

THE INTERNATIONAL STUDENT IN THE UNITED STATES:
A SURVEY OF MASS MEDIA USE AND IMAGE

by

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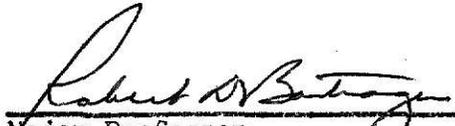
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TABLE OF CONTENTS

ACKNOWLEDGEMENT	ii
LIST OF TABLES	iv
LIST OF FIGURES	vi
INTRODUCTION	1
CHAPTER I. THE PROBLEM	
Objectives of the Study	4
Significance of the Problem	5
Definition of Terms	6
The Communication Variable	8
Limitation	9
CHAPTER II. REVIEW OF RELATED LITERATURE	
Studies of Foreign Students	12
Image Research on Foreign Students	14
CHAPTER III. METHODS AND PROCEDURES	
Questionnaire	30
The Sample	32
Data Collection	35
Treatment of Data	37
CHAPTER IV. RESULTS	
Image and Image Change	40
Mass Communication Exposure	44
Major Sources of Information	57
Media Exposure and Population Characteristics as Variables Related to Attitude and Attitude Change	59
CHAPTER V. SUMMARY AND CONCLUSIONS	
The Sample	90
Results	90
Discussion and Conclusions	96
APPENDICES	
A. The Questionnaire	99
B. The Letter Accompanying the Questionnaire	108
SELECTED BIBLIOGRAPHY	110

LIST OF TABLES

Table	Page
1. Sample Characteristics, Field of Study of K-State Foreign Students, Spring 1972	34
2. Sample Characteristics, Distribution of Foreign Students by Countries, Kansas State U., Spring 1972	36
3. Frequency of Attitude Change by Foreign Students, After arrival	43
4. Direction of Attitude Change of Foreign Students, After Arrival	44
5. Exposure of Foreign Students to U.S. Newspapers and Availability of U.S. Newspapers Before Arrival, 148 Respondents	46
6. Exposure of Foreign Students to U.S. Newspapers and Newspaper Content Areas Read by Foreign Students, 148 Respondents	47
7. Exposure of Foreign Students to U.S. Magazines Before and After Arrival and Availability of U.S. Magazines Before Arrival, 148 Respondents	49
8. Exposure of Foreign Students to U.S. Radio Before and After Arrival and Radio Program Preferences, 148 Respondents	51
9. Exposure of Foreign Students to U.S. Television Before and After Arrival and Television Program Preferences, 148 Respondents	52
10. U.S. Books Read by Foreign Students After Arrival, 126 Respondents .	54
11. Exposure to Current U.S. Movies by Foreign Students, 148 Respondents	55
12. Media Exposure Distribution for Foreign Students Before and After Arrival, 148 Respondents	56
13. Sources Contributing to the Prearrival Impressions of the U.S.	58
14. Prearrival Sources of Information on Selected Aspects of The United States	60
15. Foreign Students of Communication Sources for Increasing Knowledge of English	61
16. Prearrival Media Exposure, by Age, 147 Respondents	61
17. Postarrival Media Exposure, by Age, 147 Respondents	63

Table	Page
18. Prearrival Media Exposure by Sex, 148 Respondents	63
19. Postarrival Media Exposure by Sex, 148 Respondents	63
20. Prearrival Media Exposure by World Area, 147 Respondents	64
21. Postarrival Media Exposure by World Area, 147 Respondents	65
22. Prearrival Media Exposure by Length of Stay in the U.S., 148 Respondents	66
23. Postarrival Media Exposure by Length of Stay in the U.S., 148 Respondents	66
24. Frequency of Postarrival Attitude Change About U.S. People, by Age, 145 Respondents	77
25. Direction of Postarrival Attitude Change About U.S. People, by Age, 109 Respondents	78
26. Frequency of Postarrival Attitude Change About the U.S. Government, by Age, 136 Respondents	78
27. Direction of Postarrival Attitude Change About the U.S. Government, by Age, 81 Respondents	78
28. Frequency of Postarrival Attitude Change About U.S. People, By Sex, 146 Respondents	79
29. Direction of Postarrival Attitude Change About U.S. People, by Sex, 109 Respondents	79
30. Frequency of Postarrival Attitude Change About the U.S. Government, by Sex, 137 Respondents	80
31. Direction of Postarrival Attitude Change About the U.S. Government, by Sex, 81 Respondents	80
32. Frequency of Postarrival Attitude Change About U.S. People, by World Area	81
33. Direction of Postarrival Attitude Change About U.S. People, by World Area	81
34. Frequency of Postarrival Attitude Change About the U.S. Government by World Area	82
35. Direction of Postarrival Attitude Change About the U.S. Government by World Area	82

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Table	Page
36. Frequency of Postarrival Attitude Change About U.S. People, by Years Spent in the U.S.	84
37. Direction of Postarrival Attitude Change About U.S. People, by Years Spent in the U.S.	84
38. Frequency of Postarrival Attitude Change About the U.S. Government, by Years Spent in the U.S.	84
39. Direction of Postarrival Attitude Change About the U.S. Government, by Years Spent in the U.S.	85
40. Frequency of Attitude Change About U.S. People, by Levels of Media Exposure	86
41. Direction of Attitude Change About U.S. People, by Levels of Media Exposure	89
42. Frequency of Attitude Change About the U.S. Government, by Levels of Media Exposure	89
43. Direction of Attitude Change About the U.S. Government, by levels of Media Exposure	89

LIST OF FIGURES

Figure	Page
4.1 Profile of the Image of American People Held by Foreign Students: Semantic Differential Mean Scores	41
4.2 Profiles of the Image of U.S. People Held by Three Different Age Groups of Foreign Students: Semantic Differential Mean Scores .	68
4.3 Profiles of the Image of U.S. People Held by Foreign Students, by Sex: Semantic Differential Mean Scores	70
4.4 Profiles of the Image of U.S. People Held by Foreign Students, by World Area: Semantic Differential Mean Scores	72
4.5 Profiles of the Image of U.S. People Held by Foreign Students, by Years Spent in the U.S.: Semantic Differential Mean Scores	75
4.6 Profiles of the Image of U.S. People Held by Foreign Students, by Level of Media Exposure: Semantic Differential Mean Scores	87

INTRODUCTION

During the academic year of 1971-1972, more than fourteen thousand students from abroad enrolled in U.S. colleges and universities. Nearly seventy institutions of higher education reported that they had five hundred or more foreign students enrolled.¹ These impressive figures represent a postwar phenomenon, an influx across American borders that shows no sign of abating.

Despite the facts that these foreign students bring to the campus a touch of exotic color; that they enrich the educational milieu of American students, their potential significance is often overlooked in the total university program since they are a small minority and sometimes present bizzare and troublesome problems. Yet the impact of their short-term American study experience can be an important factor in the development of their home countries. It can also play a major part in future American foreign policy and international relations. Many of the students are destined to have unusual opportunities for influence and leadership—perhaps not immediately, but within a decade or two. When they return to their homelands, they bring back and apply for their nation's benefit the technical knowledge and skills which America can provide. But they will bring back something else: their impressions of America. For an ever widening circle of their countrymen, they will serve as interpreters of America. As firsthand observers, they will be the authorities who shape attitudes, for good or bad, which may prevail toward this country.

During the early post-war period, the casual assumption was made "that any international educational exchange would almost automatically produce desirable results." Later it was recognized that "this assumption was too optimistic and that sometimes the wrong kind of trainging may do more harm

than good."² One of the hopes was to develop friendly feeling toward the United States; in some cases, however, anti-American attitudes were intensified. In a survey report, Selltitz and Cook (1962) wrote that "it is an oversimplification to expect that a period of study in a foreign country will uniformly result in more favorable attitudes toward that country."³ Thus, growth in American public awareness and in the number of actual foreign students has increased the need for more precise information about foreign students.

Foreign students have assumed a significant role in the relations among groups and nations. The consequent effects of such relations upon individuals and institutions have gradually received attention; there are increasingly numerous studies in social research. In addition to those works dealing explicitly with policy and program organizations, a number of studies have explored the attitudes and adjustment problems of foreign students in the United State. However, we know altogether too little about the general conditions of the formation and change of the attitudes. One class of determinants that has repeatedly emerged as important is communication experience. To provide more knowledge about such determinants, this thesis reports on the images that foreign students have about the United States and American people, and the effects of mass communication behavior on these images.

The findings reported in this paper are based on a study of a sample of 200 subjects drawn from the 425 foreign students population regularly enrolled at the Kansas State University during the spring of 1972. The report will (1) define the problem; (2) review related literature; (3) describe the research methods and the procedures for gathering the data; and (4) present and discuss the results. It is hoped that the findings of the study can provide promising leads for further research.

Footnotes

¹Institute of International Education, Open Doors, 1972: Report on International Education, (New York, 1972), p. 4-6.

²Otto Klineberg, "Research in the Field of Educational Exchange," in Students As Links Between Cultures, ed. by Ingrid Eide. (Oslo, Norway: UNESCO, and the International Peace Research Institute, 1970), p. 49.

³Ibid., p. 50.

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CHAPTER I

THE PROBLEM

In view of the present state of communication technology, it has been possible for people to learn what is happening beyond their physical surroundings, and in this way to widen their scope of knowledge. In other words, mass media in today's world have become the main link among people, not only within the same community, but within countries, and among countries. Mass communication is an important means of bringing people closer to others with different geographical and cultural backgrounds, providing information about the routine of their daily lives and their more important events.

Through the mass media, a means of culture contact, a highly selective picture of the United States is passed along to foreign students before and after they come to this country. The formation and change of the picture is not completely the result of mass communication. According to Elizabeth Todd, mass media exposure is among the factors that affect the formation of national images.¹ Dawson also pointed out in his study that the mass media of communication in general play an important, if not critical, role in building, reinforcing, and changing national images.² Since national images are a factor in international understanding, the investigation of mass media use by foreign students and their images can be helpful in improving understanding between their home countries and the host country.

Objectives of the Study

The general purpose of the study is to explore the attitudes of a group of foreign students in the United States; to assess the change that may take place after exposure to mass media; and to discuss the patterns of mass media

use by foreign students. Through this report, the author hopes to throw light on the possible relationship between mass media exposure and the image of the United States among this specific group under study—foreign students at Kansas State University.

The specific objectives of the study are (1) to gather information about the mass communication behavior of the students before and after arrival; (2) to gather information about the foreign students' impressions of the United States and about the U.S. people, as well as the changes in these impressions during the sojourn; (3) to examine the mass media as sources contributing to their impressions, the relationship between students' mass media exposure and their images; (4) to discover possible leads and hypotheses for further research; (5) to draw valid conclusions on the basis of the findings.

Significance of the Problem

Widespread agreement that cross-cultural education is the essence of culture contact and resulting culture change has emphasized the need for better understanding and more intelligent direction of exchange programs. Foreign students comprise a useful population for the study of international communication and its impact on attitudes. Therefore, knowledge of the results of the survey of image and mass media use by foreign students is important both politically and scientifically.

Studies of foreign students have not been lacking. However, social scientists have given too little systematic attention to problems of the formation and modification of images with special reference to the role of the media of mass communication in that process. This study tends to look at the foreign students as an audience in a cultural setting and attempts to map out the

salient features of audience behavior, interests, and opinions. It may point the way to more extensive exploration in this phase of cross-cultural contact from the standpoint of mass communication.

Definition of Terms

The following terms are defined for use in this study:

1. Foreign Student:

In general, the concept of "permanent residence" is the most useful in determining the definition of a foreign student. The essential point is that a student should travel to a country other than his own, undertake a course of study, and return to his home country. The concept of citizenship or nationality cannot cover this in all cases. Ideally, each country should enumerate the foreign students it receives according to the country or territory in which the student is permanently resident. Displaced persons and refugees should be listed as such, and not classified under the countries from which they come. In practice, countries differ considerably in the concept they use in determining who shall be counted as a foreign student.

For purpose of study, we will define this term as students enrolled at Kansas State University in the spring of 1972 but who were neither citizens nor permanent residents of the United States.

2. Image:

According to Merrill, the term "image" is synonymous with "stereotype" or "generalized picture," and is used in international studies to refer to the general view that national groups have been observed to have of each other. While he defines it as a composite of impressions, themes, opinions, and attitudes that form an overall or dominant "representation," and a con-

solidated characterization of "the people" and "the government" of country, Merrill considers the images the basis for the formation attitudes and opinions.³

Looking through the literature of image research, we should keep in mind that image may be dangerous. Although not themselves responsible for war or other forms of overt hostility among nations, they constitute the soil on which hostility may more easily develop. They affect perception, thought, judgment and action.⁴ Image may contain some truth, but they may not always reflect reality.⁵ It is incorrect to assume that because images exist they must therefore be at least partially true. There are causes of images, but that does not mean that they are justified by objective facts. National images change with time, and are responsive to the economic and political situation of the moment. Image change occurs as a result of either (a) a change in the situation or external conditions or (b) a change in the way people see and assess the situation or referent.⁶

Images are "learned." Very young children do not share the images found in adults. Images are conveyed through communication of various kinds, such as newspapers, the cinema, radio, school textbooks, popular magazines, lectures and acquaintances. They are frequently accepted, uncritically, by the receivers of the communication. There is some indication that images are reduced in strength and in frequency when steps are taken to eliminate them from the communication media.⁷

In keeping with the concepts above, the term "image" is used here as the perceived characteristics of the United States and of the American people, and favorable or unfavorable attitudes about them held by foreign students.

The Communication Variable

According to Todd, the factors that affect the formation of images are not systematically analyzed in the research literature.⁸ Those found to be significant may be classified under four main headings: (a) personal and sociological factors characterizing the foreigner (age, sex, social-economic class, status mobility, education, political orientation); (b) psychological characteristics of the foreigner (general hostility level, tendency toward optimism or pessimism, toward distance or involvement, toward rigidity or adaptability); (c) national characteristics of the foreigner's own country (its political relations with the United States, its cultural status in the world, the nature of its major problems); (d) "exposure" factors, that is, nature and degree of acquaintance with the United States, either from a distance (through movies, newspapers, radio, and other mass media, advertising, personal contacts at home with traveling or resident American or with fellow-countrymen who profess knowledge of the United States, intercultural institutions, official organizations and publications) or through firsthand knowledge (as affected by the conditions of the visit, personal experience during the visit, length of stay).

Carter also indicated that the forming, fixing, and transmission of images are basic processes in communication.⁹ Thus, communication, either through personal contact or through mass media, may be considered an important variable contributing to the formation and change of images. The role of mass communication as a part of the total barrage of communication that operates to form and change attitudes has been difficult to isolate and study, but some evidence exists to support the inferences that more and more mass communication is being substituted for other kinds of communication in the life

of the modern, literate adult city dweller.¹⁰

The media of mass communication have become so powerful that they supply stereotypes for all possible circumstances through the written word, the spoken word, and a combination of the spoken word and visual images. Internationally, the rapidity, influence, and scope of modern U.S. mass media have reached a new peak. Many foreign people, businesses, and organizations representing many philosophies are projecting the "U.S. image" through American mass media. Whether or not mass media correspond with reality, they continue to provide the basis for the building and changing of international images.

Dawson suggested that although mass communication is not necessarily the only influence, it does play an important role in the formation and modification of images and attitudes.¹¹ Mass communication operates within a complex of other variables, not the least of which are other forms of communication, such as cross-cultural contacts, traditions and cultural heritage, group influences, and a number of other factors which operate to shape foreign images of the United States and of the American people.

Limitation

This study was limited to one university's foreign student population. It is hoped that the findings will present a valid picture of this particular group—foreign students at Kansas State University during the spring of 1972. Projection of this picture to other groups of foreign students during different periods or at different universities would be unwarranted.

Footnotes

¹Elizabeth Todd, "National-Image Research and International Understanding," in As Others See Us: The United States Through Foreign Eyes, ed. by Franz M. Joseph. (Princeton, N.J.: Princeton University Press, 1959), p. 356-357.

²Horace Greeley Jr. Dawson, Original and Changed Attitudes, Impressions, and Preconceptions as Related to the Mass Media Exposure Experience of New Foreign Students at the University of Iowa, (Iowa City: Unpublished Doctoral Dissertation, 1961), p. 3.

³John C. Merrill, "The Image of the United States in Ten Mexican Dailies," Journalism Quarterly, XXXIX (Spring 1962), 203.

⁴H.C. Kelman, "Changing Attitudes Through International Activities," Journal of Social Issues, XVIII (1962), 68-87.

⁵L.P. Crespi, "Some Observations on the Concept of Image," Public Opinion Quarterly, XXV (Spring 1961), 115-120.

⁶James W. Markham, International Images and Mass Communication Behavior, (Iowa City: Mass Communication Research Bureau, School of Journalism, University of Iowa, 1967), p. 7.

⁷Robert A. Levine, "Socialization, Social Structure, and Intersocietal Images," in International Behavior, ed. by Robert C. Kelman. (New York: Holt, Rinehart & Winston, 1965), p. 45-69.

⁸Elizabeth Todd, "National-Image Research and International Understanding," p. 356.

⁹Richard F. Carter, "Stereotyping as Process," Public Opinion Quarterly, XXVI (Spring 1962), 77.

¹⁰James W. Markham, International Images and Mass Communication Behavior, p. 8.

¹¹Horace Greeley Jr. Dawson, Original And Changed Attitudes, Impressions, and Preconceptions as Related To the Mass Media Exposure Experience of New Foreign Students at the University of Iowa, p. 3.

CHAPTER II

REVIEW OF RELATED LITERATURE

Investigation related to this study spans a wide range of literature in the journalistic and sociological sciences. A survey of the literature pertaining to cross-cultural research points up the complexity and scope of the variables involved in exchange programs for foreign students. The task of attempting to investigate these diverse factors has been clarified to some extent, by Jacobson, Kumata and Gullahorn who suggest that there are three basic approaches to cross-cultural studies.¹ These approaches are: (1) studies of the "pictures" that are held by the people of one culture about those of another culture, (2) studies related to the changes or modifications that occur in the people of one culture when they are exposed to the people of another culture, and (3) studies pertaining to the types of reactions that occur in people as a result of the diffusion and assimilation of culturally foreign ideas and techniques.

The difficulties and problems that are encountered in cross-cultural research were made explicit by Hudson, Mohamed and LaForge in their report of a massive five year study on Arab and American young people.² In attempting to measure the variables relating to family relations, personality, and attitudes, in a cross-cultural context, the authors struggled with numerous problems of research design, sampling, cultural values, and language difficulties. Other investigators have outlined patterns and resumes of completed research in attempts to collate the efforts of various groups and organizations, and to point the way toward more efficient and methodical investigations.³

Numerous recent studies of cross-cultural contact deal with the processes of interaction between nationals of different cultures,⁴ the problems of adjustment in a foreign culture,⁵ and effects of cultural contacts on images and attitudes.⁶ Most of the studies have dealt with foreign students in the United States.

Studies of Foreign Students

Studies concentrating on foreign students enrolled in American colleges and universities may be divided into two main areas: (a) studies pertaining to policy and program organizations, and (b) studies focusing on the attitudes and adjustment problems in a foreign culture.

Policy and Program Organizations

The literature in this area is mostly descriptive in orientation, with data collected for the purpose of illustration instead of for systematic analysis. For example, a study by the Institute of International Education offered such pertinent contemporary and background information as the countries the students come from, their sponsors, and their field of studies.⁷ Another survey by the Institute of International Education in 1963 analyzed the little-explored area of the reasons why foreign professors and research scholars come to the United States.⁸ For the past several years, similar studies—concentrating on problems and difficulties of foreign students—have surveyed such topics as housing, length of stay in the United States, counseling, and orientation.⁹

Attitudes and Adjustment of Foreign Students

This research literature is oriented toward the generation of sociopsychological theory on attitude and attitude change as well as adjustment in the United States. A discussion of these studies touches upon such topics as personal contact and interpersonal relations,¹⁰ the impact of academic success or failure,¹¹ the sojourn experience and the U-curve or W-curve phenomenon,¹² misunderstanding in communication,¹³ cross-cultural norm conflict and adjustment,¹⁴ racial and ethnic aspects of exchanges,¹⁵ and other issues.¹⁶

For example, in a 1956 study, Sewell and Davidsen found that certain personality attributes of foreign students—such as appearance, language facility, and socio-economic status—tended to exert a strong influence on the degree of favorable or unfavorable attitudes that the foreign students held toward various aspects of American life.¹⁷ Morris also concluded that the amount of contact with Americans was related to satisfaction with the cross-cultural experience, more so than the factor of national status.¹⁸ Coelho observed that a foreign student's orientation to his reference group in the host culture would show increasingly differentiated responses with increasing length of sojourn.¹⁹ Davis et al, in their investigation of African students in the United States, reported that many of them mentioned discrimination of various types allegedly due to skin color.²⁰ Useem and Useem reported that Indian people at home considered the student returnees from the United States "too American."²¹

Image Research on Foreign Students

Turning to image research on foreign students, studies in the literature fall into three categories: (1) the question of "what"—what attitudes and opinions are held, and about what; (2) the nature and extent of any changes that may be found; and (3) the factors entering into the formation and change of image.

Attitudes and Image: the United States and the American People

The views and attitudes of foreign students concerning the United States are usually expressed succinctly in the research studies, often in a mere phrase or a succession of adjectives, sometimes even in a bare "favorable" or "unfavorable."

From a number of studies it appears that foreign students view Americans as progressive, generous, practical, hardworking, peace-loving, friendly, optimistic, ambitious, energetic, efficient, conceited, informal, superficial, materialistic, hypocritical, insincere and somewhat standardized. They usually described "the typical American" in somewhat more favorable than unfavorable terms.²² In reporting the primary reaction of Swedish students to their American experience, Scott noted the expressions of amazement at the generosity, openness, human warmth, and cheerfulness of Americans.²³ While also stressing materialism and the superficiality of personal relations, Scandinavian students, subjects in study by Sewell, Morris and Davidsen, characterized Americans and American culture as immature.²⁴

Observing differences in the degree of warmth and depth of family or friendship ties in their own countries as compared with those in America, foreign students see such relationships in America as weaker, less deeply loyal.

Lambert and Bressler reported Indian students as struck by the "calloused" attitudes of young Americans toward their parents and elders.²⁵ Their subjects also showed a marked disparagement of American family values, citing as an example the opinion that marriages seemed to be contracted for individual gratification and sexual compatibility. Beals and Humphrey found Mexican students, upon first arrival in this country, under the strong impression that the American family had virtually disintegrated, that divorce was universal, and that the children were brought up without restraint.²⁶ This view was prevalent among German exchange students.²⁷ Their U.S. experience, however, brought changes in these attitudes.

What does the student think of the U.S. way of life? Usually, foreign students come to this country with the image of a wealthy society possessing more than its share of the world's goods; they may later find Americans not nearly so rich as they had thought. They observe also the existence of poverty, unemployment, and signs of wide differences in the distribution of wealth in America's affluent society. Nevertheless, they still consider U.S. standards of living relatively high as a result of people's industriousness, creative technology and efficiency in management and production.²⁸ Because of the heavy stress placed on the scientific, technological, and economic aspects of life, they conclude that Americans don't know what they want except money.²⁹ They think the pursuit of efficiency and of materialistic values in America has obscured the pursuit of intellectual and aesthetic values.³⁰

Studies also demonstrated that foreign students are more critical of race discrimination than of any other aspect of American life. For example, in a survey of African students in 1963 by United States Information Agency, the subjects reported racial discrimination encountered in the United States.³¹ Sometimes it is not so much the personal experiences of the students

themselves as their observation of the racial situation in general that produces a negative reaction. This was apparently the case in the judgment made by the Latin American students investigated by Loomis and Schuler³² and also in that of Indian students in the United States and the United Kingdom, interviewed by Useem and Useem.³³ They reported relatively little discrimination against themselves, but at the same time were often disturbed by the Negro situation generally. They viewed some difference between the treatment of blacks and the treatment of whites. They also expressed the opinion that the position of Negroes is improving but rather slowly.³⁴ When students were asked what they considered to be the one strongest point of democracy in the United States, the answer was individual freedom.³⁵ Scott found Swedish students highly critical of the gulf between principle and practice in American politics, and of the shifts and uncertainties in American conduct of foreign affairs.³⁶ In the point of the role of the United States in world affairs, they still approve the U.S. position as a world power, and appear to see Uncle Sam as a force for good in the world rather than as a nation pursuing a policy of selfish aggrandizement, exploitative colonialism. They view America as a leader in science and technology, as a preserver of peace and protector of freedom, and as an influence in improving living conditions throughout the world.³⁷

Change of Attitudes and Image

With regard to changes that occur in foreign students' image of the United States, the literature deals mainly with the extent and direction of change in particular images of particular groups of individuals, comparing preconceptions of first impressions with the views held after a visit.

One of the most dramatic and striking research findings in connection with the sojourn in the United States relates to the fact that the experiences of the students frequently follow a pattern which has been characterized as a U-Curve. This first emerged in 1954 and 1955 as one outcome of the study of Scandinavian students in the United States and was presented by the original investigators as a tentative conclusion.³⁸ Subsequently, the notion was picked up by various researchers—some tested it in the framework of a single nationality group of foreign students, some examined it in the light of data gathered from a multinationality sample, and still others, satisfied that the proposition had been adequately tested and verified, recommended that it be used as a guideline for understanding patterns of attitudinal changes among foreign students.

In his view of the relevant literature, Pool described the curve as follows: foreign students typically start with very positive attitudes toward the United States; then, during the first year, they have problems of adjustment and tend to become disillusioned. But after a certain time, they gain a deeper and more sophisticated insight and become increasingly favorable toward the host country.³⁹ This finding, common to many studies, is highly general in its application to exchange students programs, and has been of great practical importance for the design of such program.⁴⁰

Some investigators have added complications to this analysis. Gullahorn and Gullahorn,⁴¹ on the basis of extensive interviews with Americans whose work took them to all areas of the world, believe that the reactions described above "occur not only when a sojourner attempts to adjust to an alien social system; they also recur with varying intensities when the sojourners return to their home environment."⁴² They propose, therefore, as a more accurate model

of what actually happens, a W-curve; or a double U-curve, one describing the experience abroad, the other the process of reacculturation back home.

More recently, in his study of a trinationality sample of foreign students on the UCLA campuses, Becker predicted two distinct patterns of attitudinal and behavioral changes on the part of foreign students in the United States; (1) the U-curve pattern for students from highly developed countries and (2) a reverse pattern for representatives of underdeveloped countries, for whom the involuntary return home would be perceived as a threat.⁴³

Factors Associated with the Formation and Change of Images

According to Todd, the factors which affect the kinds of images formed are personal and sociological characteristics, psychological characteristics of the foreign students, national characteristics of foreign students' home country, and the nature and degree of acquaintance with the United States.⁴⁴

Reviewing research on cross-cultural education, Selltiz and Cook indicated that the assumption that foreign students' experience in the United States are related to favorable attitudes has been oversimplified and exaggerated.⁴⁵ They contend that undoubtedly many factors contribute to such variation, but that only a few of them have been investigated.

First of all, the visitor to a country does not come with a blank mind or perhaps even an open-mind. He brings with him a set of preconceptions, or expectations, built up through the years. They may be realistic or unrealistic. It seems likely that the more realistic they are, the less they will be changed by his stay in the country.⁴⁶ On the other hand, visitors bring with them not only preconceptions about the host country but a variety of motivations that

may influence the extent to which experiences in the host country lead to changes in their beliefs and feelings about the country. For example, both Lysgaard and Scott suggest that, at least among Scandinavians, established scholars who go to the United States for specific research purposes are likely to be less sensitive to other aspects of the life of the country, and therefore less likely to make observations or to undergo experiences that might change their views, than are students whose goals include, in addition to getting training, becoming familiar with a different way of life.⁴⁷

Differences in national background seem to be a major source of differences in perception of the host country. For example, students from countries as diverse as India and Scandinavia were struck by the hurry and movement of American life; while French visitors were surprised at the calm and orderliness, the lack of rush and commotion.⁴⁸ Furthermore, students from different countries probably start with preconceptions that differ to some extent. One source of these preconceptions is the nature of the relations that obtain between the home-country government and the host-country government. Buchanan and Cantril, summarizing the findings of UNESCO surveys carried out in nine countries, noted that feelings of friendliness or unfriendliness toward the people of another country correspond closely to international political alignments.⁴⁹

Several investigators have suggested that a foreign student's reactions to the host country are likely to be strongly influenced by whether or not he feels he has been treated with the respect due him. In other words, students who gain in "national status" by coming to the United States would be more favorable in their evaluation of the United States than those who lose in "national status." Indian students reportedly are strongly critical of many

aspects of American life while Scandinavian and French students, on the other hand, are described as responding more dispassionately.⁵⁰ Morris suggested that the rather hostile criticisms of Indian students are a defensive reaction to their feelings that Americans look down on their country, while the more "objective" reactions of the French and Scandinavian students have been attributed in part to the fact that these students feel secure about the position of their home countries, both in their own eyes and in those of Americans.⁵¹

Although the results are not entirely consistent, there also appears to be a relationship between having one or more close friends in the country of sojourn, and liking that country. Morris reported ties with Americans to be associated with liking America and Americans.⁵² Selltitz, et al reported that those who scored high on social relations with Americans tended to evaluate "personal-social" aspects of American life more favorably.⁵³

Some studies suggested other factors that are associated with the formation and change of attitude toward the United States. These include the degree of geographic proximity to the respondent's country; the degree of closeness, similarity of cultural factors between the respondent's country and the host country and people; the pull of current political ties and allegiances in the world power struggle; the nature of another nation's foreign policy; the degree of perceived "equality of status on the part of respondents as between his country and his host country."⁵⁴ Markham also noted the effects of the ongoing communication processes in the mass media and large institutions as being associated with the like-dislike attitudes of foreign students.⁵⁵

Image and Mass Communication

Contrary to the extensive number of studies on attitudes and national image using foreign student subjects, the existing literature provides little information or theoretical clue regarding how information is conveyed and overlooks the impact of the mass media variable, as opposed to other forms of communication, as a factor in image formation and change.

Several researchers were directed at the information seeking behavior or the use of various media among foreign students. An article published in 1958, based on the study of foreign students at Indiana University, pertained to "What Foreign Students Think of Our Press."⁵⁶ The press was defined as newspapers and magazines; no attempt was made to investigate other media or information sources. The study covered only reading habits both here and at home by foreign students. Another study, "Some Variables Interacting With Media Exposure among Foreign Students," investigated the use of mass media among foreign students in this country and determined the feasibility of using classification variables to obtain a more accurate understanding of foreign students' exposure to mass media.⁵⁷ The authors found that three out of the top four sources of information were forms of mass media, and each was checked by approximately one-half of the foreign students in the sample.

A United States Information Agency study based on 330 interviews with Sub-Saharan African students reported that the respondents indicated varying degrees of exposure to information sources about the United States prior to arrival in this country.⁵⁸ Eight in ten identified the printed media as their principal sources; two-thirds cited movies along with studies in school. Other sources reported were U.S. Information Centers and Libraries. Radio ranked comparatively low among the major media, being mentioned by only

one-thirds of the students. As many as 42 per cent thought that films were inaccurate in their portrayal of the United States, but a majority of the respondents agreed that American movies give them more favorable than unfavorable pictures of American life. American race problems, economic condition, and the extent of crime, the students said, were portrayed too favorably in the movies. Almost all the students indicated that most Americans are inaccurately informed about Africa.

Despite evidence of the negative function of the mass media in transmitting and reinforcing inaccurate or misleading stereotypes, there is evidence that the media do have a positive function as sources of information and knowledge which help to form and change images. Another research found that foreign students at the University of Kansas were exposed in a high degree to mass media in any of its forms.⁵⁹ Television was considered the most valuable source to learn about American culture in general, and for improvement of the English language. Respondents stressed the readership of magazines as a source for learning about American culture. This study concluded that mass media do affect the acculturation process. The survey showed that 91 per cent of the students said that they were affected —31 per cent to a great extent and 54 per cent to a lower extent.

Dawson also investigated the attitudes, impressions, and preconceptions of foreign students regarding the United States and Americans and the possible relation of these to experiences with the American mass media in their home countries.⁶⁰ He found that foreign students entering the State University of Iowa in 1959 possessed well defined, often stereotypical attitudes toward the United States and Americans. Most of the respondents were exposed to American motion pictures in their home countries. A smaller number were readers of

American magazines; there was minimum exposure among the subjects to American books, newspapers, radio and television. Evidence from this primary investigation suggests a strong link between exposure to the mass media and image formation.

In a more extensive exploration, Markham made a five-year study (1959-1964) of foreign students on the same campus.⁶¹ He found that foreign students coming to America originally entertained largely favorable images of the United States and of the American people. However, after arrival, these images changed over time in a less favorable direction. This study demonstrated that the role of the mass media in image formation and change in regard to the host country was important during the students' American experience, though the mass media were not the only influence factor. Markham also found that the mass media are major sources of image formation about the United States and its people among foreign students. American media abroad appear to play a larger role in this image-building process than do other foreign, or home media. Magazines, newspapers, and movies play a larger role than do the broadcast media in image formation and change. Markham's study showed that the role of the mass media in image formation and change in regard to the host country continued to be important during the student's American experience, though his use of the media dropped slightly. A clear or systematic pattern of relationship did not emerge from the data. Some students highly exposed to the mass media generally tended upon arrival to characterize the United States in more optimistic and glowing terms than did their fellows of low media exposure. After a period of time on an American campus these students tended to raise their original estimates slightly, while their compatriots of low media exposure tended to lower theirs slightly. Grouped by world area

of origin, students showed considerable differences in their images of America, in media exposure, and in social contact among students.

A study by Sevilla-Que showed similar results.⁶² It indicated high media usage for most respondents during their pre-arrival period. Pre-arrival impressions of the United States and of Americans were vague but overwhelmingly favorable. A decrease in mass media usage was noted after the students' arrival here. After an average stay of four months, images of the host country and people become more specific and tended to be less favorable.

There are obviously many factors and relationships to be considered in the complex and difficult study of the image formation and change process. Throughout the literature, only a limited number of studies were found dealing with the relationship between mass media use and image. However, studies are beginning to focus more attention on the role of mass communication in building, reinforcing, and changing national image.

Footnotes

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CHAPTER III

METHODS AND PROCEDURES

The main questions proposed by this study are as follows:

1. How do foreign students in the United States use mass media before and after their arrival?
2. What images do foreign students have about the United States and the American people?
3. What are the origins of their image of the United States?
4. What is the nature and extent of image change that might take place during their residence in the United States?
5. What are the relationships between exposure to the mass media and national image (and image change)?

To collect data relevant to the above questions, a survey of foreign students was made on the campus of Kansas State University during the spring of 1972. The survey was conducted by a class in the Formation of Public Opinion. The writer was a member of the class and worked on all phases of the research project. Based on this survey, the writer conducted further analyses of data in an effort to answer the questions above. It is hoped that this descriptive study will arrive at some tentative generalizations concerning the specific group under the study and will also indicate some promising leads for further research.

Questionnaire

The basic tool of the study was a eight-page questionnaire with thirty-seven questions designed to obtain information from each selected student. A

copy of this questionnaire is presented in Appendix A.

The questionnaire included five areas: (1) demographic questions, (2) questions on mass media exposure, (3) questions on social involvement, (4) questions asking students to evaluate sources of information, and (5) questions on students' opinions (and opinion change) about the United States and about the U.S. people.

The first section of the questionnaire asked the foreign student to report factual information identifying his home country, and reporting his age, sex, marital status, length of stay, major field of study, language facility and other matters. This information was necessary to describe the cultural background and personal characteristics of the respondent.

The second area of questions, on mass media exposure, asked the student whether he had used the U.S. mass media abroad, how he used the media, whether the U.S. media were available to him, and which U.S. newspapers, magazines and radio programs he was exposed to before arrival. Similar questions were asked concerning the use of U.S. media after arrival in this country.

Titles of newspapers, magazines and books read, names of television programs and movies seen were requested. The questionnaire also sought the student's preferences of content of newspapers and radio, his favorite movie and movie star, and his satisfaction with the news coverage of his home country by the U.S. mass media. There was also an open-ended question asking for his reasons.

A third section asked the student's social contacts. These questions are outside the purpose of this study and are not included in this report.

The fourth section grouped questions asking the student to evaluate sources of communication contributing to his impressions of the U.S. before arrival, sources of information and sources for increasing his knowledge of

English after arrival.

The fifth portion of the questionnaire was devoted to the student's attitudes. Questions were of two kinds. The first asked the student to characterize Americans in general. A semantic differential using a five point scale was used to measure the student's opinion. Respondents were asked to indicate the degree to which they believed the bipolar adjectives related to American people. The second asked the student if his attitudes about the U.S. government and American people had changed since he arrived in the United States and, if so, in which direction—more favorable or less favorable.

In order to make sure that the responses covered the dimensions in which the study was interested, to simplify the analysis, and to reduce the burden on respondents whose English might not be adequate to the expression of their ideals, for the most part, the interview questions were of fixed-alternative type, or the respondents were simply asked to list the mass media they were exposed to.

Before the final form of the questionnaire was made, eight students were chosen for a pretest, and they were not included in the final random sample. Seven of these eight were cooperative in filling out the surveys. Their problems with the survey were analyzed and used as a basis for composing the final draft of the questionnaire.

The Sample

Kansas State University was the locale of the investigation. Justification for this choice is the existence of a rather large foreign student population at this University, and the availability of mass media in Manhattan, Kansas.

There were 425 international students enrolled at Kansas State University

during the spring term of 1972. From the official list provided by the foreign student advisor, a sample of 200 subjects representing 47 per cent of the total foreign student population was randomly selected by computer.

An analysis of completed questionnaires disclosed that the ages of the sample ranged from 20 to 46. Nearly 69 per cent fell in the 23 to 30 age bracket, with 9 per cent below and more than 22 per cent above. The mean age was 27.7 years. The sex ratio was almost five male to one female. More than 57 per cent were not married. The large majority of the sample (86%) were graduate students. Thirty-nine per cent of the foreign students first enrolled at the University during the 1971-72 academic year. Collectively, 82 per cent of the sample on the campus first enrolled during the previous three years. The length of time spent in the United States ranged from less than one year to 11 years. Almost two-thirds of the respondents had spent two years or less in the United States. Fifty-three per cent of the sample were working on master's degree; 34 per cent on a doctorate degree. More than half were fluent in two or more languages, such as English, Chinese and Hindi.

Fields of Study

The College of Engineering had the largest enrollment of foreign students (35%) followed by the College of Agriculture (27%) and the College of Arts and Science (26%). Collectively, these three colleges accounted for 88 per cent of the foreign students at Kansas State University. (See Table 1).

TABLE 1
Sample Characteristics
Field of Study of K-State Foreign Students, Spring 1972 (n=140)

Major Field	Number	Per cent*	Major Field	Number	Per cent*
<u>Agriculture</u>			<u>Arts and Science</u>		
1. Agricultural Economics	4		1. Biology	6	
2. Agronomy	6		2. Chemistry	4	
3. Animal Science	3		3. Computer Science	6	
4. Horticulture	3		4. Economics	1	
5. Plant Pathology	3		5. English	3	
6. Poultry Science	3		6. Geochemistry	1	
7. Agricultural Education	3		7. Geography	2	
8. Bakery Science	2		8. Mathematics	2	
9. Grain & Food Science	10		9. Philosophy	1	
10. Feed Science	1		10. Physics	1	
	<u>38</u>	27%	11. Political Science	3	
			12. Psychology	3	
			13. Statistics	3	
				<u>36</u>	26%
<u>Architecture</u>			<u>Pre-Professional</u>		
1. Architecture	2		1. Pre-medicine	1	
2. Interior Architecture Design	1		2. Pre-Veterinary	1	
	<u>3</u>	2		<u>2</u>	1
<u>Engineering</u>			<u>Education</u>		
1. Agricultural Engineering	2		1. Music	1	1
2. Chemical Engineering	7		<u>Home Economics</u>		
3. Civil Engineering	7		1. Fashion	1	
4. Electrical Engineering	9		2. Preschool Education	1	
5. Industrial Engineering	12		3. Foods and Nutrition	3	
6. Mechanical Engineering	5			<u>5</u>	4
7. Nuclear Engineering	4		<u>Veterinary Medicine</u>		
8. Applied Mechanics	3		1. General Veterinary Medicine	1	
	<u>49</u>	35%	2. Pathology	1	
			3. Physiological Sciences	2	
				<u>4</u>	3
<u>Community and Regional Planning</u>					
1. Community and Regional Planning	2	1			

*Per cent rounded to nearest number.

National Origins

Students from 32 of the 47 listed countries were included in the survey. Most of the 15 countries not included had fewer than five students enrolled at Kansas State University. Two countries, China(36) and India (34), accounted for 47 per cent of the total study group. The rest were represented by students from the other areas—Asia, Africa, Europe, Latin America and Australia. The distribution by countries is shown in Table 2.

Data Collection

The gathering of data combined the use of mail questionnaires and personal interviews. Questionnaires were mailed to 130 of the sample. Personal interviews were conducted to supply the missing coverage. Students interviewers were trained before the interviews were conducted. In order to reduce the reluctance of respondents to talk freely and honestly to an American interviewer, a letter of endorsement was prepared, signed by the instructor of the class and by the foreign student advisor. This letter describe the purpose of the study and assured that all data would be held in confidence. A copy of this letter is presented in Appendix B. The average personal interview took 35 to 60 minutes to complete; it was conducted in English at the residence of the respondent.

The first round of personal interviews and the mail questionnaires started in early April, 1972. During the first round 69 mail questionnaires were returned, 50 personal interviews were completed. There were three non-completions. The second week after the interviewing began a more intensive drive started. Students called on non-respondents and urged them to fill out the questionnaires; more personal interviews were completed. The second round

TABLE 2
 Sample Characteristics
 Distribution of Foreign Students by Countries, Kansas State U.,
 Spring 1972, (n=147)

Country (32)	Number of Students (147)	Per cent (100%)
<u>Asia</u>		
China	36	24%
India	34	23
Thailand	6	5
Iraq	5	3
Pakistan	4	3
Iran	4	3
Vietnam	3	2
Japan	3	2
Philippines	2	2
Hong Kong	2	1
Korea	2	1
Isreal	1	*1
Turkey	1	*1
Malaysia	1	*1
Okinawa	1	*1
	<hr/> 105	<hr/> 71
<u>Africa</u>		
Moroco	1	*1
Nigeria	7	5
Egypt	5	3
Saudi Arabia	2	1
Lybia	2	1
Ethiopia	2	1
	<hr/> 19	<hr/> 13
<u>Europe</u>		
Germany	8	5
England	2	1
Greece	1	*1
Netherland	1	*1
Yugoslavia	1	*1
	<hr/> 13	<hr/> 8
<u>Latin America</u>		
Columbia	8	3
Venezuela	2	2
Mexico	1	*1
Peru	1	*1
Bolivia	1	*1
	<hr/> 10	<hr/> 8
<u>Australia</u>		
	1	*1

*1=less than 1%.

produced 17 more mailers, 12 more personal interviews and seven additional non-completions. This produced the total of 86 returned mailers, 62 completed personal interviews and ten non-completions. The 74 per cent completion rate can be regarded as satisfactory. The reasons for the non-completions were (1) inability to find the students at their living places, (2) wrong addresses, and (3) refusals to answer.

Treatment of Data

The main objective of the study was to analyze and describe the possible impact of foreign students' mass media exposure upon their image of the United States. Therefore, three main types of data were obtained from foreign students: (a) demographic characteristics, (b) mass media exposure, and (c) attitudes (and attitude change) about the United States and the American people. Except for open-ended questions, responses were coded for computer processing. Data were summarized in terms of a frequency and percentage count.

To perceive foreign students as one homogeneous group is often an invalid concept. Therefore, classification variables were selected by the author to divide the sample into smaller, more homogeneous groups. The four variables selected as population characteristics were age (20-25 years old, 26-30 years old, 31 years old or older), sex, world area (Asia, Africa, Europe including Australia, Latin America), and length of stay (one year, two years, three years or more).

To assess exposure to mass media, the author constructed a media exposure index by assigning points for each medium and for frequency of use. Respondents were requested to name the titles of newspapers and magazines read regularly; they also were asked how often they had heard or seen things about the United States in U.S. electronic media before and after arrival.

Based on the data obtained, mass media exposure index scores were computed for each subject by assigning numerical values to the extent of use of each medium, including newspapers, magazines, radio and television. A maximum of three points were allowed for each medium. In the case of newspaper and magazine, a respondent's index scores were calculated by giving one point for each newspaper or magazine read with three points for three or more newspapers/magazines the student could name. In the case of television or radio, three points were given for "at least once a day," two points for "at least once a week," and one point for "less often than weekly" and zero for "never." Points assigned were totaled for each subject and the resulting scores, which ranged from 0 point with no media exposure at all to 12 points with very high media exposure, were arrayed. The array was then divided into three approximately equal segments. The segment containing the highest one-third of the scores (9-12 points) was designated as "high" media exposure, the segment containing the middle scores (5-8 points) was designated as "medium" exposure, and the segment containing the lower third of the scores (0-4 points) was designated as "low" exposure.

The composite index provided the basis for relating media exposure to population characteristics, to image profiles and to changes in attitudes toward the United States and the U.S. people.

A five-point semantic differential scale was used to describe the image students held with regard to the U.S. people. Individual data were grouped and mean scores for each set of bipolar adjectives on the scale were computed to construct group attitude profiles. From the scale profiles it was possible to compare differences in general attitude toward Americans for subgroups with different population characteristics and for subgroups with different degrees of media exposure.

One of the main objectives of this study was to determine whether or not a relationship existed between population characteristics (age, sex, world area, or length of stay in this country) and media exposure; between attitude change and media exposure; and between population characteristics and attitude change. The X^2 (chi square) analysis was used to test for significant differences at the .05 and the .10 level.

The treatment of data was mostly handled by a 360/50 digital computer in the Computing Center of Kansas State University. The data were examined and the results are presented in the following chapter.

CHAPTER IV

RESULTS

A. Image and Image Change

A set of data indicative of foreign students' attitudes toward Americans was derived by the use of a semantic scale. Individual data were grouped and a mean score for each bipolar adjective pair on the scale was computed. From the array a group profile was constructed as shown in Figure 4.1.

Figure 4.1 shows that foreign students see Americans as somewhat good. The mean scores on the bipolar scales range from 1.55 (practical/impractical) to 2.91 (cosmopolitan/provincial). The mean scores tend to show U.S. people in a favorable light. It should be noted that there was some difficulty in getting the students to answer the questions because some felt it was impossible to see anyone "in general."

Foreign students tended to perceive Americans as very frank, cheerful, hard-working, efficient, progressive, big, materialistic, practical and active. There were differences among scores for the other 22 items; foreign students tended to score Americans as "somewhat" in these dimensions. They found Americans somewhat friendly, rich, courteous, happy, intelligent, brave, trustworthy, loud, gentle, simple and pleasant. Americans seemed to them slightly less but still "somewhat" aggressive, cultured, boastful and serious. They viewed Americans less informed, tolerant, satisfied, generous, adult, cosmopolitan and relaxed.*

* It is obvious that there is some difficulty in assigning "negative" interpretations to the results. In no case did the mean scores reach 3.0 on the 1.0-5.0 scale.

**THIS BOOK
CONTAINS
NUMEROUS PAGES
WITH DIAGRAMS
THAT ARE CROOKED
COMPARED TO THE
REST OF THE
INFORMATION ON
THE PAGE.**

**THIS IS AS
RECEIVED FROM
CUSTOMER.**

FIGURE 4.1

Profile of the Image of American People Held By Foreign Students: Semantic Differential Mean Scores

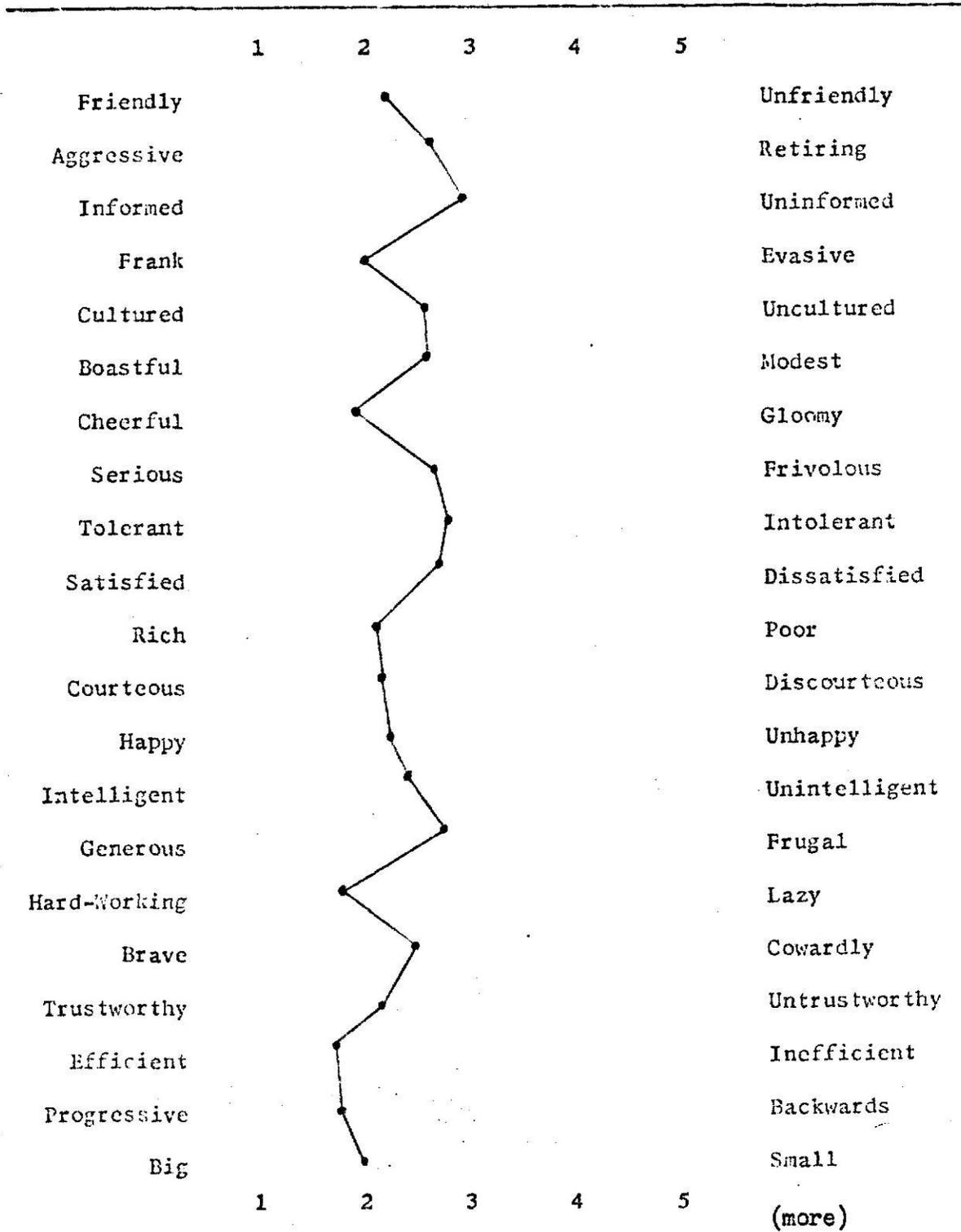


FIGURE 4.1 (contd.)

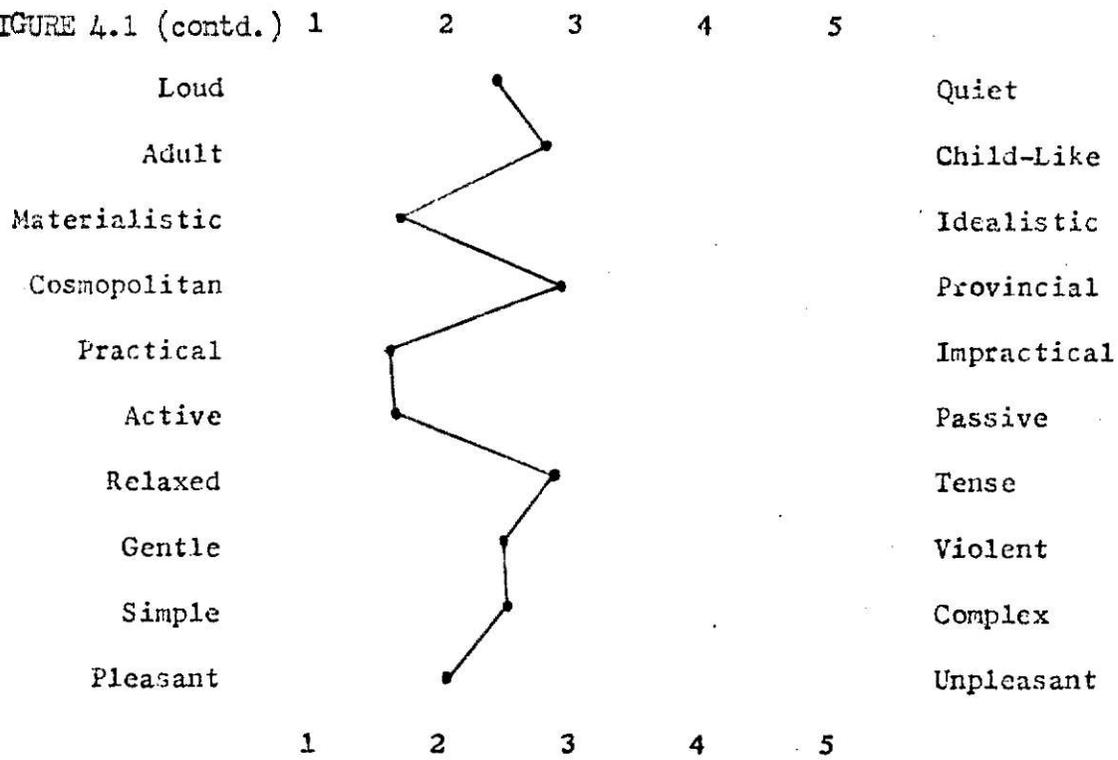


Image Changes

The majority of the students said that their attitudes had changed more favorably toward U.S. people but less favorably toward the U.S. government and its leaders. Data show that four in five students think their general attitudes about the American people have changed since they have been in the United States. Among those who reported attitude change, 70 per cent said their attitudes were more favorable. Almost three in five students considered their general attitudes about the U.S. government and its leaders have changed since they have been here. Among those who changed, 80 per cent reported their attitudes changed in a less favorable direction. The results are shown in Table 3 and in Table 4.

TABLE 3

Frequency of Attitude Change by Foreign Students, After Arrival.

	Yes	No	Total
Do you think your general attitude about American people has changed since you have been in the United States?	79%	21%	100% (n=146)
Do you think your general attitude about the U.S. government and its leaders has changed since you have been here?	63	37	100% (n=137)

TABLE 4

Direction of Attitude Change of Foreign Students, After Arrival.

	More favorable	Less favorable	Total
Would you say your attitude about American people is more favorable or less favorable?	70%	30%	100% (n=109)
Would you say that your attitude about the U.S. government and its leaders is more favorable or less favorable?	20	80	100% (n=81)

B. Mass Communication Exposure

The use of mass media by the foreign students, one of the main targets for this study, was approached under two points: extent of use and availability. Mass media in this study included newspapers, magazines, radio, television, movies and books.

The responses show that before arrival radio was the medium most used with 79 per cent of the students indicating its use. Magazines were used by 75 per cent of the students in the poll; television was viewed by 57 per cent, and 24 per cent read newspapers. After the students came to this country, use of the mass media tended to increase. Television was the most used medium, with 99 per cent of students using it; followed by newspapers, 95 per cent; radio, 93 per cent; movies, 91 per cent; magazines, 86 per cent; and books, 66 per cent. These results include all ranges of frequency, from at least once a day to less often than monthly. However, the results vary when each level of frequency is considered. For example, in the level of daily exposure, radio had the higher after-arrival preference, with 59.2 per cent of responses,

followed by television with 58.5 per cent. It is also clear that newspapers were the most pervasive medium in terms of regular use (daily or at least weekly).

Newspapers

A majority (76%) of the students had not read an American newspaper before they came to the United States. As to regular newspaper readership before arrival, nearly eight out of ten named one newspaper they read regularly. The New York Times was mentioned most frequently, 17 times by students (See Table 5).

Most of the students showed a great deal of interest in using U.S. newspapers, after their arrival. Newspaper exposure quadrupled from 24 to 96 per cent, and every student reported reading American newspapers daily or weekly. Nearly 70 per cent of students read two or more newspapers daily or weekly. Readership ratings were highest for the two local newspapers, the Kansas State Collegian and the Manhattan Mercury, and for the most prestigious, the New York Times. It is necessary to point out that all newspapers mentioned by respondents are available at the University's main library and that the Kansas State Collegian is distributed free from Monday to Friday to all students. Foreign students regularly read newspapers for seeking information. They preferred serious news to light content such as women's page, movie announcements. Nearly 93 per cent of respondents indicated that they read news about their home countries. They were also more likely to read international news or national news than local news. One exception was the high readership of campus events. The results are given in Table 6.

TABLE 5

Exposure of Foreign Students to U.S. Newspapers and Availability
of U.S. Newspapers Before Arrival, 148 Respondents.

Question: Did you read any United States newspapers before you came
to the United States?

Yes	24%
No	76%

Question: Which United States newspapers did you read on a regular basis?

<u>Newspapers</u>	<u>Number of Responses</u>
New York Times	17
Herald Tribune	2
American Reporter	2
Minneapolis Star	1
Stars and Stripes	1
Christian Science Monitor	1
Washington Post	1
Los Angeles Times	1
San Diego Union	1
Daily Telegraph	1

Question: Were U.S. newspapers available to you?

Yes	53
No	57

TABLE 6

Exposure of Foreign Students to U.S. Newspapers and Newspaper Content Areas Read by Foreign Students, 148 Respondents.

Question: Since you have been in the United States, do you read regularly any U.S. newspapers, including Collegian?

Yes	96%
No	4%

Question: Which newspaper do you read at least daily or weekly?

<u>Newspapers</u>	<u>Number of Responses</u>
Collegian	102
Manhattan Mercury	78
New York Times	33
Wichita Eagle-Beacon	19
Kansas City Star-Times	18
Topeka Journal	9
Christian Science Monitor	8
Chicago Tribune	2
Washington Post	2
Asian Student	2
Wall Street Journal	1
San Francisco Times	1
New York Post	1

Question: Most people do not read all sections of a newspapers, when you read a newspaper, which of the following do you regularly read?

<u>Content</u>	<u>Number of Responses</u>	<u>Percentage</u>
News about own country	131	93%
News about the U.S.	129	91
News about K-State	108	76
News about countries other than your own and the U.S.	95	67
News about Manhattan	83	59
Advertisement	75	53
Sports	75	53
Letters to the Editor	74	52
Columnist	57	42
Movie Announcement	55	40
News about Kansas	50	39
Review	35	25
Women's Page	26	14
Financial Page	15	11
Others	5	4
	<u>141</u>	<u>100%</u>

Magazines

Non-professional magazines (general or consumer magazines) are most popular with foreign students. These magazines are available and well-read both at home and in the United States. The students cited variety of magazines read both before arrival and since they arrived. The most popular magazines were Time, Life, Newsweek and Reader's Digest.

Before arrival foreign students were more likely to read about U.S. people in U.S. magazines than in U.S. newspapers. Three out of four students said they read U.S. magazines before coming, and 65 per cent read two or more magazines at least once a month (See Table 7). After arrival in this country, however, readership of magazines was not so high as that of newspapers. About 86 per cent of students read U.S. magazines at least once a month. Less than half read two or more magazines regularly. Most students tended to confine their magazine reading to the news and picture weeklies. Time was the most frequently read magazine (50%), followed by Newsweek (36%). These two news magazines, together with some picture, general, and opinion magazines, make the foreign student's first ten. (All the magazines mentioned in the survey are available to the students within their dormitories or in the University library.)

Radio

Data show that radio was available and was popular in most of the foreign countries. The most noticeable contrast was a more regular use of radio while in the United States. International students were more interested in news on radio before than after arrival; after arrival they preferred most to listen to music on radio. The higher level of exposure and use of radio in

TABLE 7

Exposure of Foreign Students to U.S. Magazines Before and After Arrival and Availability of U.S. Magazines Before Arrival, 148 Respondents.

Prearrival		Postarrival	
Question: Did you read any non-professional U.S. magazines before you came to the United States?		Question: What non-professional U.S. magazines do you read at least once a month, if any?	
Yes	75%	<u>Magazines</u>	<u>Number of Responses</u>
No	25%	Time	70
Question: Which U.S. magazines did you read on a regular basis?		Newsweek	50
<u>Magazines</u>	<u>Number of Responses</u>	Life	49
Time	67	Reader's Digest	20
Life	55	Playboy	8
Newsweek	42	U.S. News & World Report	7
Reader's Digest	16	New Yorker	3
Playboy	7	Saturday Review	3
National Geographic	5	Sports Illustrated	3
Popular Science	1	National Geographic	3
Esquire	1	There were also several magazines that had one response on this list.	
U.S. News & World Report	1		
Ebony	1		
House and Garden	1		
New Yorker	1		
Skin Diver	1		
Sports Illustrated	1		
Question: Were U.S. magazines available to you?			
Yes	22		
No	9		

the United States is obviously due to availability, but the increase in popularity of music may be attributed to the amount of music on American radio and, perhaps, to the poorer quality of news coverage on radio as compared to other media.

Before their stay in the United States, four in five students listened to radio, though only one in five reported listening at least once a day, and another 25 per cent at least once a week. Preferences for U.S. radio content tended to be for music rather than for news but only with slight difference. After arrival, foreign students' attention to American radio increased from 22 per cent to 59 per cent who reported listening at least once a day. Another 22 per cent reported listening at least once a week. While 21 per cent had never heard a U.S. radio broadcast before arrival, after arrival, 7 per cent still had not been exposed to U.S. radio (See Table 8.)

Television

The survey shows that either U.S. television programs were not available or were not popular in foreign countries. Only slightly more than half of the students reported watching U.S. television programs before arrival. Twenty per cent of the students reported having seen U.S. television programs at least once a day.

Nearly 99 per cent of students reported watching television after arrival. However, only 60 per cent watched it at least once a day and 80 per cent watched it at least once a week. When asked to name up to five specific television programs regularly watched. Nearly 10 per cent of them answered "none." As to program preferences, foreign students in the sample gave first preference to news, entertainment came in second, sports was third. The students' favorite

TABLE 8

Exposure of Foreign Students to U.S. Radio Before and After Arrival and Radio Program Preferences, 148 Respondents.

Prearrival	Postarrival								
<p>Question: Before coming to the U.S., how often, if at all, did you listen to United States radio programs (such as Voice of America)?</p> <p>Once a day 22%</p> <p>Once a week 25</p> <p>Less often than weekly 32</p> <p>Never 21</p>	<p>Question: Since you have been in the United States, how often do you listen to the radio?</p> <p>Once a day 59%</p> <p>Once a week 22</p> <p>Less often than weekly 11</p> <p>Never 8</p> <p>Question: Which did you prefer to listen to on the radio—news or music?</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>Number of Responses</u></th> </tr> </thead> <tbody> <tr> <td>News</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Music</td> <td style="text-align: center;">77</td> </tr> <tr> <td>Both</td> <td style="text-align: center;">33</td> </tr> </tbody> </table>		<u>Number of Responses</u>	News	26	Music	77	Both	33
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News	26								
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	<u>Number of Responses</u>								
News	48								
Music	49								
Both	18								
<p>Question: Were U.S. radio programs available to you?</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>Number of Responses</u></th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td style="text-align: center;">30</td> </tr> <tr> <td>No</td> <td style="text-align: center;">15</td> </tr> </tbody> </table>		<u>Number of Responses</u>	Yes	30	No	15			
	<u>Number of Responses</u>								
Yes	30								
No	15								

program is "CBS News," receiving 25 responses. Other specific television programs mentioned most frequently were: "All in the Family," "Mission Impossible," "FBI," "Mannix," and "Cannon" (See Table 9.)

TABLE 9

Exposure of Foreign Students to U.S. Television Before and After Arrival and Television Program Preferences, 148 Respondents.

Prearrival		Postarrival	
Question: When in your country, how often did you watch U.S. television programs?		Question: Since you have been in the United States, how often do you watch U.S. television programs?	
Once a day	20%	Once a day	59%
Once a week	25	Once a week	29
Less often than weekly	12	Less often than weekly	11
Never	43	Never	1
Question: Were U.S. television programs available to you?		Question: Name up to five television programs that you regularly watch?	
	<u>Number of Responses</u>	<u>Programs</u>	<u>Number of Responses</u>
Yes	18	CBS News	25
No	56	All in the Family	24
		Mission Impossible	22
		F.B.I.	20
		Mannix	14
		Cannon	11
		Lucy Show	8
		Gunsmoke	6
		Face the Nation	5
		Dick VanDyke Show	5
		Lawrence Welk	5
The following all received four responses: ABC News, CBS Late Movies, Sonny and Cher, Hogan's Heroes, Special Programs, Let's Make a Deal, To Tell the Truth, and 60 Minutes.			

Books

Nearly 34 per cent of students indicated they had not read an American book since coming. Asked to name up to five books read since coming, excluding textbooks, the majority of the students could give only three or fewer books, with the range from none to six or more. This is not surprising since, as noted in the sample section, most of the students had been in the United States two years or less, and the majority of them were graduate students working on a master's degree or Ph.D. program so that they have not been able to give much time to reading American books. Love Story was mentioned the most frequently. The Godfather was second, and The Valley of the Dolls was the third most popular. These three books are relatively short paper backs that have received a great amount of coverage in popular magazines, radio, and newspaper. Also, they have been made into popular movies that have received much acclaim. Eleven other books were mentioned and received either three or four responses (See Table 10.)

Movies

Nearly 9 per cent of students said they had not attended a movie since coming. The majority attended movies at least once a month. The movies most attended were "Godfather" by 47 out of 139 students, "Love Story" 25, and "Patton" 21. Among the movies they have seen, "Love Story" impressed them the most, followed by "Soldier Blue", and "Dr. Zhivago." The "Godfather" had been running in the area theatres for about two weeks when the survey was taken, so that the time factor probably affected the responses. The most popular actor cited was John Wayne, and the most popular actress was Elizabeth Taylor. One interesting point in the data is the popularity of some

TABLE 10

U.S. Books Read by Foreign Students After Arrival, 126 Respondents

Title	Number of Responses
Love Story	15
Godfather	10
Valley of the Dolls	5
Everything You Wanted to Know About Sex But Were Afraid To Ask	4
Greening of America	4
Catch '22	4
Pentagon Papers	4
Reader's Digest Condensed Books	4
Catcher in the Rye	3
Airport	3
Power of Positive Thinking	3
Future Shock	3
Autobiography of Malcolm	3
Farewell to Arms	3

of the older American movie stars (Table 11). The reason for this may be attributed to watching movies on television, which usually runs older pictures.

TABLE 11

Exposure to Current U.S. Movies by Foreign Students, 148 Respondents

Question: Since you have been in the United States, how often do you attend movies?

Once a week	15%
Once a month	43
Less Often	33
Never	9

Question: Name up to five movies you have seen since you have been in the United States.

<u>Title</u>	<u>Number of Responses</u>
Godfather	47
Love Story	25
Patton	21
Man Called Horse	18
Doctor Zhivago	16
Soldier Blue	14
The Graduate	14
Summer of '42	11
Gone with the Wind	11
Dirty Harry	9
A Man For All Seasons	8
They Shoot Horses Don't They	8
Midnight Cowboy	8
Diamonds Are Forever	7
Billy Jack	6

*There were 53 other responses for movies with fewer than five responses.

Question: Which U.S. movie has impressed you most?

<u>Title</u>	<u>Number of Responses</u>
Love Story	13
Soldier Blue	7
Doctor Zhivago	6
Patton	5
Gone with the Wind	5
The Godfather	4
Sound of Music	4
A Man Called Horse	4
A Man For All Seasons	4
Billy Jack	3
They Shoot Horses Don't They	2
Easy Rider	2
Midnight Cowboy	2
Ryan's Daughter	2
Charley	2
M.A.S.H.	2

There were 29 other movies mentioned that had one response.

Question: Who is your favorite U.S. male and female movie star?

<u>Male</u>	<u>Number of Responses</u>
John Wayne	15
Marlon Brando	9
Paul Newman	8
Gregory Peck	6
Clark Gable	4
Peter O'Tolle	3
Richard Burton	3
Anthony Quinn	3
<u>Female</u>	
Elizabeth Taylor	22
Audrey Hepburn	5
Susan Hayward	3
Natalie Wood	3
Candice Bergen	3

Satisfaction with the News Coverage
of Home Countries by the U.S. Media

The majority of students were dissatisfied with the news coverage of their nations by the U.S. media. Only one out of three considered the coverage satisfactory. Among the 68 per cent of students dissatisfied, fewer than half reported they were very dissatisfied. Most students felt starved for home news and this was their primary criticism. Most students agreed that there was not enough international news coverage in terms of quantity. Some respondents noted U.S. news reporters, lack of real acquaintance with the local scene abroad and the inadequacy of background reportage by American media. Or they remarked that coverage was biased, and usually handled in a matter-of-fact, uninteresting fashion. However, some of them considered the news coverage of their nations to be adequate. The reportedly were satisfied with the "neutrality" of news reported by the U.S. media. In their view, news coverage in the United States is open-minded; they showed interest in the nature of freedom of the U.S. media.

Media Exposure Index

TABLE 12

Media Exposure Distribution for Foreign Students
Before and After Arrival, 148 Respondents.

Level of Media Exposure	PRearrival	Postarrival
High	3%	48%
Medium	46	46
Low	51	6

Data of the mass media exposure index score distribution in Table 12 support the previous inference that foreign students tended to use the U.S. mass media much more after than before their arrival. Before coming here, the majority of students fell into the medium or low exposure range for U.S. media. In contrast, the majority of students (94 per cent) were high or medium users after arrival. As consumer of U.S. media, high media users after arrival increased from 4 to 71 per cent while low media users declined from 75 to 9 per cent. For medium level media users, the percentage remained the same before and after arrival.

C. Major Sources of Information

Relating the use of mass media and its possible influence on the formation and modification of image, foreign students were asked to rank the value of different communication sources for information upon which their attitudes about the United States and its people were based. It was found that, before arrival, mass media sources were dominant over personal communication sources in contributing to impressions of the country. In contrast, since coming to the United States, a personal contact was the most valuable means of communication for information on the U.S. way of life and for increasing knowledge of English. Mass media remain sources for information on the U.S. social and political situation.

Asked to rate prearrival communication sources contributing to their impressions of the United States, students rated movies highest (43%) in the contributed "much" category, followed by U.S. television programs (24%), friends of the same nationality (24%), U.S. citizens living in the home country (23%), and U.S. magazines and newspapers (21%). In the contribute "little or none"

category, students rated U.S. tourists highest (58%), followed by members of family (56%) (Table 13.)

TABLE 13

Sources Contributing to the Prearrival Impressions of the U.S.

	Much	Some	Little or None	Total
U.S. tourists	7%	35%	58%	100% (n=139)
U.S. citizens living in home country	23	37	40	100 (n=141)
U.S. movies	43	41	16	100 (n=145)
U.S. newspapers /magazines	21	55	24	100 (n=145)
U.S. television programs	24	28	48	100 (n=141)
U.S. radio programs	10	45	45	100 (n=142)
Members of family	14	30	56	100 (n=141)
Friends of same nationality	24	51	25	100 (n=144)

Students were asked to identify postarrival sources of information about specific aspects of American life—food, family relationships, customs, racial problems, foreign policy and fashion. In the response frame, personal contacts with American people was given as an alternative to mass media sources. The results show that 48 per cent of the students learned about American food through their American friends; 56 per cent learned about the nature of American family relationships in the same way. American customs were learned by 60 per cent of the students, also through their American friends. However, for information on racial problems and U.S. foreign policy, foreign students cited newspapers as to the most important source. Thirty per cent of them declared newspapers as the source for learning about the nature of racial problems and 40 per cent of the students learned about foreign policy by the same means. Finally, 38 per cent of the students became informed about American fashion by reading magazines.

Students in the survey also were asked to evaluate the communication sources for increasing knowledge of English. Talking to U.S. citizens was stated by 73 per cent of the students as the most valuable, and watching television by 62 per cent. Radio was the least used as the source of information and for improving English. The results are shown in Table 14 and Table 15.

D. Media Exposure and Population Characteristics as Variables Related to Attitude and Attitude Change

How do foreign students with different population characteristics differ in their mass communication behavior? How do they differ in their attitudes toward the United States and toward its people? Is there evidence of a relationship between mass media exposure and attitudes? Between mass media exposure and attitude change? These questions are answered in the following portion which is

TABLE 14

Prearrival Sources of Information on Selected Aspects of the United States

	News- papers	Maga- zines	TV	Radio	Movies	U.S. Friends	Total
U.S. food	9%	10%	31%	1%	2%	48%	100% (n=132)
U.S. family relationship	3	7	27	0	7	56	100 (n=131)
U.S. customs	3	5	23	0	9	60	100 (n=131)
U.S. racial problems	30	20	28	1	3	17	100 (n=127)
U.S. foreign policy	40	21	33	3	0	4	100 (n=126)
U.S. fashion	5	38	31	0	7	19	100 (n=124)

TABLE 15

Foreign Students of Communication Sources for Increasing Knowledge of English

	Very valuable	Somewhat valuable	Little or no value	Total
Reading newspaper	41%	44%	15%	100% (n=143)
Attending movies	26	51	23	100 (n=141)
Reading magazines	43	46	11	100 (n=142)
Watching TV	62	24	14	100 (n=143)
Listening to radio	29	46	25	100 (n=144)
Talking to U.S. citizens	73	19	8	100 (n=144)
Others	96	4	0	100 (n=24)

TABLE 16

Prearrival Media Exposure, by Age, 147 Respondents

Age	High	Medium	Low
20-25 (55)	7%	33%	60%
26-30 (57)	0	58	42
31-46 (35)	0	51	49

Significant at the .05 level (chi square).*

* Data in Tables 16-43 were analyzed for significant difference by the Chi Square method, only significant differences are noted.

concerned with further analysis of the data.

Media Exposure by Population Subgroups

Data in Tables 16 through Table 23 relate media exposure to the population characteristics of age, sex, world area and time spent in the United States.

A. Age:

Examination of Table 16 and Table 17 reveals that significant differences (0.5 level) exist between the levels of three age groups, both before and after arrival. Media exposure (both before and after arrival) among the medium age group ran higher than for the other two age groups. Before arrival, 58 per cent of medium age group were medium level media users, followed by the oldest group with 51 per cent and the youngest group with 33 per cent. However, only 7 per cent in the youngest group were high media users. After arrival, media use increased among three groups. The medium age group still held up rather well, followed by the youngest group with the oldest group the last. Slightly more than half of the youngest group were medium media users, while slightly more than half of the medium age group were high media users.

B. Sex:

Table 18 shows there were no significant differences between prearrival media exposure and sex. Media use among women in the sample was slightly higher than that among men with 54 per cent reporting in the medium/high levels, as compared to 48 per cent among men. After arrival, however, as Table 19 shows, there were some significant differences between the two groups. When both high and medium users are considered, men are still not as highly exposed to the mass media upon arrival as women. Nevertheless, exactly half of the men were

TABLE 17
 Postarrival Media Exposure by Age, 147 Respondents

Age	High	Medium	Low
20-15 (55)	42%	53%	5%
26-30 (57)	54	44	2
31-46 (35)	46	40	14

TABLE 18
 Prearrival Media Exposure by Sex, 148 Respondents

Sex	High	Medium	Low
Male (124)	2%	46%	52%
Female (24)	4	50	46

high media users, as compared with only 38 per cent of the women. About six in ten women scored medium in the exposure index; none of them were low media users. For man, 43 per cent of them were medium media users.

TABLE 19
 Postarrival Media Exposure by Sex, 148 Respondents

Sex	High	Medium	Low
Male (124)	50%	43%	7%
Female (24)	38	62	0

Significant at the .05 level.

C. World Area:

Media behavior among students from four world area is shown in Table 20 and Table 21. Table 20 shows that there were some significant differences (.10) between prearrival media exposure and area groups. Asian students scored higher than those from other world areas in media exposure. Latin Americans scored next followed by Europeans and Africans last. Fifty four per cent of Asians were medium or high media users. For Latin Americans the ratio for medium/high level over low level media use was one in two; with Europeans it was less than two in five. And less than two in five Asians scored in the medium levels of the media exposure index with none in the high levels. Table 21 also shows little variation in media exposure among the four groups after arrival. After arrival Africans scored the highest in media exposure, Europeans the next, followed by Asians and Latin Americans the last. It is obvious that Africans consume the mass media much more extensively after arrival than they did before. With Africans, the medium/high media users increase from 37 per cent to 100 per cent. For Asians and Europeans the mass media exposure index was similar with slightly more Europeans as high media users.

TABLE 20

Prearrival Media Exposure by World Area, 147 Respondents

World Area	High	Medium	Low
Asia (104)	2%	52%	46%
Africa (19)	0	37	63
Europe (14)	7	29	64
Latin America (10)	10	40	50

Significant at the .10 level.

TABLE 21

Postarrival Media Exposure by World Area, 147 Respondents

World Area	High	Medium	Low
Asia (104)	48%	45%	7%
Africa (19)	53	47	0
Europe (14)	50	43	7
Latin America (10)	30	60	10

D. Time Spent in the United States:

It can be seen in Table 22 that there were significant differences (.10 level) in prearrival media exposure among students with different lengths of stay in the United States. The two-year group scored higher than other groups in media exposure, followed by the three-year group, with the one-year group the last. Three in five of the one-year group were low media users while nearly one in two of the two-year group and two in five of the two-year group were low media users. After arrival, there were only slight difference among the three groups in media exposure scores. However, the two-year group still ran higher than other groups, followed by the one-year group and the three-year group. The majority of other groups were medium media users, while the majority of the three-year group were high media users (See Table 23.)

TABLE 22

Prearrival Media Exposure by Length of Stay in the United States,
148 Respondents

Time Spent in the U.S.	High	Medium	Low
1 year (57)	3%	37%	60%
2 years (42)	2	60	38
3 years/more (49)	2	47	51

Significant at the .10 level.

TABLE 23

Postarrival Media Exposure by Length of Stay in the U.S., 148 Respondents

Time Spent in the U.S.	High	Medium	Low
1 year (57)	44%	49%	7%
2 years (42)	45	50	5
3 years/more (49)	55	39	6

Attitude and Attitude Change as Related to Population Characteristics

Attitudes toward the U.S. people, and the change of attitudes over time by foreign students was indicated in survey responses. These responses related to population characteristics. Semantic differential data are broken down by population characteristics. These data are illustrated by the mean profiles in Figure 4.2 (age), 4.3 (sex), 4.4 (world area), and 4.5 (time spent in the United States).

A. Age:

Figure 4.2 shows attitudes of different age groups toward the American people compared by scale profiles. Two observations become apparent: (1) the three profiles appear to be similar; none of them goes beyond the neutral point (3.0) except the oldest group which characterized the U.S. people as somewhat uninformed and tense, (2) some differences do show on the loud/quiet, and the adult/child-like scales for the three groups. The younger the group, the louder they considered Americans to be. The youngest group found Americans very adult while the two older groups agreed that Americans were less adult and more child-like.

B. Sex:

From Figure 4.3, it is apparent that there were no striking differences between the two sex groups on the scoring characteristics of the people of the United States. However, female foreign students found Americans less serious, less practical, less big, and more generous, and more loud.

C. World Area:

Figure 4.4 shows profiles of the responses of students grouped by world area (Asian, African, European and Latin American).

The profiles indicate that African students rate the U.S. people highest on most dimensions of the scales, the Asians next, followed by Latin Americans and the Europeans last. Compared with other groups, African students rated Americans more cultured, more rich, more courteous, more intelligent, more brave, more progressive, more big, more adult, more materialistic and more practical. They were less likely to consider U.S. people as aggressive and boastful.

For Asian students, the profile of attitudes appear to be similar with that of Africans, except it is less flattering. They found U.S. people more

FIGURE 4.2

Profiles of the Image of U.S. People Held By Three Different Age Groups of Foreign Students: Semantic Differential Mean Scores.

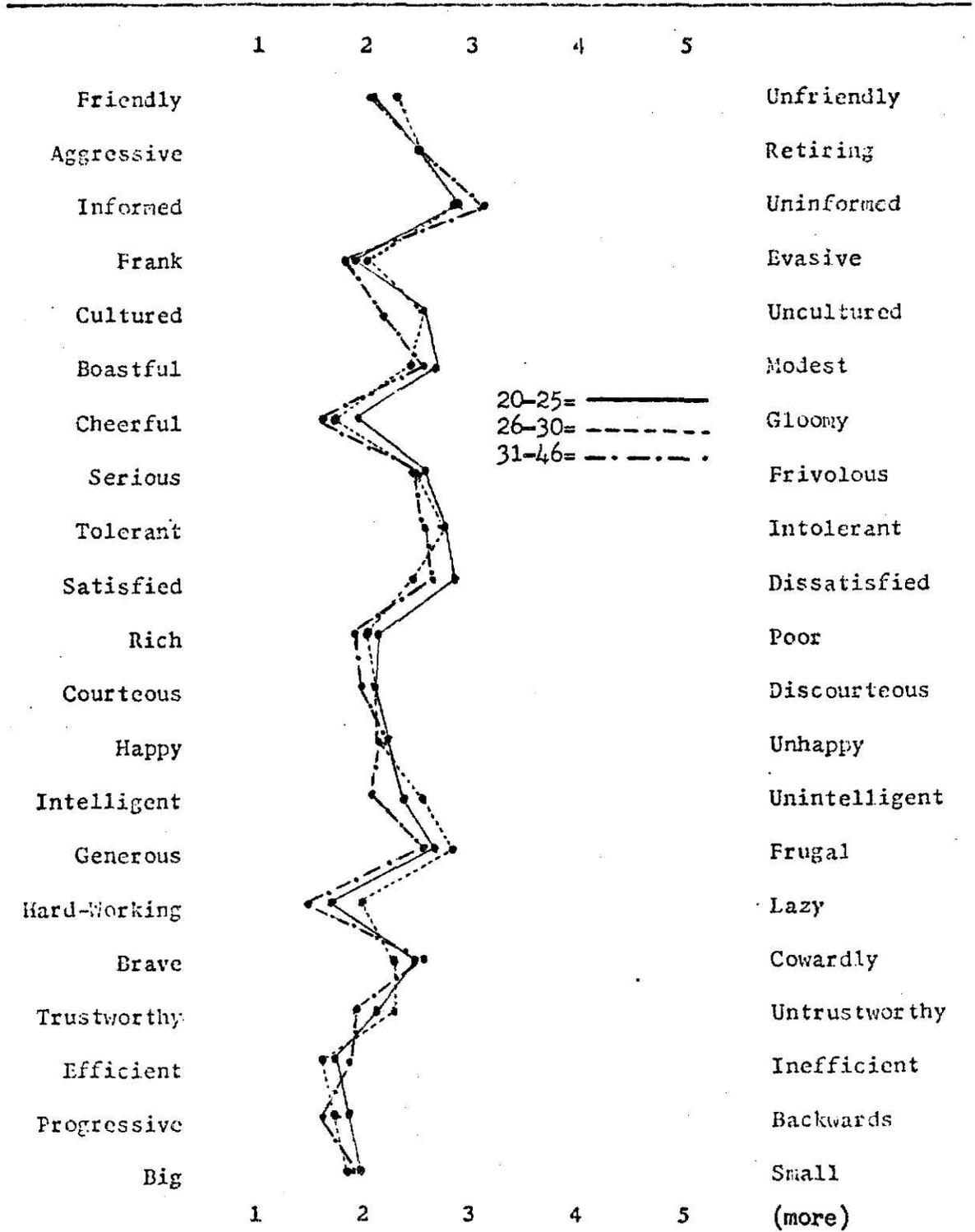


FIGURE 4.2 (contd.) 1

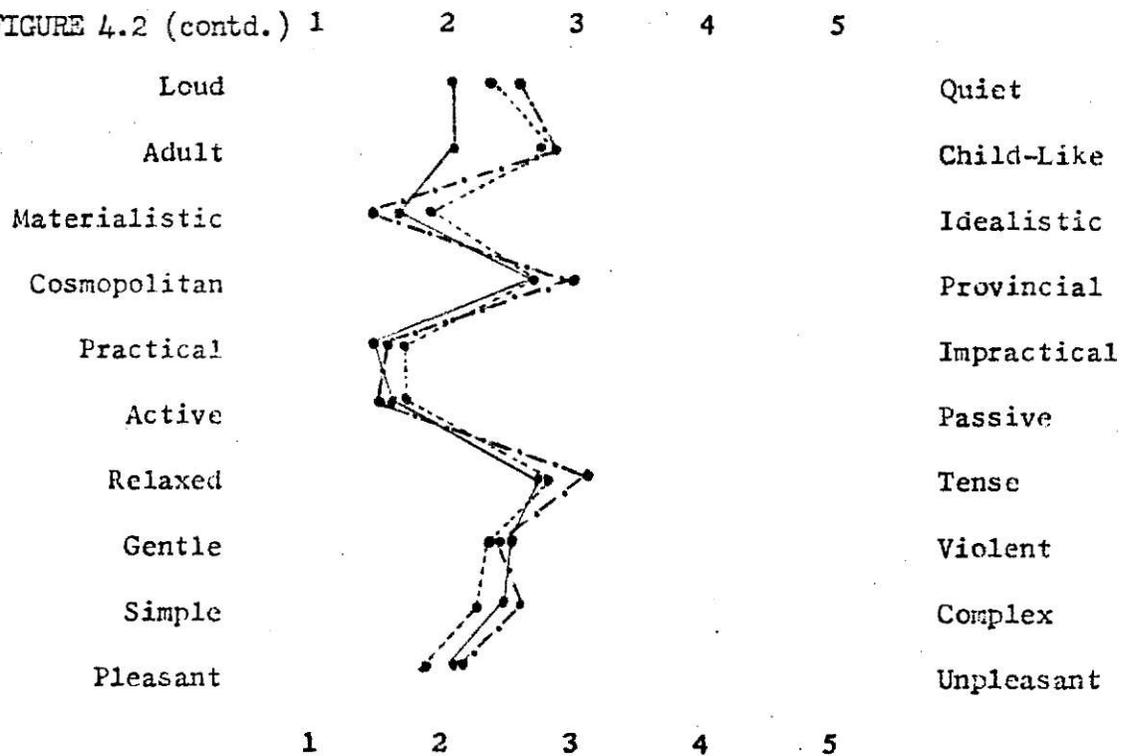


FIGURE 4.3

Profiles of the Image of U.S. People Held by Foreign Students,
by Sex: Semantic Differential Mean Scores.

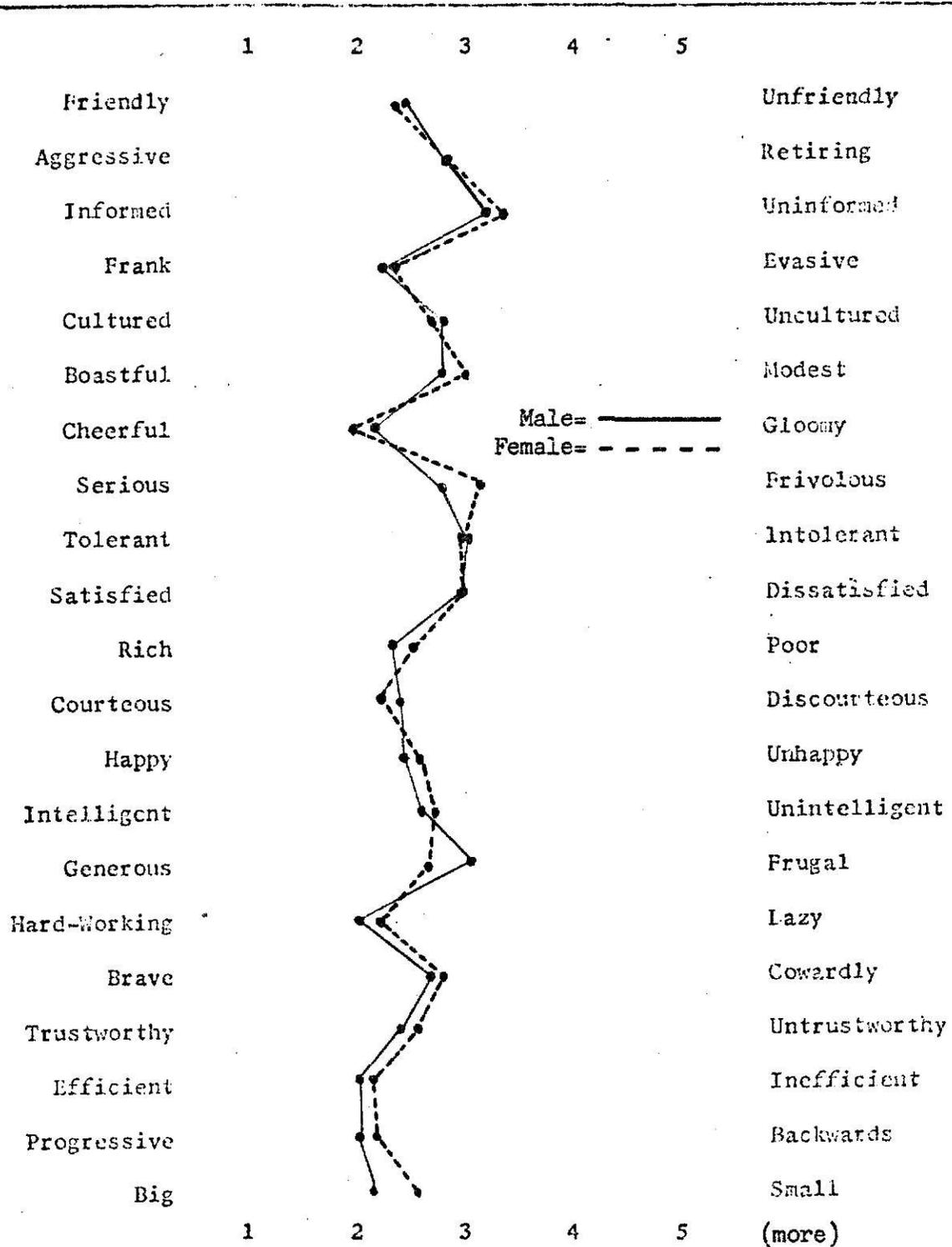


FIGURE 4.3 (contd.) 1

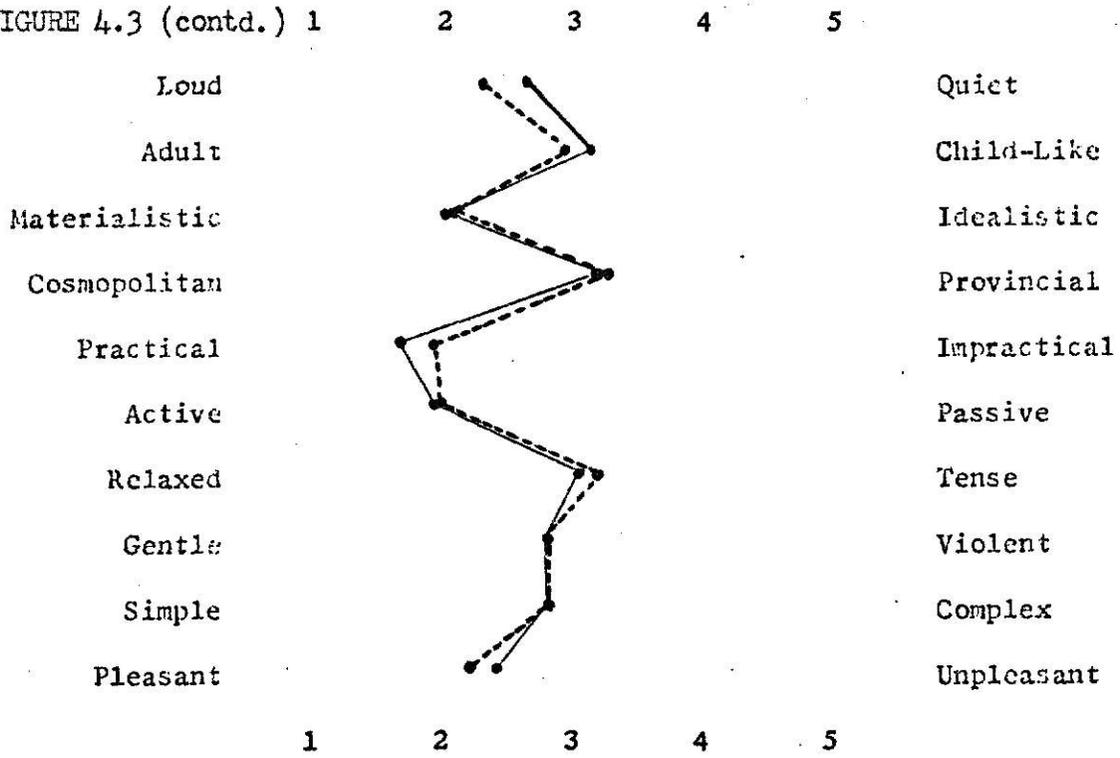


FIGURE 4.4

Profiles of the Image of U.S. People Held By Foreign Students, By World Area: Semantic Differential Mean Scores.

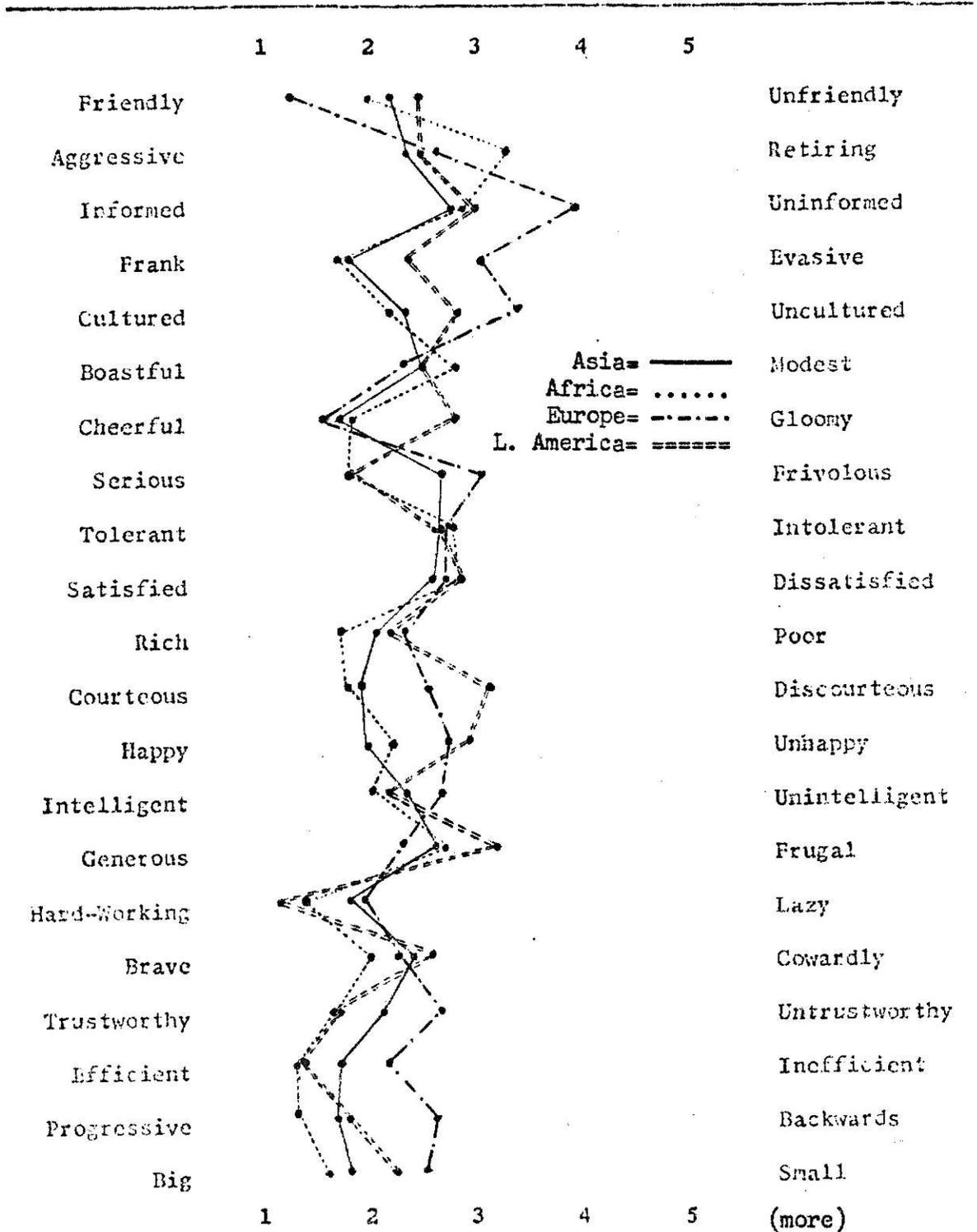
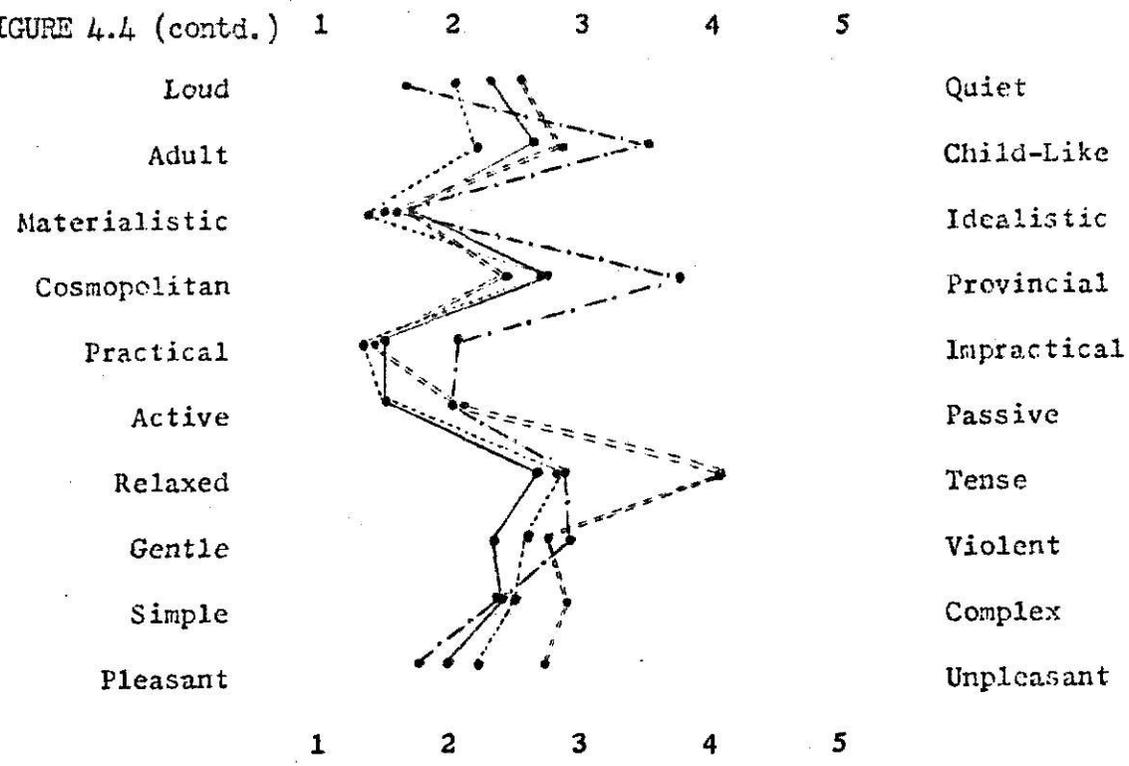


FIGURE 4.4 (contd.)



aggressive, more satisfied, more happy, more relaxed and more gentle.

Europeans were the most likely to score U.S. people with the unfavorable polar adjectives. They perceived the people of the United States less informed, less frank, less cultured, less serious, less intelligent, less efficient, less progressive, less big, less adult, less cosmopolitan and less practical. On the other hand, they rated U.S. people more friendly, more loud and more pleasant.

Latin Americans thought U.S. people less friendly, less cheerful, less courteous, less happy, less generous, less brave, less relaxed, less simple and less pleasant. However, they had a more favorable image on the hard-working/lazy scale.

D. Time Spent in the United States:

The profiles of the three groups with different lengths of stay are given in Figure 4.5. The first group, which had spent one year in the United States at the time of survey, seemed to give the most favorable estimate of U.S. people. The second group, with two years, gave the next favorable estimate; the third group, with three years or longer, the least favorable. However, the one-year group labeled U.S. people less favorably on the aggressive/retiring scale. The profiles of the two-year group and of the three-year group were similar, except that the three-year group showed a lightly less favorable estimate of U.S. people. The two-year group considered U.S. people more simple than other groups did.

Tables 24 through 39 show distributions by demographic variables of responses to questions dealing with postarrival attitude change regarding the U.S. people and the U.S. government and its leaders. According to these tables, there were no significant differences in postarrival attitude change among the groups in terms of age, sex, and world area. Significant differences were

FIGURE 4.5

Profiles of the Image of U.S. People Held By Foreign Students, By Years Spent in the U.S.: Semantic Differential Mean Scores.

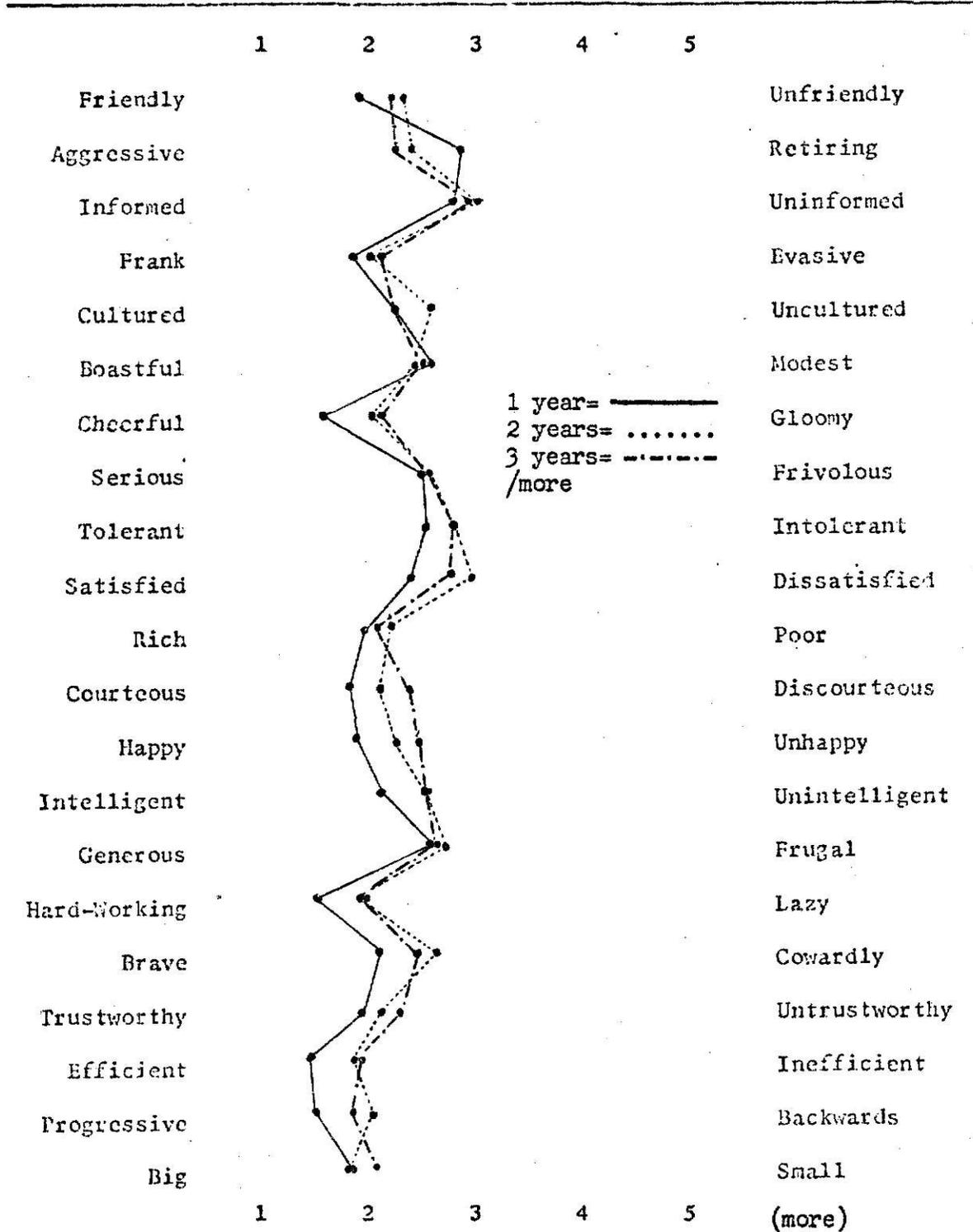
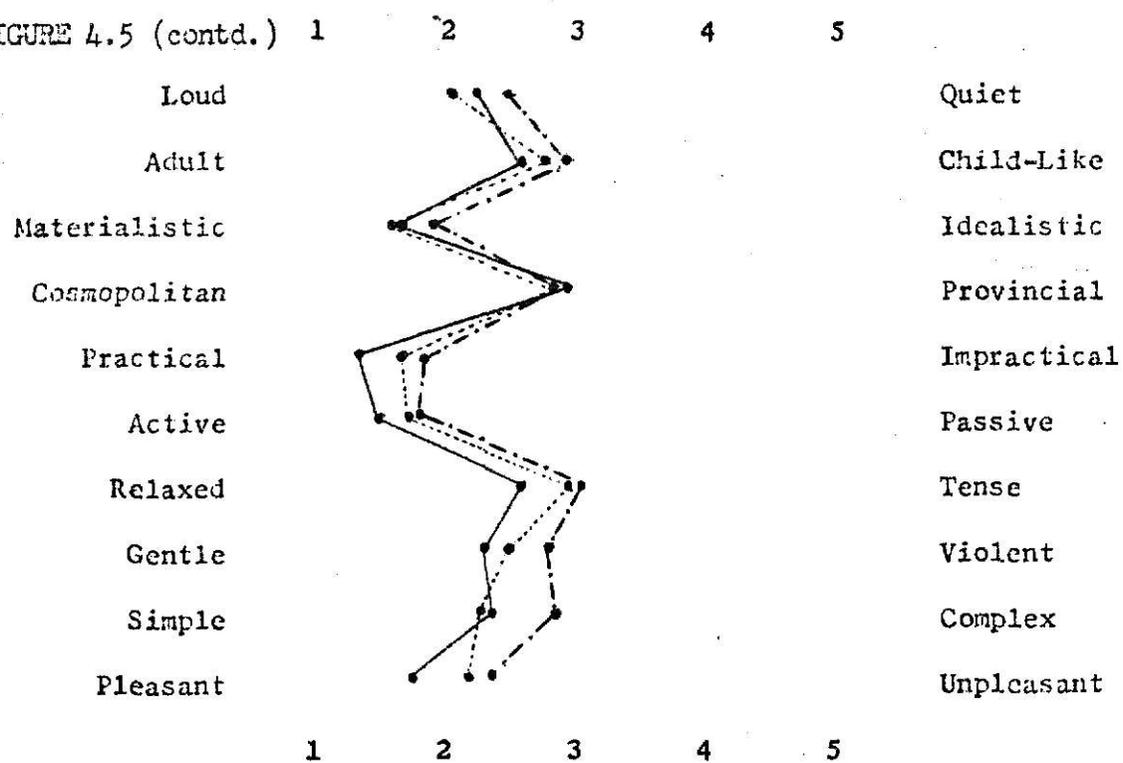


FIGURE 4.5 (contd.)



found (.05 level) between attitude change and years spent in the United States (Tables 37, 38).

A. Age:

With regard to attitudes about U.S. people as well as the U.S. government and its leaders, the younger group tended to change more than the older group. For the three age groups, the changes were similar in direction—more favorable toward U.S. people and less favorable toward the U.S. government and its leaders. However, 72 per cent of the medium age group reported their attitudes about U.S. people to be more favorable, while 68 per cent of the youngest group, and 71 per cent of the oldest group said their attitudes were less favorable (See Tables 24, 25, 26, 27).

TABLE 24

Frequency of Postarrival Attitude Change About U.S. People,
by Age, 145 Respondents

Age	Yes	No
20-25 (54)	85%	15%
26-30 (56)	77	23
30-46 (35)	74	26

TABLE 25

Direction of Postarrival Attitude Change About U.S. People
by Age, 109 Respondents

Age	More favorable	Less favorable
20-25 (44)	68%	32%
26-30 (39)	72	28
31-46 (26)	65	25

TABLE 26

Frequency of Postarrival Attitude Change About the U.S.
Government, by Age, 136 Respondents

Age	Yes	No
20-25 (36)	73%	27%
26-30 (52)	58	42
31-46 (33)	55	45

TABLE 27

Direction of Postarrival Attitude Change About the U.S.
Government, by Age, 81 Respondents

Age	More favorable	Less favorable
20-25 (36)	19%	81%
26-30 (28)	14	86
31-46 (17)	29	71

B. Sex:

Table 28 and Table 30 show that a higher rates of men (66%) than women (50%) shifted their views on U.S. people and on the U.S. government after arrival. As to direction of attitude change, eight in ten women, as compared to six in ten men, changed their views on U.S. people in a favorable direction. On the other hand, eight in ten men, as compared to six in ten women, reported less favorable attitudes about the U.S. government.

TABLE 28

Frequency of Postarrival Attitude Change About U.S. People,
by Sex, 146 Respondents

Sex	Yes	No
Male (122)	79%	21%
Female (24)	75	25

TABLE 29

Direction of Postarrival Attitude Change About U.S. People,
by Sex, 109 Respondents

Sex	More favorable	Less favorable
Male (93)	67%	33%
Female (16)	81	19

TABLE 30

Frequency of Postarrival Attitude Change About the U.S. Government,
by Sex, 137 Respondents

Sex	Yes	No
Male (113)	66%	34%
Female (24)	50	50

TABLE 31

Direction of Postarrival Attitude Change About the U.S. Government,
by Sex, 81 Respondents

Sex	More favorable	Less favorable
Male (72)	18%	82%
Female (9)	33	67

C. World Area:

Europeans changed their views of U.S. people more frequently (100%) than did the other groups. The degree of shift among Latin Americans was second greatest (90%), followed by Africans (79%), and Asians (75%). With regard to the U.S. government, the attitude change was most extensive among Europeans (75%), followed by Asians (66%), Latin Americans (50%), and Africans (42%).

Among those who changed their views of the people of the United States, 92 per cent of Europeans changed more favorably, as did 73 per cent of the Africans, 67 per cent of the Latin Americans and 64 per cent of the Asians. Eighty-eight per cent of the Africans reported less favorable attitudes about the U.S. government, as did 80 per cent of the Latin Americans, nearly 80 per

cent of the Asians, and 78 per cent of the Europeans (See Tables 32, 33, 34 & 35).

TABLE 32

Frequency of Postarrival Attitude Change About U.S. People, by World Area

World Area	Yes	No
Asia (103)	75%	25%
Africa (19)	79	21
Europe (13)	100	0
Latin America (10)	90	10

TABLE 33

Direction of Postarrival Attitude Change About U.S. People By World Area

World Area	More favorable	Less favorable
Asia (73)	64%	36%
Africa (15)	73	26
Europe (12)	91	8
Latin America (9)	67	33

TABLE 34

Frequency of Postarrival Attitude Change About the U.S. Government by
World Area

World Area	Yes	No
Asia (95)	66%	34%
Africa (19)	42	58
Europe (12)	75	25
Latin America (10)	50	50

TABLE 35

Direction of Postarrival Attitude Change About the U.S. Government by
World Area

World Area	More favorable	Less favorable
Asia (59)	20%	80%
Africa (8)	13	87
Europe (9)	22	78
Latin America (5)	20	80

D. Time Spent in the United States:

Tables 36, 37, 38 and 39 show the distributions of respondents by years spent in the United States regarding postarrival changes in attitudes about people of the United States and about the U.S. government.

When asked, "Do you think your general attitudes about the American people have changed since you have been in the United States?" 81 per cent of the two-year group answered "yes," followed by the one-year group with 80 per cent

and the three-year group with 75 per cent (Table 36). These results indicate the length of stay does not seem to affect the frequency of attitude change, regarding U.S. people. This finding does not hold for frequency of attitude change regarding the U.S. government and its leaders. The longer they stayed, the more likely students were to change their attitudes about the U.S. government and its leaders: 76 per cent of the three-year group, 72 per cent of the two-year group and only 45 per cent of the one-year group indicated changes (Table 38), a statistically significant finding (.05 level).

Tables 37 and 39 show the direction of attitude change by respondents who reported a change of attitude (Tables 36 and 38). Here also the respondents are grouped on the variable of years spent in the United States. Table 37 shows that statistically significant differences (.05 level) exist between the direction of attitude change (more favorable—less favorable) and length of stay in the United States. The unexpected result is obvious in the distribution of the two-year group, 48 per cent of whom reported less favorable attitudes as compared to only 20 per cent for the one-year group and 28 per cent for the three-year group.

In contrast to the generally more favorable attitude change toward the U.S. people, respondents who changed attitudes toward the U.S. government and its leaders did so in the less favorable direction and at a very high rate, ranging from 73% for the three-year group to 89% for the two-year group (Table 39). This distribution did not revealed significant differences.

TABLE 36

Frequency of Postarrival Attitude Change about U.S. People, by Years Spent in the U.S.

Time Spent in the U.S.	Yes	No
1 year (56)	80%	20%
2 years (42)	81	19
3 years/more (48)	75	25

TABLE 37

Direction of Postarrival Attitude Change About U.S. People, By Years Spent in the U.S.

Time Spent in the U.S.	More favorable	Less favorable
1 year (44)	80%	20%
2 years (33)	52	48
3 years/more (32)	72	28

Significant at the .05 level.

TABLE 38

Frequency of Postarrival Attitude Change About the U.S. Government, By Years Spent in the U.S.

Time Spent in the U.S.	Yes	No
1 year (53)	45%	55%
2 years (39)	72	28
3 years/more (45)	76	24

Significant at the .05 level.

TABLE 39

Direction of Postarrival Attitude Change About the U.S. Government,
by Years Spent in the U.S.

Time Spent in the U.S.	More favorable	Less favorable
1 year (23)	22%	78%
2 years (28)	11	89
3 years/more (30)	27	73

Media Exposure in Relation to Image of U.S. People

Relating semantic differential data to mass media use, Figure 4.6 shows the profiles of the image of the American people held by three groups with different media exposure indexes (low, medium, high). It becomes apparent that low media users rated the American people highest on most dimensions of the scales, medium media users next and high media users last. Compared with other groups, the low media users rated U.S. people as more tolerant, more satisfied, more rich, more intelligent, more generous, more adult, more cosmopolitan, more relaxed, and more gentle while they were less likely to consider U.S. people to be aggressive, boastful, cheerful, serious, efficient, progressive, big, loud, active and pleasant. The medium media users labeled American more favorable on informed/uninformed, cultured/uncultured, cheerful/gloomy, materialistic/idealistic, practical/impractical, simple/complex, and pleasant/unpleasant scales. The profile of the high media users is similar to that of the medium media users except it is less favorable. The high media users perceived U.S. people as less friendly, less informed, less frank, less cultured, less tolerant, less satisfied, less rich, less happy, less intelligent, less generous,

less trustworthy, less adult, less materialistic, less cosmopolitan, less practical, less relaxed, less gentle, and less simple. On the other hand they found U.S. people more favorable on aggressive/retiring, efficient/inefficient, big/small, loud/quiet scales.

Respondents are broken down by media exposure in Tables 40-43 which summarize the frequency and direction of attitude change.

The only statistically significant finding (.10 level) is noted in Table 42, which reports significant differences between the frequency of attitude change about the U.S. government and the level of media exposure. This distribution shows that respondents low in media exposure, were least likely to change attitudes about the U.S. government (33%). The frequency of attitude change toward U.S. people is reported in Table 40. These results are in contrast to the findings in Table 42. Respondents low on the exposure index were more likely (100% for the sample) to change attitudes about U.S. people.

As to the direction of attitude change by media exposure, a majority of respondents in all levels of media exposure (high, medium, low) changed in the direction of more favorable attitudes toward the U.S. government (Table 43) and toward U.S. people (Table 41).

TABLE 40

Frequency of Attitude Change About U.S. People, By Levels of Media Exposure

Media Exposure	Yes	No
High (70)	77%	23%
Medium (67)	78	22
Low (9)	100	0

FIGURE 4.6

Profiles of the Image of U.S. People Held By Foreign Students, By Level of Media Exposure: Semantic Differential Mean Scores.

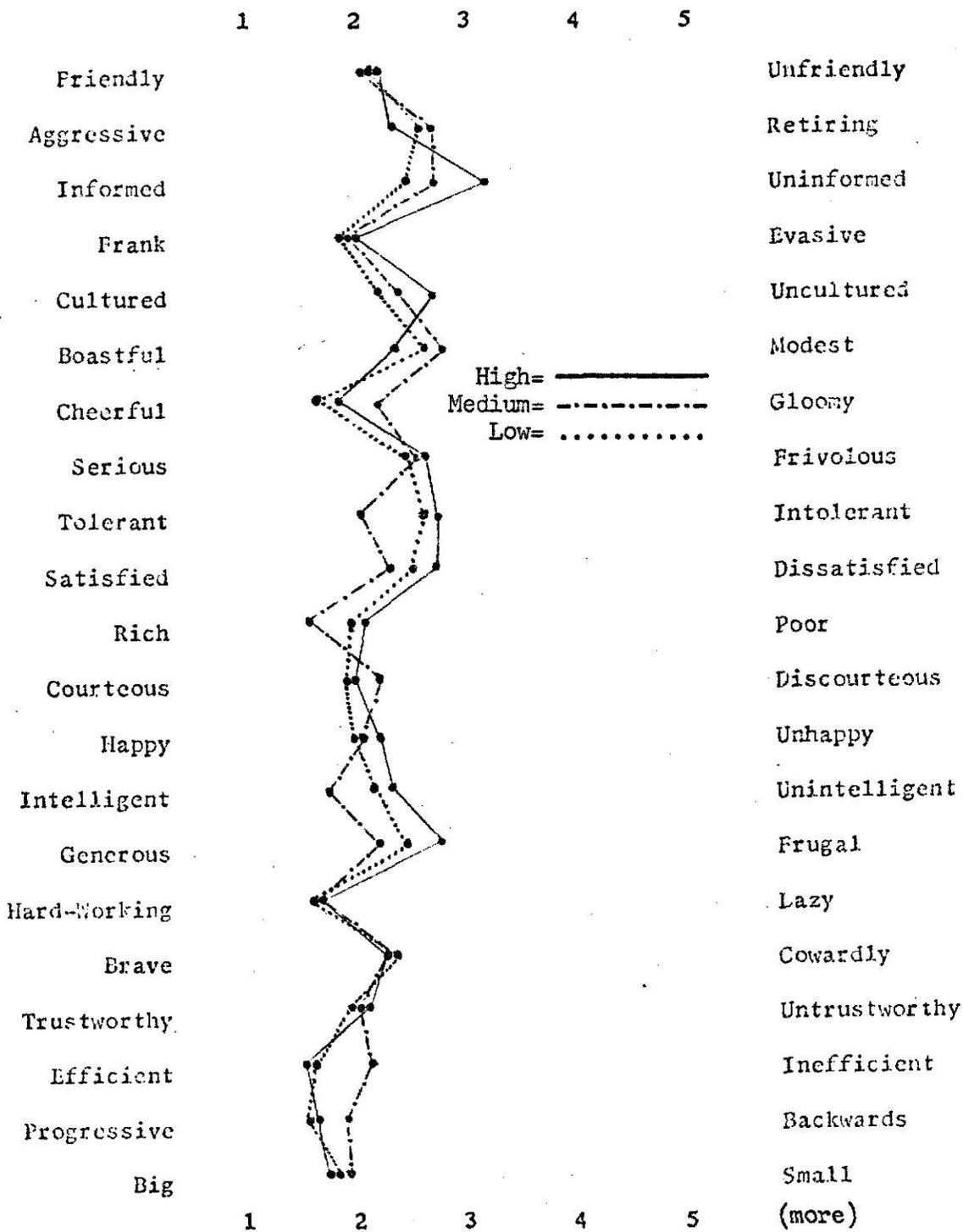


FIGURE 4.6 (contd.)

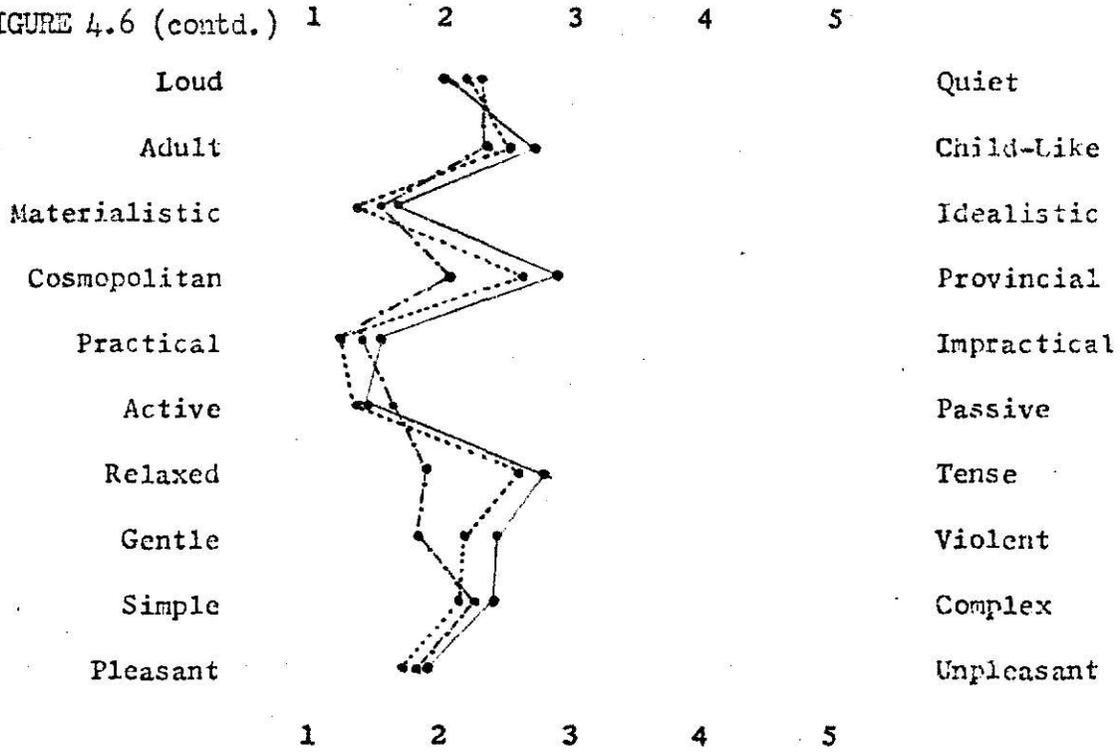


TABLE 41

Direction of Attitude Change About U.S. People, By Level of Media Exposure

Media Exposure	More favorable	Less favorable
High (50)	72%	28%
Medium (50)	62	38
Low (9)	89	11

TABLE 42

Frequency of Attitude Change About the U.S. Government, By Level of Media Exposure

Media Exposure	Yes	No
High (66)	71%	29%
Medium (62)	58	42
Low (9)	33	67

Significant at .10 level.

TABLE 43

Direction of Attitude Change About the U.S. Government,
by Level of Media Exposure

Media Exposure	More favorable	Less favorable
High (54)	85%	15%
Medium (56)	77	23
Low (35)	74	26

CHAPTER V

SUMMARY AND CONCLUSIONS

The aim of this investigation was to study how exposure to the mass communication media affects the foreign student's image of his host country. The study was undertaken at Kansas State University in the spring of 1972 with the following questions in mind: What image of the United States and the U.S. citizen is held by a selected group of foreign students? Is the image modified after arrival? If so, in what way? To what extent are these elite foreign nationals exposed to the U.S. mass media and to what extent does such exposure influence the image of and attitudes toward the United States?

The Sample

The subjects consisted primarily of unmarried males, over 20 years of age, who hold college degrees. Representing 32 different countries, they were more likely to come from developing or transitional societies of the world such as China or India. Most of them were enrolled in studies leading to the master's or doctor's degree in engineering or agriculture. The majority of students had spent two years or less in the United States. Among the 148 respondents, more than half were fluent in two or more languages such as English, Chinese and Hindi.

Results

The findings yielded by the study can be summarized as follows:

Image and Image Change

Data on semantic differential profiles show the people of the United States are in a favorable light by foreign students although there were a few flattering views reported. U.S. citizens generally were believed by this group to be frank, cheerful, hard-working, efficient, progressive, big, materialistic, practical, and active. On the other hand, these foreign students considered Americans less informed, less cosmopolitan, less relaxed and less adult. Their views are shared by respondents in a number of other studies.

However, during their stay here the majority of foreign students saw the United States and its people in a different light. Four-fifths felt their attitude toward Americans had changed, in seven out of ten cases for the better. Three-fifths changed their views on the U.S. government and its leaders, with the change in four out of five cases being for the worse.

Mass Communication Exposure

In general, before arrival in this country the foreign student is most likely to be exposed to U.S. radio or magazines than to U.S. television or newspapers. The extent of media use tended to be conditioned by availability of the media. After arrival, an increase in mass media usage was noted. Newspaper reading, magazine reading, radio listening and television viewing all increased. Content preferences after arrival were toward news. Survey results indicated that regular use of mass media is already a habit for most foreign students. Use of television and newspapers increased the total mass media use after the students' arrival.

In addition, there are some specific findings as follows:

1. Most students had not read an American newspaper before arrival. Causes could be lack of access to U.S. newspapers or lack of interest in U.S. coverage of world events. However, newspaper usage quadrupled after students got to the United States.
2. Non-professional U.S. magazines and U.S. radio programs were available and were popular both abroad and in the United States. Compared with other media, movies and books were less likely to be used by foreign students.
3. Students regularly sought information rather than "light" content in both the print media and the electronic media. They were more likely to read international news or national news than local events. For radio, they were interested in news at home, but preferred listening to music after arrival.
4. The majority of students were dissatisfied with the news coverage of their home countries by the U.S. media.
5. Before arrival, the majority of students were medium or low media users of U.S. media. After arrival in the United States, the majority were high or medium media users.

Major Sources of Information

With regard to the sources of information upon which their image about the United States was based, students reported that media sources were dominant over personal communication sources before arrival. After arrival, with increasing personal contact with U.S. people, students indicated that media sources were the most valuable means of communication for information on U.S. social and political aspects on one hand, and personal contact most valuable for

information on the U.S. way of life and for increasing knowledge of English on the other.

Media Exposure by Subgroups

When the media exposure index of various groups of the sample—classified by age, sex, world area, time spent in the U.S.—were compared, the findings were:

1. Before arrival, male and female subjects were similar in their use of the mass media. However, the degrees of media use varied when age, world area and time spent in the United States were taken into consideration. The medium age group reported the highest media exposure level, followed by the older group and the youngest group the last. For world area subgroups, Asians scored the highest on exposure, followed by Latin Americans, Europeans and Africans. For subgroups with different lengths of stay in the U.S., the two-year group scored the highest, followed by the three-year group, and the one-year group.
2. After arrival, only age made difference in students' exposure to the media. The medium age group still held up rather well followed by the youngest group and the oldest group the last.

Attitude and Attitude Change As Related to Population Characteristics

When attitudes shown on semantic scales were related to population characteristics, the findings show that only world area and time spent in the United States made differences in students' attitudes toward the people of the United States. It was found that, among four subgroups from different world area, Africans saw Americans most favorably, followed by Asians, Latin Americans and Europeans. Africans were more likely to consider U.S. people rich

and progressive, while Europeans were more likely to consider them uninformed, uncultured, child-like and provincial. Latin Americans viewed Americans as more tense than other subgroups did.

Subgroups with different lengths of stay in the United States also had different views on U.S. citizens. The longer their stay in the United States, the less likely they were to view U.S. people favorably.

Grouped in terms of age, sex or world area, subjects showed significant differences in their attitude change. However, when attitude change about U.S. people took place, the two-year group was more likely to change in a less favorable direction while the other two groups tended to be better. Slightly more than half (55%) of the one-year group reported no attitude change about the U.S. government while more than 70 per cent of the other groups reported attitude change.

Media Exposure in Relation To Attitude And Attitude Modification

It was found that the higher the students' exposure to the media, the less favorably they viewed the people of the United States. The high media users tended to consider U.S. people less informed. When the measurement of attitude change was related to media exposure, the data show that media exposure made differences in the respondents' views on the U.S. government and its leaders. It was found that the higher the students' exposure to mass media, the more likely they were to have changed their views on U.S. government and its leaders, and the more they tended to see U.S. government less favorably.

Some generalizations concerning the specific group under study can be arrived at:

1. Students in the study were exposed to U.S. mass media. After arrival, use of the U.S. mass media tended in general to increase.
2. Foreign students entertain a quite positive image of the people of the United States. During the sojourn, the majority of students changed their image of the host country. When the change appeared, it moved in a more favorable direction with regard to views on the U.S. people and it moved in a less favorable direction with regard to views of the U.S. government and its leaders.
3. Major sources of image formation about the United States and the U.S. people among foreign students are the mass media of communication. This is especially true before the student's arrival here. Movies played a more important role in the image-building process abroad than other media while newspapers played a larger role after arrival.
4. Before arrival, media exposure varied with age, world area and time spent in the United States. Length of stay in the United States was related to use of the media.
5. Students who differed in their origin or in their length of stay in the United States had different views on the people of the United States. People from undeveloped or developing countries had better view of U.S. people than those from developed countries. The longer their American experience, the less favorable view they might have. This conforms with U-curve typology from previous studies.
6. Although the results are not consistent, there are relationships between mass media exposure and image (image change). Students highly exposed to the mass media generally tended to characterize U.S. people in less positive

terms than their fellows of low media exposure. In viewing the U.S. government and its leaders, the degree of mass media exposure is closely correlated with the students' image change. High users were more likely to change their view on the U.S. government and its leaders, and if change occurred, it moved in a less favorable direction. However, significant differences in attitude change about American people did not occur between subgroups with different degrees of media use.

Discussion and Conclusions

Supposing that the figures obtained are representative of Kansas-State foreign students, then how representative are Kansas-State foreign students of the U.S. college foreign students in general? Two things are to be said as an aid to answering the question. In the first place, Kansas-State is in a small town, rather than a large city. Most foreign students live on or near the campus. There are fewer special events to compete with mass media, less time is lost in commuting and a greater need may be felt for information and professional entertainment than in some city colleges. In the second place, although 47 countries are represented by the 425 foreign students, their distribution is not homogeneous since students from Asia, especially China and India, comprise more than half of the population.

As a foreign student, the writer believes that all attitude surveys of foreign students in the United States are open to question as to their validity. Interviewers in this survey assured respondents that no names were recorded so that information was anonymous and that the data would be entirely confidential. Nevertheless, there is some doubt that the respondents gave answers freely and frankly. One of the respondents asked his interviewer, "Are you a FBI agent?" When facing his American interviewer, the interviewees might

have been inclined to give more favorable responses in the belief that a true expression of feelings might be embarrassing and, as a guest of this country, they should not criticize this country. Some of them express personal feelings and reactions during interviews.

In addition, several important events took place before the survey was made, these may have affected responses of the students in the sample. President Nixon visited China, the International Student Center building at Kansas State University was sold. And Nixon's involvement in Vietnam come under fire from many politicians.

The findings in this study clearly indicate that mass communications are filling a large part of a foreign student's life in the United States. The average foreign student listens to radio, attends movies, watches television, reads newspapers, magazines and books. Whatever the effects, mass communications are going to have a large share in the process of adjustment and learning about the host culture, and play a role in shaping and changing attitudes toward the host country.

This survey was the first study of the international students and their mass media exposure at Kansas State University. The results are in keeping with the results of other studies of foreign students in the United States. While the generalizations growing out of this study should be thought of as suggestive contribution to a widening field of journalistic interest rather than final judgments or established facts. The writer therefore suggests that any study of this type should be supplemented by a follow-up survey on the same sample after a certain period of time in order to determine the image change which might take place. More research also should be conducted in a variety of educational institutions to ascertain the extent of mass media use by foreign students and the effects of the mass media on their lives.

As a foreign student, the writer suggests that it would be interesting to conduct a parallel survey of U.S. students regarding their mass media use and the image they hold of foreign students in the United States.

APPENDIX A

The Questionnaire

INTERNATIONAL STUDENT SURVEY

Department of Journalism and Mass Communications

Kansas State University

PLEASE PRINT YOUR ANSWERS IN ENGLISH, WRITING AS CLEARLY AS POSSIBLE.

1. What is your age? _____
2. What is your sex? _____
3. Are you married or single? _____
4. What country are you a citizen of? _____
5. When did you first enroll at Kansas State? Semester _____ Year _____
6. What is the total time, in years, that you have spent in the United States, including time at K-State? _____
(approximate number of years)
7. Are you an undergraduate or graduate student? _____
8. What is your present major at K-State? _____
9. What degree are you presently working on? _____
10. What languages do you speak fluently? _____

11. What languages do you read fluently? _____

We would like to know now about your use of the mass media while you were in your country before coming to the United States. By mass media, we mean newspapers, magazines, radio, television, and movies.

12. Did you read any United States newspapers before you came to the United States? Yes _____ No _____ (GO TO QUESTION 13)

12a. Which United States newspapers did you read on a regular basis?

_____ (GO TO Q. 14)

13. Were U.S. newspapers available to you? Yes _____ No _____

14. Did you read any non-professional U.S. magazines before you came to the United States? Yes _____ No _____ (GO TO Q. 15)

↓

14a. Which U.S. magazines did you read on a regular basis? _____
 _____ (GO TO Q. 16)

15. Were U.S. magazines available to you? Yes _____ No _____

16. When in your country, how often did you watch U.S. television programs? Did you watch at least once a day, at least once a week, less often than weekly, or never?

_____ at least once a day (GO TO Q. 18)
 _____ at least once a week (GO TO Q. 18)
 _____ less often than weekly (GO TO Q. 18)
 _____ never (GO TO Q. 17)

17. Were U.S. television programs available to you?

Yes _____ No _____

18. Before coming to the U.S. how often, if at all, did you listen to United States radio programs (such as Voice of America)? Did you listen at least once a day, at least once a week, less than weekly, or never?

_____ at least once a day (GO TO Q. 18a)
 _____ at least once a week (GO TO Q. 18a)
 _____ less often than weekly (GO TO Q. 18a)
 _____ never (GO TO Q. 19)

- 18a. Which did you prefer to listen to on the radio--news or music?

News _____ Music _____

19. Were U.S. radio programs available to you? Yes _____ No _____

20. Prior to your arrival in the United States, to what extent did each of the following sources contribute to your impressions of this country? Would you say they contributed much, some, little or none?

	Much	Some	Little or None
a. U.S. tourists	_____	_____	_____
b. U.S. citizens living in your country	_____	_____	_____
c. U.S. movies	_____	_____	_____
d. U.S. newspapers/magazines	_____	_____	_____
e. U.S. television programs	_____	_____	_____
f. U.S. radio programs	_____	_____	_____
g. Members of your family	_____	_____	_____
h. Friends of your nationality	_____	_____	_____

21. Before coming here, which single news topic about the U.S. did you read, hear, and talk about most often?
-
-

Now we would like to know about your use of the U.S. mass media while you have been in the United States.

22. Since you have been in the U.S., do you read regularly any U.S. newspapers, including the Collegian?

Yes _____ No _____ (GO TO Q. 23)

- 22a. Which newspapers do you read at least daily or weekly?
-
-

- 22b. Most people do not read all sections of a newspaper but rather only parts of it. When you read a newspaper, which of the following do you regularly read? (CHECK AS MANY AS APPLY)

news about the United States
 news about your own country
 news about countries other than your own and the U.S.
 news about Kansas
 news about Manhattan
 news about K-State
 columnists
 reviews
 comics
 women's page
 movie announcements
 financial page
 advertisements
 letters to the editor
 sports
 other (specify) _____

23. What non-professional U.S. magazines do you read at least once a month, if any?
-
-

24. Since you have been in the United States, how often do you watch U.S. television programs? Do you watch at least once a day, at least once a week, less often than weekly, or never?

at least once a day (GO TO Q. 24a)
 at least once a week (GO TO Q. 24a)
 less often than weekly (GO TO Q. 24a)
 never (GO TO Q. 25)

24a. Name up to five specific television programs that you regularly watch.

25. Since you have been in the United States, how often do you listen to the radio? Would you say that you listen at least once a day, at least once a week, less than weekly, or never?

- at least once a day (GO TO Q. 25a)
 at least once a week (GO TO Q. 25a)
 less often than weekly (GO TO Q. 25a)
 never (GO TO Q. 26).

25a. Which do you prefer to listen to on the radio--news or music?

News _____ Music _____

26. Would you name up to five books that you have read since you have been in the United States, excluding text books?

27. Since you have been in the United States, how often do you attend movies? Do you attend at least once a week, at least once a month, less often, or never?

- at least once a week (GO TO Q. 27a)
 at least once a month (GO TO Q. 27a)
 less often (GO TO Q. 27a)
 never (GO TO Q. 28)

27a. Name up to five U.S. movies you have seen since you have been in the United States.

27b. Which U.S. movie has impressed you the most?

27c. Who is your favorite U.S. female movie star and who is your favorite U.S. male movie star?

_____ (Female)

_____ (Male)

28. Since you have been here, which single news topic about the United States have you read, heard, or talked the most about?

29. Are you very satisfied, satisfied, dissatisfied, or very dissatisfied with the news coverage of your nation by the U.S. mass media?

- Very satisfied (GO TO Q. 29a)
 Satisfied (GO TO Q. 29a)
 Dissatisfied (GO TO Q. 29a)
 Very dissatisfied (GO TO Q. 29a)
 Don't know or no opinion (GO TO Q. 30)

29a. If you are satisfied or dissatisfied, can you tell us in a few words why?

30. Approximately how many U.S. homes have you visited since being in the United States? (CHECK APPROPRIATE BLANK)

None _____ 1 to 5 _____ 6 to 10 _____ 11 to 15 _____ 16 to 20 _____

21 to 25 _____ 26 to 30 _____ More _____

31. In approximately how many of these homes have you stayed one night or longer? (CHECK APPROPRIATE BLANK)

None _____ 1 to 5 _____ 6 to 10 _____ 11 to 15 _____ 16 to 20 _____

21 to 25 _____ 26 to 30 _____ More _____

32. With approximately how many different U.S. acquaintances or friends at this University have you been to movies, dances, games, concerts, lectures, teas, etc.? (CHECK APPROPRIATE BLANK)

None _____ 1 to 5 _____ 6 to 10 _____ 11 to 15 _____ 16 to 20 _____

21 to 25 _____ 26 to 30 _____ More _____

33. While you have been in the U.S., from which of these (reading newspapers and/or magazines, watching television, listening to the radio, attending movies, or talking with your friends) have you received the most information about the following items? (CHECK ONLY ONE SOURCE OF INFORMATION PER ITEM)

	news- papers	maga- zines	TV	radio	movies	U.S. friends
a. U.S. food	_____	_____	_____	_____	_____	_____
b. U.S. family relationships	_____	_____	_____	_____	_____	_____
c. U.S. customs	_____	_____	_____	_____	_____	_____
d. U.S. racial problems	_____	_____	_____	_____	_____	_____
e. U.S. foreign policy	_____	_____	_____	_____	_____	_____
f. U.S. fashions	_____	_____	_____	_____	_____	_____

34. Outside your English courses, how valuable are the following for increasing your knowledge of English? Would you say the following are very valuable, somewhat valuable, or little or no value?

	Very Valuable	Somewhat Valuable	Little or No Value
a. Reading newspapers	_____	_____	_____
b. Attending movies	_____	_____	_____
c. Reading magazines	_____	_____	_____
d. Watching TV	_____	_____	_____
e. Listening to radio	_____	_____	_____
f. Talking to U.S. citizens	_____	_____	_____
g. Other (specify) _____	_____	_____	_____

	Very	Some- what	Neu- tral	Some- what	Very	
q. BRAVE	_____	_____	_____	_____	_____	COWARDLY
r. TRUSTWORTHY	_____	_____	_____	_____	_____	UNTRUSTWORTHY
s. EFFICIENT	_____	_____	_____	_____	_____	INEFFICIENT
t. PROGRESSIVE	_____	_____	_____	_____	_____	BACKWARDS
u. BIG	_____	_____	_____	_____	_____	SMALL
v. LOUD	_____	_____	_____	_____	_____	QUIET
w. ADULT	_____	_____	_____	_____	_____	CHILD-LIKE
x. MATERIALISTIC	_____	_____	_____	_____	_____	IDEALISTIC
y. COSMOPOLITAN	_____	_____	_____	_____	_____	PROVINCIAL
z. PRACTICAL	_____	_____	_____	_____	_____	IMPRACTICAL
aa. ACTIVE	_____	_____	_____	_____	_____	PASSIVE
bb. RELAXED	_____	_____	_____	_____	_____	TENSE
cc. GENTLE	_____	_____	_____	_____	_____	VIOLENT
dd. SIMPLE	_____	_____	_____	_____	_____	COMPLEX
ee. PLEASANT	_____	_____	_____	_____	_____	UNPLEASANT

36. Do you think your general attitude about American people has changed since you have been in the U.S.? Yes _____ No _____ (GO TO Q. 37)

36a. Would you say your attitude is more favorable or less favorable?

More favorable _____ Less favorable _____

37. Do you think your general attitude about the U.S. government and its leaders has changed since you have been here? Yes _____ No _____ (END)

37a. Would you say that your attitude is more favorable or less favorable?

More favorable _____ Less favorable _____

THANK YOU FOR YOUR COOPERATION WITH THIS STUDY.

APPENDIX B

The Letter Accompanying the Questionnaire



March 24, 1972

DEPARTMENT OF JOURNALISM AND MASS COMMUNICATIONS
KEDZIE HALL

Dear International Student:

We invite you to participate in our survey of KSU international students. Your name has been chosen on a random selection basis for the survey; we will not interview all international students.

The members of the Formation of Public Opinion class in the Department of Journalism and Mass Communication and the Foreign Student Office at KSU are cooperating on the survey.

We think the information that we obtain from the survey will be valuable for both students of journalism and international students. Primarily, we want to know about international students' use of American mass media and their images of Americans in general.

Please note that your individual answers will be strictly confidential. Results of the survey will be presented in grouped data so that no single person can be identified. Your name will not appear anywhere in the report of the results.

We hope you will want to cooperate with us on this study by answering the questionnaire. The results of the survey of KSU international students will be compared with results of similar studies of international students at other universities. Thank you.

Sincerely,

Ramona R. Rush, Ph.D.
Assistant Professor
(and Instructor of the Public Opinion class)
Department of Journalism and Mass Communication

J. Allan Brettell
Foreign Student Advisor

RRR/JAB/bg

NOTE: Please enclose your completed questionnaire in the self-addressed, stamped envelope and return as soon as possible.

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THE INTERNATIONAL STUDENT IN THE UNITED STATES:
A SURVEY OF MASS MEDIA USE AND IMAGE

by

CATHY CHIA-CHANG KU

B. A., National Cheng-Chi University, 1969

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirement for the degree

MASTER OF SCIENCE

Department of Journalism and Mass Communication

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1973

The investigation aimed to study how exposure to the mass communication media affects the foreign student's image of his host country. To collect data on mass media use by foreign students and their image of the United States and to determine the role that the mass media might play in the formation and modification of image, a survey was made at Kansas State University in the spring of 1972.

The sample consisted of 200 subjects randomly selected from the total foreign student population. The data gathering combined the use of 130 mail questionnaires and 70 personal interviews. Except for open-ended questions, responses were coded and fed into the computer.

It was found that foreign students enrolled at KSU in the spring of 1972 held a generally positive image toward U.S. citizens. During the sojourn, the majority of students changed their image of the host country. When the change occurred, it moved in a more favorable direction with regard to their view of U.S. citizens and it moved in a less favorable direction in the case of attitudes toward the U.S. government and its leaders. Students in the study varied in their exposure to the U.S. mass media. After arrival, use of the mass media tended in general to increase. Major sources of image formation about the host country among foreign students are the mass media of communication. This is especially true before students' arrival.

Although the results are not consistent, there is a correlation between mass media exposure and image/image change. The higher the students' exposure to the media, the more they tended to characterize Americans in less positive terms. The results indicated a strong relationship between mass media exposure and attitude change about the U.S. government and its leaders.