.69	5	2	4	9	1	0	0
70	2.72	TO KNOW THAT BRINGING WIVES, SOMETIMES CAUSES ISOLATION FROM THE AMERICAN SCENE, ESPECIALLY WHEN WIVES ARE INADEQUATE IN ENGLISH+EDUCATIONAL BACKGN.	10	0.28	10	2	2	6	1	0	0
45	2.56	TO EXPERIENCE THAT HE/SHE IS NOT REALLY INTERESTED IN YOUR COUNTRY.	11	0.50	5	7	0	8	1	0	0
38	2.53	TO EXPERIENCE THAT YOU ARE NOT INVITED TO COME IN HIS/HER HOUSE BECAUSE YOU DID NOT MADE AN APPOINTMENT BEFOREHAND.	12	0.67	9	1	1	7	3	0	0
46	2.52	TO EXPERIENCE THAT YOU MUST WAIT FOR 2 HOURS FOR THE BUS TO GO TO THE COMMISSARY WHICH IS 8 MILES OUT OF TOWN.	13	1.04	3	3	1	12	2	0	0
33	2.49	TO KNOW THAT UPON ARRIVING FOR THE FIRST TIME AT THE AIRPORT, NO ONE IS TO MEET YOU.	14	0.69	9	2	1	8	0	0	1
35	2.45	TO EXPERIENCE THAT YOUR SPONSOR DID NOT CONTACT YOU FOR MORE THAN ONE MONTH.	15	0.64	7	3	1	10	0	0	0
41	2.32	EXPERIENCE: FRIENDLINESS+OPEN MINDEDNESS OF YOUR SPONSOR+WIFE FOR THE 1ST 2-3 MONTHS, BUT THEN BIT BY BIT BECOME FORMAL DUE TO CULTURAL DIFFERENCES.	16	1.69	1	1	1	5	6	0	2
42	2.25	TO EXPERIENCE THAT YOUR FOOD THAT YOU PREPARED WAS HARDLY TOUCHED BY YOUR SPONSOR BECAUSE OF DIFFERENT TASTES.	17	1.38	2	4	3	8	2	0	2
60	2.16	TO EXPERIENCE THAT MOST FREE TIME ACTIVITIES TAKE PLACE OUTSIDE THE HOME AND FAMILY.	18	0.55	4	6	0	9	1	0	1
52	2.13	TO NOTICE THAT WHEN MEETING STRANGERS, MOST PEOPLE HESITATE TO SHOW FRIENDLINESS.	19	0.76	5	4	3	7	1	1	0
68	2.10	TO EXPERIENCE THAT MANY INTERNATIONAL STUDENTS FIND THAT DATING IN THE UNITED STATES CREATES AN AREA OF CONSIDERABLE MALADJUSTMENTS.	20	0.91	3	5	3	10	0	0	0
66	2.08	TO FEEL THAT THE ACADEMIC ROUTINE IS SO DIFFERENT FROM THOSE AT HOME, THAT I CANNOT ACCEPT THE AMERICAN WAY OF DOING THINGS.	21	0.45	7	4	1	8	1	0	0
61	2.01	TO REALIZE THAT LIFE IS SO NARROWLY ACADEMIC IN COMPARISON WITH SOCIAL LIFE AND LEISURE TIME ACTIVITIES.	22	0.44	7	3	4	6	1	0	0
57	1.99	TO REALIZE THAT U.S. AID TO OTHER COUNTRIES IS GIVEN MORE BECAUSE OF UNITED STATES OWN NATIONAL INTEREST.	23	1.72	1	0	2	11	3	1	1
34	1.80	TO KNOW THAT YOU HAVE TO LOOK FOR AN APPARTMENT BY YOURSELF.	24	1.32	0	3	1	14	2	1	0
50	1.80	TO REALIZE THAT FINANCIAL SUCCESS AS AN OBJECTIVE IN LIFE IS GENERALLY IMPORTANT HERE.	25	1.59	1	2	3	5	2	3	0

089277

SCALE VALUES		STATEMENTS			FREQUENCIES						
RANK-ORDERED			ITEM-ORDERED		1	2	3	4	5	6	7
59	1.76	TO COME TO THE OPINION THAT THE BUSINESSMAN AND MANUFACTURER ARE CONSIDERED MORE IMPORTANT THAN THE ARTIST AND PHILOSOPHER.	26	1.22	2	5	3	8	1	1	1
23	1.72	TO MARRY HIM/HER.	27	1.30	1	5	2	9	4	0	0
16	1.65	TO INVITE HIM TO GO WITH ME ON AN EXTENSIVE TRIP TO ANOTHER COUNTRY.	28	0.47	6	5	2	7	1	0	0
37	1.60	TO BE INVITED BY HIM TO EAT DINNER OF FOOD THAT IS NOT YOUR NATIVE FOOD AND THAT YOU DO NOT LIKE.	29	0.50	7	5	0	5	0	0	0
39	1.62	TO EXPERIENCE THAT YOU JOIN A PARTY AT WHICH STRONG LIQUORS ARE THE ONLY BEVERAGE.	30	0.99	8	1	2	7	1	1	1
25	1.59	TO SHARE AN APPARTMENT WITH HIM.	31	0.75	5	4	2	8	2	0	0
7	1.55	TO OPENLY CONVERSE AND DISCLOSE MY PERSONAL FEELING TO HIM.	32	1.42	1	3	5	8	1	3	0
49	1.47	TO REALIZE THAT IN BRINGING UP THEIR CHILDREN, AMERICAN PARENTS USUALLY ALLOW THEM MUCH FREEDOM.	33	2.49	0	0	0	6	7	4	3
32	1.42	TO ACCEPT HIM AS A ROOMMATE.	34	1.80	2	0	3	2	11	3	0
55	1.42	TO NOTICE THAT IN ECONOMIC MATTERS, PEOPLE TEND TO BE AMBITIOUS.	35	2.45	1	1	0	1	6	6	6
8	1.42	TO HAVE HIM AS MY EMPLOYER.	36	0.85	1	13	0	4	2	1	0
17	1.38	TO HAVE HIM TEACH MY CHILDREN.	37	1.68	2	2	2	3	8	2	1
2	1.37	TO HAVE MY DAUGHTER MARRY HIS SON.	38	2.53	0	2	0	4	3	6	6
24	1.32	TO HAVE MY DAUGHTER DATE HIS SON.	39	1.62	3	2	1	7	3	3	2
58	1.32	TO REALIZE THAT THE WAY IN WHICH U.S. FOREIGN POLICY IS CONDUCTED IS USUALLY PENETRATING, CAREFUL.	40	1.11	2	7	4	2	4	2	0
62	1.30	TO SEE THAT AS AN APPROACH TO WORLD COOPERATION AND PEACE, THE UNITED NATIONS IS GENERALLY VIEWED AS A REALISTIC APPROACH.	41	2.32	0	0	2	5	4	8	1
27	1.30	TO ACCEPT HIM AS MY WORK SUPERVISOR.	42	2.25	0	0	0	6	7	7	1
6	1.27	TO RENT A ROOM WITH HIM.	43	2.93	0	1	0	2	4	3	11
26	1.22	TO ACCEPT HIM AS AN INTIMATE FRIEND.	44	3.02	0	0	0	2	7	7	5
1	1.15	TO USE THE SAME DENTIST.	45	2.56	0	0	0	3	12	3	3
40	1.11	TO JOIN A PARTY AT WHICH THE CUSTOMS ARE VERY DIFFERENT THAN YOURS.	46	2.52	0	0	0	4	5	5	2
65	1.05	TO KNOW THAT STUDENTS FROM CERTAIN COUNTRIES BRINGING WIVES THAT ACCOMPANING THEIR HUSBANDS PERMITS NORMAL SEXUAL LIFE.	47	0.37	5	6	4	4	0	0	0
13	1.04	TO DOUBLE WITH HIM ON A DATE.	48	-0.01	9	8	1	2	1	0	0
30	0.99	TO OPENLY DISCUSS POLITICS WITH HIM.	49	1.47	0	5	3	6	2	2	1

SCALE VALUES		STATEMENTS			FREQUENCIES						
RANK-ORDERED			ITEM-ORDERED		1	2	3	4	5	6	7
18	0.95	TO INVITE HIM OVER TO WATCH TELEVISION IN MY HOME.	50	1.80	0	3	3	6	5	2	2
20	0.91	TO DO BUSINESS WITH HIM.	51	-0.03	9	5	5	2	0	0	0
36	0.85	TO BE INVITED BY YOUR SPONSOR TO EAT DINNER OF FOOD WITH WHICH YOU ARE NOT FAMILIAR.	52	2.13	0	1	1	4	10	3	0
19	0.76	TO LIVE NEXT DOOR TO HIM.	53	0.49	9	4	4	1	2	1	0
31	0.75	TO WORK IN THE SAME OFFICE WITH HIM.	54	3.49	0	0	0	2	3	4	11
14	0.69	TO HAVE MY CHILDREN GO TO SCHOOL WITH HIS CHILDREN.	55	1.42	0	5	3	6	5	0	1
9	0.69	TO PERFORM A SERVICE FOR HIM AS PART OF MY JOB.	56	2.77	0	1	0	2	3	7	6
12	0.67	TO ACCEPT HIM AS A MEMBER OF MY COMMUNITY.	57	1.99	0	3	1	4	7	1	3
3	0.67	TO BOWL ON THE SAME TEAM WITH HIM.	58	1.32	1	4	3	6	3	0	1
15	0.64	TO BE SEEN IN PUBLIC WITH HIM.	59	1.76	0	3	3	4	7	3	1
29	0.50	TO ASK HIM TO JOIN ME FOR LUNCH.	60	2.16	0	1	2	6	6	6	0
11	0.50	TO ASK HIM TO JOIN A PRIVATE CLUB TO WHICH I BELONG.	61	2.01	0	0	1	9	6	2	1
53	0.49	TO REALIZE THAT IN THEIR EVERY DAY RELATIONS, PEOPLE TREAT EACH OTHER AS EQUALS.	62	1.30	2	4	5	4	4	1	1
28	0.47	TO ATTEND A SPORTS ACTIVITY WITH HIM.	63	2.99	0	0	0	4	2	10	5
21	0.45	TO HAVE MY CHILDREN PLAY WITH HIS CHILDREN.	64	3.57	0	0	0	2	3	2	13
22	0.44	TO ACCEPT HIM AS MY FAMILY'S FRIEND.	65	2.85	0	0	0	4	4	5	4
47	0.37	TO KNOW THAT HE/SHE IS ALWAYS STRAIGHT FORWARD.	66	2.08	1	0	0	5	8	3	1
10	0.28	TO INVITE HIM TO A DINNER PARTY AT MY HOME.	67	0.0	0	0	0	21	0	0	0
4	0.26	TO HAVE MY CHILDREN TO BE CLOSE FRIENDS WITH HIS CHILDREN.	68	2.10	0	1	0	6	5	2	1
5	0.21	TO EAT LUNCH AT THE SAME TABLE WITH HIM.	69	1.09	6	2	1	7	1	1	1
67	0.0	TO EXPERIENCE THAT EATING WITH THE LEFT HAND IS NORMAL IN AMERICA.	70	2.72	0	0	0	4	6	6	3
48	-0.01	TO EXPERIENCE THAT FREEDOM OF SPEECH, THOUGHT, AND ASSOCIATION IS UNLIMITED.	71	4.74	0	0	0	0	0	2	17
51	-0.03	TO EXPERIENCE THAT STUDENT-PROFESSOR RELATIONS ARE GENERALLY INFORMAL AT NPS.	72	2.73	0	1	0	4	4	4	7

08528

APPENDIX J

SCALE VALUES OF ASIATIC/MIDDLE-EASTERN STUDENTS AT THE NAVAL POSTGRADUATE SCHOOL

SCALE VALUES		STATEMENTS			FREQUENCIES						
RANK-ORDERED			ITEM-ORDERED		1	2	3	4	5	6	7
71	3.14	TO HEAR THAT NO ONE IS TAKING CARE OF YOUR FAMILY BACK HOME, WHILE YOU STUDY HERE FOR 2 OR 3 YEARS.	1	1.16	4	6	2	20	1	0	1
46	2.91	TO EXPERIENCE THAT YOU MUST WAIT FOR 2 HOURS FOR THE BUS TO GO TO THE COMMISSARY WHICH IS 8 MILES OUT OF TOWN.	2	2.70	0	1	1	13	4	4	11
2	2.70	TO HAVE MY DAUGHTER MARRY HIS SON.	3	0.97	3	10	4	16	1	0	0
45	2.59	TO EXPERIENCE THAT HE/SHE IS NOT REALLY INTERESTED IN YOUR COUNTRY.	4	0.65	7	12	6	8	0	1	0
65	2.56	TO FEEL THAT IN LOSING ACADEMIC STATUS MY COLLEAGUES THINK OF ME AS LESS INTELLIGENT THAN DID MY CLASSMATES OR TEACHERS AT HOME.	5	1.01	4	11	4	14	1	0	1
72	2.45	TO FEEL: DETERIORATION OF INTERN'L RELATIONSHIPS OF YOUR COUNTRY W AMERICA, RESULTS IN DEPERSONALIZATION OF FRIENDSHIPS W YOUR AMERICAN CLASSMATES.	6	1.77	4	4	3	9	5	1	3
64	2.41	TO FEEL THAT MOST AMERICANS DO NOT THINK WELL OF MY COUNTRY, BECAUSE THEY FEEL THAT THEY ARE SUPERIOR, AND THEY LET ME KNOW IT.	7	2.03	0	2	8	11	7	4	3
54	2.34	EXPERIENCE: EXTREMELY DIFFICULT TO RENT AN APARTMENT WHICH ALLOWS CHILDREN, MORE EASIER TO RENT APPARTMENTS WITH PETS ALLOWED.	8	1.67	1	2	6	20	2	1	2
56	2.33	TO REALIZE THAT THE UNITED STATES FOREIGN POLICY TOWARD MY COUNTRY REFLECTS LITTLE UNDERSTANDING.	9	1.37	2	2	7	21	2	1	0
43	2.33	EXPERIENCE: YOUR FOOD THAT YOU PREPARED WAS VERY HIGHLY PRAISED FOR ITS DELICIOUSNESS BEFORE HE/SHE TRIED IT,AFTER THAT HAVE FOOD BE HARDLY TOUCHED.	10	0.73	8	6	12	9	0	0	0
24	2.30	TO HAVE MY DAUGHTER DATE HIS SON.	11	1.24	3	7	9	12	2	1	1
63	2.25	TO KNOW THAT MY RACE OR FOREIGN APPEARANCE CAUSES LIMITED CONTACTS WITH AMERICANS OR SPECIAL AREAS OF AMERICAN LIFE.	12	0.97	3	7	12	12	1	0	0
44	2.21	TO EXPERIENCE THAT YOU CANNOT EXPRESS YOUR OPINION VERY WELL IN CLASS ALTHOUGH YOU KNOW THE ANSWER.	13	1.57	1	7	6	13	5	1	2
42	2.13	TO EXPERIENCE THAT YOUR FOOD THAT YOU PREPARED WAS HARDLY TOUCHED BY YOUR SPONSOR BECAUSE OF DIFFERENT TASTES.	14	0.77	7	7	8	11	0	1	0
23	2.09	TO MARRY HIM/HER.	15	1.04	6	4	7	15	2	1	0
37	2.03	TO BE INVITED BY HIM TO EAT DINNER OF FOOD THAT IS NOT YOUR NATIVE FOOD AND THAT YOU DO NOT LIKE.	16	1.55	1	6	8	12	5	3	0
7	2.03	TO OPENLY CONVERSE AND DISCLOSE MY PERSONAL FEELING TO HIM.	17	1.18	5	7	9	10	2	1	1
39	2.02	TO EXPERIENCE THAT YOU JOIN A PARTY AT WHICH STRONG LIQUORS ARE THE ONLY BEVERAGE.	18	1.49	3	5	4	17	3	2	1
35	2.01	TO EXPERIENCE THAT YOUR SPONSOR DID NOT CONTACT YOU FOR MORE THAN ONE MONTH.	19	1.23	3	5	2	15	3	2	0
33	2.00	TO KNOW THAT UPON ARRIVING FOR THE FIRST TIME AT THE AIRPORT,NO ONE IS TO MEET YOU.	20	1.35	1	10	5	12	4	2	0
38	1.96	TO EXPERIENCE THAT YOU ARE NOT INVITED TO COME IN HIS/HER HOUSE BECAUSE YOU DID NOT MADE AN APPOINTMENT BEFOREHAND.	21	0.97	3	5	9	11	2	0	0
60	1.90	TO EXPERIENCE THAT MOST FREE TIME ACTIVITIES TAKE PLACE OUTSIDE THE HOME AND FAMILY.	22	1.02	3	6	10	14	1	0	0
70	1.90	TO KNOW THAT BRINGING WIVES,SOMETIMES CAUSES ISOLATION FROM THE AMERICAN SCENE, ESPECIALLY WHEN WIVES ARE INADEQUATE IN ENGLISH+EDUCATIONAL BACKGR.	23	2.09	1	2	3	12	4	5	5
52	1.88	TO NOTICE THAT WHEN MEETING STRANGERS, MOST PEOPLE HESITATE TO SHOW FRIENDLINESS.	24	2.30	0	0	7	12	4	4	7
68	1.85	TO EXPERIENCE THAT MANY INTERNATIONAL STUDENTS FIND THAT DATING IN THE UNITED STATES CREATES AN AREA OF CONSIDERABLE MALADJUSTMENTS.	25	1.84	2	4	1	15	5	7	0

SCALE VALUES		STATEMENTS			FREQUENCIES						
RANK-ORDERED			ITEM-ORDERED		1	2	3	4	5	6	7
59	1.85	TO COME TO THE OPINION THAT THE BUSINESSMAN AND MANUFACTURER ARE CONSIDERED MORE IMPORTANT THAN THE ARTIST AND PHILOSOPHER.	26	1.67	4	7	8	11	3	1	0
58	1.84	TO REALIZE THAT THE WAY IN WHICH U.S. FOREIGN POLICY IS CONDUCTED IS USUALLY PENETRATING, CAREFUL.	27	1.12	2	10	9	11	0	1	1
25	1.84	TO SHARE AN APPARTMENT WITH HIM.	28	1.00	3	8	9	12	1	1	0
61	1.81	TO REALIZE THAT LIFE IS SO NARROWLY ACADEMIC IN COMPARISON WITH SOCIAL LIFE AND LEISURE TIME ACTIVITIES.	29	1.30	1	5	12	12	0	0	0
41	1.80	EXPERIENCE: FRIENDLINESS+OPEN MINDEDNESS OF YOUR SPONSOR+WIFE FOR THE 1ST 2-3 MONTHS, BUT THEN BIT BY BIT BECOME FORMAL DUE TO CULTURAL DIFFERENCES.	30	1.40	1	11	4	12	3	2	1
66	1.77	TO FEEL THAT THE ACADEMIC ROUTINE IS SO DIFFERENT FROM THOSE AT HOME, THAT I CANNOT ACCEPT THE AMERICAN WAY OF DOING THINGS.	31	1.27	2	5	7	16	0	0	0
6	1.77	TO RENT A ROOM WITH HIM.	32	1.73	0	6	3	13	7	4	1
32	1.73	TO ACCEPT HIM AS A ROOMMATE.	33	2.00	3	2	2	10	8	6	4
57	1.72	TO REALIZE THAT U.S. AID TO OTHER COUNTRIES IS GIVEN MORE BECAUSE OF UNITED STATES OWN NATIONAL INTEREST.	34	1.65	4	1	3	10	15	0	2
8	1.67	TO HAVE HIM AS MY EMPLOYER.	35	2.01	1	2	3	12	10	5	2
40	1.65	TO JOIN A PARTY AT WHICH THE CUSTOMS ARE VERY DIFFERENT THAN YOURS.	36	1.64	0	7	7	15	1	2	3
34	1.65	TO KNOW THAT YOU HAVE TO LOOK FOR AN APPARTMENT BY YOURSELF.	37	2.03	0	0	9	13	6	3	4
36	1.64	TO BE INVITED BY YOUR SPONSOR TO EAT DINNER OF FOOD WITH WHICH YOU ARE NOT FAMILIAR.	38	1.96	0	2	7	14	5	3	3
55	1.63	TO NOTICE THAT IN ECONOMIC MATTERS, PEOPLE TEND TO BE AMBITIOUS.	39	2.02	1	2	5	12	7	3	4
62	1.58	TO SEE THAT AS AN APPROACH TO WORLD COOPERATION AND PEACE, THE UNITED NATIONS IS GENERALLY VIEWED AS A REALISTIC APPROACH.	40	1.65	2	6	4	10	7	3	2
13	1.57	TO DOUBLE WITH HIM ON A DATE.	41	1.80	1	2	4	15	5	2	1
16	1.55	TO INVITE HIM TO GO WITH ME ON AN EXTENSIVE TRIP TO ANOTHER COUNTRY.	42	2.13	0	2	2	14	11	2	3
18	1.49	TO INVITE HIM OVER TO WATCH TELEVISION IN MY HOME.	43	2.33	0	2	2	10	6	10	3
47	1.46	TO KNOW THAT HE/SHE IS ALWAYS STRAIGHT FORWARD.	44	2.27	2	3	2	3	8	10	7
67	1.45	TO EXPERIENCE THAT EATING WITH THE LEFT HAND IS NORMAL IN AMERICA.	45	2.55	0	1	1	12	10	4	7
48	1.44	TO EXPERIENCE THAT FREEDOM OF SPEECH, THOUGHT, AND ASSOCIATION IS UNLIMITED.	46	2.51	0	0	2	7	6	8	11
30	1.40	TO OPENLY DISCUSS POLITICS WITH HIM.	47	1.46	3	7	7	12	1	3	2
9	1.37	TO PERFORM A SERVICE FOR HIM AS PART OF MY JOB.	48	1.44	5	8	4	9	4	2	3
20	1.35	TO DO BUSINESS WITH HIM.	49	1.33	0	7	8	15	1	3	0

08937

SCALE VALUES		STATEMENTS	ITEM-ORDERED		FREQUENCIES						
RANK-ORDERED					1	2	3	4	5	6	7
49	1.33	TO REALIZE THAT IN BRINGING UP THEIR CHILDREN, AMERICAN PARENTS USUALLY ALLOW THEM MUCH FREEDOM.	50	1.26	3	6	9	7	5	1	1
29	1.30	TO ASK HIM TO JOIN ME FOR LUNCH.	51	1.07	2	15	6	6	3	2	0
31	1.27	TO WORK IN THE SAME OFFICE WITH HIM.	52	1.88	0	5	2	16	6	2	3
50	1.26	TO REALIZE THAT FINANCIAL SUCCESS AS AN OBJECTIVE IN LIFE IS GENERALLY IMPORTANT HERE.	53	0.25	5	14	7	4	0	0	0
69	1.24	TO KNOW THAT STUDENTS FROM CERTAIN COUNTRIES BRINGING WIVES THAT ACCOMPANING THEIR HUSBANDS PERMITS NORMAL SEXUAL LIFE.	54	2.34	2	3	2	5	3	7	12
11	1.24	TO ASK HIM TO JOIN A PRIVATE CLUB TO WHICH I BELONG.	55	1.63	2	4	6	14	5	3	1
19	1.23	TO LIVE NEXT DOOR TO HIM.	56	2.33	1	1	4	3	13	5	4
17	1.18	TO HAVE HIM TEACH MY CHILDREN.	57	1.72	3	4	3	15	4	3	3
1	1.16	TO USE THE SAME DENTIST.	58	1.84	2	2	4	16	4	3	3
27	1.12	TO ACCEPT HIM AS MY WORK SUPERVISOR.	59	1.85	2	4	5	11	6	3	4
51	1.07	TO EXPERIENCE THAT STUDENT-PROFESSOR RELATIONS ARE GENERALLY INFORMAL AT NPS.	60	1.90	2	3	4	13	5	4	4
26	1.07	TO ACCEPT HIM AS AN INTIMATE FRIEND.	61	1.81	1	3	5	10	8	5	1
15	1.04	TO BE SEEN IN PUBLIC WITH HIM.	62	1.58	2	6	6	12	4	1	3
22	1.02	TO ACCEPT HIM AS MY FAMILY'S FRIEND.	63	2.25	1	1	4	8	6	5	5
5	1.01	TO EAT LUNCH AT THE SAME TABLE WITH HIM.	64	2.41	1	1	2	6	12	5	7
28	1.00	TO ATTEND A SPORTS ACTIVITY WITH HIM.	65	2.56	0	1	2	7	5	8	6
3	0.97	TO BOWL ON THE SAME TEAM WITH HIM.	66	1.77	0	3	4	13	14	1	1
21	0.97	TO HAVE MY CHILDREN PLAY WITH HIS CHILDREN.	67	1.45	2	1	6	23	2	1	0
12	0.97	TO ACCEPT HIM AS A MEMBER OF MY COMMUNITY.	68	1.85	0	0	2	19	5	2	1
14	0.77	TO HAVE MY CHILDREN GO TO SCHOOL WITH HIS CHILDREN.	69	1.24	4	9	3	15	1	2	1
10	0.73	TO INVITE HIM TO A DINNER PARTY AT MY HOME.	70	1.50	2	1	3	13	11	3	2
4	0.65	TO HAVE MY CHILDREN TO BE CLOSE FRIENDS WITH HIS CHILDREN.	71	3.14	0	0	2	3	7	8	14
53	0.25	TO REALIZE THAT IN THEIR EVERY DAY RELATIONS, PEOPLE TREAT EACH OTHER AS EQUALS.	72	2.45	1	0	1	11	5	7	8

77E.....END JOB NGANDANI.....END JOB NGANDANI.....END JOB NGANDANI.....END JOB NGANDANI.....END JOB NGANDANI.....END JOB NGANDANI...
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FORTRAN IV G LEVEL  21          MAIN            DATE = 77040      15/12/16      PAGE 0001

                C
                C
                C       PROGRAM TSCALE
                C
                C  THURSTONIAN SUCCESSIVE-INTERVALS SCALE CONSTRUCTION.
                C  PARAMETER CONTROL-CARD FIELDS.
                C     COL 1-5 = NUMBER OF ITEMS (MAX = 200).
                C     COL 6-10 = NUMBER OF JUDGES.
                C     COL 11-15 = NUMBER OF JUDGEMENT CATEGORIES (MAX = 11).
                C     COL 20. 1 = PUNCH SCALE VALUES FOR ALL ITEMS.
                C  FORMAT CONTROL-CARD SPECIFIES FIELDS FOR ITEM JUDGEMENTS.
                C     EACH JUDGE BEGINS A NEW DATA CARD (SERIES).
                C  TWO KEY CARDS (SHOWN WITH EXAMPLE-PROBLEM DECK) ARE REQUIRED
                C     AS INPUT BEFORE TITLE CONTROL CARD OF FIRST PROBLEM.
                C  SUBPROGRAMS REQUIRED ARE CCDS AND PCDS.
                C
0001                    DIMENSION KF(20), Z(97), C(97), NX(11,200), ZX(10,200), KI(200),
                       1 V(200), R(200), B(10)
0002                    REAL*4 TYPE(72,12), TYPE1(72,26)
0003                    REAL TNINE / 9.999/
0004                    INTEGER IV(72)
0005                    REAL*4 U(2)/.25,.75/
0006                    REAL*4 X(7)/1.,2.,3.,4.,5.,6.,7./
                C  READ Z-CONSTANTS. SET UP Z AND PROPORTION VECTORS.
0007                    READ (5,5) (Z(I),I=1,48)
0008                 5  FORMAT (16F3.0 / 31F2.0, 3F1.0)
0009                    LSAVE = 0
0010                    DO 10 I = 1,48
0011                    J = 98 - I
0012                    Z(J) = Z(I) / 100.0
0013                 10 Z(I) = -Z(J)
0014                    Z(49) = 0.0
0015                    C(1) = 0.025
0016                    DO 15 I=2,96
0017                    C(I) = I + 1
0018                 15 C(I) = C(I) / 100.0
0019                    C(97) = 0.975
                C  BEGIN PROBLEM INPUT. READ DATA, COMPUTE FREQUENCY DISTRIBUTIONS.
0020                 20 CALL CCDS (KF, NI, NJ, NK, KP, I)
0021                    DO 25 J = 1,NI
0022                    KI(J) = NJ
0023                    DO 25 I= 1,NK
0024                 25 NX(I,J) = 0
0025                    WRITE (6,997)
0026                 997 FORMAT ('1',30X,'STUDENT RESPONSE INPUT IMAGE'//4
                       1'  ITEM  ',9X,'10',8X,'20',8X,'30',8X,'40',8X,'50',8X,'60',8X,'70'
                       2//)
0027                    DO 30 K = 1,NJ
0028                    READ (5,998) P1,P2,(V(J),J=1,NI)
0029                 998 FORMAT (2A4,72F1.0)
0030                    DO 91 LL=1,NI
0031                 91 IV(LL)=V(LL)+.001
0032                    IF (K.EQ.75) WRITE (6,997)
0033                    WRITE (6,999) P1,P2,(IV(J),J=1,NI)
0034                 999 FORMAT (' ',2A4,72I1)
0035                    DO 30 J = 1,NI
0036                    I = V(J)
0037                    IF (I .EQ. 0) KI(J) = KI(J) - 1
0038                    IF (I .GT. 0) NX(I,J) = NX(I,J) + 1
0039                 30 CONTINUE
                C  CONVERT FREQUENCIES TO CUMULATIVE PROPORTIONS, AND THEN TO Z-SCORES.
0040                    MK = NK
0041                    DO 50 J = 1,NI
0042                    TJ = KI(J)
0043                    CP = 0.0
0044                    DO 50 I = 1,MK
0045                    FX = NX(I,J)
0046                    CP = CP + FX / TJ
0047                    ZX(I,J)=CP
0048                 50 CONTINUE
0049                    WRITE (6,992)
0050                 992 FORMAT ('1',' ITEM          CUMULATIVE PROPORTIONS'//)
0051                 991 FORMAT (' ',I3,3X,7F6.2)
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```
0052                WRITE (6,991) (J,(ZX(I,J),I=1,MK),J=1,NI)
0053                WRITE (6,993)
0054          993 FORMAT ('1','25 AND 75 PERCENTILES AND THEIR DIFFERENCE
                 1'/' ITEM        25%          75%       DIFFERENCE'//)
0055                DO 60 J=1,NI
0056                CALL INTRPL (7,X,ZX(1,J),2,0,V)
0057                DIFF=V(2)-V(1)
0058                WRITE (6,994) J,V(1),V(2),DIFF
0059          994 FORMAT (' ',I3,2X,3F10.2)
0060           60 CONTINUE
0061              END
```


08/16

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C.....                                                                  INTR0010
C                                                                       INTR0020
C     SUBROUTINE INTRPL         (CATEGORY E2)                           INTR0030
C                                                                       INTR0040
C     1. IDENTIFICATION:                                                INTR0050
C                                                                       INTR0060
C        A. NAME: INTERPOLATION OF A SINGLE VALUED FUNCTION             INTR0070
C                 BASED ON LOCAL PROCEDURES                             INTR0080
C                                                                       INTR0090
C        B. PROGRAMMER:  HIROSHI AKIMA                                  INTR0100
C                                                                       INTR0110
C        C. IMPLEMENTER: MICHAEL CORCORAN                               INTR0120
C                                                                       INTR0130
C        D. DATE: MARCH, 1973                                           INTR0140
C                                                                       INTR0150
C     2. PURPOSE:                                                       INTR0160
C                                                                       INTR0170
C        A. THE INTRPL SUBROUTINE INTERPOLATES, FROM VALUES OF THE      INTR0180
C           FUNCTION GIVEN AS ORDINATES OF INPUT DATA POINTS IN AN      INTR0190
C           X-Y PLANE AND FOR A GIVEN SET OF X VALUES (ABSCISSAS OF     INTR0200
C           DESIRED POINTS), THE VALUES OF A SINGLE VALUED FUNCTION     INTR0210
C           Y = Y(X).                                                   INTR0220
C                                                                       INTR0230
C     3. USAGE:                                                         INTR0240
C                                                                       INTR0250
C        A. CALLING STATEMENT:                                          INTR0260
C                                                                       INTR0270
C           CALL INTRPL(L,X,Y,N,U,V)                                    INTR0280
C                                                                       INTR0290
C           WHERE THE INPUT PARAMETERS ARE:                             INTR0300
C                                                                       INTR0310
C           1) L  -  THE NUMBER OF INPUT DATA POINTS (MUST BE 2 OR MORE)INTR0320
C                                                                       INTR0330
C           2) X  -  AN ARRAY OF DIMENSION L STORING THE X VALUES       INTR0340
C                    (ABSCISSAS) OF THE INPUT DATA POINTS IN ASCENDING  INTR0350
C                    ORDER....X(I+1) > X(I)    (TYPE REAL*4)           INTR0360
C                                                                       INTR0370
C           3) Y  -  AN ARRAY OF DIMENSION L STORING THE Y VALUES       INTR0380
C              (ORDINATES) OF THE INPUT DATA POINTS   (TYPE REAL*4)     INTR0390
C                                                                       INTR0400
C           4) N  -  THE NUMBER OF POINTS AT WHICH INTERPOLATION OF THE INTR0410
C                    Y VALUE (ORDINATE) IS DESIRED  (MUST BE ONE OR MORE)INTR0420
C                                                                       INTR0430
C           5) U  -  THE ARRAY OF DIMENSION N STORING THE X VALUES      INTR0440
C                    (ABSCISSAS) OF DESIRED POINTS   (TYPE REAL*4)      INTR0450
C                                                                       INTR0460
C                                                                       INTR0470
C           AND WHERE THE OUTPUT PARAMETER IS                           INTR0480
C                                                                       INTR0490
C           6) V  -  THE ARRAY OF DIMENSION N WHERE THE INTERPOLATED    INTR0500
C                    Y VALUES (ORDINATES) ARE TO BE PLACED              INTR0510
C                                                                       INTR0520
C        B. ERROR MESSAGES:                                             INTR0530
C                                                                       INTR0540
C           1)  "***   L = 1 OR LESS.                                   INTR0550
C                  L =(I7)          N =(I7)                             INTR0560
C               ERROR DETECTED IN ROUTINE    INTRPL"  (THE APPROPRIATE  INTR0570
C               VALUES ARE PRINTED WHERE FORMATS ARE INDICATED)         INTR0580
C                                                                       INTR0590
C           2)  "***   N = 0 OR LESS.                                   INTR0600
C                  L =(I7)          N =(I7)                             INTR0610
C               ERROR DETECTED IN ROUTINE    INTRPL"                    INTR0620
C                                                                       INTR0630
C           3)  "***   IDENTICAL X VALUES.                             INTR0640
C                  I =(I7)          X(I) =(E12.3)                       INTR0650
C                  L =(I7)          N =(I7)                             INTR0660
C               ERROR DETECTED IN ROUTINE    INTRPL"   ( THE VALUES IN  INTR0670
C               THE X ARRAY MUST BE IN STRICT ASCENDING SEQUENCE.)      INTR0680
C                                                                       INTR0690
C           4)  "***   X VALUES OUT OF SEQUENCE.                        INTR0700
C                  I =(I7)          X(I) =(E12.3)                       INTR0710
C                  L =(I7)          I =(I7)                             INTR0720
C               ERROR DETECTED IN ROUTINE    INTRPL"  ( X(I) < X(I-1) FOR INTR0730
C                                                       SOME I BETWEEN  INTR0740
C                                                       2 AND L. )      INTR0750
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C                                                                       INTR0760
C    4. MODE OF ARITHMETIC:                                             INTR0770
C                                                                       INTR0780
C       SINGLE PRECISION                                                INTR0790
C                                                                       INTR0800
C    5. REMARKS:                                                        INTR0810
C                                                                       INTR0820
C       A. WHEN THE FUNCTION TO BE INTERPOLATED REPRESENTS A PERIODIC   INTR0830
C          FUNCTION AND A SET OF L DATA POINTS COVERS A WHOLE PERIOD,   INTR0840
C          TWO ADDITIONAL DATA POINTS SHOULD BE ADDED AT EACH END AND   INTR0850
C          A SET OF L+4 DATA POINTS SHOULD BE GIVEN AS THE INPUT DATA   INTR0860
C          POINTS TO THIS SUBROUTINE.                                   INTR0870
C                                                                       INTR0880
C       B. CORE REQUIREMENT FOR INTRPL:  2968 BYTES.                    INTR0890
C                                                                       INTR0900
C       C. NO SUBROUTINES OR FUNCTION SUBPROGRAMS ARE REQUIRED.         INTR0910
C                                                                       INTR0920
C       D. FOR THE CONVENIENCE OF THE NPS USER, THE ORIGINAL FORTRAN    INTR0930
C          PROGRAM WAS MODIFIED SLIGHTLY. AN UNNECESSARY INPUT          INTR0940
C          PARAMETER - IU, WHICH DESIGNATED THE OUTPUT DEVICE NUMBER    INTR0950
C          FOR ERROR MESSAGES FROM INTRPL, WAS ELIMINATED FROM THE      INTR0960
C          PARAMETER LIST, AND THE FORTRAN CODE WAS MODIFIED TO CHANNEL  INTR0970
C          ALL ERROR MESSAGES TO THE LINE PRINTER AUTOMATICALLY.        INTR0980
C                                                                       INTR0990
C    6. METHOD:                                                         INTR1000
C                                                                       INTR1010
C       THIS ROUTINE IS DEVISED IN SUCH A WAY THAT A CURVE DRAWN        INTR1020
C       THROUGH BOTH THE GIVEN AND INTERPOLATED POINTS WILL APPEAR      INTR1030
C       SMOOTH AND NATURAL, FREE OF UNNATURAL WIGGLES.  IT IS BASED     INTR1040
C       ON A PIECEWISE FUNCTION COMPOSED OF A SET OF POLYNOMIALS,       INTR1050
C       EACH OF DEGREE THREE, AT MOST, AND APPLICABLE TO SUCCESSIVE     INTR1060
C       INTERVALS OF THE GIVEN POINTS.  IN THIS METHOD, THE SLOPE OF    INTR1070
C       THE CURVE IS DETERMINED AT EACH GIVEN POINT LOCALLY, AND        INTR1080
C       EACH POLYNOMIAL REPRESENTING A PORTION OF THE CURVE BETWEEN     INTR1090
C       A PAIR OF GIVEN POINTS IS DETERMINED BY THE COORDINATES OF      INTR1100
C       AND THE SLOPES AT THE POINTS.  COMPARISON INDICATES THAT THE    INTR1110
C       CURVE OBTAINED BY THIS METHOD IS CLOSER TO A MANUALLY DRAWN     INTR1120
C       CURVE THAN THOSE DRAWN BY OTHER MATHEMATICAL METHODS...         INTR1130
C                                                                       INTR1140
C       A DETAILED EXPLANATION OF THE METHOD CAN BE FOUND IN THE        INTR1150
C       OCTOBER 1970 ISSUE, JOURNAL OF THE ACM, PAGE 589, ENTITLED:     INTR1160
C       "A NEW METHOD OF INTERPOLATION AND SMOOTH CURVE FITTING         INTR1170
C        BASED ON LOCAL PROCEDURES", BY HIROSHI AKIMA.                  INTR1180
C                                                                       INTR1190
C                                                                       INTR1200
C       A DESCRIPTION OF THE ALGORITHM USED PLUS THE ORIGINAL           INTR1210
C       FORTRAN PROGRAM IS GIVEN IN THE OCTOBER 1972 ISSUE,             INTR1220
C       COMMUNICATIONS OF THE ACM, PAGE 914, ENTITLED:                  INTR1230
C       "INTERPOLATION AND SMOOTH CURVE FITTING BASED ON LOCAL          INTR1240
C        PROCEDURES", BY HIROSHI AKIMA.                                 INTR1250
C                                                                       INTR1260
C                                                                       INTR1270
C***********************************************************************INTR1280
C                                                                       INTR1290
      SUBROUTINE  INTRPL(L,X,Y,N,U,V)                                   INTR1300
C  INTERPOLATION OF A SINGLE-VALUED FUNCTION                            INTR1310
C  THIS SUBROUTINE INTERPOLATES, FROM VALUES OF THE FUNCTION            INTR1320
C  GIVEN AS ORDINATES OF INPUT DATA POINTS IN AN X-Y PLANE               INTR1330
C  AND FOR A GIVEN SET OF X VALUES (ABSCISSAS), THE VALUES OF           INTR1340
C  A SINGLE-VALUED FUNCTION Y = Y(X).                                   INTR1350
C  THE INPUT PARAMETERS ARE                                             INTR1360
C       L   = NUMBER OF INPUT DATA POINTS                               INTR1370
C             (MUST BE 2 OR GREATER)                                    INTR1380
C       X   = ARRAY OF DIMENSION L STORING THE X VALUES                 INTR1390
C             (ABSCISSAS) OF INPUT DATA POINTS                          INTR1400
C             (IN ASCENDING ORDER)                                      INTR1410
C       Y   = ARRAY OF DIMENSION L STORING THE Y VALUES                 INTR1420
C             (ORDINATES) OF INPUT DATA POINTS                          INTR1430
C       N   = NUMBER OF POINTS AT WHICH INTERPOLATION OF THE            INTR1440
C             Y VALUE (ORDINATE) IS DESIRED                             INTR1450
C             (MUST BE 1 OR GREATER)                                    INTR1460
C       U   = ARRAY OF DIMENSION N STORING THE X VALUES                 INTR1470
C             (ABSCISSAS) OF DESIRED POINTS                             INTR1480
C  THE OUTPUT PARAMETER IS                                              INTR1490
                                                                        INTR1500
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C      V  = ARRAY OF DIMENSION N WHERE THE INTERPOLATED Y                INTR1510
C           VALUES (ORDINATES) ARE TO BE DISPLAYED                       INTR1520
C DECLARATION STATEMENTS                                                 INTR1530
      DIMENSION    X(L),Y(L),U(N),V(N)                                   INTR1540
      EQUIVALENCE  (P0,X3),(Q0,Y3),(Q1,T3)                               INTR1550
      REAL         M1,M2,M3,M4,M5                                        INTR1560
      EQUIVALENCE  (UK,DX),(IMN,X2,A1,M1),(IMX,X5,A5,M5),               INTR1570
     1             (J,SW,SA),(Y2,W2,W4,C2),(Y5,W3,Q3)                    INTR1580
C PRELIMINARY PROCESSING                                                 INTR1590
                                                                         INTR1600
   10 LC=L                                                               INTR1610
      LM1=LO-1                                                           INTR1620
      LM2=LM1-1                                                          INTR1630
      LP1=LO+1                                                           INTR1640
      NO=N                                                               INTR1650
      IF(LM2.LT.0)          GO TO 90                                     INTR1660
      IF(NO.LE.0)           GO TO 91                                     INTR1670
      DO 11   I=2,LO                                                     INTR1680
        IF(X(I-1)-X(I))     11,95,96                                     INTR1690
   11   CONTINUE                                                         INTR1700
      IPV=0                                                              INTR1710
C MAIN DO-LOOP                                                           INTR1720
      DO 80   K=1,NO                                                     INTR1730
      UK=U(K)                                                            INTR1740
C ROUTINE TO LOCATE THE DESIRED POINT                                    INTR1750
   20   IF(LM2.EQ.0)          GO TO 27                                   INTR1760
        IF(UK.GE.X(LO))       GO TO 26                                   INTR1770
        IF(UK.LT.X(1))        GO TO 25                                   INTR1780
        IMN=2                                                            INTR1790
        IMX=LO                                                           INTR1800
   21   I=(IMN+IMX)/2                                                    INTR1810
        IF(UK.GE.X(I))        GO TO 23                                   INTR1820
   22   IMX=I                                                            INTR1830
        GO TO 24                                                         INTR1840
   23   IMN=I+1                                                          INTR1850
   24   IF(IMX.GT.IMN)        GO TO 21                                   INTR1860
        I=IMX                                                            INTR1870
        GO TO 30                                                         INTR1880
   25   I=1                                                              INTR1890
        GO TO 30                                                         INTR1900
   26   I=LP1                                                            INTR1910
        GO TO 30                                                         INTR1920
   27   I=2                                                              INTR1930
C CHECK IF I = IPV                                                       INTR1940
   30   IF(I.EQ.IPV)          GO TO 70                                   INTR1950
        IPV=I                                                            INTR1960
C ROUTINES TO PICK UP NECESSARY X AND Y VALUES AND                       INTR1970
C           TO ESTIMATE THEM IF NECESSARY                                INTR1980
   40   J=I                                                              INTR1990
        IF(J.EQ.1)            J=2                                        INTR2000
        IF(J.EQ.LP1)          J=LO                                       INTR2010
        X3=X(J-1)                                                        INTR2020
        Y3=Y(J-1)                                                        INTR2030
        X4=X(J)                                                          INTR2040
        Y4=Y(J)                                                          INTR2050
        A3=X4-X3                                                         INTR2060
        M3=(Y4-Y3)/A3                                                    INTR2070
        IF(LM2.EQ.0)          GO TO 43                                   INTR2080
        IF(J.EQ.2)            GO TO 41                                   INTR2090
        X2=X(J-2)                                                        INTR2100
        Y2=Y(J-2)                                                        INTR2110
        A2=X3-X2                                                         INTR2120
        M2=(Y3-Y2)/A2                                                    INTR2130
        IF(J.EQ.LO)           GO TO 42                                   INTR2140
   41   X5=X(J+1)                                                        INTR2150
        Y5=Y(J+1)                                                        INTR2160
        A4=X5-X4                                                         INTR2170
        M4=(Y5-Y4)/A4                                                    INTR2180
        IF(J.EQ.2)            M2=M3+M3-M4                                INTR2190
        GO TO 45                                                         INTR2200
   42   M4=M3+M3-M2                                                      INTR2210
        GO TO 45                                                         INTR2220
   43   M2=M3                                                            INTR2230
        M4=M3                                                            INTR2240
   45   IF(J.LE.3)            GO TO 46                                   INTR2250
        A1=X2-X(J-3)                                                     INTR2260
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      M1=(Y2-Y(J-3))/A1                                                 INTR2260
      GO TO 47                                                          INTR2270
   46 M1=M2+M2-M3                                                       INTR2280
   47 IF(J.GE.LM1)       GO TO 48                                       INTR2290
      A5=X(J+2)-X5                                                      INTR2300
      M5=(Y(J+2)-Y5)/A5                                                 INTR2310
      GO TO 50                                                          INTR2320
   48 M5=M4+M4-M3                                                       INTR2330
C NUMERICAL DIFFERENTIATION                                             INTR2340
   50 IF(I.EQ.LP1)       GO TO 52                                       INTR2350
      W2=ABS(M4-M3)                                                     INTR2360
      W3=ABS(M2-M1)                                                     INTR2370
      SW=W2+W3                                                          INTR2380
      IF(SW.NE.0.0)      GO TO 51                                       INTR2390
      W2=0.5                                                            INTR2400
      W3=0.5                                                            INTR2410
      SW=1.0                                                            INTR2420
   51 T3=(W2*M2+W3*M3)/SW                                               INTR2430
      IF(I.EQ.1)         GO TO 54                                       INTR2440
   52 W3=ABS(M5-M4)                                                     INTR2450
      W4=ABS(M3-M2)                                                     INTR2460
      SW=W3+W4                                                          INTR2470
      IF(SW.NE.0.0)      GO TO 53                                       INTR2480
      W3=0.5                                                            INTR2490
      W4=0.5                                                            INTR2500
      SW=1.0                                                            INTR2510
   53 T4=(W3*M3+W4*M4)/SW                                               INTR2520
      IF(I.NE.LP1)       GO TO 60                                       INTR2530
      T3=T4                                                             INTR2540
      SA=A2+A3                                                          INTR2550
      T4=0.5*(M4+M5-A2*(A2-A3)*(M2-M3)/(SA*SA))                         INTR2560
      X3=X4                                                             INTR2570
      Y3=Y4                                                             INTR2580
      A3=A2                                                             INTR2590
      M3=M4                                                             INTR2600
      GO TO 60                                                          INTR2610
   54 T4=T3                                                             INTR2620
      SA=A3+A4                                                          INTR2630
      T3=0.5*(M1+M2-A4*(A3-A4)*(M3-M4)/(SA*SA))                         INTR2640
      X3=X3-A4                                                          INTR2650
      Y3=Y3-M2*A4                                                       INTR2660
      A3=A4                                                             INTR2670
      M3=M2                                                             INTR2680
C DETERMINATION OF THE COEFFICIENTS                                     INTR2690
   60 Q2=(2.0*(M3-T3)+M3-T4)/A3                                         INTR2700
      C3=(-M3-M3+T3+T4)/(A3*A3)                                         INTR2710
C COMPUTATION OF THE POLYNOMIAL                                         INTR2720
   70 DX=UK-PQ                                                          INTR2730
   80 V(K)=Q0+DX*(Q1+DX*(Q2+DX*C3))                                     INTR2740
      RETURN                                                            INTR2750
C ERROR EXIT                                                            INTR2760
   90 WRITE (6,2090)                                                    INTR2770
      GO TO 99                                                          INTR2780
   91 WRITE (6,2091)                                                    INTR2790
      GO TO 99                                                          INTR2800
   95 WRITE (6,2095)                                                    INTR2810
      GO TO 97                                                          INTR2820
   96 WRITE (6,2096)                                                    INTR2830
   97 WRITE (6,2097)    I,X(I)                                          INTR2840
   99 WRITE (6,2099)    LO,NO                                           INTR2850
      RETURN                                                            INTR2860
C FORMAT STATEMENTS                                                     INTR2870
 2090 FORMAT(1X/22H  ***    L = 1 OR LESS./)                           INTR2880
 2091 FORMAT(1X/22H  ***    N = 0 OR LESS./)                           INTR2890
 2095 FORMAT(1X/27H  ***    IDENTICAL X VALUES./)                      INTR2900
 2096 FORMAT(1X/33H  ***    X VALUES OUT OF SEQUENCE./)                INTR2910
 2097 FORMAT(6H    I =,I7,10X,6HX(I) =,E12.3)                          INTR2920
 2099 FORMAT(6H    L =,I7,10X,3HN =,I7//                               INTR2930
     1       36H ERROR DETECTED IN ROUTINE     INTRPL)                INTR2940
      END                                                               INTR2950
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08781

ITEM	CUMULATIVE PROPORTIONS										
1	0.17	0.27	0.42	0.58	0.73	0.81	0.99	1.00			
2	0.02	0.04	0.10	0.58	0.73	0.81	1.00	1.00			
3	0.14	0.32	0.41	0.96	0.99	1.00	1.00	1.00			
4	0.28	0.51	0.66	0.98	0.99	1.00	1.00	1.00			
5	0.23	0.43	0.57	0.98	0.99	1.00	1.00	1.00			
6	0.09	0.19	0.27	0.69	0.81	0.94	0.99	1.00			
7	0.07	0.17	0.32	0.63	0.86	0.98	1.00	1.00			
8	0.10	0.18	0.34	0.65	0.95	0.98	1.00	1.00			
9	0.10	0.19	0.33	0.90	0.99	1.00	1.00	1.00			
10	0.13	0.38	0.63	0.98	0.98	1.00	1.00	1.00			
11	0.20	0.38	0.52	0.91	0.98	1.00	1.00	1.00			
12	0.09	0.23	0.57	0.92	0.95	1.00	1.00	1.00			
13	0.14	0.46	0.62	0.85	0.98	1.00	1.00	1.00			
14	0.31	0.37	0.41	0.98	0.99	1.00	1.00	1.00			
15	0.21	0.37	0.41	0.96	0.98	1.00	1.00	1.00			
16	0.06	0.18	0.37	0.75	0.92	0.95	0.96	1.00			
17	0.18	0.38	0.54	0.82	0.92	0.96	1.00	1.00			
18	0.12	0.33	0.40	0.86	0.92	0.96	1.00	1.00			
19	0.14	0.33	0.47	0.92	0.96	0.98	1.00	1.00			
20	0.10	0.45	0.46	0.90	1.00	1.00	1.00	1.00			
21	0.23	0.38	0.46	0.96	0.98	1.00	1.00	1.00			
22	0.05	0.08	0.30	0.60	0.77	0.93	0.99	1.00			
23	0.02	0.06	0.17	0.67	0.78	0.94	0.99	1.00			
24	0.05	0.06	0.17	0.69	0.83	0.94	0.99	1.00			
25	0.11	0.30	0.29	0.88	0.89	0.98	0.99	1.00			
26	0.07	0.29	0.49	0.89	0.94	0.99	0.99	1.00			
27	0.13	0.37	0.46	0.95	0.98	0.99	0.99	1.00			
28	0.17	0.38	0.56	0.98	0.99	0.99	0.99	1.00			
29	0.13	0.35	0.58	0.98	0.99	0.99	0.99	1.00			
30	0.17	0.30	0.48	0.82	0.92	0.99	0.99	1.00			
31	0.13	0.35	0.44	0.94	0.99	0.99	0.99	1.00			
32	0.04	0.15	0.29	0.71	0.86	0.99	0.99	1.00			
33	0.09	0.07	0.13	0.67	0.89	0.99	0.99	1.00			
34	0.04	0.08	0.21	0.38	0.72	0.88	0.95	1.00			
35	0.12	0.05	0.54	0.45	0.86	0.95	0.98	1.00			
36	0.06	0.11	0.28	0.86	0.89	0.98	0.99	1.00			
37	0.06	0.12	0.23	0.61	0.81	0.96	0.98	1.00			
38	0.07	0.20	0.13	0.46	0.66	0.92	0.98	1.00			
39	0.08	0.27	0.39	0.71	0.92	0.98	0.98	1.00			
40	0.08	0.25	0.12	0.51	0.80	0.94	0.98	1.00			
41	0.32	0.04	0.08	0.45	0.82	0.93	0.98	1.00			
42	0.00	0.05	0.09	0.39	0.59	0.76	0.96	1.00			
43	0.04	0.07	0.09	0.33	0.44	0.71	0.82	1.00			
44	0.01	0.02	0.04	0.27	0.49	0.82	0.92	1.00			
45	0.20	0.01	0.04	0.66	0.84	0.91	0.96	1.00			
46	0.11	0.06	0.26	0.79	0.89	0.98	0.98	1.00			
47	0.08	0.11	0.42	0.65	0.82	0.90	0.98	1.00			
48	0.08	0.25	0.42	0.92	0.95	0.99	0.99	1.00			
49	0.30	0.61	0.75	0.93	0.95	0.99	0.99	1.00			
50	0.39	0.09	0.32	0.93	0.95	0.99	1.00	1.00			
51	0.05	0.08	0.82	0.35	0.92	0.98	0.99	1.00			
52	0.04	0.16	0.11	0.24	0.84	0.98	0.98	1.00			
53	0.05	0.05	0.29	0.64	0.88	0.98	0.98	1.00			
54	0.02	0.14	0.20	0.55	0.77	0.94	0.98	1.00			
55	0.04	0.09	0.31	0.69	0.85	0.98	0.98	1.00			
56	0.05	0.14	0.26	0.56	0.76	0.94	0.98	1.00			
57	0.09	0.05	0.20	0.58	0.78	0.94	0.98	1.00			
58	0.05	0.22	0.15	0.53	0.81	0.92	0.98	1.00			
59	0.04	0.22	0.07	0.37	0.84	0.92	0.98	1.00			
60	0.01	0.04	0.07	0.23	0.54	0.82	0.98	1.00			
61	0.01	0.04	0.04	0.33	0.47	0.83	0.98	1.00			
62	0.03	0.05	0.19	0.50	0.55	0.88	0.98	1.00			
63	0.05	0.08	0.15	0.50	0.85	0.96	1.00	1.00			
64	0.01	0.01	0.04	0.59	0.99	0.96	1.00	1.00			
65	0.05	0.04	0.04	0.90	0.94	0.96	0.98	1.00			
66	0.25	0.46	0.54	0.42	0.84	0.89	1.00	1.00			
67	0.02	0.04	0.11	0.14	0.70	0.89	1.00	1.00			
68	0.01	0.02	0.02	0.34	0.25	0.41	1.00	1.00			
69	0.01	0.02	0.02	0.06	0.52	0.71	1.00	1.00			
70	0.01	0.02	0.02	0.06	0.52	0.71	1.00	1.00			
71	0.01	0.02	0.02	0.06	0.52	0.71	1.00	1.00			
72	0.01	0.02	0.02	0.06	0.52	0.71	1.00	1.00			

25 AND 75 PERCENTILES AND THEIR DIFFERENCE

ITEM	25%	75%	DIFFERENCE
1	0.05	0.13	0.08
2	0.05	0.03	-0.02
3	-0.05	0.08	0.13
4	0.07	0.22	0.15
5	0.01	0.16	0.16
6	0.02	0.07	0.05
7	0.07	0.06	-0.01
8	0.07	0.08	0.01
9	0.06	0.08	0.02
10	0.16	0.25	0.09
11	-0.13	0.05	0.18
12	0.08	0.16	0.08
13	-0.03	0.05	0.08
14	0.19	0.27	0.08
15	0.15	0.19	0.04
16	0.04	0.05	0.01
17	0.00	0.12	0.12
18	-0.09	0.06	0.14
19	-0.06	0.08	0.14
20	-0.15	0.02	0.17
21	0.03	0.16	0.14
22	0.01	0.12	0.11
23	0.07	0.05	-0.01
24	0.04	0.03	-0.02
25	-0.06	0.01	0.08
26	-0.04	0.06	0.10
27	-0.11	0.01	0.12
28	-0.08	0.06	0.14
29	-0.09	0.06	0.15
30	0.00	0.12	0.11
31	-0.01	0.09	0.10
32	-0.05	0.01	0.05
33	0.00	0.02	0.02
34	0.10	0.09	-0.01
35	-0.01	0.02	0.03
36	-0.28	-0.00	0.28
37	0.10	0.07	-0.04
38	-0.01	-0.01	0.01
39	0.06	0.07	0.01
40	-0.11	0.02	0.13
41	0.04	0.03	-0.01
42	-0.02	-0.01	0.01
43	-0.04	-0.01	0.03
44	0.00	0.02	0.02
45	0.00	0.01	0.01
46	0.03	0.02	-0.01
47	0.00	0.14	0.14
48	0.08	0.29	0.21
49	-0.20	-0.04	0.16
50	-0.04	0.04	0.08
51	-0.04	0.19	0.24
52	-0.10	-0.03	0.07
53	0.11	0.31	0.20
54	0.01	0.04	0.02
55	-0.05	0.01	0.05
56	0.02	0.02	0.00
57	-0.06	0.02	0.07
58	0.00	0.02	0.02
59	-0.01	0.03	0.04
60	0.05	0.04	-0.01
61	0.03	0.01	-0.01
62	0.02	0.06	0.04
63	0.03	0.01	-0.01
64	-0.01	0.01	0.01
65	-0.00	-0.00	-0.00
66	-0.01	0.01	0.01
67	0.04	0.04	0.0
68	-0.00	-0.00	-0.00
69	0.01	0.18	0.17
70	0.05	0.03	-0.02
71	0.02	0.00	-0.01
72	0.00	0.01	0.01

192.....END JOB NGANDANI.....END JOB NGANDANI.....END JOB NGANDANI.....END JOB NGANDANI.....END JOB NGANDANI.....END JOB NGANDANI...
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APPENDIX L

GROUPINGS OF STATEMENTS AND SCALE-VALUES OF INTERNATIONAL STUDENTS AT THE NAVAL POSTGRADUATE SCHOOL ACCORDING TO THREE THEMES IN AMERICAN LIFE

In The following table shows the three groupings of the statements, stated in their respective statement numbers (see Appendix E) and their respective scale-values as responses from the international students at the Naval Postgraduate School:

Group A (Depth of Inter-personal Relationships)

Statement No.	Scale Value	Statement No.	Scale Value
46	2.71	41	1.98
64	2.65	68	1.95
72	2.60	52	1.90
65	2.53	61	1.88
56	2.51	66	1.85
54	2.45	68	1.73
45	2.42	37	1.67
63	2.40	39	1.66
44	2.40	25	1.64
43	2.36	32	1.58
38	2.19	34	1.57
70	2.17	6	1.52
33	2.11	62	1.48
42	2.04	16	1.41
35	2.01	13	1.28

Group A (Continued)

Statement No.	Scale Value	Statement No.	Scale Value
40	1.28	31	0.89
8	1.21	29	0.85
9	1.18	3	0.83
18	1.18	69	0.80
1	1.14	15	0.77
30	1.12	12	0.75
36	1.07	5	0.75
26	1.07	28	0.74
27	1.06	22	0.64
17	1.05	14	0.59
20	0.99	4	0.53
11	0.92	21	0.53
19	0.91	10	0.51

Group B (Social Status)

Statement No.	Scale Value	Statement No.	Scale Value
2	2.17	49	1.35
24	1.90	47	1.04
23	1.90	48	0.73
60	1.76	51	0.53
7	1.47	53	0.36
67	1.41		

Group C (Materialism)

Statement No.	Scale Value	Statement No.	Scale Value
57	1.86	55	1.62
59	1.77	50	1.48

APPENDIX M

COMPARISON BETWEEN THE PERCEPTIONS OF WESTERN AND INDONESIAN STUDENTS TOWARD AMERICAN CULTURE (BOTH GROUPS ARE FROM THE NAVAL POSTGRADUATE SCHOOL)

Group A (Depth of Inter-personal Relationships)

Statement No.	Western Scale Value	Indonesian Scale Value
38	2.53	1.60
33	2.49	1.70
42	2.25	2.01
68	2.10	2.00
61	2.01	1.69
58	1.32	1.81
6	1.27	1.52
13	1.04	0.87
8	1.42	1.52
1	1.15	1.22
26	1.22	0.95
19	0.76	1.00
15	0.64	1.04
22	0.44	0.95
14	0.69	0.63
10	0.28	0.55
46	2.52	2.61
64	3.57	2.25
65	2.85	2.30
45	2.56	2.62
43	2.93	2.11

Group B (Social Status)

Statement No.	Western Scale Value	Indonesian Scale Value
7	1.55	2.00
67	0.00	1.24
53	0.49	0.08

Group C (Materialism)

Statement No.	Western Scale Value	Indonesian Scale Value
55	1.42	1.59
Mean Value A	1.72	1.57
Mean Value B	0.68	1.11
Mean Value C	1.42	1.59

APPENDIX N

SPLIT-HALF RELIABILITY TEST

Item	First Half Scale Values	Second Half Scale Values
1	1.11	.97
2	2.10	2.08
3	1.39	.71
4	.66	.41
5	.96	.51
6	1.56	1.47
7	1.60	1.36
8	1.40	1.03
9	1.42	.87
10	.64	.27
11	1.15	.61
12	.98	.61
13	1.17	1.18
14	.73	.46
15	1.09	.77
16	1.50	1.25
17	1.25	.97
18	1.13	1.20
19	1.06	.76
20	1.13	.89
21	.68	.50
22	.72	.74

Item	First Half Scale Values	Second Half Scale Values
23	1.80	1.97
24	1.74	1.88
25	1.80	1.43
26	1.12	1.03
27	1.15	.94
28	.86	.65
29	1.07	.71
30	1.47	.71
31	1.17	.72
32	1.59	1.48
33	2.07	2.25
34	1.57	1.62
35	2.47	1.74
36	1.38	.74
37	2.07	1.38
38	2.29	2.07
39	1.77	1.58
40	1.54	1.11
41	1.97	1.99
42	1.94	1.98
43	2.61	2.19
44	2.41	2.56
45	2.54	2.04
46	2.56	2.61
47	1.08	.98
48	1.00	.29

Item	First Half Scale Values	Second Half Scale Values
49	1.25	1.26
50	1.61	1.40
51	.62	.43
52	1.86	1.99
53	.20	.41
54	2.50	2.49
55	1.71	1.63
56	2.48	2.45
57	1.98	1.76
58	1.70	1.81
59	1.83	1.73
60	1.90	1.66
61	1.97	1.93
62	1.46	1.61
63	2.38	2.44
64	2.65	2.65
65	2.64	2.32
66	2.07	1.76
67	1.52	1.90
68	2.25	1.93
69	1.03	.64
70	2.21	2.12
71	3.31	3.24
72	2.60	2.56

Spearman Correlation Coefficient		.9396
Significance level	:	.001
Items	:	72

APPENDIX O

REGROUPING OF THE FINAL LIST IN THE DEPTH OF INTER-PERSONAL RELATIONSHIPS, SOCIAL STATUS, AND MATERIALISM

Group A (Depth of Inter-personal Relationships)

Statement No.	Scale Value	Statement No.	Scale Value
38	2.19	19	0.91
33	2.11	15	0.77
42	2.04	22	0.64
68	1.95	14	0.59
61	1.88	10	0.51
58	1.73	46	2.71
6	1.52	64	2.65
13	1.28	65	2.53
8	1.21	45	2.42
1	1.14	43	2.63
26	1.07		

The mean value is 34.48/21 = 1.64

Group B (Social Status)

Statement No.	Scale Value	Statement No.	Scale Value
7	1.47	53	0.36
67	1.41		

The mean value is 3.24/3 = 1.08

Group C (Materialism)

Statement No.	Scale Value
55	1.62

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