

To the Graduate Council:

I am submitting herewith a thesis written by In-Hwan Yoo entitled "International Students' Attitudes Toward American Television Advertising: A Measure of Beliefs." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Communications.

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INTERNATIONAL STUDENTS' ATTITUDES
TOWARD AMERICAN TELEVISION ADVERTISING:
A MEASURE OF BELIEFS

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This work is dedicated to my dear Hea-Og and Se-Young.

ABSTRACT

The primary purpose of this study was to examine international students' beliefs about American television advertising. To accomplish this, a mail survey was conducted among international students enrolled in the fall quarter of 1987 at the University of Tennessee, Knoxville.

The data collection instrument was a five-page self-administered anonymous questionnaire. Determination of beliefs was made through the use of Likert-scaled statements and semantic differential concepts. A total of 252 completed questionnaires were returned for a response rate of 56.0 percent.

In brief, the major findings were:

1. The beliefs of Asian, Arabian, and Latin American students about American television advertising were different from one another in the informative reaction. More specifically, Asian students' beliefs were significantly more positive than Latin American students' beliefs.
2. A significant positive correlation existed between an international student's belief about American television advertising and his perception of American experience.
3. The perception of American experience, television watching amount, length of stay, and age were

predictors to account for one-fifth of an international student's belief about American television advertising.

4. Finally, the international students' home countries were grouped into relatively homogeneous clusters in their geographic areas and economic levels when each of 28 countries was characterized in terms of the international students' beliefs about American television advertising and their perceptions of America.

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CHAPTER I

INTRODUCTION

Development of Thesis

In general, international students who are studying in America are likely to have influential positions in their own countries when they finish their study. This is because they come from highly educated and economically important segments of their societies or their education in America is of particular interest to their countries.

There are approximately 1,000 international students enrolled at the University of Tennessee, Knoxville. During their residence in the United States these students will accumulate countless perceptions of the country--- its people, business environment, government, and the various institutions and customs that comprise American society and culture.

Many of these perceptions can be attributed to advertising since advertising tends to reflect the prevalent values of a culture in which it exists. Taylor (1963) defined the culture as "the complex whole which includes knowledge, belief, art, law, morals, customs, and any other capabilities and habits acquired by man as a member of society" (p. 81). Dodd (1982) defined culture as the total accumulation of many beliefs, customs, activities,

institutions, and linguistic patterns of an identifiable group of people (p. 26).

Hallowell (1972) indicated that an individual who has been exposed to a specific culture comes to have the culture's style of thinking and feeling; value systems, attitudes, and even perception processes.

[Advertising is developed in harmony with a particular country's cultural norms.] As a consequence, if there is a distinctive difference in the advertising expression among countries, it is possibly attributable to cultural differences. Consequently, culture is particularly important in advertising, and advertising may contribute to the concept that international students develop of America.]

According to Hornik (1980), different cultures usually create different needs, even though some basic needs may be the same across cultures because they are to some extent inherent within our biological system. Especially, attitudes and perceptions differ because they are influenced by culture, tradition, political systems, life style, economic system, and media systems.

Therefore, people who have different cultures may not be satisfied with similar communication appeals. [Since American advertising is a product of American culture, it is assumed that people who have different cultural backgrounds from American will respond differently toward American advertising.]

Purpose of the Study

The purpose of this study is to examine the attitudes that international students having different cultural backgrounds have toward American advertising. More specifically, this study seeks to:

1. determine if the beliefs about American television advertising among Asian, Arabian, and Latin American students are different from one another.
2. determine if the beliefs expressed by international students are related to the length of their stay in the United States.
3. determine if the beliefs about American television advertising expressed by international students are related to their perceptions of American experience.

This study can show which countries are more likely to have favorable attitudes toward American advertising and provide some insight into the acculturation of the international students. Also, this study can show whether there is a strong tendency for the international students to maintain consonance (consistency) between two elements--- American advertising and American experience,

Assumptions

There were several assumptions made in the preparation of this study.

These are:

1. It was assumed that the traditional cultural backgrounds of the international students influence their attitudes toward American television advertising.
2. It was assumed that the international students' attitudes toward American television advertising are changed by the extent to which they absorb American culture.
3. It was assumed that the international students try to reduce dissonance and achieve consonance in their attitudes toward American television advertising and American experience.

Organization of the Thesis

The report of this study is organized into six chapters. Development of thesis, purpose of the study, assumptions, and organization of the study are included in this chapter.

Chapter II contains the theoretical background for the study and a review of related studies. The research problems, hypotheses, and operational definitions constructed for the study are found in Chapter III.

An explanation of the procedures used to carry out the research is presented in Chapter IV. Chapter V presents the results and discussions of the findings. Finally, a summary of the study, conclusions, limitations of the study, and recommendations for the future research are presented in the last chapter.

CHAPTER II

REVIEW OF LITERATURE

The term "attitude" in this thesis refers to a persistent tendency on the part of foreign students to feel in a particular way toward American advertising. Therefore, emphasis in this literature review is placed on the study of the attitude. The framework provided by attitude study is both logical and enlightening to the study of the belief about advertising.

This chapter also reviews the prior studies related to the study of international students' attitudes toward American advertising. The studies reviewed here will provide the necessary empirical and theoretical base for the study of the international students' attitudes toward American advertising.

Definitions of Attitude

Various definitions of attitude have been advanced. Allport (1935) defined an attitude as a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Murphy and Newcomb (1937) defined attitude as primarily a way of being set toward or against certain

things. Rosenberg (1956) defined attitude as a relatively stable affective response to an object.

In another view, Katz and Stotland (1959) stated that an attitude is a tendency or disposition to evaluate an object or the symbol of the object in a certain way. Most investigators would probably agree that attitude can be described as a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object.

Doob (1947) described attitude as a learned predisposition to respond; that is, it is a learned mediating response. According to him, one has to learn the attitude--- the appropriate predisposition toward any given object. Once one has learned the attitude, he also must learn what response to make to it.

In contrast to this, Thurstone (1961) viewed attitude as a relatively simple unidimensional concept, referring to the amount of affect for or against a psychological object. He defined attitude as an affective concept. That is, he believed an attitude was the degree of positive or negative affect associated with a psychological object. He saw that psychological objects could be a symbols, phrases, slogans, persons, institutions, ideals, or ideas toward which individuals differ with respect to positive or negative affect. Positive affect can be interpreted to mean the individual likes, or has favorable attitudes toward, the

object. Negative means the individual dislikes, or is unfavorable, toward the subject.

Components of Attitude

Attitude is said to include three basic components: 1) the cognitive component which denotes the subject's knowledges, opinions, beliefs, and thoughts about the object, 2) the affective component which refers to a person's feelings toward an evaluation of some object, person, issue, or event, and 3) the conative component which refers to his behavioral intentions and his actions with respect to or in the presence of the object.

According to Fishbein (1965), people who construct attitude scales rarely maintain that their instruments are measuring three components; instead, they usually contend that their scales indicate people's evaluations of, or affects toward, an object or concept.

Thus, although attitudes are often said to include all three components, it is usually only evaluations or the affective component that is measured and treated by researchers as the essence of attitude.

A consideration of most standardized instruments for measuring attitudes also demonstrates that the single affective score they obtain is in fact derived from a consideration of a subject's beliefs and the evaluative aspects of those beliefs. For example, in Thurstone Scaling

and Likert Scaling, the subject is confronted with a series of belief statements. In both cases, the attitude score is indexed from a consideration of the respondent's beliefs---his agreement or disagreement with each of the statements.

Attitude is viewed as affective or evaluative in nature and is determined by the person's beliefs about the attitude object. Most people hold both positive and negative beliefs about an object, and attitude is viewed as corresponding to the total affect associated with their beliefs. In terms of the relation between beliefs and attitudes, a conceptual framework thus suggests that "a person's attitude toward any object can be seen as a function of his beliefs about the object" (Fishbein, 1966, p. 205).

Whereas attitude refers to a person's favorable or unfavorable evaluation of an object, beliefs represent the information he has about the object. Specifically, a belief links an object to some attribute.

People may differ in their belief strength with respect to attribute association about any object. In other words, they may differ in terms of the perceived likelihood that the object has, or is associated with, the attribute in question.

Thus, one can say that "belief strength, or more simply belief can be measured by a procedure which places the subject along a dimension of subjective probability

involving an object and some related attribute" (Fishbein and Ajzen, 1975, p. 12).

Measurements of Attitude

The procedures for measuring attitudes can generally be divided into two major categories--- direct and indirect. With direct procedures, a person is asked to provide a self-report of his attitude. With indirect procedures, an attempt is made to measure a person's attitude without the person knowing it.

The great majority of attitude studies rely almost exclusively on direct self-report measures of attitude. When reliability and validity checks are made on the various direct and indirect procedures, the indirect procedures are often found to be inferior to the direct attitude scales (Lemon, 1973).

Petty and Cacioppo (1983) saw the advantage and disadvantage of the direct techniques as follows:

The advantage of the direct techniques is their greater precision or sensibility--- that is, they are better than the indirect techniques at pinpointing relatively small differences in attitudes that may exist between subjects. In contrast, the indirect techniques have been most useful in detecting relatively large differences in affect between people. The primary disadvantages of the direct techniques that people may be unwilling to give their attitudes or may be deliberately misleading about their attitudes--- have not really proven problematic in research. This is probably because most attitude research does not deal with highly sensitive issues, and in many studies the subjects' attitudinal responses are kept anonymous. If the issues are relatively uninvolved and anonymity is assured, there

is little reason to misrepresent one's attitude.
(p. 22)

Direct procedure includes Thurstone Scale, Likert Scale, the Semantic Differential, and the One-item Rating Scale. However, this study employs Likert Scale and the Semantic Differential.

Likert Scale Likert (1932) published a paper "A Technique for the Measurement of Attitudes," that described a procedure to measure attitude. According to him, the first step in constructing a Likert scale is that a large number of opinion statements relevant to the attitude issue are collected. Each statement should clearly express either a positive or negative feeling about the issue under consideration. In the next step, a large sample of people express the extent of their own agreement with each of the statements on a five-point scale. Since the scale assumes that each of the items measures the same underlying attitude, any items that do not correlate highly with the total test score (obtained by summing the responses to the individual items) are eliminated from the scale. Thus, the person's attitude score is obtained by summing the responses to the items that remain.

The Semantic Differential In an attempt to understand the dimensions of meaning of words, Osgood, Suci, and Tannenbaum (1957) developed a convenient way to assess

attitudes toward a wide variety of people, objects, and issues. These researchers discovered that three factors accounted for most of the meaning that we assign to different words: evaluation (how good or bad, valuable or worthless something is), potency (how strong or weak, heavy or light something is), and activity (how fast or slow, excitable or calm something is). The first factor corresponds to what we consider an attitude. Osgood (1965; Osgood et al., 1957) suggested that attitudes could be measured by having subjects rate the attitude object on bipolar adjective pairs that represented the evaluative dimension of meaning. The semantic differential technique is comparable in reliability to the Thurstone and Likert procedures (Robinson & Shaver, 1969).

This theoretical background can be applied for this study as follows:

1. International students' attitudes toward American advertising are composed of three aspects--- cognitive, affective, and conative component.
2. They hold many beliefs in their cognition about American advertising. That is, many different characteristics, attributes, values, goals, and concepts are positively or negatively associated with American advertising.
3. Their beliefs about American advertising can be measured through the use of such an instrument as

the Likert Scaling method which asks them to place American advertising along some attribute statements made for this study.

Cognitive Dissonance Theory

The three major theories of cognitive consistency and attitudes are balance, congruity, and cognitive dissonance. The concepts of balance, congruity, and dissonance are due to Heider (1946), Osgood and Tannenbaum (1955), and Festinger (1957), respectively. According to these theories, the internal mapping of a person's world consists of elements of knowledge called cognitions. These cognitions are interconnected and organized into cognitive systems.

This internal mapping and organizing serves to structure an individual's world and make it comprehensible and predictable. The elements of this mapping, called cognitions, are numerous and are interconnected to form organized and efficient systems of elements.

Common to the concepts of balance, congruity, and cognitive dissonance is the notion that thoughts, beliefs, attitudes, and behavior tend to organize themselves in meaningful and sensible ways. That is, the general notion underlying consistency theories of attitudes is that there is a strong tendency for people to maintain consonance (consistency) among the elements of a cognitive system.

In this respect, the concept of consistency underscores and presumes human rationality. It holds that behavior and attitudes are not only consistent to the objective observer, but that individuals try to appear consistent to themselves. It assumes that inconsistency is a noxious state setting up pressure to eliminate it or reduce it.

Cognitive dissonance theory was first proposed by Leon Festinger in 1957. This theory is unique in one important aspect.

Other consistency theories simultaneously consider the interrelationships among a number of elements to determine whether or not the structure of elements is balanced (Cartwright & Harary, 1956). Cognitive dissonance theory, on the other hand, considers only pairs of elements at a time. The magnitude of the dissonance within a set of many elements is determined by 1) the proportion of relevant elements that are dissonant and 2) the importance of the elements to the person.

Festinger considered two elements as either consistent, inconsistent, or irrelevant to one another. According to him, two elements are consistent (consonant) when one follows from the other. He said two elements are inconsistent (dissonant) when knowledge of one suggests the opposite of the other. A violation of a person's expectancy

might lead to dissonance between the two elements (Aronson, 1969; Brehm & Cohen, 1962).

It further holds that dissonance ". . . being psychologically uncomfortable, will motivate the person to try to reduce dissonance and achieve consonance" and ". . . in addition to trying to reduce it, the person will actively avoid situations and information which would likely increase the dissonance" (Festinger, 1957, p. 3).

In other words, cognitive dissonance gives rise to activity oriented toward reducing or eliminating the dissonance.

Festinger (1957) suggested three modes that people would reduce the magnitude of dissonance.

First, the person can change one of the elements to make two elements more consonant. Second, the person adds consonant cognitions to reduce dissonance. Third, a person can reduce cognitive dissonance by changing the importance of the cognitions.

This cognitive dissonance theory can be applied for this study as follows:

1. The international students' positive or negative beliefs about American advertising and their positive or negative perceptions of American experience are two cognitions that are elements within a system of elements about America which they have.

2. If the international students do not like American advertising and willingly express attitudes in favor of American experience, this inconsistency causes them to feel uncomfortable and motivates them to somehow resolve their inconsistency. Therefore, they might resolve this inconsistency by deciding that they actually favor American advertising. That is, the international students who like American experience are likely to respond in favor of American advertising and vice versa.
3. Their consistency (consonant) of two elements--- American advertising and American experience--- can be measured through the use of correlation analysis.

Review of Prior Studies

An abundance of literature has been published on the field of general attitudinal research toward advertising. But only a few have been published on the attitudes of international students toward American advertising. Although many studies were helpful in providing background material and information, only selected sources are examined and reported in this review.

The main sources were articles published in Journal of Advertising Research, Journal of Advertising, and Journalism Quarterly. Additional references studied included articles

published in Harvard Business Review and books on the subject of American advertising.

A review of the literature revealed evidence that this research area may provide important information in international advertising.

Pierce (1970) studied the reasons that foreign students enrolled in American universities and colleges liked or disliked American advertising. In his research, he revealed the major reasons for students feeling favorable toward American advertising were 1) the enjoyment it provides personally, 2) the assistance it gives to business in this country, and 3) the helpful amount of specific product information it contains. On the other hand, the most salient reasons for disliking advertising were 1) the large amount of it, 2) its intrusiveness, 3) the high level of bias or untruth, 4) the substantial annoyance or boredom factor, 5) the interruption of entertainment, and 6) the fact that many advertising messages are insulting to intelligence.

In his other research (1971) he found a strong correlation between foreign students' levels of favorability toward American advertising and the stage of economic development in the students' home countries.

He separated respondents into groups according to the stage of economic development of their home countries as follows:

1. Group I. Prevailing Industrial Economy
2. Group II. Prevailing Agricultural/Industrial
 Economy
3. Group III. Prevailing Agricultural Economy
4. Group IV. Prevailing Subsistence Economy
5. Group V. American Students

His assessment of the institutional saliency consisted of five primary categories: 1) expressed interest in advertising, 2) amount of reported conversation about it, 3) amount of attention paid to it, 4) number of complaints voiced about it, and 5) need felt for immediate attention and change. In his study, he concluded that the lower the stage of economic development of students' home countries, the more favorable was their overall attitudes toward advertising as an institution in America.

Rubens da Costa Santos (1976) found that the attitudes of the Latin American students were different from those of their American counterparts. The Latin Americans were more likely to have stronger attitudes. Also, the attitudes of Latin American students toward all types of advertisements were more favorable than those expressed by American students.

In addition to these studies, there is some research which examined attitudes toward advertising, although it does not include foreign students.

Haller (1974) investigated American collegiate attitudes toward advertising. In his research, Haller found:

1. Little more than one-third of those students responding felt that advertising is necessary at all.
2. More than three-fourths of the respondents believed that more than half of all advertising presents invalid or misleading claims.
3. More than 80 per cent of the respondents felt that over one-half of all advertising insults their intelligence.
4. Nearly two-thirds of those students responding felt that more than one-half of all advertising was irritating.
5. More than 80 per cent of the respondents rate television advertising highly annoying.

Larkin (1977) in his research about American college student attitudes toward advertising identified the current opinions and attitudes of American college students toward advertising. He used four attitudinal areas to elicit information from the students: 1) economic effects of advertising, 2) social effects of advertising, 3) ethics of advertising, and 4) regulation of advertising. In his research, he found that all the students used as subjects were critical of advertising and felt that it is not

performing at or near their level of expectation. They are all in agreement on four statements:

1. Advertising persuades people to buy things they do not need or should not buy.
2. There is too much exaggeration in advertising.
3. Advertising should be more realistic.
4. Too much of today's advertising attempts to create a trivial or imaginary difference between products that are actually identical or very similar in composition.

However, he found that despite these similarities in attitudes, there are distinct differences between the individual types and the degree to which they hold negative opinions toward advertising.

As mentioned so far, several studies have dealt with the foreign students' attitudes toward American advertising. But all the findings are based upon three studies by two researchers--- Pierce and Rubens da Costa Santos.

Therefore, these findings do not provide the basis for external validity because they may invite invalid conclusions due to unusual circumstances or sampling characteristics as well as other methodological artifacts.

Therefore, it is important that the results of these studies should be replicated in order to be relatively certain of the results. Cohen (1965) states that "no single experiment constitutes a crucial experiment which will

settle an issue." Jackson and Morf (1973) suggest that replicability is the minimum requirement of science and that replication shows that chance alone did not account for the results of a study.

[On the other hand, none of the studies has compared the groups of the international students having different cultural backgrounds by continents and world regions. In addition, prior studies on international students found in the literature did not probe the differences among the students from three world regions--- Asian, Arabian, and Latin American students.

Therefore, this study will extend the present knowledge in the international students' attitudes toward American advertising by comparing three groups of international students from three world regions beyond that already attained.]

This study's primary goal is to add to our knowledge about international students' perceptions of advertising and to probe the differences among the students from three world regions in their attitudes toward American advertising.

CHAPTER III

RESEARCH PROBLEMS

As indicated by the literature review, there are very few empirical studies dealing specifically with the attitudes of international students toward American advertising. As mentioned earlier, only three studies (Pierce, 1970 and 1971; Rubens da Costa Santos, 1976) have tended to deal with international students' attitudes.

Pierce, in his study (1970), studied the reasons that international students liked or disliked American advertising as an institution of the United States without separating them by their home countries. Therefore, we could not know whether any difference among countries existed. In his second study (1971), he studied the correlation between international students' levels of favorability toward American advertising and the stage of economic development in the students' home countries. It was conducted to find any relations between attitude and the level of economic development.

Finally, Rubens da Costa Santos (1976) examined the attitudes of Latin American students. But it was conducted only to Latin American students without comparing them with other foreign countries.

Clearly, none of the studies conducted has compared international students by separating them into cultural characteristics of their home countries. For these reasons, this study attempts to examine the difference in attitudes of international students toward American advertising.

The specific problems to be investigated in this study are stated as follows:

1. Do beliefs among Asian, Arabian, and Latin American students about American television advertising differ from one another?
2. Is there a significant relationship between beliefs of international students about American television advertising and their perceptions of American experience?
3. Do the international students' beliefs about American television advertising differ by the length of their stay in the United States?

Hypotheses

For this study, six hypotheses were constructed. Five hypotheses were based primarily on the attitude theory and the cognitive dissonance theory already discussed in literature review. The last hypothesis was exploratory in nature. This hypothesis was derived from the concept of acculturation.

Dodd (1982) said that "acculturation refers to the process of learning and adapting to new cultural behaviors that are different from one's primary learned culture" (p. 102).

It is assumed that the international students have contacted American culture during their stay in the United States. Their contact with American culture may also produce acceptance of American ideas and way of thinking

In other words, international students' cultural contact with American culture may lead to absorption of American cultural patterns. Further, their cultural contact can also produce their attitude change toward American advertising. According to Gudykunst (1977), the intercultural contact generally leads to attitude change.

On the one hand, the international students can be divided into several groups by the length of their stay in America. Their length of stay can be translated as the period of acculturation from their own culture into American culture.) From the point of view, it is assumed that the attitude toward American television advertising may be changed by the period of acculturation.

This hypothesis was based on the above discussion. Specifically, the hypotheses were:

H₁ The beliefs of Asian, Arabian, and Latin American students about American television advertising will differ in the informative

reaction to television advertising.

- H₂ The beliefs of Asian, Arabian, and Latin American students about American television advertising will differ in the enjoyable reaction to television advertising.
- H₃ The beliefs of Asian, Arabian, and Latin American students about American television advertising will differ in the annoying reaction to television advertising.
- H₄ The beliefs of Asian, Arabian, and Latin American students about American television advertising will differ in the offensive reaction to television advertising.
- H₅ There is a significant positive correlation between the international students' beliefs about American television advertising and their attitudes toward American experience.
- H₆ The international students' beliefs about American television advertising will differ by the length of their stay in the United States.

Operational Definitions

In order to simplify and categorize the respondents' evaluations on beliefs about television advertising, this study utilized advertising reaction categories---informative, enjoyable, annoying, and offensive.

These four statements categorizing beliefs about television advertising were developed from a Bauer and Greyser study (1968) that examined how consumers evaluated advertisements positively and negatively. That study had yielded a list of general reasons for favorable and unfavorable reactions to advertising.

Bauer and Greyser made people evaluate whether an advertisement was favorable or unfavorable to them. And they asked respondents the reasons why they felt favorably or unfavorably. From the various reasons, they analyzed and broke down the reasons into the four categories. Thus, they divided and called categories as "informative reaction" and "enjoyable reaction" for favorable reasons and as "annoying reaction" and "offensive reaction" for unfavorable reasons.

According to their analysis, the basis for these categories was as follows:

Informative reaction--- The major cluster of reasons why people regard advertisements as informative is that they think they have learned something from the advertisements.

Enjoyable reaction--- Most of the reasons have to do with an appreciation of the advertisement itself and the pleasure the individual derived from vicarious enjoyments of the situation depicted.

Annoying reaction--- The primary reasons people cite when categorizing an advertisement as annoying relate to the stimulus qualities of the advertisement.

Offensive reaction--- The basis for offensive category is the degree of moral concern consumers express over the advertising of some products, and over the exposure of certain advertisement to children.

The two notions of "annoying" and "offensive" for unfavorable evaluations were considered in terms of degree of displeasure. That is, "annoying" relate to less serious aspects of advertising than "offensive."

The other operational definition was also utilized for American experience. In order to assess the attitude toward American experience, this study calculated the mean of the ratings on the four experiential elements--- 1) American economic system, 2) American political system, 3) American people, and 4) American college life--- that the international students can easily perceive America.

The operational definitions to be utilized for this study are as follows:

1. Informative reaction-- This reaction refers to the respondents' agreeable evaluations on the following positive statements, and the belief about it is measured by asking respondents to rate each statement on a five-point scale ranging from strongly agree to strongly disagree.
 - a) American television advertising tells something interesting or worthwhile.

- b) American television advertising tells how the products work.
 - c) American television advertising gives information about prices.
 - d) American television advertising tells about new products, services, or features.
 - e) American television advertising gives the ingredients of the products.
 - f) American television advertising tells how to use the products.
2. Enjoyable reaction-- This reaction refers to the respondents' agreeable evaluations on the following positive statements and is also measured by asking respondents to rate each statement on a five-point scale ranging from strongly agree to strongly disagree.
- a) American television advertising provides some good music and jingles that I like.
 - b) American television advertising shows performers who I like.
 - c) American television advertising is visually appealing.
 - d) American television advertising is funny and amusing.
 - e) American television advertising gives a good presentation that is pleasant to watch.

- f) American television advertising promotes good products.
3. Annoying reaction-- This reaction refers to the respondents' agreeable evaluations on the following negative statements and is measured by asking respondents to rate each statement on a five-point scale ranging from strongly agree to strongly disagree.
- a) American television advertising is broadcast too often.
 - b) American television advertising is too long.
 - c) American television advertising is too loud.
 - d) American television advertising interrupts something.
 - e) American television advertising is shown together with too many advertisements.
4. Offensive reaction-- This reaction refers to the respondents' agreeable evaluations on the following negative statements and is measured by the same method.
- a) American television advertising deals with product that should not be advertised.
 - b) American television advertising is exaggerated.
 - c) American television advertising is untruthful.
 - d) American television advertising is irrelevant; it had nothing to do with what was advertised.

- e) American television advertising shows unreal situations or demonstrations.
 - f) American television advertising is silly, ridiculous.
5. American experience-- This concept refers to the four American cultural elements--- American economic system, American political system, American people, and American college life. The perception of American experience is measured by having respondents rate the four American experiential elements they have been experiencing in America on bipolar adjective pairs that represented the evaluative dimension of meaning.

CHAPTER IV

METHODOLOGY

Research Design

This study is a one-shot descriptive of three groups, that is, a sampling of Asian, Arabian, and Latin American students who were enrolled at the University of Tennessee, Knoxville, in the fall quarter of 1987.]

This research design was selected because it allowed the researcher to obtain data in realistic settings.

Using Haskins' notational system (1968), this research design can be described as a one-shot descriptive survey of three populations and is portrayed graphically as follows:

	t_1	t_2	t_3
P_{1a}	---	---	M_{1-7}
P_{2a}	---	---	M_{1-7}
P_{3a}	---	---	M_{1-7}

P_1 : All the Asian students enrolled at the University of Tennessee, Knoxville

P_2 : All the Arabian students enrolled at the University of Tennessee, Knoxville

P_3 : All the Latin American students enrolled at the University of Tennessee, Knoxville

P_{1a} : A random sample of all the Asian students enrolled at

the University of Tennessee, Knoxville

p_{2a} : A random sample of all the Arabian students enrolled
at the University of Tennessee, Knoxville

p_{3a} : A random sample of all the Latin American students
enrolled at the University of Tennessee, Knoxville

M_1 : Measurement of the subjects' home countries

M_2 : Measurement of beliefs in the informative reaction
to American television advertising

M_3 : Measurement of beliefs in the enjoyable reaction to
American television advertising

M_4 : Measurement of beliefs in the annoying reaction to
American television advertising

M_5 : Measurement of beliefs in the offensive reaction to
American television advertising

M_6 : Measurement of perceptions of American experience

M_7 : The length of stay in America

t_1 : Time before the survey was administered

t_2 : Time before the survey was administered

t_3 : Time in which the survey was administered

* Notational system employed in the above figure developed
by Jack B. Haskins and can be found in his monograph for the
Advertising Research Foundation, How to Evaluate Mass
Communications, 1968.

Sampling Prodedure

To conduct a mail survey, a letter requesting permission to conduct a survey was sent to the Office of Research Compliances that reviews all projects involving human subjects to assure their protection. By return letter the Office of Research Compliances granted the approval for the survey (See Appendix A). Additionally, the information about the international students of the University of Tennessee, Knoxville, was supplied through an interview with Wendy Syer, who works as Coordinator of International Services, Center for International Education.

The total number of international students enrolled in the fall quarter of 1987 was 839, except for permanent resident students. Of that total, 429 were Asian students, 178 were Arabian students, 69 were Latin American students, and 163 were students from other world regions.

Based on the information supplied by Wendy Syer, the sample of students was selected from the list of the international students from three world regions--- Asia, Arab, and Latin America as it appeared in the 1987 directory of the international students.

This study employed the stratified random sampling to increase statistical efficiency. This sampling technique was employed because of the following reasons:

1. Selection is made from a homogeneous group.
2. Comparisons can be made to three populations.

3. Representativeness of relevant variables is assured.

4. Sampling error is reduced.

The stratified random sampling procedure was done in two-stage process. First, after excluding the students who came from other areas than three world regions from the sample frame (the address list of the international students), each sampling unit in the target population was assigned to one of three nonoverlapping strata (Asia, Arab, and Latin America) according to the subjects' home countries.

In the second stage of the process, independent samples were randomly selected from each stratum. In this stage, the allocation of the sample size to three strata was decided by the proportional allocation that appropriates the sample size to strata in proportion to the sizes of the subpopulation. The proportional allocation was used by the consideration of a representative sample: if a stratum comprises a large portion of the whole target population, it should be allowed to contribute a large share to the sample.

According to the above discussion, the sample size of each stratum was calculated. The total number of the international students of the University of Tennessee, Knoxville, was 839 as shown in Table 1. After excluding the students from other regions, the composition of the students from Asia, Arab, and Latin America was as shown in Table 2.

TABLE 1

The Number of International Students by World Region

World Region	Number of Students	Percent
Asia	429	51.2
Arab	178	21.2
Latin America	69	8.2
Others	163	19.4
Total	839	100.0

TABLE 2

The Number of International Students from
Three World Regions (Asia, Arab, and Latin America)

World Region	Number of Students	Percent
Asia	429	63.5
Arab	178	26.3
Latin America	69	10.2
Total	676	100.0

A random sample of 450 out of a list of 676 of three world regions was selected. According the proportional allocation to decide sample size in proportion to the size of the actual number, each regional group was sampled as shown in Table 3.

In this stage, to reduce the sample size proportionally, while preserving randomness, each student was assigned a number and a table of random numbers was used to select the sample. For Asian students, a number was assigned to actual names of Asian students (1 through 429). Then, 290 numbers less than 429 were selected from the table of random numbers and those students assigned the numbers were used as the sample for Asian students. Also, a number was assigned to actual names of Arabian students (1 through 178), then 110 numbers less than 178 were selected from the table of random numbers ,and those students assigned the numbers were selected as the sample for Arabian students. For Latin American students, the same procedure was used.

Measurements and Variables

The following dependent and independent variables were used in this study:

1. Dependent variables.

- a. The international students' beliefs about American television advertising in the informative reaction (Section I, item #1 to 6)

TABLE 3
The Number of Sample from Three World Regions

Region	Number of Students	Percent
Asia	290	64.5
Arab	110	24.4
Latin America	50	11.1
Total	450	100.0

- b. The international students' beliefs about American television advertising in the enjoyable reaction (Section I, item #7 to 12)
 - c. The international students' beliefs about American television advertising in the annoying reaction (Section I, item #13 to 17)
 - d. The international students' beliefs about American television advertising in the offensive reaction (Section I, item #18 to 23)
 - e. The international students' attitudes toward American experience (Section II, item #24 to 27)
2. Independent variables.
- a. The international students' home countries (Section III, item #29)
 - b. Their lengths of stay in the United States (Section III, item #28)

Data Gathering Instrument

As mentioned in the literature review, the cognitive (belief) dimension of attitudes is usually observed empirically by use of verbal behavior measures, such as self-reported questionnaire items. This approach is often used in communications and psychology research to gather data representing psychological attitudes and to measure the direction and intensity of such attitudes. Based on general

acceptance, a self-reported questionnaire was constructed as the data gathering instrument for this study.

Two scaling procedures were used in the questionnaire to determine the international students' attitudes. In order to determine the international students' cognitive beliefs about American television advertising, an equal-interval appearing intensity scale developed by Likert (1932) was used. This technique allows an individual to indicate his agreement or disagreement with an item through the use of a five-interval rating system. Because of equal-interval appearing characteristics it was assumed that Likert-scaled statements provided interval rather than ordinal measurement. / The five intervals for this study were: Strongly agree, Agree, Neutral, Disagree, and Strongly disagree. Scoring was accomplished by assigning values of 5, 4, 3, 2, and 1, respectively. Scoring was reversed for negatively worded items. / A respondent's belief about television advertising was determined by summing his score on each Likert-scaled statement, then dividing that score by the total number of Likert-scaled statements. / This obtained each subject's overall mean score. Individual means were then summed and divided by the number of respondents. This produces an overall mean score for all respondents. / For example, to determine the international students' beliefs about American television advertising, their individual means in the four reaction categories--- informative,

enjoyable, annoying, and offensive--- were summed and divided by the number of the international students. Also, to determine Asian students' beliefs in the informative reaction aspect to television advertising, individual means of Asian students in the informative reaction were summed and divided by the number of Asian students. In other words, it is the mean that is used to represent Asian students' beliefs about American television advertising in the informative aspect.

The other scaling procedure used was the five-interval version of the semantic differential by Osgood, Suci, and Tannenbaum (1957). This procedure was used to determine the attitudes toward American experience. The semantic differential was selected for use in this study for the following reasons: 1) it provided interval-scaled data for statistical analysis, 2) it allowed for the respondents' attitudinal positions toward American experience to be determined by calculating the mean of the ratings on the scales used, and 3) it allowed for mean scores of American experience to be compared with scores obtained on the Likert-scaled statements.

To measure the attitudes toward American experience, the following scales were used:

good 5 4 3 2 1 bad

unfavorable 1 2 3 4 5 favorable

pleasant 5 4 3 2 1 unpleasant

negative 1 2 3 4 5 positive

A respondent's attitude toward American experience was determined by summing of the numbers corresponding to the positions checked on the subscales to be made for rating the four experiential elements, then dividing that score by the total number of the subscales.

Pretest

The questionnaire was pretested with 15 international students who were enrolled at the University of Tennessee, Knoxville. Subjects were composed of eight Asian, five Arabian, and two Latin American students.

The pretest was conducted to ascertain: 1) clarity and readability of instruction and questions, 2) modifications needed in format, rating scales, and other factors which could affect the completion of the questionnaire, and 3) amount of time needed to complete the questionnaire. After completing the questionnaire, respondents were asked to complete an evaluation of the questionnaire (See Appendix A).

The final questionnaire was revised based on recommendations from the pretest.

Data Gathering Method

For this study, a mail survey was selected as the data-gathering method. There are both advantages and disadvantages inherent in this method. However, for the purpose of this study, a mail survey seemed to be the most feasible approach. The decision to use a mail survey was based on several major advantages. The most important advantages of these considerations were:

1. Selective sampling through the use of the international students' mailing lists
2. Relative low cost
3. Sufficient time for considered answers
4. Naturalistic conditions
5. Privacy when answering; anonymity

A possible disadvantage, however, was the problem of nonresponse. Additionally, the results could be biased by the fact that those people with the greatest interest in the issue are most likely to respond and return the questionnaires.

Erdoes (1970) outlined several guides to help control the problem of nonresponse. This guides included use of an advance post card, selection of an important-sounding title for the questionnaire, and the use of a follow-up post card. Other factors that have been shown to increase response rates include: 1) having an important person or prestigious group sponsor the survey, 2) using stamped envelopes rather

than business reply envelopes, 3) asking for objective rather than subjective information, and 4) addressing cover letters to individuals by name (Miller, 1977).

Except for addressing cover letters to individuals by name, all of the above guides and factors were used in addition to identifying the investigator as a fellow international student. Furthermore, respondents were told their answers would be kept confidential and that they would remain anonymous. It was hoped that measures such as these would help increase the return and encourage respondents to answer with candor.

Final administrative procedures for distribution of the survey were coordinated through an interview with Wendy Syer, Coordinator of International Services. An endorsed letter of the Center for International Education which explained the purpose of the study was attached to the advance letter to encourage the international students to participate.

The questionnaire was five pages, which was mailed with a cover letter and a stamped return envelope. The identification number (1 through 450) was marked on the inside upper right corner of the return envelope for follow-up purposes. Subjects not returning the questionnaire by November 15 were sent a follow-up letter ten days after the questionnaire was mailed (See Table 4).

TABLE 4
Mailing Schedule

Procedure	Date Mailed
1. Advance Letter	November 3, 1987
2. Questionnaire	November 5, 1987
3. Follow-up Letter	November 15, 1987
4. Cutoff for Completed Questionnaire	November 19, 1987
5. Last Questionnaire Received	November 22, 1987

Data Analysis

Four statistical procedures were used in analyzing the attitudes of international students toward American television advertising. These procedures came from the SPSSX. Figure 1 provides a procedure diagram of the analytical methods used in this study.

The first program, one-way analysis of variance (ANOVA), was used to test hypothesis H_1 , H_2 , H_3 , H_4 , and H_6 . One-way ANOVA is capable of comparing more than two sample means at a time. Thus, it was used to determine if any significant differences in beliefs about advertising existed within independent variables, e.g., world regions and the length of stay. One-way ANOVA produced sums of squares, degrees of freedom, and mean squares, and the result of the ANOVA comparisons was presented in terms of an F-value, which was then tested for significance. However, ANOVA does not determine where the differences lie when the F-value proves significant. Therefore, to determine which group means are different from each other, Scheffe multiple comparison test was used at the same time.

The second program, Pearson Corr, was used to test hypothesis H_5 . This method of correlation analysis measured the strength of the linear relationship between the two variables mentioned in the hypothesis--- overall belief about American television advertising and perception of American experience. Additionally, it produced simple

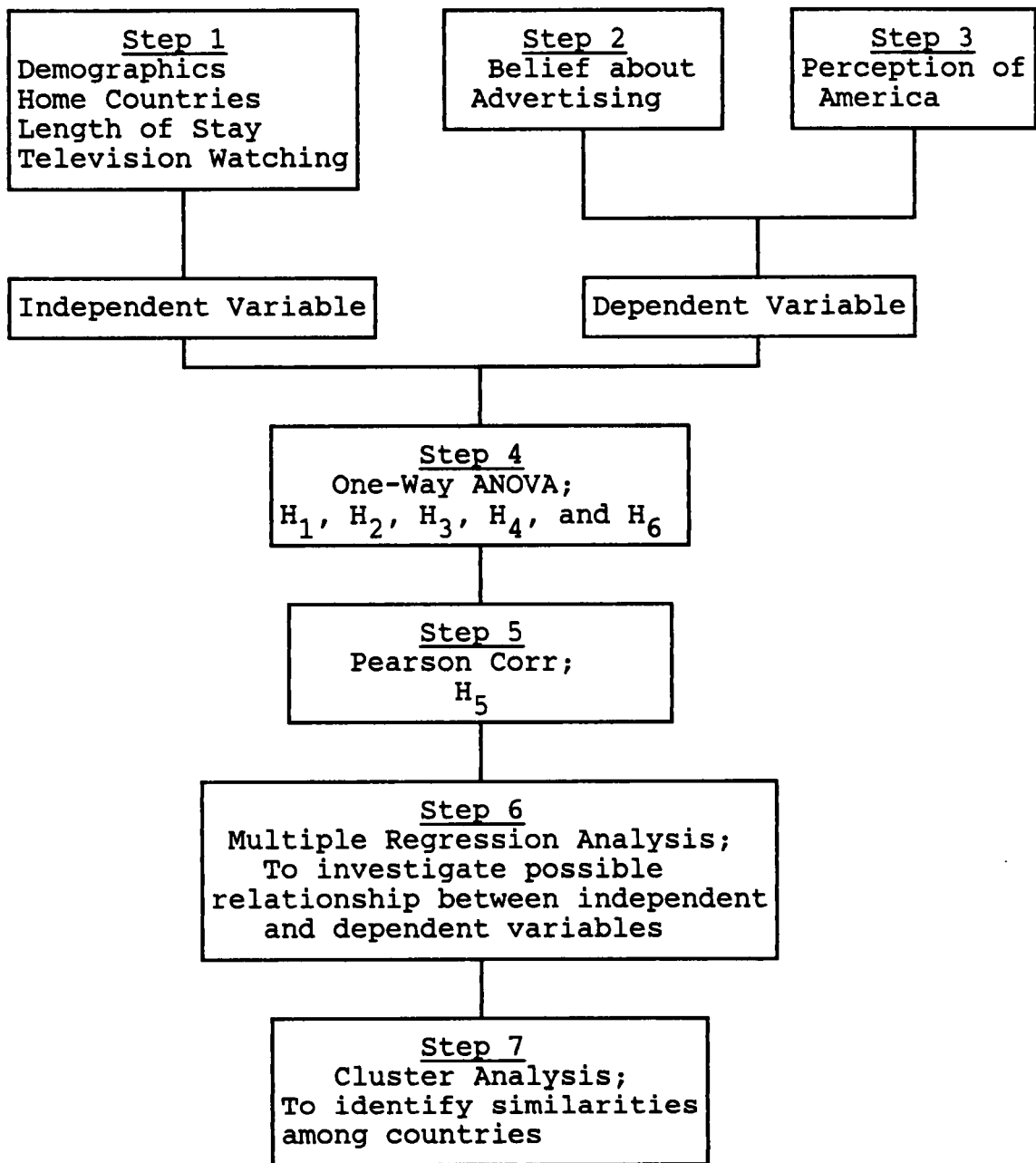


FIGURE 1
Statistical Procedure Diagram

summary statistics that described the strength of the association--- the Pearson product-moment correlation coefficient, the number of cases upon which the correlation coefficient was computed, and the test of significance. A scattergram producing a two-dimensional plot of cases located by their values on two variables, was also obtained to help understanding and interpretation of any relationship the Pearson Corr detected.

○ The third program, multiple linear regression analysis, was used to investigate the possible relationships between certain international students' demographic characteristics and their beliefs about American television advertising. The goal of this analysis was to examine several interrelated variables together. By this analysis, a linear model that relates a dependent variable to a set of independent variables is formulated. For example, an international student's current belief about American television advertising may be expressed as a function of his demographic characteristics.

○ The last program, cluster analysis, was used to identify international students' home countries with similar attitudes. This statistical method was to identify relatively homogeneous groups of cases based on selected attributes and to classify variables into homogeneous groups. It computed the similarity or distance between all pairs of objects. Based on this, similar objects were

grouped into clusters using one of several criteria for cluster formation. The clustering algorithm terminated when all objects were merged into a single cluster. Cluster analysis produced squared Euclidean distance coefficients for all possible pairs of the cases and dendrogram visually illustrating the results produced by a hierarchical clustering solution.

CHAPTER V

RESULTS OF THE STUDY

Return Rate

A total of 295 questionnaires were received from the international students. From the initial mailing, 258 questionnaires were returned; the follow-up mailing netted 37 returns. Of these, 252 questionnaires were considered usable although a few questionnaires contained one or two missing observations. Forty-three questionnaires were discarded since 27 of them were not completed and 16 did not answer to the question asking respondent's home country. Based on a sample size of 450, the usable return of 252 represented a return rate of 56.0 percent.

Demographic Characteristics

If we ignore the home country and look at age, education, and sex, the samples of the international students represent a demographically homogeneous group. Of the samples, 66.9 percent fall in the 21 to 30 age bracket, with 6.4 percent below and 26.7 percent above. The sex ratio is almost exactly four to one male. More than 63 percent of the respondents are graduate students.

In length of stay in America, more than half of the respondents (50.4 percent) had been in America for three

years or more; 18.7 percent indicated they had been staying for two years to less than three years; 18.3 percent indicated they had been staying for one year to less than two years; and those who had been staying for less than one year comprised 12.7 percent.

Of those international students who responded to the question of television watching, more than one-third of the international students (36.9 percent) indicated they watched television for one hour to less than two hours a day; 24.6 percent answered they watched less than one hour; 23.0 percent indicated two hours to less than three hours; and the remaining 15.5 percent indicated they watched for three hours or more (See Table 5).

The international students came from 28 countries. However, Asian countries predominated (See Table 6). Respondents were grouped according to the world region of their home countries. That is, their home countries were grouped into three more or less homogeneous or contiguous groups.

Belief About American Television Advertising

Mean scores on the 23 Likert-scaled statements ranged from a low of 1.702 for statement 13 (this statement was negatively worded, therefore, it had reversed scoring) to a high of 3.892 for statement 4. In the statements 1 through 12 the larger mean score are the stronger agreement with the

TABLE 5
Demographic Characteristics

Characteristics	Number of Respondents	Percent
<u>Age</u>		
20 or less	16	6.3
21 to 25	100	39.7
26 to 30	68	27.0
31 to 35	48	19.0
36 and over	19	7.5
No response	1	0.4
Total	252	100.0
<u>Sex</u>		
Male	200	79.4
Female	52	20.6
Total	252	100.0
<u>Student Status</u>		
Undergraduate	93	36.9
Graduate	159	63.1
Total	252	100.0
<u>Length of Stay</u>		
Less than 1 year	32	12.7
1 year to less than 2 Years	46	18.3
2 years to less than 3 years	47	18.7
3 years and over	127	50.4
Total	252	100.0
<u>Television Watching</u>		
Less than 1 hour	62	24.6
1 hour to less than 2 hours	93	36.9
2 hours to less than 3 hours	58	23.0
3 hours and over	39	15.5
Total	252	100.0

TABLE 6

Home Countries of Respondents by World Regions

Home Country	Number of Respondents	Percent
<u>Asia</u>		
China	36	14.3
Malaysia	32	12.7
India	30	11.9
Korea	27	10.7
Taiwan	14	5.6
Hong Kong	7	2.8
Japan	6	2.4
Singapore	6	2.4
Philippines	5	2.0
Indonesia	4	1.6
Asia Total	167	66.3
<u>Arab (Including North Africa)</u>		
Jordan	10	4.0
Tunisia	9	3.6
Iran	8	3.2
Saudi Arabia	4	1.6
Lebanon	4	1.6
Syria	4	1.6
Palestine	3	1.2
Israel	3	1.2
Yemen	2	0.8
Egypt	2	0.8
Arab Total	49	19.4
<u>Latin America</u>		
Venezuela	11	4.4
Chile	6	2.4
Brazil	5	2.0
Panama	4	1.6
Honduras	3	1.2
Mexico	3	1.2
Bahama	2	0.8
Jamaica	2	0.8
Latin America Total	36	14.3
Total	252	100.0

statements. However, in the statements 13 through 23 the larger mean score indicate the stronger disagreement with the statements. This indicate that the smaller mean score in annoying and offensive reaction denote the more negative belief and vice versa. In other words, through all the statements the larger mean score indicate that the belief about American television advertising is the more positive. Table 7 gives the mean score and other descriptive information for each statement.

Results of One-Way ANOVA Tests

Table 8 and Figure 2 represent the mean score for three world regions. One-way analysis of variance was used to determine if any significant differences in the four advertising reaction categories-- 1) informative, 2) enjoyable, 3) annoying, and 4) offensive-- to American television advertising existed within the three world regions of Asia, Arab, and Latin America. However, in all cases, except for the informative reaction, mean differences among the three world regions failed to reach significance. A summary of the results is given in Table 9.

As shown in Table 9, in the informative reaction, three world groups have significant differences at the 0.005 level ($p < .005$) in their mean scores. Therefore, hypothesis H_1 was accepted. But hypotheses H_2 , H_3 , and H_4 was rejected.

TABLE 7

Frequency Breakdown of Likert Statements

Likert Statements	Mean	Values				
		1	2	3	4	5
1. American television advertising tells something interesting or worthwhile	3.278	5 (2.0)	51 (20.2)	82 (32.2)	97 (38.5)	17 (6.7)
2. American television advertising tells how the products work	2.940	20 (7.9)	67 (26.6)	83 (32.9)	72 (28.6)	10 (4.0)
3. American television advertising gives information about prices	2.714	38 (15.1)	87 (34.5)	50 (19.8)	63 (25.0)	14 (5.6)
4. American television advertising tells about new products, services, or features	3.892	1 (0.4)	15 (6.0)	39 (15.5)	151 (59.9)	45 (17.9)
5. American television advertising gives the ingredients of the product	2.476	47 (18.7)	88 (34.9)	72 (28.6)	40 (15.9)	5 (2.0)
6. American television advertising tells how to use the products	2.778	21 (8.3)	81 (32.1)	85 (33.7)	63 (25.0)	2 (0.8)

TABLE 7 (Continued)

Likert Statements	Mean	1	2	Values			5	Missing
				3	4	5		
7. American television advertising provides some good music and jingles that I like	3.766	13 (5.2)	24 (9.5)	48 (19.0)	91 (36.1)	76 (30.2)		
8. American television advertising shows performers who I like	3.107	13 (5.2)	42 (16.7)	117 (46.4)	65 (25.8)	15 (6.0)		
9. American television advertising is visually appealing	3.865	2 (0.8)	17 (6.7)	56 (22.2)	114 (45.2)	62 (24.6)	1 (0.4)	
10. American television advertising is funny and amusing	3.631	7 (2.8)	23 (9.1)	69 (27.4)	110 (43.7)	43 (17.1)		
11. American television advertising gives a good presentation that is pleasant to watch	3.468	11 (4.4)	30 (11.9)	71 (28.2)	110 (43.7)	30 (11.9)		
12. American television advertising promotes good products	2.841	8 (3.2)	83 (32.9)	107 (42.5)	49 (19.4)	5 (2.0)		

TABLE 7 (Continued)

Likert Statements	Mean	Values				
		1	2	3	4	5 Missing
13. American television advertising is broadcast too often *	1.702	5 (2.0)	6 (2.4)	39 (15.5)	61 (24.2)	141 (56.0)
14. American television advertising is too long *	2.665	9 (3.6)	49 (19.4)	86 (34.1)	63 (25.0)	44 (17.5) 1 (0.4)
15. American television advertising is too loud *	2.643	7 (2.8)	41 (16.3)	101 (40.1)	61 (24.2)	42 (16.7)
16. American television advertising interrupts something *	1.884	4 (1.6)	14 (5.6)	46 (18.3)	72 (28.6)	115 (45.6) 1 (0.4)
17. American television advertising is shown together with too many advertisements*	2.107	1 (0.4)	12 (4.8)	70 (27.8)	99 (39.3)	70 (27.8)
18. American television advertising deals with products that should not be advertised *	3.333	30 (11.9)	79 (31.3)	98 (38.9)	35 (13.9)	10 (4.0)
19. American television advertising is exaggerated *	2.247	2 (0.8)	18 (7.1)	64 (25.4)	123 (48.8)	44 (17.5) 1 (0.4)

TABLE 7 (Continued)

Likert Statements	Mean	Values				
		1	2	3	4	5 Missing
20. American television advertising is untruthful *	2.960	2 (0.8)	59 (23.4)	131 (52.0)	47 (18.7)	13 (5.2)
21. American television advertising is irrelevant; it had nothing to do with what was advertised *	3.402	22 (8.7)	105 (41.7)	84 (33.3)	32 (12.7)	8 (3.2) 1 (0.4)
22. American television advertising shows unreal situations or demonstrations *	2.717	5 (2.0)	52 (20.6)	84 (33.3)	87 (34.5)	23 (9.1) 1 (0.4)
23. American television advertising is silly, ridiculous *	3.357	23 (9.1)	88 (34.9)	98 (38.9)	35 (13.9)	5 (2.0) 3 (1.2)
Overall mean (23 statements, n = 252)	2.922					

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; and 5 = Strongly Agree

An asterisk(*) denotes an item that was negatively worded and therefore had reversed scoring. The number below "values" is absolute frequency. The number in parenthesis denotes the relative frequency (percent).

TABLE 8

Beliefs of Three World Regions
by Four Advertising Reaction Categories

Reaction Category	Asia	Arab	Latin America
Informative	3.0908	2.9306	2.7778
Enjoyable	3.4739	3.3878	3.4306
Annoying	2.1772	2.1417	2.3714
Offensive	3.0657	2.8472	2.9951

* The larger mean score represents a more positive belief.

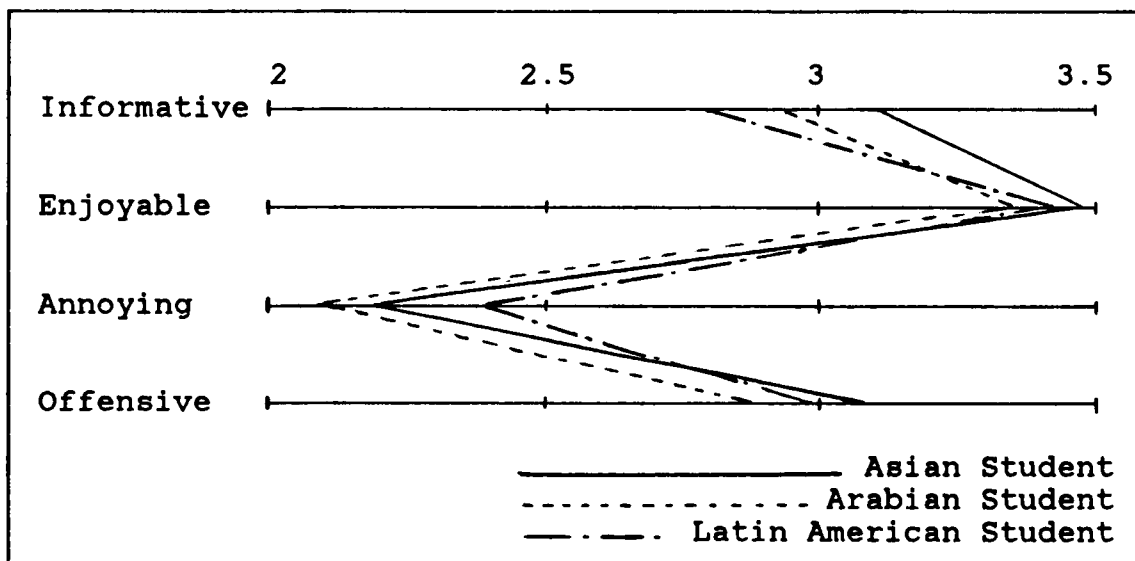


FIGURE 2

Belief Comparison by Three World Regions

TABLE 9

Summary of One-Way ANOVA Tests
on Advertising Reactions of Three World Regions

Source	df	Sum of Squares	Mean Squares	F-ratio
<u>Informative</u> *				
Between Groups	2	3.3281	1.6641	5.5746
Within Groups	248	74.0300	0.2985	
<u>Enjoyable</u>				
Between Groups	2	0.2931	0.1490	0.3295
Within Groups	248	112.1515	0.4522	
<u>Annoying</u>				
Between Groups	2	1.2769	0.6385	1.3102
Within Groups	247	120.3616	0.4873	
<u>Offensive</u>				
Between Groups	2	1.7875	0.8937	2.6326
Within Groups	244	82.8342	0.3395	

* $p < .005$

In addition to this, by the length of the international students' stay in the United States, mean differences among students also failed to reach significance. Therefore, hypothesis H_6 was also rejected.

Scheffe Multiple Comparison Procedure

In the informative reaction, although the three world regions have significant differences, a significant F-ratio indicates only that the group means are probably unequal. It does not pinpoint where the differences are. To determine which group means are different from each other, multiple comparison procedure was used. This procedure set up more stringent criteria for declaring differences significant than does the usual t-test. That is, the difference between two sample means must be larger to identified as a true difference (Norusis, 1983).

By reason of this, Scheffe test was used for the multiple comparison procedure. The Scheffe method is conservative for pairwise comparisons of means. It requires larger differences between means for significance than most of the other methods. Figure 3 represents the result of the Scheffe multiple comparison procedure of the three world regions. The means are ordered and printed from smallest to largest, as shown in Figure 3. Pair of means that are significantly different at the 0.05 level in this case is indicated with an asterik in the lower half of the matrix at

(*) DENOTES PAIRS OF GROUPS SIGNIFICANTLY DIFFERENT
AT THE 0.050 LEVEL

		L	A	A
		A	R	S
		T	A	I
		I	B	A
		N		
		A		
		M		
		E		
		R		
		I		
		C		
		A		
MEAN	GROUP			
2.7778	LATIN AMERICA			
2.9306	ARAB			
3.0908	ASIA			
			*	

FIGURE 3

The Result of Scheffe Multiple Comparison

the bottom of the figure. The asterik under the vertical column labeled "Latin America" means that Latin America is significantly different from Asia. Another pair was not found to be significantly different.

Attitude Toward Four Concepts of America

Four concepts to determine the perception of American experience were included in the questionnaire. Table 10 gives the mean score and the relative familiarity value for each concept. This table gives the international students' responses to the scale of the semantic differential that was designed to determine their experiences in American life. These responses represent the intensity of the international students' attitudes toward each of the four concepts. The familiarity value was derived from the number of times respondents rated a concept neutral (3) on all four scales. That is, it was computed by summing the number of times respondents rated a concept neutral on all four scales and dividing it by the number of respondents. It was assumed that such ratings indicated the international student was unfamiliar with the concept. For example, a high familiar score on Table 10 would indicate that many international students were not familiar enough with the concept to evaluate it. On the opposite end, a low score would indicate the concept was known to most respondents.

TABLE 10
Mean and Familiarity Scores
for Semantic Differential Concepts

Concept	Mean ^a	Familiarity ^b
American Economic System	3.4410	1.53 (n = 250)
American Political System	3.1833	1.37 (n = 251)
American College Life	3.8165	0.71 (n = 252)
American People	3.7709	1.04 (n = 251)

^a The means for the semantic differential concepts are "true" values as they were calculated from continuous data. Individual responses were coded with a given-- 1, 2, 3, 4, or 5-- on the basis of the five-interval scale, e.g., 1 = unfavorable, 5 = favorable, etc.

^b The average frequency of neutral or no opinion responses received on all four scales. The lower the score the more familiar the subjects appear to be with the concept.

Looking at the means for the four concepts is interesting. With the international students, the highest mean score was obtained by American College Life (3.8165), American People was second (3.7709), American Economic system was third (3.4110), and American Political System was last (3.1833). Generally speaking, from these results, it is assumed that international students have favorable attitude toward America. Especially, they seem to have more favorable attitude toward American college life, and the result can be explained by their status as students.

On the other hand, in the aspect of American political system recording the lowest mean score, it is possible that a third factor, such as the foreign relationships between America and students' home countries, may be responsible for their responses.

A one-way analysis of variance was used to determine if significant differences existed among the mean scores of three world regions in four concepts. However, in all concepts, mean differences among the world regions failed to reach significance. On the other hand, as investigating the difference among the variables measured in a total mean score as a perception of America, which was computed by adding mean scores of the four concepts and dividing by four, the significant differences existed among age brackets of international students. As a perception of America, the highest mean score was obtained by those whose age bracket

was 36 and over (3.7500), 31 to 35 was second (3.7109), 21 to 25 was third (3.5402), 26 to 30 was fourth (3.4543), and 20 or less was last.

As shown in Table 11, in the perception of America, five age groups have significant differences at the 0.05 level ($p < .05$) in their mean scores. As the result of Scheffe multiple comparison procedure, pair of means that are significantly different at the 0.05 level in these age groups was 31 to 35 and 20 or less. Other pairs were not found to be significantly different.

Correlation Between Belief About American Television Advertising and Perception of America

Through the use of Pearson's Product-Moment Correlation, international students' scores on the twenty three belief statements were correlated with their mean scores on the semantic differential concepts. The result of this test, based on 243 valid observations, was a correlation coefficient of 0.3842. In statistical terms, this coefficient represented "a positively definite but small relationship." This interpretation followed the guide that Guilford (1956) had suggested.

In other words, individual student's mean score representing belief about American television advertising corresponded with the individual student's mean score on the semantic differential concepts representing perception of

TABLE 11

One- Way ANOVA Tests on Perception of America
by International Students' Age Bracket

Source	df	Sum of Squares	Mean Squares	F-ratio
Between Groups	4	3.9913	.9978	2.9254
Within Groups	243	82.8854	.3411	
Total	247	86.8854		

$p < .05$

American experience. Although the correlation is relatively low level, a direct relationship existed between the two variables.

Using a one-tailed test, the coefficient was found to be statistically significant at the 0.001 level ($p < .001$). Thus, the probability of this relationship occurring by chance is one in a thousand. However, correlation does not in itself imply causal relationship exists between the two variables measured. The correlation coefficient (r) of Pearson's Product Moment Correlation measures only covariation of the variables. It says nothing about magnitude. The best way to interpret the correlation coefficient (r) is in terms of the coefficient of determination (r^2), or the proportion of the total variation of one measure that can be determined by the other. The coefficient of determination is calculated by squaring the Pearson r . This r^2 is the proportion of variance that two measures have in common (Frederick, 1979).

Using the correlation of 0.3842, the coefficient of determination for this measure was computed to be 0.15. When expressed in percent, one variable explained 15 percent of the variation in the other. In other words, 15 percent of the information necessary to make a perfect prediction from one variable to another was known. Thus, 15 percent of the variance in an international student's belief about American television advertising was predictable from the

variance in his perception of American experience in general.

The strength and direction of the correlation between two variables are graphically represented by the scattergram in Figure 4. Each pair of observations used in the correlation is represented by a point on the scattergram. A regression line is included on the scattergram. This line was plotted using the values of Intercept (A) and Slope (B). The regression line provides an average statement about the change in one variable with change in the other. In brief, it describes the trend in the data. For example, when an international student's perception score of American experience is known, the regression line can be used to help predict his overall belief about American television advertising.

Thus, the statistical evidence clearly indicated a significant small positive relationship existed between an international student's belief about American television advertising and his perception of American experience. Therefore, hypothesis H_5 was accepted. The correlation between the variables measured for reference is represented in Table 12.

Relationships Between Belief About American Television Advertising and Demographic Characteristics

A major objective of this study involved investigation

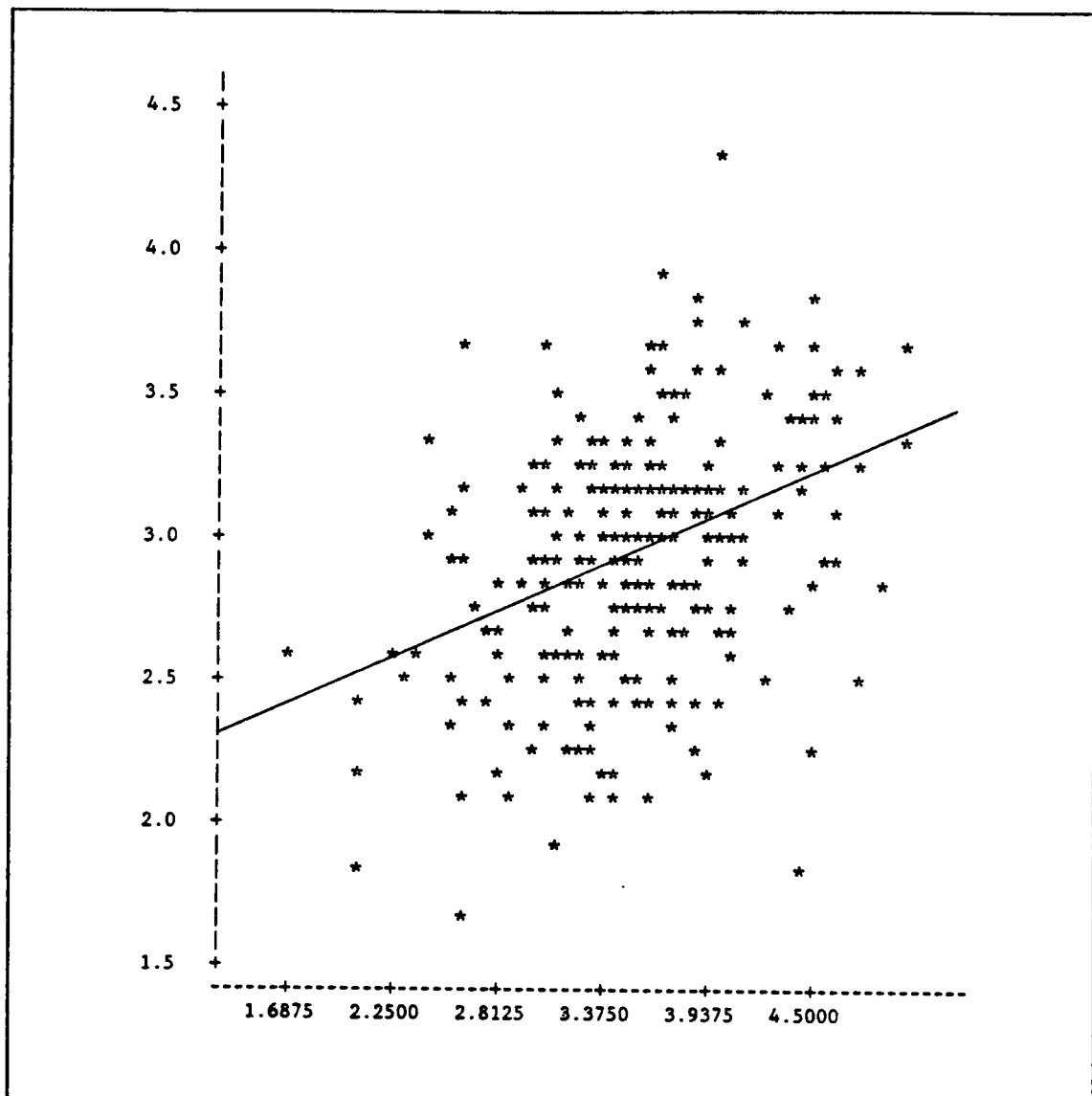


FIGURE 4

Scattergram

Vertical axis represents beliefs about American television advertising.

Horizontal axis represents perceptions of American Experience.

Statistics:

Correlation (r) = 0.3842

Plotted Values = 243

Total Variance = 0.1476

Intercept (A) = 1.9097

Slope (B) = 0.2854

Significance = 0.000005

TABLE 12
Intercorrelation Matrix for Variables Measured

Variables	Correlation with Each Other (Variables Designated by Number)			
	2	3	4	5
1. Belief about American television Advertising	.3842 (.000)	.1553 (.007)	.0553 (.203)	-.1079 (.046)
2. Perception of American experience		-.0438 (.246)	-.0034 (.479)	.1643 (.005)
3. Amount of television watching			.1992 (.001)	-.2651 (.000)
4. Length of Stay in America				.0793 (.105)
5. Age				

(); denotes one-tailed significance

into the possible relationships between certain international students' demographic characteristics and beliefs about American television advertising. In line with this, a regression program was conducted using an international student's mean on the 23 Likert-scaled statements as the dependent variable. Initial independent variables were perception of American experience, television watching amount, length of stay, and age. In order to test all the respondents represented by each independent variable, four variables were inserted into the program. Explanation for each of these variables is given in Table 13.

Subsequent analysis found that the independent variables accounted for only 19 percent of the variance in belief about American television advertising. F-ratio for all independent variables were above that needed for significance ($p < .00005$). Table 13 provides a summary of the relationships found. Based on these findings, it appears that perception of American experience, amount of television watching, length of stay, and age account for a small proportion of variance in international students' beliefs about American television advertising.

Hierarchical Cluster Analysis

The last area of statistical investigation was a hierarchical grouping program to identify homogeneous

TABLE 13

Summary of Relationships Between Beliefs
About American Television Advertising
and Students' Demographic Characteristics

Independent Variables	R ^a	R-square (Total Variance)	Adjusted R-square (Change in Total Variance)	df	Mean Square		F
					Regression	Residual	
American Experience	.3837	.1472	.1472	1/240	6.7555	.1631	41.42
Age	-.1090	.1754	.0282	2/239	4.0252	.1584	25.42
TV Watching	.1533	.1887	.0133	3/238	2.8866	.1565	18.45
Length of Stay	.0555	.1900	.0013	4/237	2.1798	.1569	13.90
Total		.1900					

p < .00005

^a Correlation with dependent variable

countries. Euclidean distances were computed from the differences in beliefs about American television advertising and perceptions of American experience among 28 countries. In hierarchical clustering, clusters are formed by grouping cases into bigger and bigger clusters until all cases are members of a single cluster (Norusis, 1985).

The result of the cluster analysis is summarized in the agglomeration schedule, which contains the number of cases or clusters being combined at each stage (See Table 14). The first line is stage 1. Philippines and Jamaica are combined at this stage as shown in the columns labeled "Clusters Combined." The squared Euclidean distance between these two countries is displayed in the column labeled "Coefficient." This coefficient is the value of the distance between the two most dissimilar points of the cluster being combined at each stage. Small coefficients indicate that fairly homogeneous clusters are being merged. Large coefficients indicate that clusters containing quite dissimilar members are being combined. The last column indicates at which stage another case or cluster is combined with this one. For example, at the fourteenth stage, Syria is merged with Philippines and Jamaica into a single cluster. The column entitled "Stage Cluster First Appears" indicates at which stage a cluster is first formed. For example, the entry of 3 at Stage 6 indicates that Korea was first involved in a merge at Stage 3.

TABLE 14

The Clusters Being Combined and the Variables
Coefficients at Each Step

Stage	Clusters Combined		Coefficient	Stage Cluster 1st Appears		Next Stage
	Cluster 1	Cluster 2		Cluster 1	Cluster 2	
1	Philippines	Jamaica	0.00385	0	0	14
2	China	India	0.00791	0	0	12
3	Korea	Hong Kong	0.02453	0	0	6
4	Iran	Egypt	0.03159	0	0	7
5	Palestine	Venezuela	0.05119	0	0	11
6	Korea	Indonesia	0.06802	3	0	10
7	Iran	Saudi Arabia	0.08087	4	0	13
8	Tunisia	Israel	0.08327	0	0	20
9	Chile	Brazil	0.11901	0	0	24
10	Korea	Malaysia	0.15596	6	0	18
11	Japan	Palestine	0.20593	0	0	12
12	China	Japan	0.31111	2	11	17
13	Taiwan	Iran	0.32636	0	7	18
14	Philippines	Syria	0.41164	1	0	22
15	Singapore	Jordan	0.60908	0	0	21
16	Honduras	Bahama	0.90534	0	0	22
17	China	Mexico	1.11101	12	0	23
18	Korea	Taiwan	1.21859	10	13	21
19	Lebanon	Panama	1.28175	0	0	24
20	Yemen	Tunisia	1.61861	0	8	23
21	Korea	Singapore	2.02238	18	15	25
22	Philippines	Honduras	2.73904	14	16	27
23	China	Yemen	4.43543	17	20	25
24	Lebanon	Chile	5.39217	19	9	26
25	Korea	China	7.57191	21	23	26
26	Korea	Lebanon	16.87427	25	24	27
27	Korea	Philippines	20.89631	26	22	0

Another way of visually presenting the steps in a hierarchical clustering solution is a dendrogram, showing the hierarchical linkages with the tree diagram from left to right. The dendrogram shows the clusters being combined and the values of the coefficients at each step. The dendrogram produced by the SPSSX cluster procedure does not plot actual distances but rescales them to numbers between 0 and 25.

The information in Table 14 was displayed in the dendrogram in Figure 5. The position of the line on the scale indicates the distance at which clusters were joined. Since the distances were rescaled to fall in the range of 1 to 25, the largest distance, 20.896311, corresponds to the value of 25. The smallest distance 0.603850, corresponds to the value 1. Thus, the second distance (0.007910) corresponds to a value of about 2.

The dendrogram of Figure 5 contains 28 countries. since many of the distances at the beginning stages are similar in magnitude, the sequence in which some of the early clusters are formed can not be told. However, at the last three stages the distances at which clusters are being combined are fairly large. Looking at the dendrogram, it appears that the four-cluster solution may be appropriate since it is easily interpretable and occurs before the distances at which clusters are combined become too large.

As shown in Figure 5, 28 countries are combined into the four groups as follows:

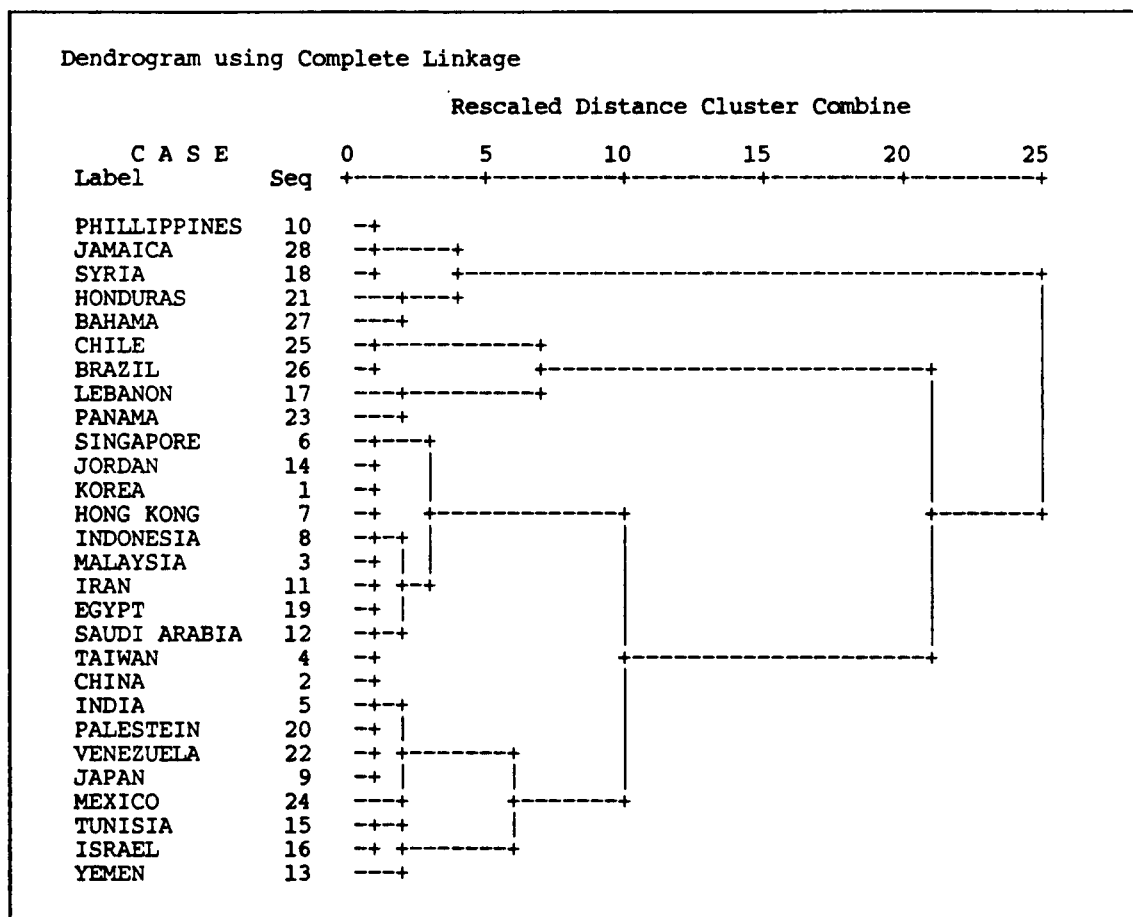


FIGURE 5

Dendrogram Obtained from a Cluster Analysis

Cluster I -- Jamaica, Honduras, Bahama, Philippines,
and Syria

Cluster II -- Chile, Brazil, Panama, and Lebanon

Cluster III-- Hong Kong, Korea, Singapore, Taiwan,
Indonesia, Malaysia, Iran, and Egypt

Cluster IV -- China, India, Palestine, Venezuela,
Japan, Mexico, Tunisia, Israel, and
Yemen

The first and second cluster consist of the six Latin American countries, two Arabian countries, and one Asian country. These clusters represent predominantly Latin American countries. Looking at the third cluster proved interesting. The third cluster, which consists of the six Asian countries and the two Arabian countries, represents predominantly Asian countries. However, most countries belonged to this cluster are the developing countries which have greatly depended on the United States for their foreign trade. In particular, Hong Kong, Korea, Taiwan, Singapore, Malaysia, and Indonesia of them are nations that not only have the similar characteristics to compete for American market in trading their products but also geographically neighbor with one another in Asia. The last cluster consists of a various regional countries; three Asian, four Arabian, and two Latin American countries.

Thus, countries grouped into Cluster I, II, and III, excluding Cluster IV, have a similar characteristics in the stage of economic development and the geographic area.

From the point of view, this result has a similarity with Pierce's study (1971), which found a strong correlation between foreign students' levels of favorability toward American advertising and the stage of economic development in the students' home countries.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

The purpose of the study was to obtain data pertaining to the international students' attitudes toward American television advertising. During the fall quarter of 1987, a mail survey was conducted among international students enrolled at the University of Tennessee, Knoxville. The data gathering instrument used to collect this data was a five-page self-administered anonymous questionnaire. The questionnaire used to determine the international students' attitudes included Likert-scaled statements and semantic differential concepts.

A total of 252 completed questionnaires were returned for a response rate of 56.0 percent. Statistical treatment of the data obtained from the returns included computation of descriptive statistics, analysis of variance, correlation analysis, multiple linear regression analysis, and hierarchical cluster analysis.

A brief summary of the findings is as follows:

1. The beliefs of Asian, Arabian, and Latin American students about American television advertising were different from one another in the informative reaction. More specifically, Asian students'

beliefs were significantly more positive than Latin American students' beliefs.

2. A significant positive correlation existed between an international student's belief about American television advertising and his perception of American experience.
3. The perception of American experience, television watching amount, length of stay, and age were predictors to account for one-fifth of an international student's belief about American television advertising.
4. Finally, the international students' home countries were grouped into relatively homogeneous clusters in their geographic areas and the stages of economic development when each of 28 countries was characterized in terms of the international students' beliefs about American television advertising and their perceptions of America.

Conclusions

A principal conclusion derived from this study is that international students' beliefs were neutral in the informative and offensive reaction, and they were more likely to have stronger beliefs in the enjoyable and annoying reaction. They had positive beliefs in the enjoyable reaction and negative beliefs in the annoying

reaction. On the one hand, it is assumed that American television advertising appeals to international students through the excitement of sound effect and dramatic imagery. On the other hand, it is also assumed that American television contains a large amount of advertising and interrupts international students' entertainment.

Another conclusion is that international students' beliefs about American television advertising were not related to their length of stay in America. These findings, in general, provide some insight into the problem of acculturation of international students. The fact that the beliefs of international students about American television advertising did not vary with the length of their stay in the United States suggests that these beliefs originated in their home countries.

It may also be concluded that an international student's belief corresponds with his perception of America. Except for an international student's perception of America, however, in reviewing the demographic variables, it appears that other demographic characteristics as a whole are not effective predictors of an international student's belief about American television advertising. More specifically, television watching amount, length of stay in America, and age accounted for very little of the variance in an international student's belief about American television advertising.

7 11
The final conclusion of this study is that international students' beliefs about American television advertising relate to the economic levels of their home countries.

Limitations of the Study

There were several limitations associated this study. In brief, they were as follows:

1. This study was a purely one-shot descriptive study. Therefore, the deduction of any causal relationships could not be made.
2. The respondent's knowledge that he was being tested may have biased his answers. The promises of confidentiality and the previously mentioned advantages of a mail survey assisted in minimizing this limitation.
3. The results may be biased by the fact that those people with the greatest interest in the research like this are the ones most likely to respond and return the questionnaire.
4. In general, the attitudinal results obtained may not be representative of the attitudes of the international students in America.
5. The attitudinal results obtained in this research may be limited by time. The prevalent attitudes among international students of this year may be

changed by the extent to which their home countries are modernized and accept more Western culture, especially American culture.

6. The response rate (56.0 percent) for this study was not high since the study used a mail survey.

Recommendations

In general, this study has provided a broad overview of international students' attitudes toward American television advertising. This study was conducted from the assumption that the traditional cultural backgrounds of the international students would influence their beliefs about American television advertising. However, the economic factor of the countries was also proved to be an important variable as much as the cultural factor of countries in determining international students' beliefs. It might be derived from the possibility that all the respondents were not the general people but the students who had already been acculturated into American culture through education from their countries, and there were no big cultural differences enough to affect to their belief formation about American television advertising among them.

In order to examine the international students' beliefs about American television advertising, certainly, investigation on the economic aspects of countries should also be undertaken. Such an investigation may find that

beliefs about American television advertising are more a result of the economic levels of countries rather than of students' cultural backgrounds.

Before saying that international students' beliefs about American television advertising are positive or negative, there should be some basis of comparison. That is, in order to evaluate American television advertising, it should be studied how students' beliefs about television advertising of their own countries would be.

Lastly, investigations on the impact of information sources in forming an attitude toward the United States are also needed for further exploration.

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APPENDICES

APPENDIX A

(Advance Letter, Questionnaire Cover Letter,
Questionnaire, Follow-Up Letter, Pretest
Evaluation Form, Human Subject Approval)

ADVANCE LETTER

In-Hwan Yoo
3500 SUTHERLAND AVE.#M-206
KNOXVILLE, TN.37919
Phone 584-7661

November, 1987

Dear International Student:

My name is In-Hwan Yoo. I am from KOREA. At present, I am a student working on my graduate thesis at the University of Tennessee, Knoxville. My thesis topic is entitled "International Students' Attitudes Toward American Television Advertising."

I am asking your help in a graduate research project. In a few days you will receive my simple questionnaire. It will take only a short time to fill out and your answers will be of the greatest importance to the success of my survey.

I would appreciate your cooperation.

In-Hwan Yoo
Communications Graduate Student

QUESTIONNAIRE COVER LETTER

In-Hwan Yoo
3500 SUTHERLAND AVE. #M-206
KNOXVILLE, TN. 37919
Phone 584-7661

November, 1987

Dear Fellow International Student:

I am the University of Tennessee graduate student who is conducting research on the international students' attitudes toward American television advertising. As mentioned in my earlier letter, I need your help.

It will take only a few minutes of your time to answer the simple questions on the attached form. You may even find it a pleasant experience.

Your answers will be kept confidential and will be used only for my thesis. Your answers are essential to my research. Please return your questionnaire in the enclosed envelope to me as soon as possible.

Thank you for your valuable assistance

Sincerely yours,

In-Hwan Yoo
Communications Graduate Student

QUESTIONNAIRE

Survey of International Students' Attitudes Toward American Television Advertising

SECTION I

I would like your feeling on each of the questions below. Please record the feeling that first occurs to you. All answers will be kept confidential and you will remain completely anonymous.

Following is a five-point scale. The scale is designed to determine your feeling regarding some statements which have been made on American television advertising.

Here is how to use these scales: If you strongly agree with the statement that "American television advertising is monotonous," you should circle as follows:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5
1. American television advertising tells something interesting or worthwhile.	1	2	3	4	5
2. American television advertising tells how the products work.	1	2	3	4	5
3. American television advertising gives information about prices	1	2	3	4	5
4. American television advertising tells about new products, services, or features.	1	2	3	4	5
5. American television advertising gives the ingredients of the product.	1	2	3	4	5
6. American television advertising tells how to use the products.	1	2	3	4	5
7. American television advertising provides some good music and jingles that I like.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8. American television advertising shows performers who I like.	1	2	3	4	5
9. American television advertising is visually appealing.	1	2	3	4	5
10. American television advertising is funny and amusing.	1	2	3	4	5
11. American television advertising gives a good presentation that is pleasant to watch.	1	2	3	4	5
12. American television advertising promotes good products.	1	2	3	4	5
13. American television advertising is broadcast too often.	1	2	3	4	5
14. American television advertising is too long.	1	2	3	4	5
15. American television advertising is too loud.	1	2	3	4	5
16. American television advertising interrupts something.	1	2	3	4	5
17. American television advertising is shown together with too many advertisements.	1	2	3	4	5
18. American television advertising deals with products that should not be advertised.	1	2	3	4	5
19. American television advertising is exaggerated.	1	2	3	4	5
20. American television advertising is untruthful.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21. American television advertising is irrelevant; it had nothing to do with what was advertised.	1	2	3	4	5
22. American television advertising shows unreal situations or demonstrations.	1	2	3	4	5
23. American television advertising is silly, ridiculous.	1	2	3	4	5

SECTION II

Following is a five-point scale with certain opposed characteristics indicated at either end. The scale is designed to determine your feeling regarding American experience in relation to these characteristics.

Here is how to use these scales. For example, if you feel that "American Social Organization" is very closely related to one end of the scale, you should place your check mark as follows:

Good X ___ ___ ___ ___ Bad

or

Good ___ ___ ___ ___ X Bad

If you feel that the concept is quite closely related to one or the other end of the scale, you should place your check mark as follows:

Good ___ X ___ ___ ___ Bad

or

Good ___ ___ ___ X ___ Bad

If you have no opinion or are neutral on the concept, you should place your check-mark in the center space:

Good ___ ___ X ___ ___ Bad

Important: Be sure you check every scale for every concept.
Do not omit any.

24. Rate how you feel about American Economic System on each of the scales below.

Good	___	___	___	___	___	Bad
Unfavorable	___	___	___	___	___	Favorable
Pleasant	___	___	___	___	___	Unpleasant
Negative	___	___	___	___	___	Positive

25. Rate how you feel about American Political System on each of the scales below.

Good	___	___	___	___	___	Bad
Unfavorable	___	___	___	___	___	Favorable
Pleasant	___	___	___	___	___	Unpleasant
Negative	___	___	___	___	___	Positive

26. Rate how you feel about your American College Life on each of the scales below.

Good	___	___	___	___	___	Bad
Unfavorable	___	___	___	___	___	Favorable
Pleasant	___	___	___	___	___	Unpleasant
Negative	___	___	___	___	___	Positive

27. Rate how you feel about American People on each of the scales below.

Good	___	___	___	___	___	Bad
Unfavorable	___	___	___	___	___	Favorable
Pleasant	___	___	___	___	___	Unpleasant
Negative	___	___	___	___	___	Positive

SECTION III

Following questions are for statistical purposes only, to help me in analyzing the survey results.

28. How long have you been in the United States?

- 1) 12 months or less _____
- 2) 13 months to 24 months _____
- 3) 25 months to 36 months _____
- 4) 37 months and over _____

29. What is your home country? _____

30. What is your age?

- 1) 20 or less _____
- 2) 21 to 25 _____
- 3) 26 to 30 _____
- 4) 31 to 35 _____
- 5) 36 and over _____

31. What is your sex?

- 1) Male _____
- 2) Female _____

32. What is your status of student?

- 1) Undergraduate _____, Your Major _____
- 2) Graduate _____, Your Major _____

33. Generally speaking, how many hours do you watch television per a day?

- 1) Less than 1 hour _____
- 2) 1 hour to less than 2 hours _____
- 3) 2 hours to less than 3 hours _____
- 4) 3 hours and over _____

THANK YOU VERY MUCH FOR YOUR HELP

FOLLOW-UP LETTER

Hello Again:

Recently I mailed you a questionnaire asking for your participation in an important survey.

If you have already returned the questionnaire, please consider this letter a "thank you" for your valuable help.

If you have not had a chance to do so as yet, may I ask you to return the completed form now? Your participation is vital to the success of my study.

Sincerely,

In-Hwan Yoo
Communications Graduate Student

PRETEST EVALUATION FORM

Please use this form to give your critical reaction to the questionnaire once you have completed it.

1. Did the cover letter make you want to fill out the questionnaire? (If not, what else might have been said?)
2. Was there anything special that made you want to or not want to fill out the questionnaire?
3. What problems, if any, did you have in answering the questions? Please indicate which questions (letter and number) and the problems you had.
4. If there were questions for which you did not find an appropriate answer given and no opportunity to list your own, please indicate which questions and your answers.
5. Did you find the questionnaire easy to fill out?
6. Was the size of the print too small?
7. Do the sections of the questions come in an appropriate order?
8. If you had received this questionnaire in the mail, would you have completed and returned it in a provided self-addressed stamped envelope?
9. About how long did it take you to fill out the questionnaire?
10. Please give any other suggestions or comments that would improve the questionnaire. (Use the back of this page for your additional comments).

THANK YOU VERY MUCH

RETURN THIS CRITIQUE FORM WITH YOUR COMPLETED QUESTIONNAIRE

HUMAN SUBJECT APPROVAL

THE UNIVERSITY OF TENNESSEE
KNOXVILLE

CRP # 2,512 A

Date: 10-08-87

International Student Attitudes on American TV Advertising



In-Hwan Yoo
3500 Sutherland Ave. M206
Knoxville, Tn 37919

Ronald E. Taylor
426 Communications Bldg
Campus

Office of
Research
Compliances

The project list above has been certified exempt from review by the Committee on Research Participation.

This certification is for a period ending one year from the date of this letter. Please make timely submission of renewal or prompt notification of project termination (see item #2 below).

The responsibilities of the project director includes the following:

1. To obtain prior approval from the Director of Research Compliances must be obtained before any changes in the project are instituted.
2. To submit a Form D at 12-month intervals attesting to the current status of the project (protocol is still in effect, project is terminated, etc.).

We wish you success in your research endeavors.

Sincerely,

A handwritten signature in dark ink, appearing to read "L. B. Cabik".

L. B. Cabik, Director

cc: Department Head
CRP file

404 Andy Holt Tower / Knoxville, Tennessee 37996-0140 / (615) 974-7697

APPENDIX B

(Belief About American Television Advertising by Country
and Perception of American Experience by Country)

Belief About American Television Advertising
by Country

Rank	Country	Mean	Standard Deviation
1	Bahama	3.6042	1.0548
2	Honduras	3.4917	.0471
3	Philippines	3.3033	.4677
4	Jamaica	3.2875	.3594
5	Syria	3.1500	.4547
6	Singapore	3.1194	.4773
7	Jordan	3.0463	.3508
8	Lebanon	3.0438	.4665
9	Venezuela	3.0038	.3334
10	Malaysia	2.9938	.4098
11	Hong Kong	2.9619	.4863
12	Korea	2.9449	.3456
13	Palestine	2.9417	.7295
14	India	2.9356	.3638
15	China	2.9211	.3852
16	Indonesia	2.8958	.3964
17	Japan	2.8792	.5890
18	Mexico	2.8389	.3259
19	Taiwan	2.8339	.3987
20	Saudi Arabia	2.8333	.5840
21	Panama	2.8000	.5595
22	Egypt	2.7792	.2180
23	Iran	2.7719	.2981
24	Israel	2.6139	.4649
25	Tunisia	2.5676	.5527
26	Chile	2.5625	.4659
27	Brazil	2.4950	.7485
28	Yemen	2.4542	.1355

Perception of American Experience by Country

Rank	Country	Mean	Standard Deviation
1	Mexico	3.8750	.0884
2	Honduras	3.8542	.1301
3	Israel	3.7708	.7404
4	China	3.7691	.5002
5	India	3.7500	.5497
6	Philippines	3.7250	.5108
7	Jamaica	3.7188	.3977
8	Tunisia	3.7083	.6753
9	Palestine	3.6458	.9889
9	Japan	3.6458	.3154
11	Venezuela	3.6438	.5811
12	Syria	3.6406	.4824
13	Bahama	3.6250	.5303
14	Malaysia	3.5449	.6416
15	Korea	3.5116	.5402
16	Indonesia	3.5000	.8213
17	Hong Kong	3.4732	.4577
18	Yemen	3.4688	.8397
19	Saudi Arabia	3.4375	.8809
19	Egypt	3.4375	.4419
21	Iran	3.3906	.7918
22	Singapore	3.3646	.3981
23	Taiwan	3.2946	.3856
24	Chile	3.1771	.3759
25	Jordan	3.1688	.7342
26	Brazil	3.1125	1.0207
27	Panama	2.9844	.4878
28	Lebanon	2.7969	.5959

VITA

In-Hwan Yoo was born in Seoul, Korea, on February 12, 1955. He was graduated from Daekwang High School in 1974 and entered Hanyang University, Seoul. In 1981 he received a Bachelor of Arts degree in Mass Communications from the Hanyang University and entered Graduate School at the Hanyang University. In 1983 he received a Master of Arts degree in Mass Communications from that institution. In September of 1985, he entered Graduate School at the University of Tennessee, Knoxville, and received his Master of Science in Communications in 1988.