

MEDIA BEHAVIORS OF INTERNATIONAL STUDENTS
ATTENDING OKLAHOMA STATE UNIVERSITY
AND THEIR ATTITUDES TOWARD
THE AMERICAN MEDIA

By

ALI REZA ZOHORI

Bachelor of Science in Cartography Geography

University of Tehran

Tehran, Iran

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Thesis Approved:

Ray L Barnes

Thesis Adviser
James W. Kline

W. J. Ward

Norman W. DeWitt

Dean of the Graduate College

975889

PREFACE

This study examined the media behaviors of international students attending Oklahoma State University and analyzed their attitudes toward the American media.

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CHAPTER I

INTRODUCTION

Some kinds of communication on some kinds of issues, brought to the attention of some kinds of people, under some kinds of conditions, have some kinds of effects.

Dr. Bernard Bevelson¹

Today, international students are educational resources and ambassadors of international friendship important to the countries in which they spend their educational sojourn. International students bring a rich cultural heritage to their host country and take new experiences and knowledge of modern science and technology back to their home countries. Meanwhile, they are important sources of information about their host country and her culture to their countrymen.

The attitude held by international students toward the culture of their host country have their origins in the individual backgrounds and native cultures of the individual student, but the student's experiences in the host country, his exposure to mass media, and other forms of communication contribute to change and reinforce images and attitudes.

Mass media must be considered as one of the most important factors in the formation and modification of the attitudes of international students during their studies in the host country. International students learn and are influenced by what they hear, see, and read through the nexus of various communication media about the host country. They change their viewpoints about issues according to what they learn from their information sources. The sources of information, the conditions

and feedback of communication become important in relation to what the international students think about their host country.

While many recent studies have been related to conceptions of, and attitudes toward, Americans, there has been little effort expended on the mass communication media as sources for the formation and change of attitudes and images.

Objective of the Study

With the assumption that the mass media are the dominant sources of information about the United States' way of life for international students, the purposes of this paper are to investigate the media behavior of international students at Oklahoma State University, and to probe their attitudes toward the American media.

This study seeks to determine the use of American media by a sample of international students before and after their arrival in the United States. It further examines the nature of attitudes of international students toward the American media, the relationship between the length of residency in the United States and attitude toward the American media, the effectiveness of students' exposure to the American media on their learning of the English language, and the existing relationships among the personal and social characteristics of the international students and their exposure to the American media.

Definition of Terms

The following terms are defined for use in this study:

International Students. According to UNESCO's definition, an international student is "a person enrolled at an institution of higher

education in a country or territory of which he is not a permanent resident."²

For the purpose of this study, this term will be defined as students enrolled at Oklahoma State University in the fall of 1976 who were neither citizens nor permanent residents of the United States.

Mass Media. According to Walter Weiss,

Mass media are organized means of reaching large numbers of diverse kinds of people quickly and efficiently. However, even this seemingly obvious criterion contains ambiguity, for speed, efficiency, and the size and heterogeneity of the audience are relative matters.³

For the purpose of this study, mass media are defined as radio, television, movies, magazines, newspapers, tape and record players, and nontext books to which the student initially turned for information, entertainment, and persuasion.

Media Behavior. Media behavior is considered as the frequency of exposure to the media, media ownership, and media content preference of international students at Oklahoma State University.

American Media. American media are defined as those media which are operating inside the United States by citizens of the United States and those which have been originated by Americans for consumption abroad, i.e., American exported movies, magazines, newspapers, television serials; or are operating by American interests outside of the territory of the United States such as the Voice of America and Armed Forces networks.

Attitude. Attitude was defined as the predisposition of the individual to evaluate some symbol or object or aspect of his world in a favorable or unfavorable manner.⁴

Attitude Scale. An attitude scale is a set of statements (items) about an attitude object to which an individual responds with a set of specified response categories.⁵

Assumptions and Limitations

The following assumptions and limitations are made by the writer of this study:

1. The variables of media behavior and attitude toward the American media are important and their examination will hopefully contribute to understanding attitude formation by international students in the United States.
2. The study covered only those international students enrolled at Oklahoma State University during the fall semester of 1976.
3. The study is limited to Oklahoma State University and it is important to generalize the results only to certain international students who are attending this university.
4. A total of 25 nationalities were surveyed. These 25 nationalities were selected in a stratified random sampling procedure. Therefore, the results can be generalized only to the nationalities involved and not to the international student population as a whole.
5. The study has greater validity because the interviews were conducted only by the writer, himself an international student.
6. The concepts of attitudes, media behavior, and relationships can be measured and converted to value with statistical utility.
7. International students included in this study have at least one year of residency in the United States and have had an ample opportunity to experience American media.

8. The study is, by necessity, static in time; hence, few trends could be examined in detail.

ENDNOTES

¹Bernard Berelson, "Communication and Public Opinion," The Process and Effect of Mass Communication, ed. Wilbur Schramm (Urbana, Illinois, 1954), p. 345.

²UNESCO Statistical Yearbook 1974. Paris, UNESCO Press (1975), p. 420.

³Walter Weiss, "Effects of the Mass Media of Communication," The Handbook of Social Psychology, eds. Gardner Lindzey and Elliot Aronson (Reading, Massachusetts, 1969), p. 79.

⁴Daniel Katz, "Functional Approach to the Study of Attitudes," Current Perspectives in Social Psychology, eds. E. P. Hollander and Raymond G. Hunt (New York, 1963), pp. 340-350.

⁵Edwards Allen, Techniques of Attitude Scale Construction (New York, 1975).

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this chapter is to review the literature concerned with studies of demographics, attitudes, and communication behaviors relevant to international students in the United States.

The Current Statistics of International Students in the United States

According to the report of the Institute of International Education (IIE), 179,390 international students have fully enrolled in United States colleges and universities during academic year 1975-1976. This figure is a 12 percent increase in international student enrollment from academic year 1974-1975 (151,066). One-third of these students came from the nations who are the members of the Organization of Petroleum Exporting Countries (OPEC).¹ The number of students from OPEC countries increased from 13,204 in academic year 1970-1971 to 44,342 in academic year 1975-1976 which indicates a 9 percent increment. Non-OPEC students had almost 2.7 percent increase in their number in the same span of time. The IIS report showed that the percentage of Iranian students in the United States increased to 208 percent during the last five years.²

According to IIS, Iran not only tops the list of OPEC nations with students in the United States, but leads all foreign nations in the number of students in the United States. Nigeria with 11,320, and Venezuela with 4,630 students ranked second and third among the OPEC countries.

According to Open Doors 1974, the latest issue found in the library at Oklahoma State University, during 1954-1974, the largest proportions of international students have come from the Far East. Open Doors 1974 revealed that California had the highest number of international students among the states, but considering the regional distribution, northeast with 23 percent, midwest 22 percent, and south 20 percent, had the highest percentage of international students.⁴

The majority of international students were studying in engineering and technology fields, and 51 percent of them were graduate students.

Miami-Dade Community College was reported in 1974 to have the largest number of international students, 6,477, and Oklahoma State University was ranked 55th with 700.⁶

In fall 1976, 990 international students enrolled at Oklahoma State University. Iran had the greatest number of students with 241, followed by India with 87, Nigeria with 83, and Thailand with 70 students. The remaining 62 countries combined the rest of students who were 419, almost as the same number as the first 4 countries had.⁷

There were 477 graduate students, 471 undergraduate students, and 42 special students. The College of Engineering with 451 students, almost half of the entire international student population, headed the table of number in each college, followed by the College of Arts and Sciences with 143, the College of Business Administration with 105, and

the College of Agriculture with 101 students. The College of Veterinary Medical Science with 3 international students was the last one in the table.⁸

Opinions and Attitudes Studies

There are a number of studies available on the evaluation of the United States and Americans by international students and a considerable volume available on the adjustment of international students during their sojourn in the United States.

One of the earliest studies about international students was completed in 1914 by Hamilton Wright Mabie concerned with cross-cultural contacts.⁹

One of the pioneer studies about the attitude change of international students during their sojourn was conducted by P. Loomis and E. A. Schuler among 62 Latin-American agriculture trainees in the United States in 1945. They found that trainees compared their homeland unfavorably to the United States after a year of study here.¹⁰

In 1948, William Buchanan and Hadley Cantril supervised a cross-cultural survey which was called the "Tensions Project." The aim of this survey was to inquire into the conceptions which the people of one nation entertain of their own and other nations. The survey was sponsored by the United Nations Educational, Scientific and Cultural Organization (UNESCO). Data was collected in Australia, Britain, France, Germany, Italy, The Netherlands, Norway, Mexico, and the United States. The results showed "an evident connection between the individual's position in his national life and his view of the world." In terms of

friendliness, Russia had a consistently high negative score, while the United States received much higher positive scores.

To evaluate an aspect of its program of cultural exchange, the Department of State commissioned a systematic and fruitful survey in 1953. The survey was conducted by Arvid Brodersen among 46 international leaders from Australia, Ceylon, Denmark, Egypt, France, Greece, Germany, Iceland, Iran, Italy, Luxembourg, Nigeria, Norway, Pakistan, Sweden, Thailand, United Kingdom, and Vietnam, emphasizing in particular preconceptions about race and intergroup relations in the United States.¹³ Criticism of the United States as a world power, and her democracy, social life, economic life, and cultural life was the central focus of this study. The foreign leaders revealed a low average level of information on the subjects.¹⁴

While there was little evidence of strong prejudice against American democracy, there was also little indication of the deeply emotional faith in it as a model for other peoples which was typical in former times. Some of the leaders considered certain other countries like Britain and Scandinavia more democratic than modern America.¹⁵

Studies Among International Students

R. D. Lambert and M. Bressler administered a survey to 19 Indian, Pakistani, and Ceylonese students in 1954 to analyze the problem of adjustment to a new cultural environment, and to understand how these students perceive and interpret American institutions in terms of their own relevance to Indian culture.¹⁶

Lambert and Bressler found that the students involved in their survey were impressed by the omnipresence and efficiency of the mass media in providing political education. The Indian students deplored the influence of small and "financially strong" interest groups on

government.¹⁷ Lambert and Bressler concluded:

This mechanism of cultural reference is operative among all students and is applicable to all institutional areas over all points of time, whether or not images of American life are divided from the media of mass communication or from direct observation.¹⁸

In another study Franklin D. Scott found that Swedish students were highly critical of the gulf between principle and practice in American politics, and of the shifts and uncertainties in American conduct of foreign affairs.¹⁹ But on the other hand, Scott remarked "the primary and all-but-universal reaction of Swedish students to their American experience is amazement and gratitude for the outpouring of hospitality."²⁰

In most of the studies concerned with the evaluation of Americans, international students stressed materialism and the superficiality of personal relations among Americans. They characterized America and American culture as immature.²¹

In a study conducted by Ralph Beals and Norman D. Humphrey among Mexican students in the United States and a group of returnees to Mexico, they found that while Mexican students admired "the political life of the United States," they were extremely critical of manifestations of democracy in social relationships and treatment of minorities.²²

A review of the literature led the writer of this study to conclude that international students come to the United States with the image of a wealthy society, but very soon learn about the existence of poverty, unemployment, and high rates of crime and violence. Numerous studies found that international students are more critical of race discrimination than of any other aspect of American life.

A survey of African students in 1963, the United States Information Agency reported that respondents encountered racial discrimination in the United States.²³ But international students still consider the United States' standards of living relatively high as a result of its people's industriousness, creative technology, and efficiency in management and productions.²⁴

According to the study which was conducted by Sewell, Morris, and Davidson among Scandinavian students, one can generalize a more favorable overall attitude toward the United States as evidenced by the student's rating on the Index of Affect; then:

1. The higher the student's English speaking facility.
2. The higher the student's socio-economic status of home.
3. The more prior contact the student had had with America and Americans.
4. The more favorable the student's preconceptions of the United States.
5. The less frequent and severe the frustrating experiences encountered by the student.
6. The less preoccupied the student is with his home country during the United States sojourn.
7. The greater the student's desire to advocate the adoption of United States' patterns at home.²⁵

To know how the attitude of international students toward the United States and Americans change during their sojourn in the United States, a specific attitude pattern was developed by investigators which is characterized as a U-Curve. This attitude pattern emerged for the first time in 1954 as a result of the study of Scandinavian students in the United States conducted by Swell et al.²⁶

According to Ithiel de Sola Pool, the U-Curve can be described as follows: international 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 time, they gain a deeper and more sophisticated insight and become increasingly favorable toward the host country.²⁷

Louis G. Heath achieved the same U-Curve in his survey at Berkeley.²⁸ He stated that during the first phase, it is the effects of advanced technology which strikes international students. Then, after four to six months, the student looks behind the sparkling technology and finds hypocrisy, materialism, racism, etc. In the third phase which starts after about eighteen months, the student begins to attain the level of satisfaction he enjoyed in phase one.²⁹

The U-Curve pattern has not always been in the same direction as it was described above. In Tamar Becker's study of a trinational sample on the UCLA campus in 1968, he found the U-Curve pattern to be a valid characterization of the Western European or Scandinavian students in the United States, but may not apply to the majority of students from underdeveloped countries.³⁰ Two distinct patterns of attitudinal and behavioral changes can be identified on the part of international students in the United States: (1) the U-Curve pattern for highly developed countries, and (2) a reverse pattern for students from underdeveloped countries.³¹

Richard Morris suggested that the rather hostile criticism of Indian students in the United States is 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 facts that these students feel secure about the position of their home countries, both in their own eyes and in the Americans'.³²

In a study conducted by Bennett et al., among 47 Japanese who had previously received education in the United States, investigators found that the returning Japanese scholar faces difficulties in reorienting himself to his home culture.³³

Useem and Useem reported that Indian people at home considered the student returnees from the United States "too American."³⁴

Recently two studies were completed at Oklahoma State University investigating international students and their problem of adjusting in the United States, and their social relationships with Americans. In one of these studies Hossien Moftakhar studied the adjustability and social problems of Iranian students at Oklahoma State University.³⁵ Moftakhar found that the majority of Iranian students have a low level of accuracy in their information about the United States' system of higher education and American culture. Most of them seem unable to properly adjust themselves to American culture.³⁶

The other study was conducted by Douglas Wilson among 160 international students attending Oklahoma State University in 1975 to determine the extent of the social relations of selected nationality groups, and the existing relationship between these social relations and attitude toward the Oklahoma State University.³⁷ Wilson found that "culturally national backgrounds" were related to the social relations of international students. On-campus residents were more interested in social activities, and it takes time to become involved in social activities with Americans and non-Americans. The relationship between American involvement and attitude toward the Oklahoma State University was not statistically significant in this study.³⁸

Communications Studies

In contrast to the large number of studies available on the attitude and attitude change of international students in the United States, studies there are relatively little concerned with the communication behavior of these students, and the effects of exposure to the American media on their attitudes.

Available studies have shown the importance of exposure to the American media and its effects on formation of attitudes of international students during prearrival and their studies in the United States.

Richard F. Carter states that forming, fixing and transmission of images are basic processes in communication. Communications, either through personal contact or through mass communication media may be considered an important variable contribution to the formation and change of images.³⁹

One of the pioneering studies in the field of international student's communication was Coetho's study of 60 Indian students' perceptions about the United States in 1958. The purpose of the study was to evaluate the images of the United States and India among the subjects "during a prolonged sojourn abroad."⁴⁰ The results of this study confirmed the U-Curve pattern. Coetho separated his pattern in four phases, and in his phase four "social personal" themes dominate the communication of students.⁴¹

In 1958, Jerome Ellison and Phillip French conducted a survey among 87 Thai students at Indiana University to determine "What Foreign Students Think of Our Press."⁴² The Press was defined as newspapers and magazines. The results disclosed that most of the Thai students were

dissatisfied with coverage of their country's news in the American press. Most of them, however, had a generally higher opinion than their own national press. Most of the students showed a great interest in the nature of freedom of the Press.⁴³

A study to which the present one is greatly indebted was conducted by H. G. Dawson among 66 international students entering the State University of Iowa in 1959. The investigator was interested in the attitude, impressions, and preconceptions of the international students regarding the United States and Americans and the possible relation of these to experiences with the American mass media in their home countries.⁴⁴ Dawson found that respondents were well acquainted with American motion pictures, magazines, books, and to a lesser extent radio, newspaper, and television.⁴⁵

In terms of the mass media exposure habits of international students, the insignificance of American newspapers, radio and television was apparent. Respondents believed that they had been more under the influence of American motion pictures than other American media, regarding their preconceptions about the United States.⁴⁶

According to Dawson, the original "image" of the United States and Americans borne by respondents in this study was generally favorable despite certain stereo-typical notions prevalent among them. And the major part of this image had been shaped by American media available in the home countries of the respondents.⁴⁷

In an extensive exploratory study of international students' image changes, James Markham made a five-year survey (1959-1964) of international students on the same campus.⁴⁸ He found that international students came to the United States with a favorable image of the

United States and Americans, but these images changed over time in a less favorable direction after their arrival. Markham also found that the mass media were major sources of image formation about the United States and Americans among the students and contributed to be important during the student's American experience, though his use of the media dropped slightly.⁴⁹

In 1964, the United States Information Agency investigated the media behavior of 330 Sub-Saharan African students in the United States, and found that the mass media have been the principle sources of information to respondents.⁵⁰ Radio ranked comparatively low among the major media. While most of the respondents were impressed with American movies among the other media, they agreed that American movies were inaccurate in their portrayal of real life in the United States.⁵¹

The review of literature suggested that television has been the most used media by international students after their arrival in the United States. They spend more time watching television and this time is largely independent of social class, education, religion, and age. The primacy of television watching over other media is in its variety of programming which appeals to different interests and tastes.⁵²

According to an article published in 1958, 641 international students from 82 countries were asked to indicate their feelings about advertising in the United States.⁵³ The results of this survey indicated that most students had a favorable attitude toward American advertising. The major reasons for favorable attitudes toward American advertising were: (a) the enjoyment it provides personally, and (b) the assistance it gives to business in this country. On the other hand, major reasons

for unfavorable attitudes were: (a) the large amount of advertising, and (b) the high level of bias and untruth.⁵⁴

In a study conducted by Hamid Mowiana and Gerald McLaughlin, three out of the top four sources of information were mass media, and each was checked by approximately one-half of the international students in the sample.⁵⁵

Another survey at the University of Iowa attempted to determine how the United States Information Service (USIS) impressed the people whom it seeks to inform. The results of this survey showed a considerable change in the opinions of respondents about the United States after their use of American media in the United States compared with their opinion formed by the use of USIS before their arrival in the United States.⁵⁶ USIS was defined as the portrayal of United States in foreign countries by film and television, Voice of America programs, and publications and news articles. The United States' portrayal was slightly aggressive through USIS, but was quite aggressive through local media in the United States as it was indicated by the subjects.⁵⁷

The review of literature further suggested that in most cases a high media usage was reported for international students during their prearrival period, and a decrease in media usage was noted after the student arrived in the United States.⁵⁸

Recently, a study concerned with the attitudes of international students toward American television, data indicated that television was considered the most reliable source of news among respondents.⁵⁹ But respondents did not believe people on television were like persons in real life. Television was a major form of leisure time activity for

most social groups, and the respondents involved in this study never bought products as a result of watching television commercials.⁶⁰

In a survey conducted by T. E. Koshy, a larger percentage of non-student Indians than Indian students watched television for news, while a larger percentage of Indian students than non-student Indians used newspapers for news during their residency in the United States.⁶¹

Koshy pointed out that Indo-Asians are interested in knowing about news of India in American media, but they are dissatisfied with the amount of Indian news received.⁶²

In 1973, Cathy Chia-Chang Ku surveyed 200 international students on the campus of Kansas State University to determine the relationship between media usage and attitudes of international students toward the United States.⁶³ Ku found that United States citizens were described by respondents as frank, cheerful, hard-working, efficient, progressive, materialistic, and active. On the other hand, Americans were less informed, less cosmopolitan, less relaxed, and less adult in the minds of international students.⁶⁴ Ku found that respondents had more exposure to United States radio and magazines than United States newspapers or television in their native countries. Content preference after arrival was toward news. The majority of students were satisfied with the news coverage of their native countries by United States media. It was noted that the higher the students' exposure to the American media, the less favorably they viewed Americans. Also, attitudes toward the United States government were found less favorable among more highly exposed students to the American media.⁶⁵

One of the latest studies in the area of media behavior by international students was conducted by K. Usha Rani Vyasulu at the

University of Florida in 1975. This study showed that "as the influence of mass media increases, so too does the influence of the interpersonal relationships."⁶⁶

Summary

International students come to the United States with a favorable image of their host country. Depending on which part of the world they come from, students' attitudes toward the host country and American culture will change over time. The most common attitude pattern of international students is characterized as a U-Curve which starts with favorable attitudes toward the United States and United States citizens, then tends to be unfavorable, and in its final stage it returns to favorable direction again. This pattern, however, does not always hold in the same direction, especially in the case of students from underdeveloped countries.

Exposure to American media in the home country is major sources of information of images about the United States, and the major sources of changes in attitudes of international students after their arrival.

International students are more exposed to American radio, magazines and motion pictures than American television and newspapers in their native countries. After their arrival in the United States, American television and newspapers are the most used media by international students.

Although international students are dissatisfied with coverage of their home country's news in American media, they count on the American media as major sources of information. The most favorable aspect of American media to international students is the freedom of the press in American media.

ENDNOTES

¹"Students From OPEC Nations Rise in U.S.," Stillwater News Press, 16 January 1977, p. 7.

²Ibid.

³Ibid.

⁴Open Doors 1974--Report on International Educational Exchange (New York, 1975).

⁵Ibid.

⁶Ibid.

⁷International Newsletter, Vol. 1, No. 2, International Student Advisement Office, Oklahoma State University, Stillwater, Oklahoma (November, 1976), p. 7.

⁸Ibid.

⁹Hamilton Wright Mabie, Educational Exchange With Japan, Report to Trustees of the Endowment on Observations Made in Japan (Washington, D.C., 1914).

¹⁰P. Loomis and E. A. Schuler, "Acculturation of Foreign Students in the United States," Applied Anthropology, Vol. 7 (1948), pp. 17-34.

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¹³Arvid Brodersen, Preconceptions of Foreign Leaders Visiting the United States for the First Time (New York, 1953).

¹⁴Ibid.

¹⁵Ibid., p. xiv.

¹⁶Richard D. Lambert and Marvin Bressler, "Indian Students and the United States: Cross-Cultural Images," The Annals of the American Academy of Political and Social Science, 295 (1954), pp. 62-72.

¹⁷Ibid.

¹⁸Ibid.

¹⁹Franklin D. Scott, The American Experience of Swedish Students (Minneapolis, 1956).

²⁰Ibid., p. 89.

²¹W. H. Sewell, R. Morris and O. Davidson, "Scandinavian Students' Images of the United States: A Study of Cross-Cultural Education," The Annals of the American Academy of Political and Social Science, 295 (September, 1954), pp. 120-135.

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²⁴Ibid.

²⁵William H. Sewell and Olaf M. Davidson, "The Adjustment of Scandinavian Students," Journal of Social Issues, 12 (1956), p. 14.

²⁶Sewell, Morris, and Davidson, pp. 126-135.

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CHAPTER III

METHODS AND PROCEDURES

Introduction

The main objective of this study is to describe and analyze the media behaviors of international students at Oklahoma State University and their attitudes toward the American media.

The main questions proposed by this study are as follows:

1. How do the international students at Oklahoma State University use mass media before and after their arrival?
2. What are the attitudes of the international students toward the American media?
3. What is the relationship between the length of residency of international students in the United States and their attitudes toward the American media?
4. How effective is the exposure of American media on the international students' learning of English language and American culture?
5. What are the relationships among the personal and social characteristics of the international students and their exposure to the American media?

This chapter will discuss the methods and procedures used in obtaining data needed to answer these research questions.

Survey Procedure

To collect the data relevant to the research questions, a survey of international students was conducted on the campus of Oklahoma State University during the fall term of 1976. The procedure of this survey was developed in five primary stages: (1) designing the questionnaire, (2) the execution of a pilot study, (3) the selection of the subjects for the experiment, (4) interviewing the subjects, and (5) tabulating the results.

The accomplishment of these five main stages which took four months will facilitate the comprehension of the overall study.

Questionnaire

One of the most important and crucial steps in surveys which deal with the human factor is the design of the questionnaire. Questions must be related to the research problems and appropriate to the personal and social characteristics of respondents. Clear and unambiguous questions which demand minimum effort to answer will draw the most useful information.

Parten points out, "the terminology and questions should be adapted to the type of people who will give the information."¹ According to the literature related to the studies of international students, major factors such as English proficiency, survey inexperience, and noncandidness have posed serious problems of validity.

Douglas Wilson, the International Students' Advisor at Oklahoma State University, states:

. . . experience with the international student population at Oklahoma State University had shown that English language

proficiency of the nationalities used in the sample was greatly varied and the groups as a whole were not "survey wise."²

These difficulties were considered in designing the questionnaire, especially the simplification of language used.

The 15-page questionnaire with 82 questions used in this study included six types of questions: (1) information items on personal data, (2) questions on media ownership, (3) questions on mass media exposure, (4) questions on the function of mass media, (5) questions on media content preference, and (6) questions on attitudes toward the American media.

The first section of the questionnaire asked the international student to report factual information identifying his academic classification, major field of study, marital status, living arrangements, his length of residency in the United States, religion, native language, monthly budget, age, nationality, and sex. This information was necessary to describe the cultural backgrounds and personal characteristics of the respondent. Several of these questions, such as religion and monthly budget, have not been used in previous studies about the media behavior of international students.

The second area of questions, on media ownership, asked the international student whether he owns a radio, television set, tape recorder, record player, cassette player, 8-track, subscription to newspaper or magazine.

The third area of the questionnaire, on mass media exposure, was concerned with the amount of radio listening time, television viewing time, readership of newspapers and magazines, and the frequency of use of other media. The international students was asked whether he had used the American media in his native country, how he used the media,

and whether the American media were available to him. Also, he was asked whether he exposed himself to any kind of mass media during the day before he was interviewed.

The fourth section of questions sought the opinion of the respondent in connection with functional aspect of mass media. This section sought to determine the function of television, radio, and motion pictures as information entertainment, a medium for relaxation, or an aid to escape from reality.

The fifth area of the questionnaire was concerned with the international student's preference of content of radio, television, motion pictures, and printed media. Also, he was asked to identify his source of information about the world's events.

The last part of the questionnaire, which contained 32 questions, was designed to study the attitudes of the international student toward the American media. A summated rating scale (Likert-type scale) with seven levels was used in this section. Kerlinger states, "the purpose of the summated rating scale is to place an individual somewhere on an agreement continuum of the attitude in question."³

About one-third of the attitude questions sought to determine the most reliable news medium, and the most helpful medium for improving knowledge of English and understanding American culture. Important issues in the American media such as violence, sex, commercials, Black issues, aggression in children, political issues, world's news reporting, and the fantasy world of television programs and movies were considered in the remainder of questions in order to determine the international student's attitude toward the American media.

This main body of the questionnaire was constructed with fixed-alternative items to gain greater uniformity of measurement and thus greater reliability. A copy of this questionnaire is included in the Appendix.

Pilot Study

Before the final form of the questionnaire was set, a pilot study was conducted. For the purpose of this research study, a pilot study was defined as an exploratory small-scale field inquiry which: (1) tests the clarity of the questionnaire, (2) examines the attitude of international students toward the questions used in the questionnaire, (3) insures that the amount of data available through the questionnaire would be adequate to answer research problems and formulate tables of information.

Ten international students were randomly selected. They were not included in the final random sample. After interviewing these ten students, some questions were deleted due to ambiguity, and others were added to more fully ascertain the international students' attitudes toward American media and his media behavior back home and in the United States.

Selection of Subjects

Oklahoma State University was the locale of the investigation. According to the International Newsletter issued in November, 1976 by the International Student Advisement Office at Oklahoma State University, 990 international students enrolled during the fall term of 1976; 447 were graduate students, 471 were undergraduate students, and 42 were

special students. Sixty-six countries were represented. Students from Iran were the most numerous with 241, Indian students with 87, and Nigerian students with 83 were in the second and third places.⁴

One of the serious problems in selection of subjects was the variety of cultural backgrounds. Cultural backgrounds are significantly different enough to influence responses by students who are from countries which are considered similar but which are, in fact, separate and distinct.⁵ It was decided, in consultation with the thesis advisor, to draw a representative sample which would permit the results of the survey to be generalized to most international students at Oklahoma State University.

A stratified random sampling procedure was used. An official list of students was obtained from the International Student Advisement. The students' home countries were categorized into 14 groups according to the geographical location and common cultural factors such as language, religion, and historical backgrounds. Grouping the countries was made in consultation with the Departments of History and Geography at Oklahoma State University. The number of students was randomly pulled from each group in proportion to the number in the population. A table of random numbers was used for pulling the numbers.⁶ One hundred international students were randomly selected representing 13 groups and 25 countries. Numerical entries for these nationalities are included in Table I. One group, Western European countries including Denmark, Holland, England, Germany, and Belgium, was excluded from the total groups. It was determined that most members of this group are Americans who had spent some of their life in Western European countries. The total number of participants represented by the sample of 25 countries

TABLE I
 SAMPLE CHARACTERISTICS DISTRIBUTION OF INTERNATIONAL
 STUDENT SAMPLE BY COUNTRIES

Country (25)	Number of Samples (100)	Percent (100%)
<u>Africa</u>		
Ethiopia	4	4
Lesotho	1	1
Libya	2	2
Nigeria	9	9
Sierra Leone	1	1
Somalia	1	1
	<u>18</u>	<u>18</u>
<u>Asia</u>		
Hong Kong	2	2
India	9	9
Iran	26	26
Iraq	1	1
Japan	2	2
Kuwait	5	5
Lebanon	3	3
Pakistan	5	5
Qatar	1	1
Rep. of China	6	6
Saudi Arabia	3	3
Thailand	8	8
	<u>71</u>	<u>71</u>
<u>Latin America</u>		
Bahamas	1	1
Chile	1	1
Honduras	1	1
Panama	2	2
Puerto Rico	1	1
Venezuela	4	4
	<u>10</u>	<u>10</u>
<u>Europe</u>		
Spain	1	1

is 956. This was 96.6 percent of the entire international student population.

One of the main objectives under investigation in this study was the attitude of international students toward the American media; therefore, a time of residence factor was taken into consideration. Students should have adequate time to experience American media before responding to a survey on this topic. It was supposed only the international students who have been in the United States for more than one year were eligible to be interviewed. The international students' list did not indicate the length of residency of international students.

An additional 50 students were selected by stratified random sampling to be substituted for those subjects who were not eligible for interviewing because of their short term of residency in the United States.

Interviewing the Subjects

It was decided to use the personal interview as the data-gathering technique. Cannell and Kohn state that to find out about the "inside the individual" such as attitudes and perceptions, the most fruitful approach is to ask the individuals themselves.⁷ Kerlinger suggests the interview as a probe into the context and reasons for answers to the questions. The interview can be used in an exploratory study to help identify variables and relationships, to suggest hypotheses, and to guide other phases of the research. Also as a data collection method, the interview probably has no peer for directness, usefulness, and flexibility.⁸ Face-to-face meetings with subjects provided several important insights in this study, i.e.:

1. The international student could talk in detail about his feelings but did not have to write statements.

2. Vague concepts and confused questions were explained, if there were any.

3. The writer was able to give more information about the purpose of the study and probe for answers if necessary.

4. The interviews were conducted on the "home ground" of respondents, in a relaxed atmosphere, and at the convenience of the respondents which resulted in a higher level of confidence in the respondents in answering questions.

It is important to mention that all interviews were conducted by the writer of this study. This reduced the bias of using different interviewers, and considerably less variance in responses. Parten points out:

To insure that the data are worth analyzing, it is imperative to control the processes by which the information is obtained. If it is secured by personal interviews, all significant elements in the interview situation--the interviewer, the surroundings of interview, the information, and the process of questioning and recording--should be so controlled that the resulting record will be a true account of the situation which the survey is designed to describe.⁹

Interviewing commenced during the third week of October and continued into early December, 1976. The average personal interview took 30 to 60 minutes to complete. Most of the respondents were contacted by telephone to arrange a convenient time for interviewing. Those who did not have telephone numbers were met at their residential addresses for arrangements. The interviewing sessions were extremely informal. In many instances, friendly visiting occurred before and after the interview itself.

A cautiously designed questionnaire, a pilot study, and the advantage of having all interviews face-to-face and conducted by the same person were factors which assured an acceptable degree of reliability and validity to this study.

Tabulating the Results

Six main types of data were obtained from international students: (1) demographic characteristics, (2) media ownership, (3) mass media exposure, (4) functional aspects of American media, (5) media content preference, and (6) attitudes toward the American media. All responses were coded for computer processing. Data were summarized in terms of frequency, percentage, and mean count. When the percentage was used as the determinant of relationship between demographic information, and media exposure or media content preference of international students, identifying numbers were assigned to the categories of presented tables. For example, the relationship between academic classification and radio listening of the respondents, 0 was assigned to not at all category, .5 was assigned to less than one hour category, 1.5 was assigned to 1-2 hours category, 2.5 was assigned to 2-3 hours category, and 3.0 was assigned to more than 3 hours category. These numbers were used as coefficients and the percentages for each group such as freshman, sophomore and so on under each category were multiplied by its coefficient and the sum of products was divided by the sum of its coefficient for all categories in the table. The result for each group was compared with other groups, to find out which group had a larger amount of radio listening time in terms of the average percentage.

The coefficient of each category in each table is shown on the top of the categories. Tests of significance and reliability were calculated where appropriate.

Although international students cannot be perceived as one homogeneous group, it was necessary to summarize the data in terms of unifying elements, in terms of similarities among the respondents as reflected in their replies to the same and related questions.¹⁰

In the first step, the results of the six main types of data were reported for all 100 respondents. In the second step, the writer tried to explain some of the existing relationships between demographic variables of international students and their media ownership, mass media exposure, media content preference, and attitudes toward the American media. Most of the results have been reported in tabular forms.

Summary of Methods and Procedures

A personal interview was conducted among 100 international students at Oklahoma State University during the fall term of 1976. Respondents were selected by stratified random sampling procedure and represented 10 percent of the entire international student population at Oklahoma State University.

A 15-page questionnaire including 82 questions was used as the survey instrument in order to probe and determine the media behavior of international students and explain their attitudes toward the American media.

Analysis of data provided the needed information to answer the research questions, tables were formulated in areas where such information could adequately be tabulated in a comprehensive and logical order.

ENDNOTES

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³Fred N. Kerlinger, Foundations of Behavioral Research (New York, 1967), p. 496.

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⁵P. John Fieg and John G. Blair, There Is A Difference (Washington, D.C., 1975).

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⁷Charles F. Cannell and Robert L. Kahn, "The Collection of Data by Interviewing," Research Methods in the Behavioral Sciences, eds. Leon Festinger and Daniel Katz (New York, 1953), pp. 329-330.

⁸Kerlinger, pp. 479-484.

⁹Parten, p. 331.

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CHAPTER IV

PRESENTATION OF RESULTS

Introduction

This research was conducted to provide information about the media behavior of international students at Oklahoma State University and their attitudes toward the American media. A fixed interview schedule was administered to 100 international students who represented 25 nationalities. The generalization of obtained results is based on the responses of these 100 international students. There is a variety of cultural background among the international students and therefore, they are not a homogeneous group, but the summarizing of the data in terms of similarities among the respondents as reflected in their replies was necessary.

Dawson points out:

...It is important to remember that the generalizations comprize a "composition that is to say, a blending through their views of students from diverse cultural backgrounds into a mythical entity known as "the foreign student." He is a product of shared pre-conceptions of and attitudes toward the U.S.¹

The term "international student" in this study refers to the participants in this study who are currently studying at Oklahoma State University and are known as international students. The obtained data have been categorized and reported as follows:

1. The characteristics of the respondents.
2. The media ownership of international students and its

relationship with the monthly budget of the respondents.

3. Mass media exposure including "yesterday study"; frequency of exposure to radio, television, motion pictures, tape recorder, record player, 8-track, magazines and newspapers. Also the relationships between the mass media exposure and some of the demographic variables of international students.

4. The availability and use of American media in the native country of respondent which indicates the initiative knowledge of international student about the American media.

5. The functional aspects of radio, television, and motion pictures according to the international student's perception.

6. Media content preferences of international students in relation to radio and television programs, music, motion pictures, tape and records, magazines, newspapers and books. The study also tried to determine the relationship between preference of motion pictures and the nationality variable. The international student was asked to identify his most potent source of world reporting.

7. The attitude of respondents toward the performance, news coverage, content, and prestige of American media. Two variables, nationality and the length of residency in the United States were related to the attitude questions.

The results are presented in tabular form where appropriate.

Characteristics of Respondents

An analysis of completed questionnaires disclosed that the survey group is heavily weighted in favor of male respondents. 92 males and

eight females participated in this survey. The age of respondents was as follows: 5 percent under 20 years old, 47 percent between 20-25 years old, 34 percent between 25-30 years old, and 14 percent were above 30 years of age.

There were 42 percent undergraduate and 48 percent graduate students among the respondents. 13 percent were studying in the College of Agriculture, 56 percent in the College of Engineering, 14 percent in the College of Arts and Sciences, 13 percent in the College of Business Administration, 3 percent in the College of Education, and 1 percent in the College of Home Economics.

Sixty percent of the respondents were married and 31 percent were single. Fifty-five percent were living off-campus, and the other 45 percent were living in residence halls on the campus of Oklahoma State University.

About 40 percent of the respondents have been in the United States for less than two years, 25 percent between two-three years, 13 percent between three-four years, and the remainder, 22 percent, have been in the United States for more than four years.

The results of the questionnaires showed that 29 percent of the respondents speak English in their native countries while English is the official language spoken by the respondents. They become bi-lingual when speaking to certain natives of their country.

The analysis of data showed that the majority of the respondents (41%) were Moslem, 29% were Christian, 11% Buddhist, 9% Hindu, 2% Jewish, and the remainder, 8% said that they don't have specific religious beliefs.

Two-fifths (38%) of the respondents have a monthly budget above

\$400.00. 30% of the samples have a monthly budget between \$300.00 and \$400.00, and 19% a monthly budget between \$200.00 and \$300.00. The remaining 13% have a monthly budget less than \$200.00

Media Ownership

Questions 12, 18, 29, 33 and 38 were designed to determine whether the international student owns one or more of the media under consideration in this study. In the case of newspapers and magazines, subscriptions held by the respondents were ascertained. Table II presents the results obtained.

The data suggests that radio has the highest frequency of ownership among the media (82%), cassette players next (65%), and television third (57%). The lower price of the radio or its conjunction with other sets such as 8-track, record player, and cassette player made it the most popular medium among the international students. The high price of the tape recorder and the popular use of its substitute--the cassette player--made it the least popular medium (4%) among the international students. The percentage of magazine subscriptions was twice that of newspaper subscriptions (35% and 17%). The O'Collegian, the campus newspaper was excluded from newspapers which were identified by the respondents. The O'Collegian is distributed free from Tuesday to Saturday to all students.

Contrary to what was expected, the data showed (Table III) that the international student with a monthly budget less than \$200.00 had the highest percentage of televisions (77%), tape recorders (15%), and subscriptions to different newspapers (31%) and subscriptions to various magazines (46%) among the groups. In the case of radio, this group was

next in frequency of ownership to students with a monthly budget more than \$400.00. Students with a monthly budget between \$300.00 and \$400.00 and \$200.00 and \$300.00 apparently are not as interested as students with monthly budgets of more than \$400.00 and those with less than \$200.00 in having different kinds of media or subscriptions to newspapers and magazines.

TABLE II

MEDIA OWNERSHIP OF INTERNATIONAL STUDENTS

n = 100

Media	Yes	No	Total of Responses	
Radio	82%	18%	100%	n = 100
Television	57%	43%	100%	n = 100
8-Track	18%	82%	100%	n = 100
Tape Recorder	4%	96%	100%	n = 100
Record Player	31%	69%	100%	n = 100
Cassette Player	65%	35%	100%	n = 100
Newspaper Subscription	17%	83%	100%	n = 100
Magazine Subscription	35%	65%	100%	n = 100

It was concluded that the monthly budget of international students at Oklahoma State University does not influence the ownership of media.

TABLE III
 MEDIA OWNERSHIP RESPONSES BY MONTHLY BUDGET

Monthly Budget	Radio Set		Television Set		8-Track		Tape Recorder		Record Player		Cassette Player		Newspaper Subscribed		Magazine Subscribed	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
More than \$400	97%	3%	74%	26%	24%	76%	5%	95%	34%	66%	68%	32%	19%	81%	40%	60%
n = 38 100%	37	1	28	10	9	29	2	36	13	25	26	12	7	30	15	23
\$300 to \$400	73%	17%	47%	53%	13%	87%	0%	100%	33%	67%	70%	30%	14%	86%	40%	60%
n = 30 100%	22	8	14	16	4	26	0	30	10	20	21	9	4	25	12	18
\$200 to \$300	63%	37%	26%	74%	16%	84%	0%	100%	21%	79%	53%	47%	11%	89%	11%	89%
n = 19 100%	12	7	5	14	3	16	0	19	4	15	10	9	2	17	2	17
Less than \$200	85%	15%	77%	23%	15%	85%	15%	85%	31%	69%	61%	39%	31%	69%	46%	54%
n = 13 100%	11	2	10	3	2	11	2	11	4	9	8	5	4	9	6	7

Media Exposure

Yesterday Study

The first part of the media exposure findings was concerned with the "Yesterday Study". In this part the international student was asked whether he used any of the media under consideration in this study during the previous day. In the case of motion pictures, because of its lower frequency, the last seven days was used instead of yesterday. Table IV reports the results of the "Yesterday Study".

TABLE IV

YESTERDAY STUDY OF MEDIA

n = 100

Media	Yes	No	Number of Responses	
Listening to Radio	56%	44%	100%	n = 100
Watching Television	71%	29%	100%	n = 100
Reading Newspapers	76%	24%	100%	n = 100
Reading Magazines	46%	54%	100%	n = 100
Listening to Tapes and Records	59%	41%	100%	n = 100
*Going to Movies	17%	83%	100%	n = 100

* Instead of yesterday, the last seven days were used.

A high percentage of respondents (76%) read newspapers during

"yesterday", and 71% watched television. The availability of newspapers in the library of Oklahoma State University, and especially the campus newspapers--O'Collegian--made the newspaper the most popular medium among international students. Going to the theater (movies) was the least done activity (17%) in the "Yesterday Study". The lack of good movies, low accessibility, and the press of college studies were among the reasons given by 83% of respondents who didn't go to movies during the last seven days. The number watching television (71%) and reading newspapers (76%) were close to each other. The number listening to radio (56%) and listening to tapes and records (59%) were close, also. The two groups showed close percentages with one another.

Radio

Data indicated that under one half of the respondents (45%) listened to radio less than one hour in a normal day. Fifteen percent reported they did not listen to radio at all, 18 percent spent between one to two hours listening to radio, 6 percent between two and three hours per day, and 16 percent spent more than three hours listening to radio in a normal day. The average amount of daily radio listening of international students was one and half hours.

The relationship between some of the characteristics of the international students and his radio listening was analyzed. The data have been reported in Tables V, VI, VII, and VIII. The demographic information was academic classification, length of residency in the U.S., living arrangements, religion, English as an official language in native country, marital status, age and sex.

TABLE V
RADIO LISTENING RESPONSES BY ACADEMIC CLASSIFICATION

Academic Classification	0 Not At All	.5 Less Than 1 Hour	1.5 1-2 Hours	2.5 2-3 Hours	3.0 More Than 3 Hours	Average (%)
Freshman n = 6 100%	0% 0	33% 2	33% 2	17% 1	17% 1	21.33
Sophomore n = 12 100%	17% 2	25% 3	25% 3	0% 0	33% 4	19.87
Junior n = 12 100%	18% 4	40% 9	14% 3	14% 3	14% 3	17.07
Senior n = 12 100%	8% 1	68% 8	8% 1	0% 0	16% 2	15.53
Graduate Student M.S., M.A., M.B.A. n = 27 100%	15% 4	48% 13	22% 6	4% 1	11% 3	13.33
Graduate Student Ph.D., Ed.D. n = 21 100%	19% 4	48% 10	14% 3	5% 1	14% 3	13.33

1. Table V showed that among the international students, all freshmen listen to the radio. Two-thirds of them (66%) listen to the radio from less than one hour to two hours and 34 percent have a range from two hours to more than three hours. Half of the sophomores have the same range of radio listening as two-thirds of the freshmen. But considering the individual group, the majority of them (33%) listen to the radio for more than three hours. Most of the juniors and seniors (40% and 68%) spent less than one hour listening to the radio in a normal day. The majority of the graduate students in Master's and Doctoral programs [both with equal percentage (48%)] fell into the less than one hour category. The percentage for these two groups were very close to each other in all five categories of radio listening.

On the whole, the academic classification affected the amount of radio listening time of international students. While freshmen were the most interested radio listeners (21.33), graduate students were the least interested radio listeners (13.33). The average of radio listening goes down as the academic classification goes up.

2. Table VI suggests that the length of residency in the U.S. affects the amount of radio listening time of international students when these students stay in the U.S. for more than three years.

Analysis of the table discloses that those students who have been in the U.S. less than two years or between two and three years have almost the same amount of radio listening time (16.53) and are more interested in radio listening compared to students who have been in the U.S. more than three years and listen to the radio for less than one hour everyday. The data indicate that the longer the length of residency in the U.S.,

TABLE VI
 RADIO LISTENING RESPONSES BY LENGTH OF RESIDENCY
 IN THE U.S. AND LIVING ARRANGEMENT

Length of Resi- dency in the U.S. and Living Arrangement	0 Not At All	.5 Less Than 1 Hour	1.5 1-2 Hours	2.5 2-3 Hours	3.0 More Than Three Hours	Average (%)
Less than 2 years n = 40 100%	10% 4	40% 16	30% 12	2.5% 1	17.5% 7	16.53
2-3 Years n = 25 100%	16% 4	44% 11	8% 2	12% 3	20% 5	16.53
3-4 Years n = 13 100%	15% 2	54% 7	8% 1	15% 2	8% 1	13.47
More than 4 years n = 22 100%	22% 5	50% 11	14% 3	0% 0	14% 3	11.73
Living on campus n = 45 100%	9% 4	44% 20	18% 8	13% 6	16% 7	17.33
Living off campus n = 55 100%	20% 11	46% 25	18% 10	0% 0	16% 9	13.06

the lower the amount of radio listening time.

Students who live off-campus spend less time listening to the radio than on-campus residents (13.06 and 17.33). The highest percentage belongs to off-campus respondents who listen to the radio less than one hour per day (46%). Also the lowest percentage (0.00) belongs to the same group but in a different category (two to three hours).

3. Considering religion (Table VII), with the exception of Buddhist students, the highest percentages for all groups fell into the less than one hour category. Jewish students were the most interested radio listeners (20%), and Hindu students were the least interested in radio listening (8.93). Differences in religion may account for differences in radio listening but Christian students and Buddhist students had almost the same amount of radio listening time (17.60 and 17.33).

Table VII indicates that students who did not speak the English language in their native land were less interested in radio listening, compared with those who spoke English in their countries (14.40 and 15.93). The usage of the English language in the native country has facilitated and encouraged the use of radio in the U.S. It was concluded that English language proficiency seems to strongly affect the use of radio by international students during their sojourn in the U.S.

4. Table VIII indicates that the majority of all four age groups spend less than one hour in a normal day listening to the radio. The highest percentage was found among the 25-30 year old group under the less than one hour category (53%). According to the age factor, radio has more of the younger international students as listeners.

Considering the sex factor of respondents, the majority of male

TABLE VII
RADIO LISTENING RESPONSES BY RELIGION AND ENGLISH LANGUAGE PROFICIENCY

Religion and English Language Proficiency	0 Not At All	.5 Less Than 1 Hour	1.5 1-2 Hours	2.5 2-3 Hours	3.0 More Than 3 Hours	Average (%)
Moslem n = 41 100%	22% 9	44% 18	10% 4	7% 3	17% 7	14.00
Christian n = 29 100%	7% 2	41% 12	28% 8	3% 1	21% 6	17.60
Buddhist n = 11 100%	27% 3	19% 2	27% 3	0% 0	27% 3	17.33
Hindu n = 9 100%	11% 1	67% 6	22% 2	0% 0	0% 0	8.93
Jewish n = 2 100%	0% 0	50% 1	0% 0	50% 1	0% 0	20.00
No religious preference n = 8 100%	0% 0	75% 6	12.5% 1	12.5% 1	0% 0	11.60
English not as an official language n = 71 100%	18% 13	46% 33	13% 9	7% 5	16% 11	14.40
English as an official language n = 29 100%	7% 2	41% 12	31% 9	3.5% 1	17.5% 5	16.93

TABLE VIII
RADIO LISTENING RESPONSES BY AGE, SEX, AND MARITAL STATUS

Age, Sex, and Marital Status	0 Not At All	.5 Less Than 1 Hour	1.5 1-2 Hours	2.5 2-3 Hours	3.0 More Than 3 Hours	Average (%)
Under 20 years old n = 5 100%	20% 1	40% 2	20% 1	20% 1	0% 0	13.33
20-25 years old n = 47 100%	13% 6	40% 19	17% 8	11% 5	19% 9	17.20
25-30 years old n = 34 100%	12% 4	53% 18	17.5% 6	0% 0	17.5% 6	13.87
Above 30 years old n = 14 100%	29% 4	43% 6	21% 3	0% 0	7% 1	9.87
Male n = 92 100%	15% 14	48% 44	18% 17	7% 6	12% 11	13.86
Female n = 8 100%	12.5% 1	12.5% 1	12.5% 1	0% 0	62.5% 5	28.26
Single n = 31 100%	23% 7	48% 15	19% 6	0% 0	10% 3	10.93
Married n = 69 100%	12% 8	43% 30	17% 12	9% 6	19% 13	18.00

listeners (48%) spend less than one hour listening to the radio in a day, but the majority of female listeners (62.5%) spend more than three hours of their daily time in radio listening. The two and three hours category had the least percentage for both male and female listeners (0.00% and 7%). The table indicated that females are more interested in radio listening, compared with male listeners (20.26 and 13.86).

Considering the marital status of respondents, the highest percentages were reported in the less than one hour category for both single and married groups (48% and 43%), and the lowest percentages under two and three hours category for both groups (0.00% and 9%). Married students were more interested in listening to the radio, compared to single students (18.00 and 10.93).

Television

The survey shows that only seven percent of the international students do not watch television at all. Twenty-seven percent of them watch television less than one hour in a normal day, 45 percent watch it between one and two hours in a day, 12 percent watch it two and three hours in a normal day. The average viewing time of television watching by international students at Oklahoma State University was between one and two hours. It was noted that the respondents spend more time viewing television than listening to radio.

Respondents were asked whether they watch educational television programs. Forty-six percent reported they never watch educational television, 13 percent watch it seldom, 38 percent sometimes, and only 3 percent of the students watch it regularly. Most international students

are not aware of the quality of educational television programs. Several who watch it sometimes or regularly found educational television as a useful medium for English language learning. The other results in relation to television viewing were as following:

1. Considering the relationship between academic classification and television watching of international students, Table IX indicates that Doctoral Program students spend more time watching television than the other groups. The highest percentage for each group fell into one and two hours category. Graduate students had higher percentages than undergraduate students. All freshmen and seniors watch television, but freshmen are the least interested television viewers (15.60). With the exception of the sophomores, there was a direct relationship between academic classification and television viewing by international students. Upper class students are more interested in television than lower class students.

2. Considering the relationship between television viewing and length of residency in the U.S. (Table X), the data indicates that about half of the respondents who have been in the U.S. between three and four years or more than four years watch television one to two hours everyday (69% and 50.5%). The students who have been in the U.S. less than two years are the least interested television viewers (16.27). The highest percentages for each group fell into one to two hours category.

There was a direct relationship between length of residency in the U.S. and television viewing of the respondents, the longer the residency, the more hours of television viewing.

Table X shows that students who live off-campus devote more time to

TABLE IX
TELEVISION VIEWING RESPONSES BY ACADEMIC CLASSIFICATION

Academic Classification	0 Not At All	.5 Less Than 1 Hour	1.5 1-2 Hours	2.5 2-3 Hours	3.0 More Than 3 Hours	Average (%)
Freshman n = 6	0% 0	33% 2	67% 4	0% 0	0% 0	15.60
Sophomore n = 12 100%	8% 1	33% 4	33% 4	8% 1	17% 2	18.40
Junior n = 22 100%	14% 3	36% 8	31% 7	5% 1	14% 3	15.87
Senior n = 12 100%	0% 0	42% 5	42% 5	16% 2	0% 0	16.53
Graduate Student M.S., M.A., M.B.A. n = 27 100%	7% 2	22% 6	49% 13	11% 3	11% 3	19.74
Graduate Student Ph.D., Ed.D. n = 21 100%	4.5% 1	10% 2	57% 12	24% 5	4.5% 1	21.87

TABLE X
 TELEVISION VIEWING RESPONSES BY LENGTH OF RESIDENCY
 IN THE U.S. AND LIVING ARRANGEMENT

Length of Residency and Living Arrangement	0 Not At All	.5 Less Than 1 Hour	1.5 1-2 Hours	2.5 2-3 Hours	3.0 More Than 3 Hours	Average (%)
Less than 2 years n = 40 100%	10% 4	32.5% 13	42.5% 17	5% 2	10% 4	16.27
2-3 years n = 25 100%	4% 1	32% 8	32% 8	16% 4	16% 4	20.27
3-4 years n = 13 100%	8% 1	15% 2	69% 9	0% 0	8% 1	18.27
More than 4 years n = 22 100%	4.5% 1	18% 4	50.5% 11	27% 6	0% 0	20.13
Living on campus n = 45 100%	11% 5	31% 14	44.5% 20	9% 4	4.5% 2	16.80
Living off campus n = 55 100%	4% 2	24% 13	45% 25	15% 8	12% 7	20.40

television viewing compared with those who live on-campus (20.40 and 16.80). The highest percentage of both groups fell in the one to two hours category, and the lowest one, for on-campus respondents, was reported under more than three hours category (4.5%). For off-campus respondents the lowest percentage was reported under the not at all category (4%).

3. According to Table XI, one can say Buddhist students spend the most time viewing television among the groups (21.87). Jewish students, on the other hand, seem the least interested television viewers (6.66). The average amount of television viewing time among Moslem, Christian and Hindu students is close. Except for Jewish students, the religion factor did not seem to have an influence on the television viewing of international students.

When considering the English proficiency of the students who speak English in their native lands, they still are more interested in television viewing than those who did not speak English in their native countries (19.46 and 18.00). In the case of the more than three hours television viewing in a normal day, the number of students who speak English language in their native land was twice as much as the students who did not speak English in their native countries. English language proficiency affected the amount of television viewing of international students, but not much.

4. Considering the relationship between television viewing and age, sex, and marital status of international students, Table XII indicates that students above 25 years of age spend more time watching television than do those under 25 years of age (44.73 and 27.47). Under 20 year old

TABLE XI

TELEVISION VIEWING RESPONSES BY RELIGION AND ENGLISH LANGUAGE PROFICIENCY

Religion and English Language Proficiency	0 Not At All	.5 Less Than 1 Hour	1.5 1-2 Hours	2.5 2-3 Hours	3.0 More Than 3 Hours	Average (%)
Moslem n = 41 100%	5% 2	27% 11	51% 21	10% 4	7% 3	18.33
Christian n = 29 100%	14% 4	24% 7	34% 10	14% 4	14% 4	18.67
Buddhist n = 11 100%	0% 0	27% 3	37% 4	27% 3	9% 1	21.87
Hindu n = 9 100%	0% 0	22% 2	67% 6	0% 0	11% 1	19.20
Jewish n = 2 100%	0% 0	100% 2	0% 0	0% 0	0% 0	6.66
No religious preference n = 8 100%	12.5% 1	25% 2	50% 4	12.5% 1	0% 0	16.67
English not as an official language n = 71 100%	7% 5	28% 20	45% 32	13% 9	7% 5	18.00
English as an official language n = 29 100%	7% 2	24% 7	45% 13	10% 3	14% 4	19.46

TABLE XII
TELEVISION VIEWING RESPONSES BY AGE, SEX, AND MARITAL STATUS

Age, Sex, and Marital Status	0 Not At All	.5 Less Than 1 Hour	1.5 1-2 Hours	2.5 2-3 Hours	3.0 More Than 3 Hours	Average (%)
Under 20 years old n = 5 100%	20% 1	40% 2	40% 2	0% 0	0% 0	10.67
20-25 years old n = 47 100%	8.5% 4	36% 17	36% 17	8.5% 4	11% 5	16.80
25-30 years old n = 34 100%	3% 1	21% 7	58% 20	12% 4	6% 2	19.33
Above 30 years old n = 14 100%	7% 1	7% 1	43% 6	29% 4	14% 2	24.40
Male n = 92 100%	5% 5	28% 26	45% 41	12% 11	10% 9	20.40
Female n = 8 100%	25% 2	12.5% 1	50% 4	12.5% 1	0% 0	14.93
Single n = 31 100%	3% 1	16% 5	48% 15	23% 7	10% 3	22.40
Married n = 69 100%	9% 6	32% 22	43% 30	7% 5	9% 6	16.67

respondents are the least interested television viewers (10.67) and above 30 years old respondents were the most interested (24.40).

According to Table XII, female students were less interested in watching television than male students (14.93 and 20.40). But nearly half of the male and female students reported watching television one to two hours per day (45% and 50%).

Considering marital status, single students spend more time watching television than married students (22.40 and 16.67). About half of both single and married students devote one to two hours daily for television viewing (48% and 43%).

Movies

Nearly seventeen percent of the students reported they do not go to the movies at all. 33 percent go to the movies less than once a month, 26 percent go every two weeks, and only 5 percent of the students go to the movies once a week. The average for international students was once a month. Other results were as following:

1. Table XIII indicates that juniors are the most interested movie goers among the group (18.46), and graduate students who work toward the Doctor's degree are the least interested (8.92). The highest percentage of movie goers belonged to three groups: freshmen, sophomores, and seniors who go to the movies less than once a month (50%). The lowest percentage belonged to the graduate students who go to the movies once a week (0.00%). Academic classification decreases the amount of movie going when international students are working for graduate degrees.

2. Considering the length of residency in the U.S., Table XIV indicates that students who have been in the U.S. between two and

TABLE XIII
 MOVIE GOING RESPONSES BY ACADEMIC CLASSIFICATION

Academic Classification	0 Not At All	.5 Less Than Once a Month	1 Once a Month	2 Every Two Weeks	3 Once a Week	Average (%)
Freshman n = 6 100%	0% 0	50% 3	33% 2	17% 1	0% 0	14.15
Sophomore n = 12 100%	8% 1	50% 6	17% 2	17% 2	8% 1	15.38
Junior n = 22 100%	23% 5	13.5% 3	27% 6	23% 5	13.5% 3	18.46
Senior n = 12 100%	8.3% 1	50% 6	8.3% 1	25% 3	8.3% 1	16.61
Graduate Student M.S., M.A., M.B.A. n = 27 100%	15% 4	26% 7	33% 9	26% 7	0% 0	15.08
Graduate Student Ph.D., Ed.D. n = 21 100%	29% 6	37% 8	29% 6	5% 1	0% 0	8.92

three years have a higher frequency of movie going than students who have been in the U.S. between three and four years (14.45 and 14.31). Students who have been in the U.S. less than two years are the most interested movie goers (15.85), and students who have been here more than four years are the least interested in movie going (13.23). The longer the length of residency in the U.S., the less interested in movie going.

Considering living arrangements, Table XIV suggests that respondents who live on-campus go to the movies more than off-campus respondents (16.46 and 19.92). The highest percentage of movie attendance belonged to off-campus residents who go to the movies less than once a month (35%). Off-campus respondents were more interested in listening to the radio and watching television, but less interested in attending movies.

3. Considering religion and its relationship with movie going (Table XV), Jewish students are the least interested movie goers (3.85), and Hindu students are next to them (11.08). Buddhist students are the most interested movie fans (18.77).

Table XV shows that respondents who speak English language in their native country go to the movies more often than respondents who did not, but the difference was very small (14.46 and 14.77). The highest percentage belonged to the students who speak English in their native countries and go to movies less than once a month (35%). English language proficiency did not seem to have a major effect on international student's movie going.

4. Examining the relationship between age, sex, and marital status of respondents and their movie going, Table XVI indicates that the younger

TABLE XIV

MOVIE GOING RESPONSES BY LENGTH OF RESIDENCY
IN THE U.S. AND LIVING ARRANGEMENT

Length of Residency and Living Arrangement	0 Not At All	.5 Less Than Once a Month	1 Once a Month	2 Every Two Weeks	3 Once a Week	Average (%)
Less than 2 years n = 40 100%	12.5% 5	32.5% 13	30% 12	17.5% 7	7.5% 3	15.85
2-3 years n = 25 100%	28% 7	24% 6	20% 5	24% 6	4% 1	14.45
3-4 years n = 13 100%	15% 2	31% 4	38% 5	8% 1	8% 1	14.31
More than 4 years n = 22 100%	14% 3	45% 10	18% 4	23% 5	0% 0	13.23
Living on campus n = 45 100%	9% 4	31% 14	33% 15	22% 10	5% 2	16.46
Living off campus n = 55 100%	24% 13	35% 19	20% 11	16% 9	5% 3	12.92

TABLE XV

MOVIE GOING RESPONSES BY RELIGION AND
ENGLISH LANGUAGE PROFICIENCY

Religion and English Language Proficiency	0 Not At All	.5 Less Than Once a Month	1 Once a Month	2 Every Two Weeks	3 Once a Week	Average (%)
Moslem n = 41 100%	17% 7	34% 14	29% 12	17% 7	2% 1	13.23
Christian n = 29 100%	21% 6	31% 9	21% 6	17% 5	10% 3	15.38
Buddhist n = 11 100%	9% 1	27.3% 3	27.3% 3	27.3% 3	9% 1	18.77
Hindu n = 9 100%	22% 2	33.5% 3	33.5% 3	11% 1	0% 0	11.08
Jewish n = 2 100%	50% 1	50% 1	0% 0	0% 0	0% 0	3.85
No religious preference n = 8 100%	0% 0	37.5% 3	25% 2	37.5% 3	0% 0	18.15
English not as an official language n = 71 100%	16% 11	32% 23	30% 21	18% 13	4% 3	14.46
English as an official language n = 29 100%	21% 6	35% 10	16% 5	21% 6	7% 2	14.77

the age of respondents, the more interested in movie going. Students who are under 25 years of age are more interested in movie going comparing with above 25 year old groups (15.38, 18.00 and 11.85, 10.30). The highest percentage belonged to above 30 years of age group who go to the movies less than once a month (65%), but this group reported the least interested movie goers (10.30). It was found that the older the age, the less interested in movie going.

The difference in sex apparently caused differences in the amount of movie going. Female respondents were more interested in movie going than male respondents (19.23 and 14.30). The highest percentage belonged to the female students who go to the movies less than once a month (50%).

Table XVI shows that marital status caused a considerable difference in the amount of movie going. Although the highest percentage belonged to single students who go to the movies less than once a month (39%), married students were more interested in movie going (18.00 and 7.54).

Magazines

Magazine readership of international students: The data indicate that 21 percent of the students do not read magazines every week. Ten percent spend less than 30 minutes reading magazines in a normal week. 23 percent devote 30 to 60 minutes of their time to reading magazines in a normal week. 12 percent spend one to two hours, 11 percent between two and three hours in a week, and the remaining 23 percent spend more than three hours. The average time for magazine reading of international students was between one and one and half hours in a normal week. In relation to demographic data the following results were obtained.

1. Considering the relationship between academic classification

TABLE XVI
 MOVIE GOING RESPONSES BY AGE, SEX, AND MARITAL STATUS

Age, Sex, and Marital Status	0 Not At All	.5 Less Than Once a Month	1 Once a Month	2 Every Two Weeks	3 Once a Week	Average (%)
Under 20 years old n = 5 100%	0% 0	40% 2	40% 2	20% 1	0% 0	15.38
20-25 years old n = 47 100%	10% 5	30% 14	26% 12	26% 12	8% 4	18.00
25-30 years old n = 34 100%	32% 11	24% 8	26% 9	15% 5	3% 1	11.85
Above 30 years old n = 14 100%	7% 1	65% 9	21% 3	7% 1	0% 0	10.30
Male n = 92 100%	18% 17	32% 29	26% 24	21% 19	3% 3	14.30
Female n = 8 100%	0% 0	50% 4	25% 2	0% 0	25% 2	19.23
Single n = 31 100%	32% 10	39% 12	29% 9	0% 0	0% 0	7.54
Married n = 69 100%	10% 7	30% 21	25% 17	28% 19	7% 5	18.00

and magazine readership, Table XVII suggests that sophomores are the most interested in magazine reading (21.65), and freshmen are the least interested. Graduate students, both Master's program and Doctoral's program groups are next to the sophomores (19.65 and 19.41). With the exception of sophomores, undergraduate students are less interested in magazine reading than graduate students.

2. Table XVIII indicates that students who have been in the U.S. between two and three years are the least interested magazine readers (11.06), with the highest percentage under the not at all category (36%), and the lowest percentage under more than three hours category (12%). The other three groups are nearly alike considering their over-all magazine readership. Students who have been in the U.S. for more than four years are the most interested magazine readers (20.29) with the exception of the two and three years group, the length of residency in the U.S. had a direct relationship on the magazine readership of international students.

Considering living arrangements, Table XVIII shows that the margins between on-campus respondents and off-campus respondents are close for each category of magazine reading except for more than three hours category. On-campus respondents spend more time on magazine reading compared with off-campus respondents who read magazines more than three hours in a week (29%).

3. Considering religion and English language proficiency of international students, Table XIX indicates that the "no religious preferences" group are the most interested in magazine reading among the groups (21.76). Jewish students are the least interested group (8.82). Christian students are similar to Hindu students in their magazine readership (17.53 and

TABLE XVII
MAGAZINE READING RESPONSES BY ACADEMIC CLASSIFICATION

Academic Classification	0 Not At All	.5 Less Than 30 Min. in a Week	1.0 30-60 Min. in a Week	1.5 1-2 Hrs. in a Week	2.5 2-3 Hrs. in a Week	3.0 More Than 3 Hrs. in a Week	Average (%)
Freshman n = 6 100%	68% 4	0% 0	0% 0	0% 0	17% 1	17% 1	10.94
Sophomore n = 12 100%	8% 1	17% 2	8% 1	17% 2	17% 2	33% 4	21.65
Junior n = 22 100%	23% 5	18% 4	23% 5	18% 4	9% 2	9% 2	12.82
Senior n = 12 100%	33% 4	8.5% 1	33% 4	8.5% 1	0% 0	17% 2	11.88
Graduate Student M.S., M.A., M.B.A. n = 27 100%	11% 3	7% 2	37% 10	4% 1	11% 3	30% 8	19.41
Graduate Student Ph.D., Ed.D. n = 21 100%	19% 4	5% 1	14% 3	19% 4	14% 3	29% 6	19.65

TABLE XVIII

MAGAZINE READING RESPONSES BY LENGTH OF RESIDENCY
IN THE U.S. AND LIVING ARRANGEMENT

Length of Residency and Living Arrangement	0 Not At All	.5 Less Than 30 Min. in a Week	1.0 30-60 Min. in a Week	1.5 1-2 Hrs. in a Week	2.5 2-3 Hrs. in a Week	3.0 More Than 3 Hrs. in a Week	Average (%)
Less than 2 years n = 40 100%	22.5% 9	7.5% 3	22.5% 9	7.5% 3	15% 6	25% 10	18.47
2-3 years n = 25 100%	36% 9	16% 4	16% 4	16% 4	4% 1	12% 3	11.06
3-4 years n = 13 100%	15% 2	8% 1	15% 2	23.5% 3	15% 2	23.5% 3	18.94
More than 4 years n = 22 100%	5% 1	9% 2	36% 8	9% 2	9% 2	32% 7	20.29
Living on campus n = 45 100%	20% 9	9% 4	22% 10	9% 4	11% 5	29% 13	18.23
Living off campus n = 55 100%	22% 12	11% 6	24% 13	14% 8	11% 6	18% 10	15.63

17.65). On the whole, differences among the religion caused variety in the amount of magazine readership.

Table XIX suggests that students who do not speak English in their native land had little difference in magazine readership with those who speak English in their native land and do not read magazine^s at all (25%). In the first two categories of Table XIX, under the not at all and less than 30 minutes a week categories, students who do not speak English were 15 percent greater in the first category and 15 percent lower in the second category than the students who speak English. English language proficiency did not really have an influence on the international students' magazine readership.

4. Examining relationships between age, sex, and marital status of respondents and their magazine readership, Table XX showed little difference among those groups above 20 years of age. The under 20 year old group were reported as the least interested magazine readers (10.59), while the 20 to 25 years age group were the most interested magazine readers among the respondents (17.88).

Table XX indicates that male respondents are much more interested in reading magazines than female respondents (17.41 and 10.23). The highest percentage for male group was found under more than three hours category (24%), and for female group under not at all category (37.5%).

Marital status caused a difference in magazine reading of students, but not the same as the sex factor did. Married respondents were more interested in magazine reading than single students (17.53 and 14.94). The highest percentage belonged to married students who spend more than three hours in a week, and single students who do not read magazines at all (26%).

TABLE XIX

MAGAZINE READING RESPONSES BY RELIGION AND ENGLISH LANGUAGE PROFICIENCY

Religion and English Language Proficiency	0 Not At All	.5 Less Than 30 Min. in a Week	1.0 30-60 Min. in a Week	1.5 1-2 Hrs. in a Week	2.5 2-3 Hrs. in a Week	3.0 More Than 3 Hrs. in a Week	Average (%)
Moslem n = 41 100%	34% 14	7% 3	17% 7	13% 5	7% 3	22% 9	14.59
Christian n = 29 100%	14% 4	17% 5	24% 7	10% 3	7% 2	28% 8	17.53
Buddhist n = 11 100%	9% 1	0% 0	36.5% 4	9% 1	27.5% 3	18% 2	20.35
Hindu n = 9 100%	11.11% 1	11.11% 1	22.22% 2	22.22% 2	22.22% 2	11.11% 1	17.65
Jewish n = 2 100%	0% 0	50% 1	50% 1	0% 0	0% 0	0% 0	8.82
No religious preference n = 8 100%	12.5% 1	0% 0	25% 2	12.5% 1	12.5% 1	37.5% 3	21.76
English not as an official language n = 71 100%	25% 18	6% 4	22.5% 16	13% 9	11% 8	22.5% 16	16.35
English as an official language n = 29 100%	10% 3	21% 6	24.5% 7	10% 3	10% 3	24.5% 7	17.41

TABLE XX

MAGAZINE READING RESPONSES BY AGE, SEX, AND MARITAL STATUS

Age, Sex, and Marital Status	0 Not At All	.5 Less Than 30 Min. in a Week	1.0 30-60 Min. in a Week	1.5 1-2 Hrs. in a Week	2.5 2-3 Hrs. in a Week	3.0 More Than 3 Hrs. in a Week	Average (%)
Under 20 years old n = 5 100%	40% 2	0% 0	40% 2	0% 0	20% 1	0% 0	10.59
20-25 years old n = 47 100%	23% 11	13% 6	15% 7	8% 4	11% 5	30% 14	17.88
25-30 years old n = 34 100%	15% 5	6% 2	35% 12	15% 5	6% 2	23% 8	16.94
Above 30 years old n = 14 100%	21.5% 3	14% 2	14% 2	22% 3	21.5% 3	7% 1	15.18
Male n = 92 100%	19% 18	10% 9	23% 21	12% 11	12% 11	24% 22	17.41
Female n = 8 100%	37.5% 3	12.5% 1	25% 2	12.5% 1	0% 0	12.5% 1	10.23
Single n = 31 100%	26% 8	10% 3	22% 7	13% 4	13% 4	16% 5	14.94
Married n = 69 100%	19% 13	10% 7	23% 16	12% 8	10% 7	26% 18	17.53

Newspapers

Only three percent of students reported they do not read newspapers every day. Fifty-two percent reported they spend less than 30 minutes everyday, 40 percent between 30 and 60 minutes, and 5 percent more than one hour per day. The average time of newspaper readership was about 30 minutes per day. Other data in connection with newspaper readership are as follows:

1. Considering the relationship between academic classification and newspaper readership of respondents, Table XXI indicates that graduate students spend more time newspaper reading than undergraduate students. Freshmen are the least interested newspaper readers (19.33), and graduate students who are in Doctoral level programs are the most interested in newspapers. The highest percentage belonged to seniors who spend less than 30 minutes reading newspapers everyday (67%).

2. Considering the relationship between the length of residency in the U.S. and newspaper readership of international students, Table XXII shows that the length of residency in the U.S. did not affect the amount of newspaper reading by international students. Students who have been in the U.S. between two and three years spend the most time among the groups (27.33), while the students who have been in the U.S. between three and four years spend the least time (22.67). The highest percentage belongs to those students who have been in the U.S. for more than four years and spend less than 30 minutes in newspaper reading everyday (68%).

Living arrangements had a considerable effect on the newspaper readership of respondents. Table XXII indicates that on-campus respondents spend more time reading newspapers in a normal day than off-campus

TABLE XXI
 NEWSPAPER READING RESPONSES BY ACADEMIC CLASSIFICATION

Academic Classification	0 Not At All	.5 Less Than 30 Min.	1.0 30-60 Min.	1.5 More Than 1 Hr.	Average (%)
Freshman n = 6 100%	17% 1	50% 3	33% 2	0% 0	19.33
Sophomore n = 12 100%	0% 0	58% 7	42% 5	0% 0	23.66
Junior n = 22 100%	4.5% 0	50% 11	41% 9	4.5% 1	23.66
Senior n = 12 100%	0% 0	67% 8	33% 4	0% 0	22.00
Graduate Student M.S., M.A., M.B.A. n = 27 100%	4% 1	48% 13	41% 11	7% 2	25.00
Graduate Student Ph.D., Ed.D. n = 21 100%	0% 0	48% 10	43% 9	9% 2	27.00

TABLE XXII

NEWSPAPER READING RESPONSES BY LENGTH OF RESIDENCY
IN THE U.S. AND LIVING ARRANGEMENT

Length of Residency and Living Arrangement	0 Not At All	.5 Less Than 30 Min.	1.0 30-60 Min.	1.5 More Than 1 Hr.	Average (%)
Less than 2 years n = 40 100%	5% 2	47.5% 19	45% 18	2.5% 1	24.33
2-3 years n = 25 100%	4% 1	40% 10	44% 11	12% 3	27.33
3-4 years n = 13 100%	0% 0	61% 8	38% 5	0% 0	22.67
More than 4 years n = 22 100%	0% 0	68% 15	27% 6	5% 1	23.00
Living on campus n = 45 100%	2% 1	44.5% 20	44.5% 20	9% 4	22.66
Living off campus n = 55 100%	4% 2	58% 3	36% 20	2% 1	

respondents (26.66 and 22.66). The highest percentage belonged to off-campus respondents who spend less than 30 minutes to read newspapers every day.

3. Data in Table XXIII indicate a variety of newspaper reading times among the different religious groups. While Jewish students were reported as the least interested newspaper readers (16.67), Hindu students were the most interested newspaper readers. Christian students and students with no religious preference had almost the same amount of newspaper reading (26.33 and 27.00). The highest percentage belonged to Jewish students who spend less than 30 minutes to read newspapers every day (100%), in spite of the fact that they were reported as the least interested newspaper readers.

Table XXIII showed a considerable difference between newspaper reading of students who do not speak English in their native countries and those students who do. The students who speak English in their native land were more interested in newspaper reading when compared with those who do not speak English (27.00 and 23.35). The highest percentage belonged to the students who do not speak English in their countries and spend less than 30 minutes in reading newspapers every day (58%). English language proficiency increased the amount of international students' newspaper readership.

4. Considering the relations between age, sex, and marital status of international students and their newspaper readership, Table XXIV indicates, except in the under 20 year old group, all three groups had almost the same amount of newspaper reading. Students who were under 20 years old reported the least interest in newspaper reading when compared with other groups (20.00). The highest percentage belonged to this under

TABLE XXIII

NEWSPAPER READING RESPONSES BY RELIGION AND
ENGLISH LANGUAGE PROFICIENCY

Religion and English Language Proficiency	0 Not At All	.5 Less Than 30 Min.	1.0 30-60 Min.	1.5 More Than 1 Hr.	Average (%)
Moslem n = 41 100%	2% 1	61% 25	32% 13	5% 2	23.33
Christian n = 29 100%	3.5% 1	38% 11	55% 16	3.5% 1	26.33
Buddhist n = 11 100%	9% 1	73% 8	9% 1	9% 1	20.00
Hindu n = 9 100%	0% 0	33% 3	56% 5	11% 1	29.67
Jewish n = 2 100%	0% 0	100% 2	0% 0	0% 0	16.67
No religious preference n = 8 100%	0% 0	37.5% 3	62.5% 5	0% 0	27.00
English not as an official language n = 71 100%	3% 2	58% 41	35% 25	4% 3	23.35
English as an official language n = 29 100%	3.5% 1	38% 11	51.5% 15	7% 2	27.00

20 group who spend less than 30 minutes reading newspapers everyday (80%). It was concluded that the age factor did not affect the amount of newspaper readership significantly for 95 percent of the respondents.

Table XXIV showed that the sex factor caused a big difference in newspaper readership of respondents. Male respondents spend more time in newspaper reading than female respondents (25.00 and 18.07). The highest percentage belonged to the female students who spend less than 30 minutes reading newspapers everyday (62.5%).

According to the same table, marital status caused a considerable difference in newspaper readership of respondents. Single students were more interested in newspaper reading than married students (25.67 and 21.33). The highest percentage belonged to married students who spend less than 30 minutes reading newspapers everyday (68%).

Tapes and Records

It has been stated that most international students in the U.S. have access to their own native music through tapes and records. They express, whenever they become homesick they cure it by listening to their own music on tapes and records. Many of them communicate with their family and relatives or listen to American music on tapes. The use of electronic media such as tape recorders, cassette players, record players, and 8-tracks become very important to this study.

Only five percent of the respondents reported they did not listen to tapes or records at all; 12 percent listened to tapes and records less than one hour in a week, 26 percent listened to tapes and records between one and two hours, 4 percent between two and three hours, 7

TABLE XXIV
 NEWSPAPER READING RESPONSES BY AGE,
 SEX, AND MARITAL STATUS

Age, Sex, and Marital Status	0 Not At All	.5 Less Than 30 Min.	1.0 30-60 Min.	1.5 More Than 1 Hr.	Average (%)
Under 20 years old n = 5 100%	0% 0	80% 4	20% 1	0% 0	20.00
20-25 years old n = 47 100%	4% 2	49% 23	41% 19	6% 3	25.00
25-30 years old n = 34 100%	3% 1	47% 16	47% 16	3% 1	25.33
Above 30 years old n = 14 100%	0% 0	64% 9	29% 4	7% 1	23.67
Male n = 92 100%	2% 2	51% 47	41% 38	6% 5	25.00
Female n = 8 100%	12.5% 1	62.5% 5	25% 2	0% 0	18.67
Single n = 31 100%	3% 2	45% 31	46% 32	6% 4	25.67
Married n = 69 100%	3% 1	68% 21	26% 8	3% 1	21.33

percent between three and four hours, and the majority, 32 percent, listen to tapes and records more than four hours in a week. The average time of tapes and records listening was two to three hours in a week. The other results obtained in this section are as follows:

1. Table XXV revealed that freshmen listen to tapes and records more than other groups (29.17), and seniors are least interested in tape and record listening (10.42). Sophomores are next to the freshmen, and graduate students who have enrolled for Master's degrees are in the third place. The data showed that half of the freshmen, sophomores, and Master's program students listen to tapes and records more than four hours in a week (50%, 58%, and 55%). The rationale is that these students have come to the U.S. recently and the possibility of becoming homesick is high among these groups when compared with seniors who have been in the U.S. longer. Upper class students in both graduates and undergraduates levels listen to the tapes and records less than other groups.

2. Considering the relationship between the length of residency in the U.S. and tape and record listening of respondents, Table XXVI disclosed that the respondents who have been in the U.S. less than two years listen to tapes and records more than other groups (24.16). Those students who have been in the U.S. more than four years listen to the tapes and records less than other groups (13.33). Usually students who have been in the U.S. less than two years must be freshmen, sophomores, and are in the first years of their graduate study. The highest percentage belonged to the students who have been in the U.S. less than two years and spend more than four hours listening to tapes and records in a

TABLE XXV

TAPE AND/OR RECORD LISTENING RESPONSES BY ACADEMIC CLASSIFICATION

Academic Classification	0 Not At All	.5 Less Than 1 Hr. in a Week	1.5 1-2 Hrs. in a Week	2.5 2-3 Hrs. in a Week	3.5 3-4 Hrs. in a Week	4.0 More Than 4 Hrs. in a Week	Average (%)
Freshman n = 4 100%	0% 0	0% 0	0% 0	25% 1	25% 1	50% 2	29.17
Sophomore n = 12 100%	0% 0	8.5% 1	25% 3	0% 0	8.5% 1	58% 7	25.25
Junior n = 16 100%	0% 0	19% 3	12.5% 2	12.5% 2	12.5% 2	43.5% 7	23.00
Senior n = 10 100%	20% 2	30% 3	30% 3	10% 1	0% 0	10% 1	10.42
Graduate Student M.S., M.A., M.B.A. n = 24 100%	8% 2	0% 0	33% 8	0% 0	4% 1	55% 13	23.67
Graduate Student Ph.D., Ed.D. n = 20 100%	5% 1	25% 5	50% 10	0% 0	10% 2	10% 2	13.58

week (50%). It was concluded that the longer the length of residency in the U.S., the less amount of tape and record listening time.

Considering living arrangements, Table XXVI indicates that on-campus respondents spend more time tape and record listening than off-campus respondents (22.50 and 18.33). The highest percentage belonged to the on-campus respondents who listen to the tapes and records more than four hours in a week (48%).

3. Religion did not seem to affect the amount of tape and/or record listening of international students. Table XXVII indicates that Hindu students spend the most time listening to tape and record (21.50), and no religious preference students are the least interested tape and record listeners (18.33). The difference between the most and the least interested tape and record listeners was not large. The highest percentage on the table belonged to the Jewish students who listen to the tapes and records between two and three hours in a day (100%).

Table XXVII showed a slight difference between students who do not speak English in their countries and those who speak English in their native land in tape and record listening (19.92 and 20.17). While the highest percentage belonged to the students who speak English in their countries and listen to the tape and record more than four hours a week (42%). The margin between two groups for all categories of tape and record listening time were close.

4. Comparing age, sex, and marital status of international students and their tape and record listening time, Table XXIII indicated that older students, above thirty years old, spend less time listening to tapes and records than other groups (16.92), and they have the highest percentage under one and two hours in a week category (53%). The

TABLE XXVI

TAPE AND/OR RECORD LISTENING RESPONSES BY LENGTH OF RESIDENCY
IN THE U.S. AND LIVING ARRANGEMENT

Length of Residency and Living Arrangement	0 Not At All	.5 Less Than 1 Hr. in a Week	1.5 1-2 Hrs. in a Week	2.5 2-3 Hrs. in a Week	3.5 3-4 Hrs. in a Week	4.0 More Than 4 Hrs. in a Week	Average (%)
Less than 2 years n = 32 100%	0% 0	6% 2	32% 10	3% 1	9% 3	50% 16	24.16
2-3 years n = 21 100%	5% 1	23% 5	19% 4	10% 2	10% 2	33% 7	19.33
3-4 years n = 12 100%	0% 0	8% 1	34% 4	8% 1	8% 1	42% 5	22.58
More than 4 years n = 21 100%	19% 4	19% 4	38% 8	0% 0	5% 1	19% 4	13.33
Living on campus n = 35 100%	3% 1	14% 5	23% 8	6% 2	6% 2	48% 17	22.50
Living off campus n = 51 100%	8% 4	14% 7	35% 18	4% 2	10% 5	29% 15	18.33

TABLE XXVII

TAPE AND/OR RECORD LISTENING RESPONSES BY RELIGION
AND ENGLISH LANGUAGE PROFICIENCY

Religion and English Language Proficiency	0 Not At All	.5 Less Than 1 Hr. in a Week	1.5 1-2 Hrs. in a Week	2.5 2-3 Hrs. in a Week	3.5 3-4 Hrs. in a Week	4.0 More Than 4 Hrs. in a Week	Average (%)
Moslem n = 37 100%	5% 2	16% 6	30% 11	3% 1	14% 5	32% 12	19.83
Christian n = 25 100%	12% 3	12% 3	20% 5	4% 1	4% 1	48% 12	21.00
Buddhist n = 11 100%	0% 0	9% 1	55% 6	0% 0	0% 0	36% 4	19.25
Hindu n = 7 100%	0% 0	0% 0	57% 4	0% 0	0% 0	43% 3	21.50
Jewish n = 1 100%	0% 0	0% 0	0% 0	100% 1	0% 0	0% 0	20.83
No religious preference n = 5 100%	0% 0	40% 2	0% 0	20% 1	20% 1	20% 1	18.33
English not as an official language n = 62 100%	5% 3	15% 9	30% 19	5% 3	10% 6	35% 22	19.92
English as an official language n = 24 100%	8% 2	13% 3	29% 7	4% 1	4% 1	42% 10	20.17

other three groups were very close (19.58, 20.83, and 20.92). On the whole, the age factor did not cause a big difference in the amount of tape and record listening of students who are under 30 years old, 83 percent of the entire sample.

Table XXVIII indicates that female respondents spend more time in their tape and record listening than male respondents (21.67 and 19.67). Half of the female respondents fell in the more than four hours category (58%) which was the highest percentage in the table.

Table XXVIII showed that married respondents are more interested in tape and record listening than single respondents (20.91 and 18.58). The highest percentage belonged to married students who listen to the tapes and records more than four hours in a week (42%).

Use of American Media Before Arrival

The acquaintance with American media before arrival in the U.S. was another important aspect of media behavior of international students in this study.

83 percent of students reported that American radio programs were available to them in their countries. 45 percent of students never listened to American radio programs, 12 percent of them listened at least once a month, 19 percent at least once a week, and 24 percent at least once a day. The average of American radio listening was once a month before arrival in the U.S. Voice of America and Armed Forces stations were mentioned as the sources of American radio programs abroad.

Considering American television programs abroad, 71 percent of respondents reported that American television programs were available to them before their arrival. 41 percent of students never watched

TABLE XXVIII

TAPE AND/OR RECORD LISTENING RESPONSES BY AGE, SEX, AND MARITAL STATUS

Age, Sex, and Marital Status	0 Not At All	.5 Less Than 1 Hr. in a Week	1.5 1-2 Hrs. in a Week	2.5 2-3 Hrs. in a Week	3.5 3-4 Hrs. in a Week	4.0 More Than 4 Hrs. in a Week	Average (%)
Under 20 years old n = 3 100%	0% 0	33.33% 1	0% 0	33.33% 1	0% 0	33.33% 1	19.58
20-25 years old n = 40 100%	7.5% 3	15% 6	22.5% 9	5% 2	7.5% 3	42.5% 17	20.83
25-30 years old n = 30 100%	3% 1	13% 4	34% 10	3% 1	10% 3	37% 11	20.92
Above 30 years old n = 13 100%	8% 1	8% 1	53% 7	0% 0	8% 1	23% 3	16.92
Male n = 79 100%	5% 4	14% 11	32% 25	5% 4	9% 7	35% 28	19.67
Female n = 7 100%	14% 1	14% 1	14% 1	0% 0	0% 0	58% 4	21.67
Single n = 31 100%	6% 2	16% 5	36% 11	0% 0	13% 4	29% 9	18.58
Married n = 55 100%	5.5% 3	13% 7	27% 15	7% 4	5.5% 3	42% 23	20.91

American television programs. 12 percent watched American television programs at least once a month, 18 percent at least once a week, and 24 percent at least once a day. The average of American television program viewing before arrival in the U.S. was once a month. Most of the American television programs were originated in the U.S., and viewed by international students through their own countries' networks.

Data indicates that American newspapers and magazines were the most available American media in foreign countries. Ninety-three percent of respondents reported that they had access to American newspapers and magazines in their native country. Sixty-three percent were used to reading American newspapers and magazines before their arrival in the U.S.

Examining which magazines and newspapers students read in their countries, Time was mentioned 44 times, Newsweek 26 times, and Reader's Digest 9 times. Other mentioned magazines and newspapers were New York Times, Playboy, Washington Post, Wall Street Journal, and National Geographic.

All respondents reported they have seen at least one American movie in their native countries. It was found that the use of American media have tended to increase after their arrival. American movies and newspapers were the most used American media before arrival, and American television and newspapers are the most used media after arrival.

Functional Aspects of American Media

In this part, the international student was asked to express his reasons for listening to the radio, watching television, and attending movies. It was assumed that most popular and common magazines and

newspapers are used by international students as informative media. In the proceeding discussion, data concerned with magazine and newspaper preference support this assumption. The obtained data about the functional aspect of American radio, television, and movies is shown in Table XXIX. The figures in the table represent the number of times specific reasons were assigned to specific media by the respondents in terms of frequency.

It can be deduced from Table XXIX, that most international students listen to American radio for relaxation (49), watch American television to be informed (55), and attend American movies for enjoyment and fun (48). Considering the American media as an aid for getting away from daily worries, American movies and television are the most helpful media (10 and 9). But fortunately, most international students use American media for getting information, having fun and relaxation, and very few for escaping from reality (daily worries).

TABLE XXIX
FUNCTIONAL ASPECTS OF AMERICAN RADIO, TELEVISION, AND MOVIES

Functional Aspects	Radio	Television	Movies
Obtaining Information	36	55	12
Relaxation	49	44	24
Having Fun	17	26	48
Getting Away From Daily Worries	5	9	10

Media Content Preference

Radio

The analyses of data showed that only 16 percent of respondents listen to the radio for news (Table XXX). About half of the students (44%) listen to music only on radio, and 40 percent listen to both, news and music. Respondents expressed a preference for radio music as "relaxation" when they are studying.

TABLE XXX

RADIO AND TELEVISION CONTENT PREFERENCES
OF INTERNATIONAL STUDENT

n = 100

Question: Which program do you prefer to listen to on the radio-- news, music, or both?	
News	16%
Music	44%
Both	40%
Question: What kind of program do you prefer to watch on television?	
<u>Program</u>	<u>Frequency</u>
News	71
Movies	57
Sport Games	54
Variety Shows	23
Serials	15
Cartoons	10
Religious Programs	2

Television

As described in Table XXX, television news is the favorite television fare of international students. Movies and sports were next, and religious programs had the least number of viewers among international students.

Music

The kind of music respondents enjoy most is presented in Table XXXI. International students prefer to listen to their own native music. American rock music was very popular for most respondents. Classical music, jazz, easy listening, and soul also were mentioned by the respondents.

TABLE XXXI

MUSIC PREFERENCE OF INTERNATIONAL STUDENTS

n = 100

Question: What kind of music do you enjoy most?

<u>Music</u>	<u>Frequency</u>
Own Native Music	46
Rock	38
Classical Music	25
Jazz	25
Easy Listening	4
Soul	4

Movies

Instead of asking the respondents which movie they liked most, the author attempted to clarify the kind of movies they prefer to watch. Fifteen movies and television serials were selected and respondents picked which were favorites. These fifteen movies and television serials were categorized into four groups as following: category (A) including The Godfather, Bonnie and Clyde, Kojak, and Baretta; category (B) Frankenstein, 2001-A Space Odyssey, Earthquake, Jaws, and Star Trek; category (C) The Sound of Music, Love Story, My Fair Lady and Romeo and Juliet; and category (D) Pink Panther and All In The Family. Category (A) was categorized as crime drama, category (B) as adventure and science fiction, category (C) as musical and love theme, and category (D) as comedy. The data were tabulated for all respondents and also according to the nationality variable. Table XXXII indicates that international students are more musical and love theme movies orientated. While The Godfather had the largest number of responses (45), The Sound of Music (33), Love Story (31), and All In The Family (31) were close behind.

To examine the relationship between movie content preference and nationality, a movie content preference index was constructed by the author based on the number of times that one movie was picked, the number of movies and serials in each category, and the number of respondents in each nationality. The figures in Table XXXIII are extracted from the movies content preference index which ranges from 0.00 to 100. The higher the number the more orientation toward that specific category the respondent is.

TABLE XXXII

MOVIE PREFERENCE OF INTERNATIONAL STUDENTS

n = 100

Content	Frequency	Mean Score
<u>A. Crime Drama</u>		
The Godfather	45	
Bonnie and Clyde	13	23
Kojak	13	
Baretta	11	
<u>B. Adventure</u>		
Earthquake	24	
Jaws	24	
2001-A Space Odyssey	12	15
Star Trek	11	
Frankenstein	4	
<u>C. Musical and Love Theme</u>		
The Sound of Music	33	
Love Story	31	28
Romeo and Juliet	29	
My Fair Lady	18	
<u>D. Comedy</u>		
All In The Family	31	31
Pink Panther	31	

Table XXXIII shows the highest scores in category (A) belonged to the students from Panama and Bahamas, both from Latin American (50). Nigerian students were in the third place (44). These students like to watch violent movies such as The Godfather, Kojak, and Baretta. The

highest score in category (B) belonged to Japanese students (30), and Thai students (27.5) who like to watch adventure and science fiction movies such as Star Trek, 2001-A Space Odyssey and Jaws. The highest score in category (C) belonged to the students from Iraq (75) and five nationalities with the equal score (50) were next, Chile, Lesotho, Pakistan, Puerto Rico, and Sierra Leone. These respondents preferred musical and love theme movies. In the last category (D), the highest scores belonged to students from Hong Kong and Venezuela (75) who were comedy movie oriented.

In the first two categories, A and B which is represented crime drama and adventure movies, the highest scores did not exceed 50 while in the last two categories, C, and D, which represented musical, love themes, and comedy, the highest scores reached 75.

Magazines and Newspapers

Time, Newsweek, Reader's Digest, and Playboy were the most popular magazines among international students before and after their arrival in the United States. The students cited a variety of magazines read both before arrival and since they arrived. Life was available to the students in their native land. Time was the most frequently read magazine (56) followed by Newsweek (40) after arrival.

Except for the O'Collegian which is distributed free was the most frequently read newspaper (93), followed by Daily Oklahoma (32), Stillwater News Press (25) and Tulsa World (25). While the New York Times and the Washington Post were mentioned as the most used American newspapers before arrival in the U.S., their ratings dropped to 24 and 10 after arrival.

TABLE XXXIII
 MOVIE CONTENT PREFERENCE BY NATIONALITIES

Country	n = 100			
	Crime A	Adventure B	Musical & Love C	Comedy D
Bahamas	50	0	0	50
Chile	25	0	50	0
Ethiopia	25	5	25	12.5
Honduras	25	20	25	0
Hong Kong	0	10	0	75
India	17	11	47	17
Iran	17	18	22	17
Iraq	0	0	75	0
Japan	12.5	30	0	0
Kuwait	10	20	15	30
Lebanon	25	7	17	17
Lesotho	25	0	50	50
Libya	12.5	20	25	25
Nigeria	44	13	19	22
Pakistan	25	16	50	20
Panama	50	10	12.5	0
Puerto Rico	0	20	50	0
Qatar	0	20	25	50
Republic of China	17	17	42	17
Saudi Arabia	25	7	25	17
Sierra Leone	0	0	50	0
Somalia	0	0	25	0
Spain	0	20	0	50
Thailand	16	27.5	31	6
Venezuela	25	10	31	75

International students regularly read newspapers seeking information. 95 respondents indicated that they read news about their native countries and international news in American newspapers. National news (51), and local news including campus news (31) were next. The results are obtained in Table XXXIV.

Tape, Record, and Books

As was discussed, under the tapes and records section, the use of tape and records is very popular among international students. Most of these students listen to tapes and records more than four hours in a week. Respondents were asked what they listen to on tapes and records. The results of this survey showed that the majority of respondents listen to their own native music on tapes and records (56). Also listening to the American music was common among the respondents (54). In addition to listening to personal messages, classical music and academic lectures, two respondents reported they listen to the Koran (Moslem Holy Book) on the tapes (Table XXXV).

Nearly 77 percent of respondents indicated they had not read an American book (excluding textbooks) since coming to the U.S. Book reading has the lowest rating of American media among the respondents. The problem of English language proficiency, the fact that 40 percent of respondents have been in the U.S. less than two years, and 48 percent of them are working on Master's and Doctoral's degrees and have not been able to give much time to reading American books were among reasons which reduced the rating of readership of American books among the international students. The Godfather was mentioned most frequently (9).

TABLE XXXIV
MAGAZINE AND NEWSPAPER CONTENT PREFERENCE
OF INTERNATIONAL STUDENTS

n = 100

Question: Which of the below magazines and newspapers do you usually read?

<u>Magazine</u>	<u>Freq.</u>	<u>Newspaper</u>	<u>Freq.</u>
Time	56	O'Collegian	93
Newsweek	40	Daily Oklahoman	32
Playboy	24	Stillwater News Press	25
Reader's Digest	20	Tulsa World	25
U.S. News and World Report	16	New York Times	24
Sports Illus- trated	14	Christian Science Monitor	15
National Geo- graphic	13	Oklahoma Journal	14
Punch	4	Tulsa Tribune	13
Business World	3	Wall Street Journal	13
		Washington Post	10

Question: When you read a newspaper, which of the following parts do you regularly read?

<u>Contents</u>	<u>Freq.</u>
International News	95
National news	51
Sports section	38
Local news	31
Advertisements	24
Editorial page	19
Comic strip	13
Social page	11
Business section	9
Others	4

Jaws was next (7), and Love Story was third most popular (4). The results are given in Table XXXV.

Source of Information

Considering the use of mass media and its possible influence on the formation and modification of attitudes, international students were asked to identify their most important source of information about the world. Television has the highest frequency, newspapers were second with half of television's frequency (53 and 25). International students rely on televisions and newspapers to obtain needed information. Radio and magazines had low frequencies compared with television. Students obtained more information in talking with people than reading magazines (Table XXXVI).

Respondents were asked to indicate what they usually do during leisure time and weekends. Table XXXVII showed that the majority of respondents watch television or visit friends (64 and 61). Reading newspapers and magazines, and listening to the radio, tapes and records were also important activities reported by respondents during their leisure time. Going to movies and clubs, playing games, and shopping were other activities reported by international students as important in their leisure time and weekends.

Attitudes Toward The American Media

Attitudes of international students toward the American media was a main target of this study. A set of data indicative of international students' attitudes toward the American media was derived by the use of

TABLE XXXV
 TAPE AND RECORD, AND BOOK CONTENT PREFERENCE
 OF INTERNATIONAL STUDENTS

n = 100

Question: What do you listen to on the tape, cassette, record, or 8-track usually?

<u>Contents</u>	<u>Freq.</u>
Own native music	56
American music	54
Personal message	10
Classical music	5
Academic lectures	3
The Koran	2

Question: Would you name up to five books that you have read since you have been in the United States (excluding textbooks)?

<u>Books</u>	<u>Freq.</u>
The Godfather	9
Jaws	7
Love Story	4
One Flew Over the Cuckoo's Nest	3
Final Days	2
Sybil	2
I'm O.K., You're O.K.	2
Once Is Not Enough	2

TABLE XXXVI
 INFORMATION SOURCE AND LEISURE TIME
 OF INTERNATIONAL STUDENTS

n = 100

Question: From which source do you get most of your news about what is going on in the world today?

<u>Source of Information</u>	<u>Freq.</u>
Television	53
Newspaper	25
Radio	9
Talking to people	7
Magazine	6

Question: What do you do during weekends and leisure time?

<u>Leisure Time</u>	<u>Freq.</u>
Watch television	64
Visit friends	61
Read books, magazines and newspapers	40
Listen to radio, tapes and records	38
Go to movies	14
Go out for fun	9
Play games	6
Go shopping	3

summated rating scale (Likert-type scale). The mean score of each question for all samples was computed to have a general prospective of the over-all image respondents have toward the American media (Figure 1). Secondly it was attempted to find attitudes toward the American media held by each nationality participating in this study (Figure 2). The existing relationship between length of residency of international students in the U.S. and their attitudes toward the American media was analyzed (Figure 3).

In reporting the mean scores of questions and demographic variables, any mean score close to 1 is the most unfavorable response or attitude toward the American media and any mean score close to 7 is the most favorable response or attitude toward the American media. Any mean score close to 4 is considered as neutral or undecided in relation to the content of question.

General Prospective

Questions 51 through 54 are concerned with the perceived reliability of American media for news. Television was indicated as the most reliable medium by international students (5.83), and radio was the least reliable medium (4.55).

Questions 55 through 58 were concerned with the effectiveness of American media on English language of international students. Again, television was reported as the most helpful medium for improving the knowledge of English of respondents (5.62), and radio was the least helpful medium (4.39).

International students could not decide whether their ability to understand the content of American media is the same as their American

classmates and friends or not (4.39)

Respondents agreed somewhat that the main differences between American media and the media in their countries was freedom of the press and freedom of expression in American media (4.98), they disagreed somewhat that American media is giving a true picture of world happenings in news (3.21), and what they report in their news is a distorted picture of world affairs (3.06).

Questions 62 through 65 deal with the effectiveness of American media in helping international students to understand American culture. Respondents were undecided about the effectiveness, but they disagreed somewhat that American exported magazines, movies, and television serials portray the true picture of American life style to the other nations (3.28)

Questions 66, 67, 77, 78, and 80 are concerned with the performance of American television. International students almost believed that the image of Black Americans has been distorted on the American television programs (3.34). They agreed somewhat that showing violence and crime on the American television has increased the rate of crime in the American society (2.95), and most of television programs and pictures in magazines which deal with sex are objectionable (3.6). Considering the fantasy world of American television, international students agreed somewhat that American television programs are far from reality in American society (3.63). Respondents agreed somewhat that television is the only major factor of increasing aggression in those children who watch television (3.25).

Respondents agreed somewhat that American media inform the scholars and academic communities about the latest scientific discoveries, but

they were undecided whether they create a market with lower prices for products because of the influence of television commercials and printed advertisements (4.03).

Respondents almost believed that American media generally make Russia and China worse than they really are (3.1 and 3.3). They agreed that American media have accelerated the movement of Americans toward a "sex-money" conscious society (2.71).

International students agreed somewhat with the governmental control on the American media contents which deal with sex and violence (3.11). They believe that Oklahoma State University campus newspaper and radio stations are not fully concerned with the international students' affairs in the university (3.00), and they showed their dissatisfaction with inaccurate news which American media report from their countries (2.88).

Figure 1 gives a profile of international students' attitudes toward the American media. The lowest mean score was 2.61 for question 26, and the highest mean score was 5.83 for question 2. The mean score of all respondents for all questions was 3.97. These scores and the profile show that international students in this study were almost neutral toward the American media. Among the reasons for this neutrality, the major ones could be considered as: international students are less homogeneous as a typical group because of variety in their cultural backgrounds; most of the respondents in this study have been in the U.S. less than two years (40%). The majority of respondents were working on graduate programs and were not able to give much time to the media. Low averages of television viewing and radio listening which were one and half of hours in a normal day, going to movies once a month, reading

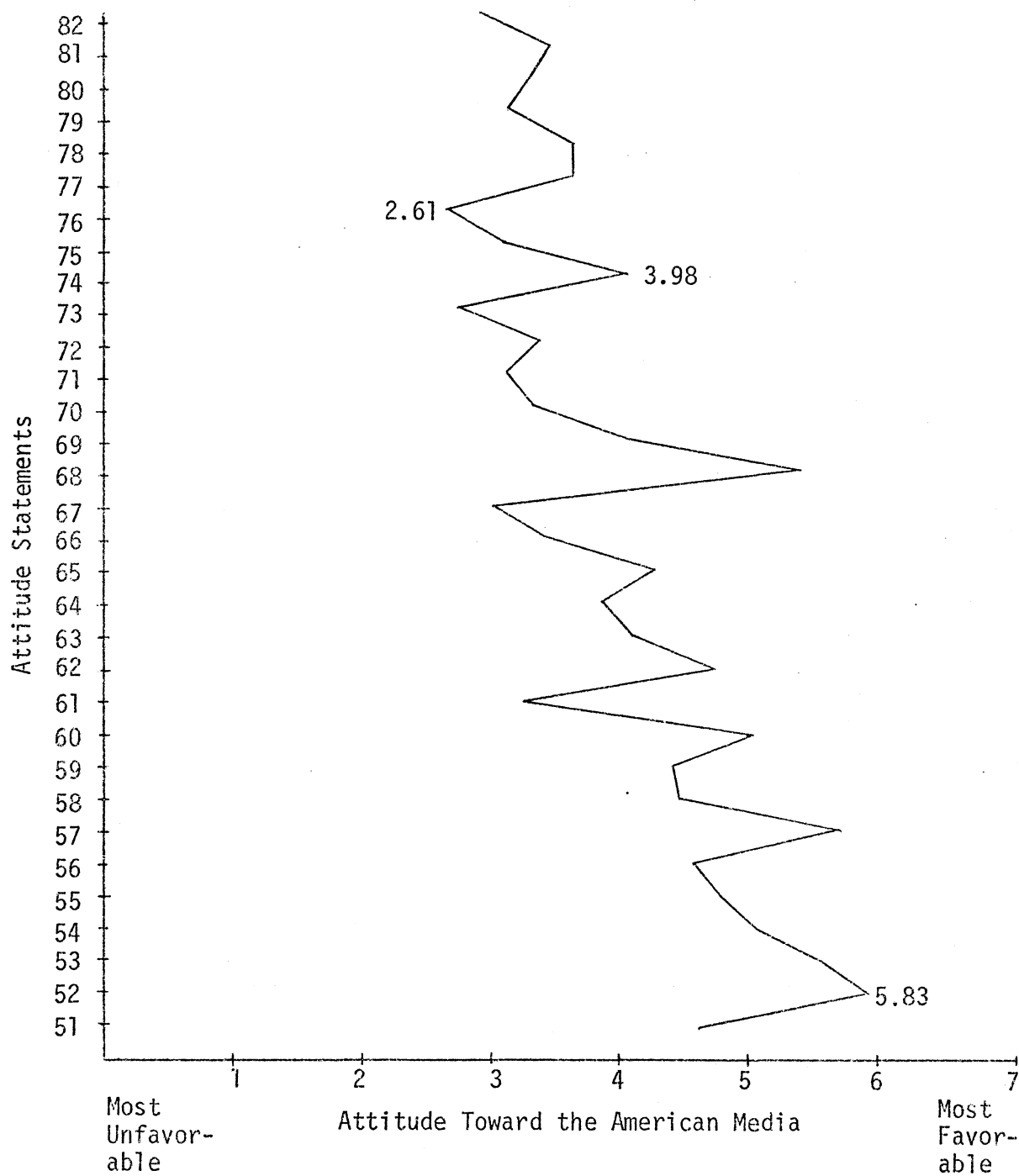


Figure 1. Profile of the Attitude of International Students Toward the American Media (Likert Scale Mean Scores)

newspapers less than 30 minutes in a normal day, and reading magazines one and half of hours in a normal week; and finally the problem of English language proficiency, all contributed.

Attitudes Toward the American Media By Nationality

Bahamas, with the highest mean score (4.69), had the most favorable attitude toward the American media compared with other countries. Two African countries, Lesotho and Somalia with the lowest mean scores had the least favorable attitudes toward the American media (3.34)

The mean scores of 25 countries (as shown in Figure 2) fell somewhere between 3.75 and 4.25. This indicates that the majority of nationalities have neither a favorable nor unfavorable attitudes toward the American media. While Somalia, Lesotho, and Saudi Arabia were on the unfavorable side of the scale, Bahamas, Spain, and Thailand were on the favorable side of the scale. With the assumption that Saudi Arabia is in the neighborhood of Africa and has been affected by sub-Sahara culture, the unfavorable group had a similarity among themselves. On the other hand, except Thai students who are from South Asia, students from Spain and Bahamas with their European cultures formed a favorable group.

Sierra Leone had the highest mean scores, five sevens for questions 52, 59, 60, 74, and 75. Chile had the lowest mean scores, six ones for questions 70, 74, 75, 76, 81, and 82. Table XXXVII shows that the highest and the lowest mean score of each nationality and the number of questions that these mean scores belonged to. Question 52 which indicates television as the most reliable medium for news, and question 57

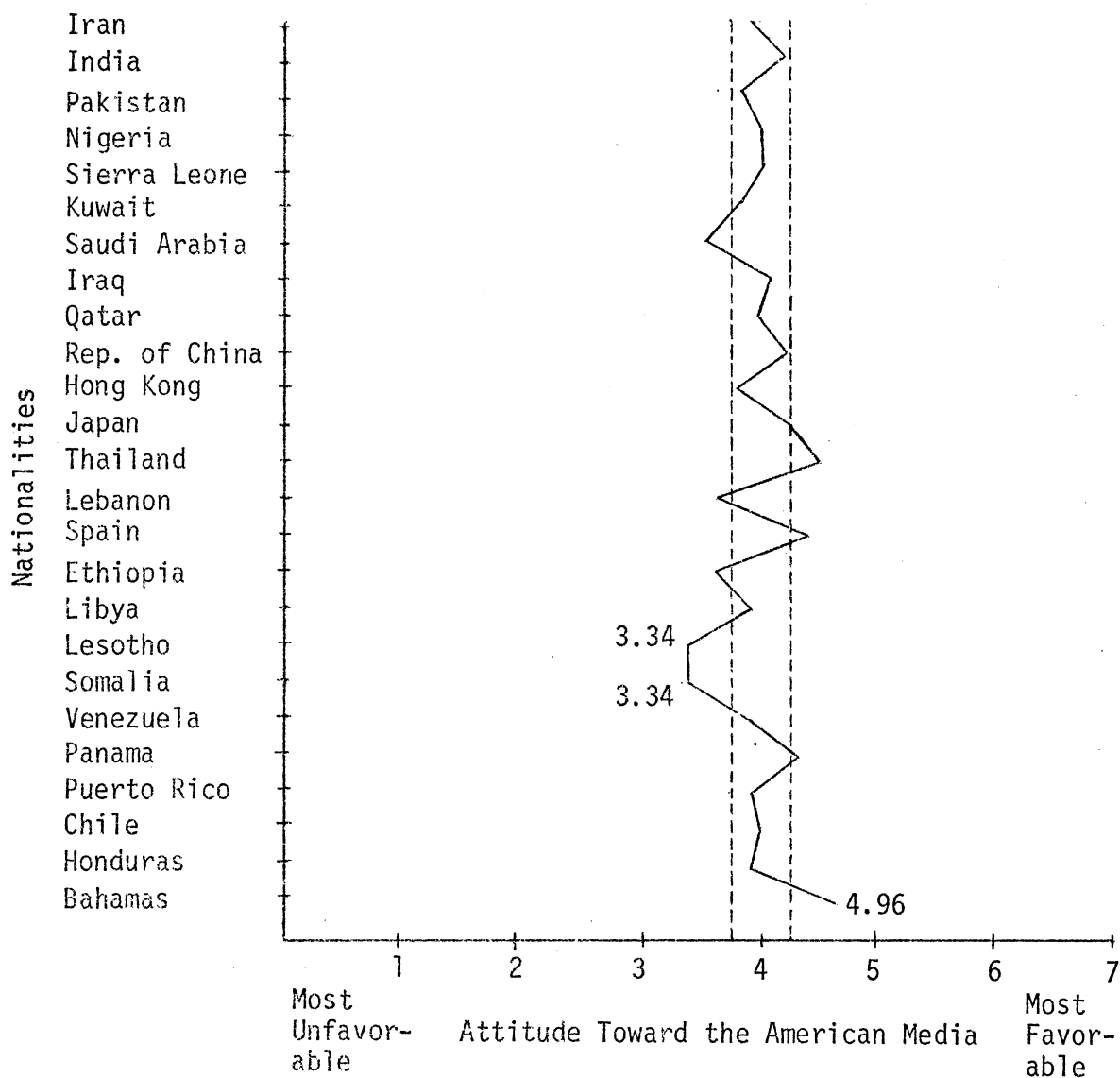


Figure 2. Profile of the Attitude Toward the American Media Held by International Students, by Length of Residency in the U.S. (Likert Scale Mean Scores)

TABLE XXXVII

ATTITUDES TOWARD AMERICAN MEDIA HELD BY INTERNATIONAL STUDENTS,
BY NATIONALITIES (MEAN SCORES)

Country	Highest Mean Score	Question Nos.	Lowest Mean Score	Question Nos.	Total Mean Score
Iran	6.23	57	2.35	76	3.88
India	6.22	52	2.67	76 79	4.17
Pakistan	5.40	52 55 59	1.60	82	3.80
Nigeria	6.11	68	2.44	56	3.99
Kuwait	6.20	57	1.60	80	3.81
Saudi Arabia	6.33	57 59	1.33	82	3.54
Rep. of China	6.17	52	2.33	79	4.20
Japan	6.50	52 57	2.50	64 82	4.23
Thailand	6.25	53	2.12	76	4.46
Lebanon	6.00	52	1.33	70	3.64
Spain	7.00	52 60	1.00	61 75	4.34
Ethiopia	6.75	60	1.25	61 82	3.61
Venezuela	6.25	57	1.75	79	3.87
Panama	7.00	52 53	2.00	76 80	4.28
Sierra Leone	7.00	52 60 61 74 75	1.00	56 81 82	4.00
Iraq	6.00	52 55 56 57 62 67 75 79 81	2.00	59 60 61 64 65 66 68 69 70 73 78 82	4.09
Qatar	6.00	52 53 56 57 61 77 78 79 80	1.00	59 67 75	3.97
Hong Kong	6.00	52 53 54 68	1.00	81	3.78
Libya	6.50	58	2.00	66 67 75 79 80 81 82	3.86
Lesotho	6.00	51 52 59 60 67 68 74	1.00	76	3.34
Somalia	7.00	57	1.00	67 71 74 75 80	3.34

TABLE XXXVII (Continued)

Country	Highest Mean Score	Question Nos.	Lowest Mean Score	Question Nos.	Total Mean Score
Puerto Rico	7.00	53	1.00	66 71 72 76 81 82	3.84
Chile	7.00	52 54 57 60	1.00	70 74 75 76 81 82	3.97
Honduras	6.00	51 57 69 75 81	2.00	56 58 64 67 70 74 80 82	3.84
Bahamas	6.00	52 57 68 74	2.00	55 66 75 76 81 82	4.69

which indicates television as the most helpful medium for improving English language had the highest frequency among questions with highest mean scores. Question 76 which indicates American commercials and advertisements have brain-washed American audiences, and question 82 which indicates American media provide an accurate source reporting news from international students' countries, was most often mentioned among the questions with lowest mean scores.

Attitudes Toward the American Media

By Length of Residency in The U.S.

The mean scores of four groups by length of residency in the U.S. differed slightly. Students who have been in the U.S. for less than two years had the same mean score as students who have been in the U.S. two to three years (4.00). The mean scores of the other two groups were less than the mean scores of the first two groups (3.96 and 3.86). All four groups held neutral attitudes toward the American media (from 3.86 to 4.00), but according to the mean scores of groups the longer the length of residency in the U.S., the less favorable attitudes toward the American media.

Figure 3 shows a similarity among the four groups in their responses to questions 6 to 8, 10 to 12, 17 to 20, and 23 to 25. Students who have been in the U.S. three to four years had the highest mean score for question (6.46), and those students who have been in the U.S. more than four years had the lowest mean score for question 76 (2.14).

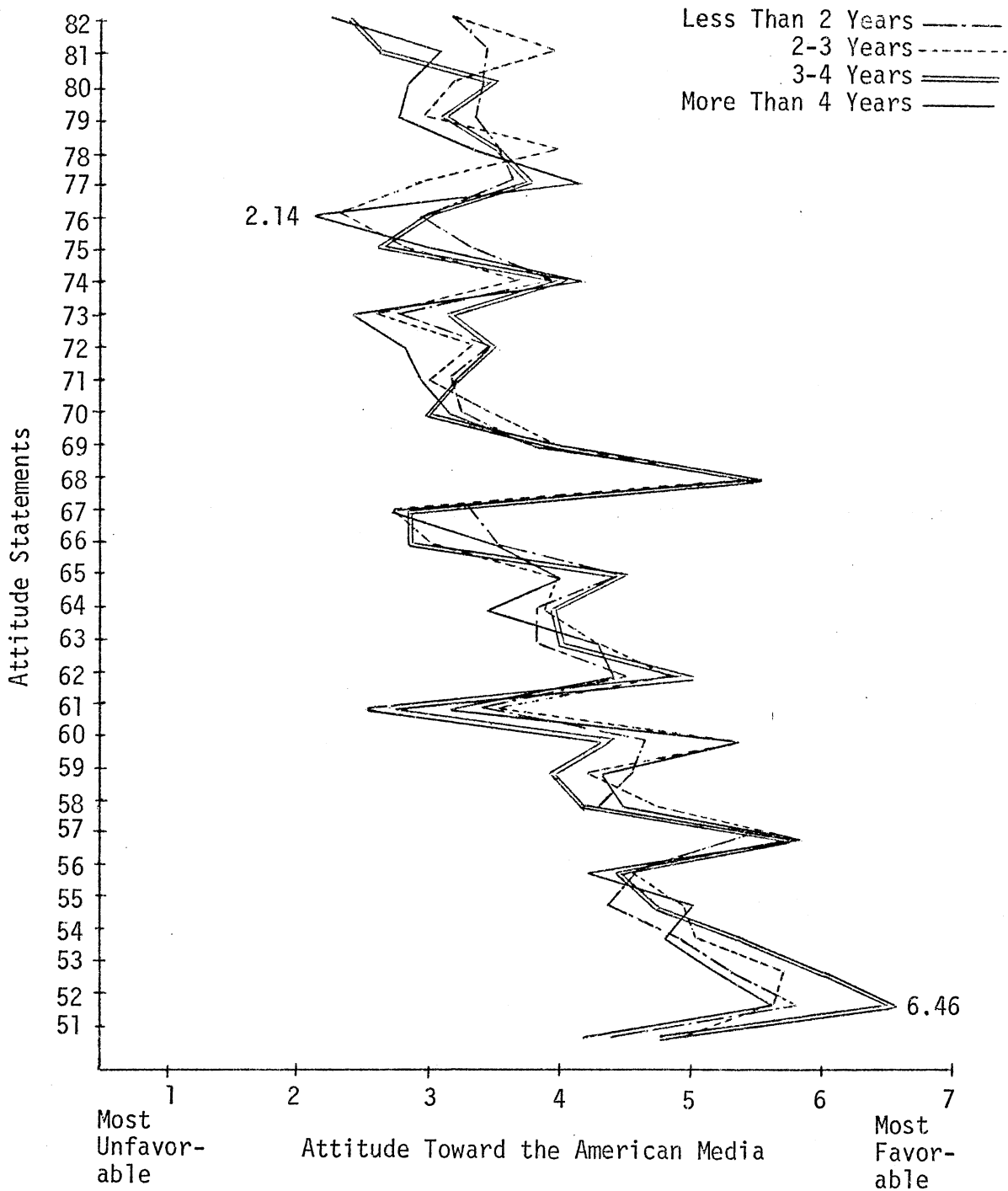


Figure 3. Profile of the Attitude Toward the American Media Held by International Students, by Length of Residency in the U.S. (Likert Scale Mean Scores)

TABLE XXXVIII

ATTITUDES TOWARD THE AMERICAN MEDIA HELD BY INTERNATIONAL STUDENTS, BY LENGTH OF RESIDENCY IN THE U.S.: MEAN SCORES

Length of Residency in the U. S.	Highest Mean Score	Lowest Mean Score	Over-All Mean Score
Less than 2 years	5.80	2.77	4.00
2 to 3 years	5.72	2.36	4.00
3 to 4 years	6.46	2.38	3.96
More than 4 years	5.86	2.14	3.86

Summary

This chapter was devoted to the presentation of results of the survey procedure used to determine the media behavior of international students attending Oklahoma State University, and to define the attitudes toward the American media held by these students. The information contained in Tables II through XXXVIII illustrated the percentages, frequencies, and mean scores of the subjects under the investigation in this study whenever appropriate. The data was examined and described in details. The following chapter will discuss the importance of this data.

ENDNOTES

¹ Dawson, "Original and Changed Attitudes, Impressions, and Preconceptions as Related to the Mass Media Experience of New Foreign Students at the University of Iowa," p. 185.

CHAPTER V

SUMMARY AND CONCLUSION

Introduction

The purpose of this investigation was to study media behavior of international students at Oklahoma State University, and to determine attitudes toward American media held by these students. This chapter summarizes the methodology and findings of the investigation, and draws some conclusion based on these findings.

The Sample

One hundred international students were selected by stratified random sampling to participate in this study. A personal interview was used as the data gathering method. About half of the subjects were working in graduate programs and the majority of students had spent two years or less in the United States. There were only eight females among the respondents, and two-thirds of the respondents were married. The sample represented 25 nationalities including 29 students from English-speaking countries. The majority of respondents were between 20-25 years of age and were Moslems.

Results

The scope of the study was limited by the time required to personally interview all respondents and by the limitations of data reduction

and funding. The size of sampling would not seem to be extensive enough to generalize the findings to all, but does provide a basis for future studies of media behavior and formation and modification of attitudes of international students.

The findings yielded by this study are summarized as follows.

Media Ownership

Radio had the highest rate of media ownership and reel-to-reel tape recorder had the lowest. The data indicated that the students with the lower budgets are more interested in having a variety of media and subscriptions to magazines and newspapers.

Media Exposure

Considering the use of different media by the respondents in "previous day" behavior, newspaper reading had the highest frequency. Most of the students had read newspapers or watched television during the previous day. The lowest frequency of usage belonged to movie going; only 17 percent of respondents had attended movies during the last seven days before the day they were interviewed.

Respondents in this study had a low average time of media exposure to all the media under consideration in this study, except tape and record listening. The average time for radio listening and television viewing was 1½ hours per day, individually. The average time of newspaper reading was less than 30 minutes per day, and of magazine reading was 1½ hours per week. The average movie going was once a month and of listening to tapes and records was 2 to 3 hours in a week.

This study attempted to investigate the relationships between academic classification, length of residency in the United States, living arrangements, religion, English language proficiency, age, sex, and marital status of respondents and their media exposure.

Except for English language proficiency, other personal qualities and social characteristics of international students who participated in this study had different relationships with different media. English language proficiency was important in all cases, but not as important as was expected. In all cases, students who speak the English language in their native countries were more interested in using media than those students who do not speak English in their native land. The differences between these two groups had a range from .25 to 4.00.

In the case of radio listening, the lower academic level students--freshmen, sophomores, and juniors--who have been in the United States for shorter periods of time, are living on campus, are younger, female and married were more interested in spending their time listening to radio than any other group.

Considering television viewing, upper academic level students--graduate students and seniors--who have been in the United States for longer periods of time, are living off campus, are older, male and single, spend more time watching television compared with the other groups.

In the case of moving going, those international students who have arrived in the United States recently, are living on campus, are under 25 years of age, female and married, were more interested in going to movies than other groups. Academic classification did not influence the amount of moving going of respondents.

Examining the newspaper readership of international students, graduate students who live on campus, are above 20 years of age, are male and married spend more time newspaper reading than other groups. The length of residency in the United States did not affect the newspaper readership of respondents.

In the case of magazine readership, students who are in upper levels of academic classification, are living on campus, male and single were more interested in reading magazines compared with other groups. As with newspaper readership, the length of residency in the United States did not affect the amount of magazine readership. The age factor was not significant in reading magazines.

Considering tape and record listening of respondents, students who are in the first years of their studies, have been in the United States for shorter periods of time, are living on campus, are younger in age, are female and married, spend more time listening to tapes and records than other groups.

Different media usage suggest that various religion preferences affected them differently. Buddhist and Hindu students had more flexibility in their use of media. This depended on the kind of media that the individuals were exposed to. Moslem and Christian students tended toward the middle and resembled each other in their media uses. Jewish students and students with no religious preferences had the lowest frequency of media use in the most cases.

Use of American Media Before Arrival

Most international students involved in this survey were acquainted with American media before their arrival in the United States. American

motion pictures, American newspapers and magazines were the most available American media in foreign countries. Time, Newsweek, Life, Reader's Digest, Playboy, National Geographic, New York Times, and Washington Post were the most used American magazines and newspapers among the respondents. While the use of American television and newspapers tended to increase after respondents arrived in the United States, the amount of movie going and magazine readership decreased.

Functional Aspects of American Media

The data indicated that international students look at American television as an informational medium. They listen to American radio for its music when they are studying and/or need relaxation, and go to American movies for fun. American newspapers and magazines are also informative media to international students.

Media Content Preference

Most international students listen to the radio for its music. American television news and political debates and movies were the most favored television programs by respondents. International students prefer to listen to their native music on tapes and records, although American rock music was very popular among them.

While The Godfather was reported with the most frequency as the favorite movie among respondents, the data indicated that international students prefer musicals, love themes, and comedy movies.

Among the 25 nationalities participating in this survey, Panamanian students and students from the Bahamas most liked violent movies. Japanese and Thai students preferred to watch adventure and science

fiction movies. Students from Iraq, Chile, Lesotho, Pakistan, Puerto Rico, and Sierra Leone were love theme and musical movies fans, and the students from Hong Kong and Venezuela preferred comedy movies.

The Daily O'Collegian, the Oklahoma State University campus newspaper, The Daily Oklahoman, Stillwater News-Press, Tulsa World, New York Times, and Washington Post were mentioned as the most used American newspapers by respondents. International news including news about the native countries of the respondents was the most read section of newspapers by students.

The rate of American book readership (excluding college textbooks) was very low among the international students at Oklahoma State University. The Godfather, as the most frequently read book, was mentioned nine times by the students. Jaws was next with seven times.

Source of Information

International students believe in television as the best source of information about the world. Newspapers were next to television for information. Magazines had the lowest rating among the sources of information.

Attitudes Toward the American Media

A summated rating scale including 32 questions was used to measure the attitudes of international students toward the American media. These questions covered various areas of American media performance including and provided knowledge about American culture.

The data indicated that international students in this study held almost a neutral attitude toward the American media. While students

from the Bahamas held the most favorable attitude toward American media, students from Lesotho and Somalia had the most unfavorable attitudes. The heterogeneity of international students as a typical group seemed to be a major factor in causing this neutrality.

Comparing the mean scores of the four groups, it was found that the longer the length of residency in the United States, the less favorable the attitude toward the American media held by the respondents.

Conclusions

It was assumed that the media behavior of the samples would represent the media behavior of the entire international student population at Oklahoma State University. The samples' characteristics were very close to the characteristics of the whole population. The other assumption was that Oklahoma State University, like many other American state universities, is located in a small town, rather than a large city. Most international students live on or near the campus. There are fewer special events to compete with mass media. A greater need may be felt by the international students for information and entertainment than in some city colleges.

This survey was an exploratory study, and the first study of media behavior of international students at Oklahoma State University. The results are confined to the international students at this university and they may be a good basis for future study involving international students at Oklahoma State University and for other studies seeking similar information.

Although the size of the samples advises against generalizations, certain indications of the findings are apparent:

1. International students at Oklahoma State University spend a small portion of their time using American media. This is probably caused by the following reasons: (a) most of the students in this survey have been in the United States for two years or less; (b) most of them are graduate students and are busy with college work; and (c) linguistic problems are a hurdle in the use of media.

2. The financial status of international students involved in this study did not have a direct relationship with the media ownership of these students. The student with lower monthly budget was more interested in having a variety of media.

3. The low rate of media exposure was probably responsible for the relatively neutral attitude toward the American media. It is assumed that international students need a longer period of time to experience American media.

4. Various aspects of social characteristics and personal qualities of international students such as academic classification, length of residency in the United States, living arrangements, religion preference, English language proficiency, age, sex, and marital status produced various results in relation to their media exposure. While some of them, like English language proficiency, were effective in increasing the amount of media exposure, some others, like religion did not affect media exposure.

5. Most of the students depend on visual elements of American media. This facilitates understanding media content both before the arrival of the international student in the United States (motion picture), or after his arrival (television).

6. The longer the time of residency in the United States, the less favorable the attitude toward the American media is held by the international student. Those students who have been residing in the United States more than four years produced an overall mean score that was less than those residing in the United States for less than two years.

7. Television was the dominant source of information among international students. Students who came from non-English speaking countries rely on television as the most effective medium for improving their knowledge of English.

8. Most international students in this survey are dissatisfied with the coverage of news by American media, especially news about their countries.

9. The most unfavorable aspect of American media to international students was television commercials. International students believe that the American television commercial has brain-washed its audience.

10. On the whole, international students at Oklahoma State University heavily rely on the American media for communicating with Americans, learning about the American way of life, and obtaining information about the United States and the rest of the world.

Suggestions for Future Research

There are several relationships between the various media exposure experienced by international students. Some of these include: media ownership, media content preference, attitudes toward the American media, and personal qualities and social characteristics. Further study of the relationships between media behavior and social characteristics of international students is certainly necessary. More communication

studies need to be made to define a finer discrimination between the different cultures and media usage.

As an international student, the writer suggests that a study of alienation among international students might provide insights into the kinds of relationships they have, especially those connected to exposure to American media. Studies about the educational aspect of American broadcasting, particularly English language teaching among the international students, is desirable.

It would be useful to conduct surveys among American students studying abroad to examine their attitudes toward their host country's media. Comparison of the results of those surveys with similar studies which have been done in the United States is urged.

Finally, the writer suggests that any study similar to the one he undertook should be supplemented by a follow-up survey on the same sample after a certain period of time in order to determine the attitude change which might take place over time.

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APPENDIX

QUESTIONNAIRE

COLS.

1. What is your classification?

- | | | |
|----------|---------------------------------------|---|
| <u>1</u> | Freshmen | |
| <u>2</u> | Sophomore | |
| <u>3</u> | Junior | |
| <u>4</u> | Senior | 6 |
| <u>5</u> | Graduate Student (M.S., M.A., M.B.A.) | |
| <u>6</u> | Graduate Student (Ph.D., Ed.D.) | |

2. What is your major?

- | | | |
|----------|-----------------------|---|
| <u>1</u> | Agriculture | |
| <u>2</u> | Architecture | |
| <u>3</u> | Engineering | |
| <u>4</u> | Art and Science | 7 |
| <u>5</u> | Business | |
| <u>6</u> | Education | |
| <u>7</u> | Other (Specify _____) | |

3. Marital Status

- | | | | | |
|----------|--------|----------|---------|---|
| <u>1</u> | Single | <u>2</u> | Married | 8 |
|----------|--------|----------|---------|---|

4. Are you living on/off campus?

- | | | | | |
|----------|-----------|----------|------------|---|
| <u>1</u> | on campus | <u>2</u> | off campus | 9 |
|----------|-----------|----------|------------|---|

5. How long have you been in the U.S.?

- | | | |
|----------|-------------------|----|
| <u>1</u> | Less than 2 years | |
| <u>2</u> | 2-3 Years | |
| <u>3</u> | 3-4 Years | 10 |
| <u>4</u> | More than 4 years | |

COLS.

6. What is your religion?
- | | | |
|----------|-----------------------|----|
| <u>1</u> | Moslem | |
| <u>2</u> | Christian | |
| <u>3</u> | Buddist | 12 |
| <u>4</u> | Hindu | |
| <u>5</u> | Jewish | |
| <u>6</u> | Other (Specify _____) | |
7. Is English as an official language in your country?
- | | | | | |
|----------|-----|----------|----|----|
| <u>1</u> | Yes | <u>0</u> | No | 13 |
|----------|-----|----------|----|----|
8. How much money per month do you estimate you receive from your financial source and/or you make here?
- | | | |
|----------|-----------------|----|
| <u>1</u> | More than \$400 | |
| <u>2</u> | \$300-400 | 14 |
| <u>3</u> | \$200-300 | |
| <u>4</u> | Less than \$200 | |
9. Considering your age, identify yourself in below categories?
- | | | |
|----------|--------------------|----|
| <u>1</u> | Under 20 years old | |
| <u>2</u> | 20-35 years old | 15 |
| <u>3</u> | 25-30 years old | |
| <u>4</u> | Above 30 years old | |
10. What country are you a citizen from? _____ (17-20)
11. Sex: 1 Male 2 Female 22
12. Do you have a working radio set in your home (room)?
- | | | | | |
|----------|-----|----------|----|----|
| <u>1</u> | Yes | <u>0</u> | No | 23 |
|----------|-----|----------|----|----|
13. Did you listen to the radio yesterday?
- | | | | | |
|----------|-----|----------|----|----|
| <u>1</u> | Yes | <u>0</u> | No | 24 |
|----------|-----|----------|----|----|

COLS.

14. In a normal day, how much time, more or less, do you estimate you spend listening to the radio?
- | | | |
|----------|------------------------------------|----|
| <u>1</u> | Not at all (go to question No. 17) | |
| <u>2</u> | Less than 1 hour | |
| <u>3</u> | 1-2 hours | 25 |
| <u>4</u> | 2-3 hours | |
| <u>5</u> | More than 3 hours | |
15. When do you often listen to the radio?
- | | | |
|----------|--|----|
| <u>1</u> | When you need information. | 27 |
| <u>1</u> | When you are tired and need some relaxation. | 28 |
| <u>1</u> | When you need fun. | 29 |
| <u>1</u> | When you need help to get away from daily worries. | 30 |
| <u>1</u> | Other reasons (Specify _____
_____) | |
16. Which program do you prefer to listen to on the radio--news, music, or both?
- | | | | | | | |
|----------|------|----------|-------|----------|------|----|
| <u>1</u> | news | <u>2</u> | music | <u>3</u> | both | 32 |
|----------|------|----------|-------|----------|------|----|
17. What kind of music do you enjoy most?
- | | | |
|----------|-----------------------|-------|
| <u>1</u> | Classical | 34 |
| <u>1</u> | Rock | 35 |
| <u>1</u> | Jazz | 36 |
| <u>1</u> | Your native music | 37 |
| <u>1</u> | Other (Specify _____) | 38,39 |
18. Do you have a working television set in your home (room)?
- | | | | | |
|----------|-----|----------|----|----|
| <u>1</u> | Yes | <u>0</u> | No | 41 |
|----------|-----|----------|----|----|
19. Did you watch television yesterday or last night?
- | | | | | |
|----------|-----|----------|----|----|
| <u>1</u> | Yes | <u>0</u> | No | 42 |
|----------|-----|----------|----|----|

COLS.

20. In a normal day, how much time, more or less, do you estimate you spend watching television?

<u>1</u>	Not at all (Go to Q. No. 23)	
<u>2</u>	Less than 1 hour	43
<u>3</u>	1-2 hours	
<u>4</u>	2-3 hours	
<u>5</u>	More than 3 hours	

21. When do you watch television?

<u>1</u>	When you need information.	45
<u>1</u>	When you are tired and need some relaxation.	46
<u>1</u>	When you need fun.	47
<u>1</u>	When you need help to get away from daily worries.	48
<u>1</u>	Other reasons (Specify _____)	

22. What kind of program do you prefer to watch on television?

<u>1</u>	News and political debates.	50
<u>1</u>	Movies	51
<u>1</u>	Cartoons	52
<u>1</u>	Serials	53
<u>1</u>	Variety Shows	54
<u>1</u>	Religious Programs	55
<u>1</u>	Sport Games	56
<u>1</u>	Other (Specify _____)	

23. Did you go to the theatre (movies) during the last seven days?

<u>1</u>	Yes	<u>0</u>	No	58
----------	-----	----------	----	----

COLS.

24. In a normal month, how many times, more or less, do you estimate you go to the theatre (movies)?

<u>1</u>	Not at all (Go to Q. No. 26)	
<u>2</u>	Less than once a month.	59
<u>3</u>	Once a month	
<u>4</u>	Every two weeks	
<u>5</u>	Once a week	

25. When do you often go to the theatre (movies)?

<u>1</u>	When you need information.	61
<u>1</u>	When you are tired and need some relaxation.	62
<u>1</u>	When you need fun.	63
<u>1</u>	When you need help to get away from daily worries.	64
<u>1</u>	Other reasons (Specify _____)	

26. Here is a list of movies and TV serials, and suppose you have the choice of watching one or some of them. Which one(s) do you prefer to watch?

<u>1</u>	The Godfather	6
<u>1</u>	All In The Family	7
<u>1</u>	Love Story	8
<u>1</u>	Frankenstein	9
<u>1</u>	2001-A Space Odyssey	10
<u>1</u>	Earthquake	11
<u>1</u>	The Sound of Music	12
<u>1</u>	Bonnie and Clyde	13
<u>1</u>	Pink Panther	14
<u>1</u>	Romeo and Juliet	15
<u>1</u>	Kojak	16
<u>1</u>	Jaws	17
<u>1</u>	Baretta	18
<u>1</u>	My Fair Lady	19
<u>1</u>	Star Trek	20

COLS.

27. Did you read a magazine yesterday.
 1 Yes 0 No 22
28. In a normal week, how much time, more or less, do you estimate you spend reading the magazines?
 1 Not at all (Go to Q. No. 31).
 2 Less than 30 minutes
 3 30-60 minutes 23
 4 1-2 hours
 5 2-3 hours
 6 More than 3 hours
29. Do you personally have a subscription to any magazine?
 1 Yes 0 No (If Yes, which one(s)? 24

30. Which one of below magazines do you usually read?
 1 Newsweek 26
 1 Time 27
 1 U.S. News and World Report 28
 1 Business World 29
 1 Sport Illustrated 30
 1 Reader's Digest 31
 1 National Geographic 32
 1 Playboy 33
 1 Other (Specify _____) 34
31. Did you read a newspaper yesterday?
 1 Yes 0 No 36

COLS.

32. In a normal day, how much time, more or less, do you estimate you spend reading newspapers?
- | | | |
|----------|-------------------------------|----|
| <u>1</u> | Not at all (Go to Q. No. 36). | |
| <u>2</u> | Less than 30 minutes | 37 |
| <u>3</u> | 30-60 minutes | |
| <u>4</u> | More than 1 hour | |
33. Do you personally have a subscription to any newspaper?
- | | | | | | |
|----------|-----|----------|----|-------------------------|----|
| <u>1</u> | Yes | <u>0</u> | No | (If Yes, which one(s)?) | |
| <hr/> | | | | | 38 |
34. When you read a newspaper, which of the following parts do you regularly read?
- | | | |
|----------|--------------------|----|
| <u>1</u> | Local News | 40 |
| <u>1</u> | Comic Strips | 41 |
| <u>1</u> | National News | 42 |
| <u>1</u> | Social Page | 43 |
| <u>1</u> | International News | 44 |
| <u>1</u> | Editorial Page | 45 |
| <u>1</u> | Sport Section | 46 |
| <u>1</u> | Advertisements | 47 |
| <u>1</u> | Business Section | 48 |
| <u>1</u> | Other sections | 49 |
35. What newspapers do you regularly read?
- | | | |
|----------|-----------------------|----|
| <u>1</u> | O' Collegian | 51 |
| <u>1</u> | Daily Oklahoma | 52 |
| <u>1</u> | Oklahoma Journal | 53 |
| <u>1</u> | Tulsa World | 54 |
| <u>1</u> | Tulsa Tribune | 55 |
| <u>1</u> | Stillwater News Press | 56 |
| <u>1</u> | New York Times | 57 |

COLS.

- | | | |
|---|---------------------------------|-------------|
| <u>1</u> | Washington Post | 58 |
| <u>1</u> | Christian Science Monitor | 59 |
| <u>1</u> | Wall Street Journal | 60 |
| <u>1</u> | Others (Specify _____) | |
| 36. Do you get most of your news about what is going on in the world today from? | | |
| <u>1</u> | Newspapers | |
| <u>2</u> | Television | |
| <u>3</u> | Radio | 62 |
| <u>4</u> | Magazines | |
| <u>5</u> | Talking to people | |
| <u>6</u> | Other (Specify _____) | |
| 37. Did you listen to any cassette player, tape recorder, 8-track, or record player yesterday? | | |
| <u>1</u> | Yes | <u>0</u> No |
| | | 63 |
| 38. Do you have a working cassette player, tape recorder, 8-track, or record player in your home (room)? | | |
| <u>1</u> | None of them (Go to Q. No. 41). | 65 |
| <u>1</u> | Record player | 66 |
| <u>1</u> | Cassette player | 67 |
| <u>1</u> | Tape recorder | 68 |
| <u>1</u> | 8-Track | 69 |
| 39. In a normal week, how much time, more or less, do you estimate you spend listening to tapes or records? | | |
| <u>1</u> | Not at all (Go to Q. No. 41). | |
| <u>2</u> | Less than 1 hour | |
| <u>3</u> | 1-2 hours | |
| <u>4</u> | 2-3 hours | 71 |
| <u>5</u> | 3-4 hours | |
| <u>6</u> | More than 4 hours | |

COLS.

40. What do you listen to on the tape, cassette, record, or 8-track usually?
- | | | |
|----------|------------------------------------|-------|
| <u>1</u> | Music from your own country | 73 |
| <u>1</u> | Personal messages from your family | 74 |
| <u>1</u> | Academic lectures | 75 |
| <u>1</u> | American Music | 76 |
| <u>1</u> | Others (Specify _____) | 77-78 |
41. What do you do during weekends and your leisure time?
- | | | |
|----------|--------------------------------------|-------|
| <u>1</u> | Watching television | 6 |
| <u>1</u> | Listening to radio, tape, records | 7 |
| <u>1</u> | Going to theater (movie) | 8 |
| <u>1</u> | Reading books, magazines, newspapers | 9 |
| <u>1</u> | Visiting friends | 10 |
| <u>1</u> | Others (Specify _____) | 11-17 |
42. Would you name up to five books that you have read since you have been in the U.S. (excluding your text books).
- | | |
|-------|----|
| _____ | 19 |
| _____ | |
| _____ | |
| _____ | |
| _____ | 26 |
43. Do you watch educational television programs?
- | | | |
|----------|-----------|----|
| <u>1</u> | Never | |
| <u>2</u> | Seldom | |
| <u>3</u> | Sometimes | 28 |
| <u>4</u> | Regularly | |

44. Did you read any American newspaper or magazine before you came to the U.S.?
 1 Yes 0 No (Go to Q. No. 46). 29
45. Which American newspapers or magazines did you read on a regular basis in your country? _____
 _____ 31-33
46. Were American newspapers and magazines available to you before you came to the U.S.?
 1 Yes 0 No 35
47. How often did you watch American television programs before you came to the U.S.?
 1 Never (Go to Q. 48).
 2 At least once a month
 3 At least once a week
 4 Once a day 36
48. Were American television programs available to you before you came to the U.S.?
 1 Yes 0 No 37
49. Before coming to the U.S., how often did you listen to American radio programs?
 1 Never (Go to Q. No. 50).
 2 At least once a month
 3 At least once a week
 4 Once a day 38
50. Were American radio programs available to you before you came to the U.S.?
 1 Yes 0 No 39

The following scale is designed to determine your attitude toward American media regarding some certain aspects of media themselves and your usage and preference. Please describe the degree of your agreement or disagreement about the following statements according to the scale below. Put (X) signal on the level which is closest to your agreement or disagreement.

<u>Strongly</u> <u>Disagree</u>	<u>Disagree</u>	<u>Disagree</u> <u>Somewhat</u>	<u>Undecided</u>	<u>Agree</u> <u>Somewhat</u>	<u>Agree</u>	<u>Strongly</u> <u>Agree</u>
------------------------------------	-----------------	------------------------------------	------------------	---------------------------------	--------------	---------------------------------

COLS.

51. In my opinion radio is the most reliable medium of American media for news.

Strongly Disagree	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Strongly Agree
								41

52. In my opinion television is the most reliable medium of American media for news.

Strongly Disagree	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Strongly Agree
								42

53. In my opinion newspapers are the most reliable medium of American media for news.

Strongly Disagree	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Strongly Agree
								43

54. In my opinion magazines are the most reliable medium of American media for news.

Strongly Disagree	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Strongly Agree
								44

55. Besides my English courses, reading American newspapers and magazines has been the most helpful factor for me to improve my knowledge of English.

Strongly Disagree	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Strongly Agree
								45

56. Besides my English courses, attending American movies has been the most helpful factor for me to improve my knowledge of English.

Strongly Disagree	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Strongly Agree
								47

VITA

Ali Reza Zohoori

Candidate for the Degree of

Master of Science

Thesis: MEDIA BEHAVIORS OF INTERNATIONAL STUDENTS ATTENDING OKLAHOMA STATE UNIVERSITY AND THEIR ATTITUDES TOWARD THE AMERICAN MEDIA

Major Field: Mass Communication

Biographical:

Personal Data: Born in Tehran, Iran, September 28, 1948, the son of Mr. and Mrs. Ismail Zohoori.

Education: Secondary education received from Darolfonoon High School, Tehran, Iran, in May, 1967; received the Bachelor of Science degree in Cartography Geography from the University of Tehran, Tehran, Iran, in May, 1971; completed the requirements for a Master of Science degree at Oklahoma State University in May, 1977.

Professional Experience: City-Reporter, Farman, Tehran, Iran, 1967; public relations officer, National Geographic Organization, Tehran, Iran, 1972-1973.