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HUA QIAN ZHAO ZUI SHOU
LOOKING FOR TROUBLE AT OWN EXPENSE
- A STUDY OF TOURIST (MIS)BEHAVIORS

For the degree of Master of Science

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LIPING A. CAI
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Head of the Departmental Graduate Program   Date

HUA QIAN ZHAO ZUI SHOU

LOOKING FOR TROUBLE AT OWN EXPENSE

- A STUDY OF TOURIST (MIS)BEHAVIORS

A Thesis

Submitted to the Faculty

of

Purdue University

by

Yue Li

In Partial Fulfillment of the

Requirements for the Degree

of

Master of Science

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For my parents and my sister.

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ABSTRACT

Li, Yue. M.S., Purdue University, December 2016. Hua-Qian-Zhao-Zui-Shou Looking for Trouble at Own Expense A Study of Tourist (Mis)Behaviors. Major Professor: Liping Cai

The study sets two objectives. The first is to investigate how an array of tourist misbehaviors was perceived by the young generations of the United States and China. The second is to examine factors that could explain any perceptual differences between young Americans and Chinese. Five research questions were developed and addressed for the first objective through online surveys by comparing the perceptions of American respondents and Chinese respondents on a list of tourist misbehaviors. They are: 1) What are the annoyance levels of tourist misbehaviors perceived by American college students? 2) What are the annoyance levels of tourist misbehaviors perceived by the college students from China? 3) How do the American college students and those from China differ in their perceptions of tourist misbehaviors? 4) Do the American college students differ from other Americans in their perceptions of tourist misbehaviors? and 5) Does the length of stay of the college students from China affect their perceptions of tourist misbehaviors?

The study discovered that the top three annoying tourist misbehaviors perceived same by the American college students and Chinese students were "not flushing toilet after use", "participating in criminal activities", and "smoking anywhere without

considering those around them". In addition, the American college student also perceived "verbally or physically abusing service personnel in hotels and other service operations", "allowing children to go to the toilet in the street", and "not respecting the religious or spiritual needs of others" among the most annoying tourist misbehaviors; whereas the college students from China perceived "driving a car or crossing road unsafely/not observing local traffic rules and regulations", "not respecting the religious or spiritual needs of others" and "breaking into a line of waiting people" among the most annoying tourist misbehaviors. The study also found that the American college students perceived nine tourist misbehaviors significantly different from the general American respondents. The students perceived only one tourist misbehavior "not respecting the religious or spiritual needs of others" as more annoying than the general respondents, while the general respondents perceived eight tourist misbehaviors as more annoying than the students. Another important finding from the study is that the length of stay of the college students from China did affect their perceptions of tourist misbehaviors. As the length of stay increases, the perceptions of the Chinese students on tourist misbehaviors increasingly converge with those of the American college students.

Three research questions were developed and addressed for the second research objective through the synthesis of literature. They are: 1) Could the differences in perceptions between the American college students and their peers from China be explained by tourism theories on host and guest relationship? 2) Could the differences in perceptions between the American college students and their peers from China be explained by Hofstede's Theory of Cultural Dimension? and 3) Could the differences in

perceptions between the American college students and their peers from China be explained by the Theory of Planned Behavior?

One tourism theory on host and guest relationship indicates that tourist misbehaviors could potentially create threats to local hosts. The results of the current study show that tourists might perceive some tourist misbehaviors as more acceptable while hosts might perceive some tourist misbehaviors as less acceptable, and therefore resulted in differences in perceptions. This finding confirms the theory on host and guest relationship. Hofstede's Cultural Dimension Theory can also explain some perceptual differences as found in this study. For example, Chinese students' attitudes towards service personnel could be explained by the power distance dimension. China is a country with high power distance in which inequalities are more acceptable than in the United States. Other perceptual differences between the American college students and their peers from China could be explained by the Theory of Planned Behavior, which suggests that cultures play an important role in individuals' attitudes and perceived norms. In Chinese culture, "demanding discount on merchandise" is a common practice, while it is less so in the United States.

The study aimed at making a timely contribution to the understanding of the fast-growing inbound market from China to the United States. The results were expected to help improve the relationship between Chinese tourists as guests and the Americans as hosts. Such understanding and improved relationship would allow global destination communities to be better prepared for the arrival of the Chinese tourists. While there may be a small group of Chinese tourists that behave improperly as perceived by the local hosts, judgments towards misbehaviors should not be generalized into the entire inbound

market from China. By applying learning theories, the study proposed several strategies to guide and influence tourist behaviors for both the guests and hosts. On the host side, destination communities and businesses can employ cultural education and training to residents and employees, should they are interested in welcoming the tourists from China. On the guest side, they can benefit from cultural learning programs both at home and included as part of their trip itineraries. In addition to appropriate regulations and rules targeted at the tourists, the travel trade and various levels of government in China should consider it an important responsibility to help the outbound Chinese tourists understand the behavioral norms at their destinations so that they would be able to minimize unpleasant encounters and enjoy more of the positive experiences.

CHAPTER 1. INTRODUCTION

1.1   Introduction

China has been the world's largest outbound market since 2012, with a total

expenditure of US$129 billion in 2013 (UNWTO, 2015). Chinese outbound tourists spent

US$165 million in 2014, US$ 36 million more than 2013, or a 27% increase, and became

the top spender in the outbound market (UNWTO Annual Report, 2015). The spectacular

increase in Chinese outbound tourism is due to disposable income growth, RMB

appreciation against the USD, travel facility improvements, and policy-wise, ease on

outbound travel by the Chinese government (UNWTO Annual Report, 2015). While

Chinese outbound tourists contribute to the economy of global destinations, they have

been criticized by both foreign and Chinese media for some of their travel behaviors

(Clampet, 2015; Sim, 2015; Wong, 2013), increasingly drawing negative attention and

debate in China. Some Chinese media have commented that Chinese tourists lacked

common sense, ignored local culture, and customs, and consumed blindly (Guo, 2016).

Others have argued that the media deliberately exaggerated the severity of these less

desirable behaviors, as they are only performed by a small portion of Chinese tourists

(Chen, 2013). A report suggests that the local people at foreign destinations have made

compliments on Chinese tourists (Zhang, 2014). On the other hand, like an old Chinese

proverb says, "looking for trouble at own expense" ("hua-qian-zhao-zui-shou"), this is

because Chinese outbound tourists sometimes do not have pleasant travel experiences,

owing partly to the lack of proper accommodation provided by host countries in some cases. For instance, Chinese tourists complain that U.S. hotels do not provide toothpaste, toothbrushes, and slippers, all of which are "standard amenities" in Chinese hotels (Li, Lai, Harrill, Kline, & Wang, 2011).

In fact, the global tourism industry lacks some understandings of Chinese tourists. While Chinese tourists could be misrepresented currently, the global tourism industry needs to recognize their evolution. The Chinese outbound tourism market is new and unique. Recalling Chinese history since the founding of the People's Republic of China, Chinese people suffered from poverty and famine from 1958 to 1962 and received little education during the following 10 chaotic years; the 10 years of the Cultural Revolution started in 1966 brought about the destruction of the "Four Olds" campaign, which criticized Confucianism and abandoned traditional Chinese customs and cultures. The riot turned the country into a society of a moral vacuum, where public humiliation, torture, persecution, and even murder happened daily. Although the Cultural Revolution ended 40 years ago, it has shaken the Chinese people's beliefs in traditional values, and its negative effect persists today. In moving to the 1980s, China's open-door policy since 1978 assisted the Chinese people in understanding capitalism (Zhang, 1980). Socio-economic and political reforms also impacted Chinese people's value systems (Cai & Woods, 1993; Mok & Defranco, 2000). Until 1997, "Provisional Regulation on Self-Supported Outbound Travel" was enacted, and it marked the starting point of Chinese outbound tourism (Li et al., 2011).

1.2   Chinese Outbound Tourism

The United States (U.S.) is a popular travel destination for Chinese outbound tourists. In terms of international arrivals in the U.S., the total international tourist arrivals in the U.S. reached 74,757,000 in 2014, which is also a 6.8% increase from that of 2013 (UNWTO Annual Report, 2015). While most Chinese outbound tourists arrived at Asian destinations, partly due to geographic proximity and similar cultural backgrounds, the U.S. ranked 11th of the top 20 Chinese outbound tourism destinations. The China National Tourism Administration (2015) reported that the number of Chinese Mainland tourists that traveled to the U.S. was 553,846 in 2014. Research also shows that the U.S. is the number-one dream destination for Mainland Chinese citizens (Burnett et al., 2008).

Although the Chinese outbound market to the U.S. has become one of the main contributors to the U.S. tourism economy, relatively few academic studies have looked specifically into behaviors by Chinese tourists in the U.S. (Cai, O'Leary, & Boger, 2000; Jang, Yu, & Pearson, 2003; Johanson, 2008; Xu & McGehee, 2012). There is also a dearth of research regarding cultural norms that account for international tourists behaving differently from the hosts, and none of the research investigated the context of specific tourist misbehaviors or less desirable behaviors. Therefore, more empirical work is required. Aiming to address this gap, the current study attempted to examine these behaviors by comparing the perceptions of Americans and the Chinese. The current study fulfilled two goals. First, it helps to improve the relationship between Chinese tourists as guests and the U.S. people as hosts. Second, it will ultimately contribute to the understanding of Chinese tourists in the fast-growing U.S. tourism market.

1.3   Research Objectives

The study had two objectives. One was to investigate how an array of tourist misbehaviors was perceived by the young generations in the U.S. and China. This involves the comparison of American and Chinese students' perceptions, and between those of American students and other Americans. The second was to examine factors that could explain any perceptual differences between young Americans and Chinese. The second objective would be achieved by reviewing and critiquing previous literature on the basis of the primary data findings from the first objective.

The achievement of the two objectives would bear significant academic significance. This research addresses and attempts to understand the divergence of perceptions on tourist misbehavior from comparing the perspectives of Americans and Chinese, constituting a further step toward exploring the standpoints on tourist behavior in cross-cultural encounters. This research also pointed a way toward future studies. Additionally, the study explored the application of the theory of planned behavior and Hofstede's Cultural dimension theory in analyzing cultural variability in tourist behaviors. Furthermore, the study sought the application of a series of learning theories in advising outbound tourists and helping both tourists and travel trade and destinations gain better experience in communicating with each other.

In practical terms, the findings are expected to assist the U.S. and China in recognizing culture norms' role of attitudes toward tourist behavior, understanding and appreciating cultural differences. Currently, destination communities in the U.S. have some biases toward and misunderstandings about Chinese tourists that are primarily influenced by the media and second-hand information. Such misunderstandings would

hinder effective communications between the Americans and Chinese people. This study helped Chinese tourists learn acceptable behaviors in the host country, so that they could reduce misunderstandings in their tourist behaviors. This study is important to the U.S. as a travel destination in better accommodating Chinese tourists, maintaining local goodwill and improving the tourism image. Attracting more Chinese tourists will help the U.S. generate more tourism revenue and achieve a better trade balance. It will ultimately lead to a better understanding between the Chinese tourists and the U.S. people.

The current study could also inspire the Chinese government and tourism authorities to devise strategies to assist Chinese tourists to gain more enjoyable outbound travel experience. Furthermore, the research provides insights into the global tourism industry where various cultures and values exercise different effects on tourist behavior to further advocate for practices of sustainable tourism. In this study, the term "tourist misbehavior" was defined as tourists' behavior that deliberately violates the generally accepted norms of conduct in the host countries.

CHAPTER 2. LITERATURE REVIEW

2.1   Tourist Misbehavior

Consumer misbehavior is a topic that has been well researched. Various scholars have defined consumer behavior in several ways. Vardi and Wiener (1996) defined misbehavior as "any intentional action by members of organizations that violates core organizational and/or societal norms" (p. 151) in an organizational setting. Daunt and Harris (2011) described customer misbehavior as "behavior within the exchange setting that deliberately violates the generally accepted norms of conduct in such situations" (p. 1034). Fullerton and Punj (1997) defined consumer misbehavior as "behavioral acts by consumers, which violate the generally accepted norms of conduct in consumption situations, and disrupt the order expected in such situations" (p. 336). Some common consumer misbehaviors involve "shoplifting, vandalism, financial frauds, physical and verbal abuse of other consumers and of marketer employees" (Fullerton & Punj, 1997, p. 338). Various terms have been employed to explain customer misbehavior by past literature, such as dysfunctional customer behavior (Daunt & Harris, 2011; 2012), deviant customer behavior (Uriely, Ram, & Malach-Pines, 2011), and customer badness behavior (Yi & Gong, 2006).

Furthermore, researchers have discovered several ways to differentiate consumer behaviors. Fullerton and Punj (1997) pointed out researchers used to differentiate consumer misbehaviors into two categories: "criminal consumer misbehaviors" and

"noncriminal consumer misbehaviors" (p. 338). However, Fullerton and Punj (1997) also contended that the intent of categorizing consumer misbehaviors should emphasize consumer experience, rather than merely focusing on whether they are illegal. For instance, consumers might be more uncomfortable about some behaviors that are not counted as illegal and strongly relating to themselves, for example, being cut off by a queue jumper, than some behaviors that were identified as crimes in laws but not relating to themselves, for instance, shoplifting. Fullerton and Punj (2004) further argued that customer misbehaviors should be classified into behaviors that intend to wrong employees (e.g., physical abuse), patrons (e.g., queue jumping), organization merchandise (e.g., shoplifting), organizational physical and electronic property (e.g., arson), and organizational financial assets (e.g., warranty fraud). Offering an alternative perspective, Grove et al. (1989) classified customer misbehaviors according to consumption stages in which misbehavior might take place. "Acquisitive" includes store-based theft and illegal downloading; "usage" is associated with claimant fraud and intentional wastage; "dispositional" refers to vandalism and illegitimate waste disposal. Lovelock (2001) also proposed a different classification method, which distinguished six types of customers who performed less desirable behaviors. The six types of customers are "the thief" who sets out to steal goods, "the rule breaker" who ignores established rules and codes of conduct, "the belligerent" who voices threats and insults at employees and fellow patrons, "the family feuders" whom argue amongst one another, "the vandal" who intentionally rips, burns, and damages organization property, and "the deadbeat" who consumes service without intending to pay (Lovelock, 2001).

Relatively fewer studies have explored classifications of tourist misbehavior, and most of the studies examined tourist misbehavior in group-travel settings. Tai (2012) examined tourist questionable behavior among tour members and identified four types of questionable behavior: "tourists in the group do not comply with tour rules"; "tourists in the group show up late, delaying itineraries"; "tourists in the group steal from fellow tourists"; "tourists in the group request visits to immoral sites." Loi and Pearce (2012; 2015) investigated highly unpleasant and frequent tourist behaviors as the tension point between tourists and locals and classified tourist misbehaviors into three types: "behaviors directly relating to others," "isolated individual acts," and "marginally illegal or scam behaviors."

Scholars have made efforts to investigate tourist behaviors in a cross-cultural setting. Fullerton and Punj (1997) underscored the tight linkage between norms and behavioral expectations, as individuals' expectations of others' behaviors differ across various situations and norms. Pizam and Jeong (1996) and Pizam and Sussmann (1995) examined perceptions of tour guides on cross-cultural tourist behavior. Brown (1999) explored visitors' beliefs on culturally inappropriate tourist behaviors. From this standpoint, the culture element adds more complexity to the issue of consumer misbehavior. Specifically, because different countries have different cultures and norms, the expectations of people's behaviors tend to differ across cultures. Fullerton and Punj (1997) exemplified that the Germans were more tolerant about others queue jumping while the British were more critical toward such behavior. To follow such logic, the current research adopts "misbehavior" as the term to describe tourist behavior that violates generally accepted norms and breaks the order expected in the context of

tourism. The current study adds parentheses in (mis)behavior to indicate that the term "(mis)behavior" could range from deliberate acts of misbehaviors, for example, criminal activities, to culturally different behaviors that are mistaken due to various cultural norms.

2.2   Chinese Tourist Behavior

Scholars have demonstrated their interests in Chinese tourist behaviors in their studies. Cai, Lehto, and O'Leary (2001) examined comparisons of business-only travelers, business and leisure travelers, and leisure-only travelers in pre-trip preparation, trip characteristics, and travel activity participation patterns. Jang, Yu, and Pearson (2003) also analyzed differences in travel behavior between business travelers and visiting friends and relatives (VFR) travelers, and concluded that shopping was a preferred activity by both groups of travelers. Emphasizing the travel behavior of shopping, Xu and McGehee (2012) explored Chinese tourists' shopping behavior in the U.S. and provided recommendations for U.S. merchandise marketers to better accommodate Chinese tourists. Mok and Defranco (2000) examined Chinese cultural values and their implications for tourism marketing. However, there has been limited research reporting on the linkages between cultural values of Chinese tourists and their perceptions of tourist behaviors.

While the emerging Chinese outbound tourism market may interest more scholars, it cannot be neglected that Chinese tourists have been criticized frequently for their problematic behavior in recent times. A series of reports and videos have exposed the Chinese tourists' less desirable behavior of incidents. For example, a 15-year-old Chinese

tourist doodled on a stone sculpture of an ancient temple in Egypt (Wong, 2013). Chinese tourists refused to board a flight unless being compensated for the departure delay in Thailand (Clampet, 2015). A Chinese tourist kicked bells for sacred uses at a temple in Chiang Mai, Thailand and was declared a runaway by the Thai police (Sim, 2015).

In fact, Chinese people themselves may respond more harshly on such behaviors than anyone else. For the 15-year-old Chinese boy who engraved his name on a stone sculpture in Egypt, after those doodle photos went viral on Chinese social media, outraged Chinese netizens used "human flesh search engine," a Chinese term for searching individuals' identities through online channels, such as blogs and forums ("Human flesh search engine," 2015), to identify the boy. It eventually forced the boy's parents to make public apologies. The Chinese media summarized Chinese tourist behaviors into three categories (Guo, 2016). First, they tend to consume blindly. Chinese tourists are often targeted by pickpockets for carrying large amounts of cash (Nussbaum, 2014). Second, they are likely to ignore local cultures and customs. Chinese tourists may take pictures of people without their permission. Third, they behave without common senses; for example, they are often observed speaking loudly in public areas, including elevators and hotel lobbies.

The Chinese government has been enacting legislations and providing helpful advice to regulate outbound travelers' behavioral manners. The recent news reported that a Chinese tourist, who poured instant noodles onto a flight steward to force the pilot to turn the airplane back to Bangkok, was listed on the blacklist by the Chinese government (*RussiaToday*, 2015). Similar penalty was applied to a group of Chinese tourists who staged a protest and requested compensation at the Bangkok international airport. Four of

them were listed on "the record for misbehaving tourists" for the next two to three years (CNTA, 2015). As stated by the China National Tourism Administration (CNTA, 2015), the record may influence their future travels, visa applications, and bank credits. Furthermore, provincial and national tourism authorities will keep records and monitor these tourists' behavior for up to two years (*straitstimes*, 2015). Nevertheless, the "blacklist" and "record" can only limit their travel with tour agencies, not their individual trips. In fact, the fast-growing outbound tourism has necessitated the China government to enact China's first tourism law that became effective on October 1ˢᵗ, 2015 (CNTA, 2015). Other than the legal restraints to tourists' behavior, travel agencies are advised to provide education for outbound tourists regarding the cultures and customs of the destination prior to departure (CNTA, 2015). Additionally, tourist behavioral manners have become the metrics for provincial tourism authorities to evaluate travel agencies (CNTA, 2015).

2.3   Hosts and Guests' Relationship

Getz (1977) proposed that the impact of tourism was based on three dimensions: economic, social, and environmental, and Deichmann (2007) contended that tourists' impact on the local economy was positive. While there is no doubt that Chinese tourists are huge contributors to the U.S. economy, this study will be oriented toward the social aspects and environmental aspects. At the social level, Loi and Pearce (2012) suggested that tourist misbehaviors could potentially create threats to the local host. Referring to consumer misbehavior mentioned before, consumers who do not misbehave will be inevitably victimized by others' misconduct (Fullerton & Punj, 1997). Therefore, hosts

could be potentially negatively influenced by tourists' misbehaviors. In this regard, Loi and Pearce (2015) examined tourist misbehaviors in a Chinese setting by exploring perspectives from hosts and tourists, aiming to understand tourist behavior and its role in the tensions between hosts and guests. Due to different cultures and norms of hosts and guests, potentially less desirable tourist behaviors could lead to hosts' negative attitude about tourists' presence, and tourists are likely to perceive the negative attitude as biases. However, effective and friendly communications between hosts and tourists are essential, as they contribute to the sustainability of the tourism industry (Pearce, 1995). Recalling the widespread news reports in terms of Chinese tourist misbehavior mentioned previously, the inquiry on tourist misbehaviors demands future attention.

Uriely et al. (2011) claimed that existing research on deviant tourist behavior was focused on the role of the external environment, e.g., social settings and tourist-to-local interaction. Nevertheless, tourists' internal psychological environment that was omitted in previous studies requires further investigation. Loi and Pearce (2012; 2015) highlighted that cultural variability in tourist behaviors made the investigation more complicated. A dearth of studies exists concerning the cultural difference or distinct cultural norms as factors to explain tourist behavior. To address this gap, the current study emphasizes culture differences and explains tourist behaviors by the underlying cultural norms and values. Such inquiry will facilitate communication between the U.S. community as hosts and Chinese tourist as guests, and this, in, turn, will promote a mutual understanding between the said two groups.

2.4 Theory of Planned Behavior
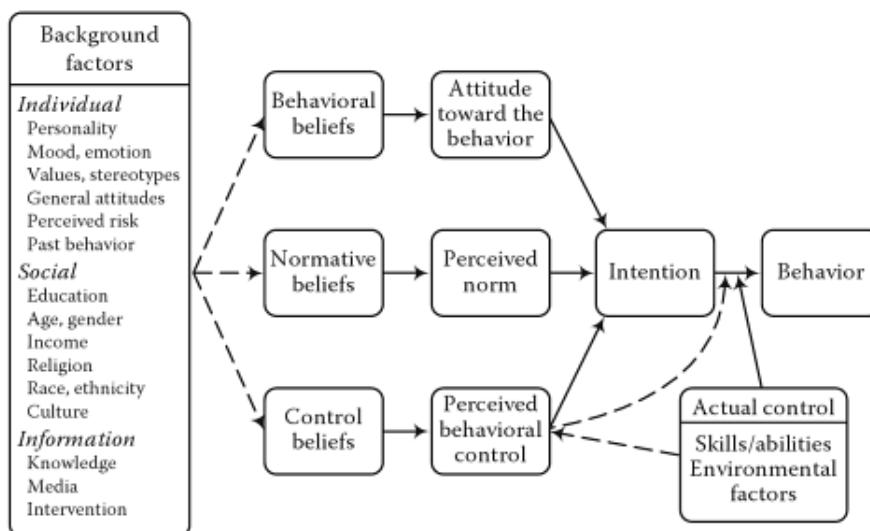
Fishbein, M. & Ajzen, I. (2011). Predicting and changing behavior: The reasoned action approach: Taylor & Francis.

Figure 1. Theory of planned behavior

The theory of planned behavior was first proposed by Fishbein, and Ajzen in 1987, emphasizing the role of "intention" in influencing "behavior." As Figure 1 shows, the theory of planned behavior suggests that a stronger "intention" would lead to increased efforts to perform the "behavior"; a stronger "intention" would lead to an increased likelihood of the actual carry out of the "behavior" (Fishbein & Ajzen, 1975; 2011). Three elements, which are "attitude toward the behavior," "perceived norm," and "perceived behavioral control" contribute to "intention", while the three elements are explained by three kinds of beliefs, which are "behavioral beliefs," "normative beliefs," and "control beliefs," respectively (Fishbein & Ajzen, 1975). Specifically, "behavioral beliefs" determine people's attitude toward behavior, meaning their evaluation of the

performing behavior, either positive or negative (Fishbein & Ajzen, 2011). If their performance were perceived to have more positive than negative outcomes, the attitude toward this behavior would be more positive (Fishbein & Ajzen, 2011). "Normative beliefs" encompassing "injunctive and descriptive beliefs" determine people's perceived norm (Fishbein & Ajzen, 2011). They are equivalent to perceived social pressure, whether engaging in specific behaviors (Fishbein & Ajzen, 2011). If more "important others" approve of or perform such behaviors instead of disapproving, people would tend to engage in such behaviors (Fishbein & Ajzen, 2011). "Control beliefs" determine "perceived behavioral control" (Fishbein & Ajzen, 2011). People hold beliefs about "personal and environmental factors" whether they help or prevent them from implementing such behaviors (Fishbein & Ajzen, 2011). In general, the more favorable the "attitudes" and "perceived norms", and the greater the "perceived behavioral control", the stronger the individual's "intention" is to perform the behavior, thus leading to increased efforts and increased likelihood to perform the behavior (Fishbein & Ajzen, 2011). In this regard, the relative importance of "attitudes," "perceived norms," and "perceived behavioral control" varies in different situations. Therefore, Fishbein and Ajzen (2011) affirmed that even in some cases in which people held the same attitudes, perceived norms, or perceived behavioral control, they might result in different intentions and behaviors.

2.5   Hofstede's Cultural Dimension Theory

Hofstede's cultural dimension theory is a framework for cross-cultural communication. Using factor analysis, Hofstede analyzed employee national values

scored in IBM among 50 countries. Geert Hofstede (2010) and Geert Hofstede and Hofstede (2001) proposed four cultural dimensions: "power distance," "collectivism vs. individualism," "femininity vs. masculinity," "uncertainty avoidance." "power distance" (Geert Hofstede, 2010; Geert Hofstede & Hofstede, 2001) measures the degree of inequality in society. It is defined as the extent to which the less powerful members of a society expect and accept inequality. "Collectivism vs. individualism" (Geert Hofstede, 2010; Geert Hofstede & Hofstede, 2001) measures the degree of individualism in society. "Individualism" is defined as "a preference for a loosely-knit social framework in which everyone is expected to look after himself or herself and his or her immediate family" (Geert Hofstede & Hofstede, 2001, p. 253), while "collectivism" refers to "a preference for a tightly knit framework in society in which individuals can expect their family members to look after them in exchange for unquestioning loyalty" (Geert Hofstede & Hofstede, 2001, p. 216). "Masculinity" represents "a preference in society for achievement, heroism, assertiveness and material rewards for success," while its opposite, "femininity" stands for "a preference for cooperation, modesty, caring for the weak and quality of life" (Geert Hofstede & Hofstede, 2001, p. 285). "Uncertainty avoidance" (Geert Hofstede, 2010; Geert Hofstede & Hofstede, 2001) stands for the extent to which a society's members feel uncomfortable with uncertainty and ambiguity.

Table 1. Culture Dimensional Indexes of China and the U.S.

	China	United States
Power Distance	80	40

Table 1 Cont.

Individualism	20	91
Uncertainty Avoidance	30	46

Geert Hofstede, G. J. H. & Minkov. M. (2010). *Cultures and organizations: Software of the mind* (Revised and Expanded 3rd Edition ed.). New York: McGraw-Hill USA.

Table 1 demonstrates culture dimensional indexes of China and the U.S. China is a country of extremely high power distance with an index of 80, indicating people are highly accepting of inequalities. In comparison, the U.S. with the power distance index of 40 is likely to promote equality among people. In terms of individualism, the low individuality index of 20 implies that China is a collective country, while the high individuality index of 91 implies that the U.S. is more individualistic. Regarding uncertainty avoidance, compared to China with the uncertainty avoidance index of 30, the U.S. with the uncertainty avoidance index of 46 is more tolerant of uncertainty and ambiguity.

However, although Hofstede's cultural dimension theory was a generally accepted model of national values, its limitations have been criticized. One drawback of Hofstede's cultural dimension theory is that not all individuals within a country would share the same national value (McSweeney, 2002). Another disadvantage is that there could be more levels for assessing national cultures. Besides, a country's culture could develop and change over time. Take China as an example: Since China's open-door policy in 1978, as Chairman Deng Xiaoping proposed, "A basic contradiction between socialism and the market economy does not exist" (Daily Report, 1993, p. 30), the

Chinese people started shifting from a traditional collectivist toward a "wealth is glorious" mindset. It is apparent that such shift deviates from the Marxist principle that communists should suppress their personal needs and sacrifice for society (Mok & Defranco, 2000). Despite the drawbacks, Hofstede's cultural dimension theory is still an ideal framework when it comes to analyzing national values.

2.6   Learning Theories

The theory of planned change (Burnes, 2004) deals with behavioral modification. A successful behavioral change typically goes through three stages. The first stage is "unfreezing" (Burnes, 2004). Unfreezing is associated with unlearning old behaviors. More importantly, one should provide justifications for discarding old behavior. In the meanwhile, one should spend more time on the new behavior. Again, providing justifications for the reason for adopting new behaviors is vital. The second step is "moving" (Burnes, 2004), indicating identifying and introducing new behavior. Lastly, "refreezing" (Burnes, 2004) involves reinforcing new behaviors and rewarding new behaviors.

The Science of Persuasion theory (Cialdini, 2001) defines several approaches to influence people's behaviors. Six fundamental principles are demonstrated in this theory: "the principle of Liking," "the principle of Reciprocity," "the principle of Social Proof," "the principle of Consistency," "the principle of Authority," "the principle of Scarcity" (Cialdini, 2001). "Liking" (Cialdini, 2001) describes how people like those who like them and underlines the importance of uncovering real similarities. "Reciprocity" (Cialdini, 2001) indicates that people repay in kind what they have received. Thus, people

have given to get. "Social Proof" (Cialdini, 2001) implies that people follow the lead of similar others and articulate the strong influence of peer power. "Consistency" (Cialdini, 2001) is linked to people's alignment with commitments. Critically, commitments must be active, public, and voluntary. "Authority" (Cialdini, 2001) discloses people's deference to experts, while "Scarcity" highlights people's desire for uniqueness and exclusiveness.

2.7   Cultural Adjustment and Assimilation

Individuals experience four phases of cultural adjustment when they move to a culturally different place: "honeymoon," "negotiation," "adjustment," and "adaption" (Oberg, 2009). During the first stage (Oberg, 2009), an individual will be intrigued by both the similarities and differences between the host culture and one's own culture. Individuals tend to have excitement and motivation for learning. However, the "honeymoon" stage lasts a couple of weeks to three months and then eventually ends. Moving to the "negotiation" stage (Oberg, 2009), individuals will shift their attention primarily to differences between the home culture and host culture. Individuals feel anxious, frustrated, and even angry. In the meantime, stereotypes and prejudices will arise. People feel homesick during this stage (Oberg, 2009). It takes three to six months. When individuals are more familiar with their host culture's values and norms, it indicates individuals have moved to the "adjustment" stage (Oberg, 2009). Individuals feel more comfortable living in the host culture; however, individuals still experience periodic ups and downs. The "adjustment" stage will last six to twelve months. During the last stage, "adaption" (Oberg, 2009), individuals feel fully comfortable in the host

culture. It should be noted that mastery does not mean conversion. For example, people keep their languages or accents from their home culture.

While the U.S is an immigrant country where immigrants come from various places with various cultures and customs, such cultural adjustment processes would take place anywhere in the U.S. The cultural adjustments process is also a cultural assimilation process. In terms of the U.S., Skop (2004) defined immigrant assimilation as "a way of understanding the social dynamics of American society and that it is the process that occurs spontaneously and often unintended in the course of interaction between majority and minority groups" (p. 13). In this process, immigrants to the U.S. will gradually become persons who share American values, beliefs, and customs and are assimilated into the American society. In terms of the four stages of cultural adjustment, cultural adaptation happens after twelve months. It would be intriguing to examine to what extent individuals adapt to host cultures, specifically American culture and norms.

2.8   Conceptual Framework

Based on previous literature, a conceptual framework Figure 2 for the current study was proposed as follows.
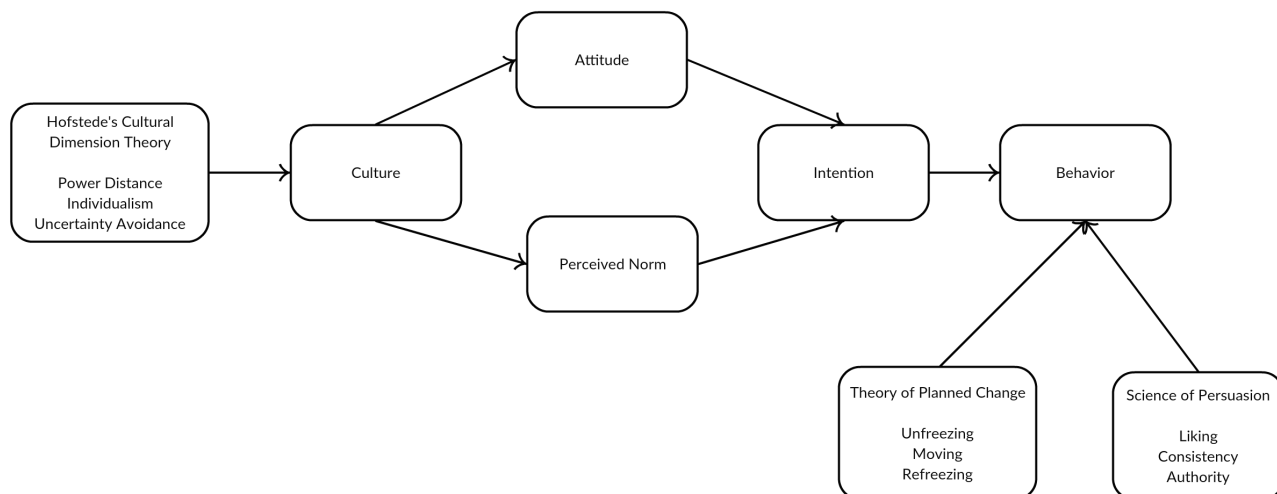
Figure 2. Conceptual framework

This study explored the acceptability of a list of tourist misbehaviors empirically. The research questions for the first objective were therefore developed:

Research question 1-1: What are the annoyance levels of tourist misbehaviors perceived by American college students?

Research question 1-2: What are the annoyance levels of tourist misbehaviors perceived by college students from China?

Research question 1-3: How do American college students and those from China differ in their perceptions of tourist misbehaviors?

Research question 1-4: Do American college students differ from other Americans in their perceptions of tourist misbehaviors?

Research question 1-5: Does the length of stay of college students from China affect their perceptions of tourist misbehaviors?

The research questions for the second objective were developed as follows:

Research question 2-1: Could the differences in perceptions between the American college students and their peers from China be explained by tourism theory on hosts and guests' relationship?

Research question 2-2: Could the differences in perceptions between the American college students and their peers from China be explained by Hofstede's Theory of Cultural Dimension?

Research question 2-3: Could the differences in perceptions between the American college students and their peers from China be explained by the theory of planned behavior?

The study examined and compared the attitudes of American respondents and Chinese respondents on a list of tourist misbehaviors and explained the divergence in perspectives by perceived norms. While culture plays an important role in individuals' attitudes and perceived norms, the current study adopted Hofstede's Cultural Dimension Theory to explain individuals' attitudes and perceived norms. To influence individuals' behaviors, the current study adopted the theory of planned change and Science of Persuasion theory to provide suggestions on behavioral modifications.

CHAPTER 3. METHODOLOGY

3.1   Sampling Frame & Context

To examine American and Chinese respondents' perspectives on the annoyance level of tourist misbehavior, the current study collected student samples by convenience sampling at a Midwest land grant university. Data were collected from student samples to analyze perceptual differences between American students and Chinese students. In addition, data were also collected from Amazon Mturk to analyze perceptual differences between American students and other Americans.

Statistics show that in the fall semester of 2015, international students accounted for 23.4% of the total number of enrolled students at this public land grant university; among the 9230 international students, 48% (4426) come from China, which ranks as the number-one place of origin of international students ("ISS_StatisticalReportFall15," n.d.). In such a diversified community, American students and Chinese students have more opportunities to engage in daily interactions with each other. It should be noted that Chinese students are an integral part of Chinese outbound tourists. Based on a report released by Ernest & Young ("China overseas study market analysis report," 2014), most Chinese students who study abroad are aged at 18 to 25, meaning that most Chinese students studying abroad are were born in the 80s and the 90s. Such demographic is consistent with the profile of Chinese outbound tourists, as over half of Chinese outbound tourists are of the post-80s generation (*Market Research Report*, 2014). It is reported that

Chinese outbound tourists are still the higher-income groups today (*Market Research Report*, 2014). However, generally speaking, Chinese students do not have any income while living in the U.S., as most of their families in China back them up with strong financial support. For example, shopping is one of Chinese students' preferred travel activities while they are traveling in an urban area. Recent news reported that luxury brand companies recognized the influence of Chinese students and lured Chinese students to make more purchases by providing vouchers or private sale events (Gumpert, 2015). Chinese students' shopping preference is again consistent with the preference of Chinese tourists. According to Bain & Co (Gumpert, 2015), Chinese consumers occupy 31% of the $273 billion global personal luxury goods market, and the U.S. is the biggest market outside of Asia. In addition, public U.S. holidays and summer break provide Chinese students ample time to explore U.S. destinations. From this standpoint, it is proper to treat Chinese students as tourists. As previously identified, some of the less desirable tourist behaviors were once carried out by some Chinese tourists. Thus, it would be valuable to gain American students' perspectives on potentially problematic tourist behaviors, as they may more frequently encounter behaviors of Chinese students. At this point, the study does not indicate that Chinese students would perform less desirable tourist behaviors when they travel; however, examining their attitudes on these tourist behaviors is vital. Moreover, young college students represent the future of the country. Both the futures of China and the U.S. lie with a generation of young people to create a society of a strong economy and culture appreciation.

To compare perceptual differences between American students and Chinese students, the online survey questionnaires were distributed via the college mailing list.

However, this mailing list only consisted of students who majored in Hospitality and Tourism Management. To collect data that represent a broader student population, the survey questionnaires were also distributed in public areas on campus, such as libraries. As mentioned previously, collecting and studying student samples is meaningful for the future of the two countries. It is also convenient for researchers to collect data from students, as students are easily accessible on campus. However, one major drawback of student samples is that they could be biased. The current study recognized that it would also be worthwhile to examine the big picture of the whole U.S. community. To compare perceptual differences between American students and other Americans, using the convenience sampling method, the current study collected data on Amazon Mturk for comparison purposes as well.

Since Amazon did not publish any reports regarding the exact number of human intelligence workers on Mturk, the population on Mturk was unknown. The present study set the confidence level at 90%, standard deviation as 0.5, and margin of error as 0.6. By following the equation below, the researcher calculated the necessary sample size.

Necessary Sample Size = (Z-score)^2 * StdDev*(1-StdDev) / (margin of error)^2

$$= 187.92 \approx 200$$

Therefore, the researcher expected to gather 200 responses from Amazon Mturk and to collect 100 responses from American students and 100 responses from Chinese students.

3.2   Questionnaire Design

The questionnaire was borrowed and modified from Loi and Pearce's (2015) research. Loi and Pearce (2015) investigated the perspectives of hosts and tourists in Macao on annoying tourist behaviors and laid a sound foundation in constructing instruments and themed categories in describing tourist misbehaviors. Macau received approximately 25 million tourists in 2011, of which Chinese mainlanders contributed 53% of total arrivals (Loi & Pearce, 2015). A series of reported conflicts and tensions between Hong Kong residents and Mainland Chinese tourists stimulated Loi and Pearce (2015) to conduct the survey on investigating tourist behaviors to identify key tourist behaviors that caused disharmony between Hong Kong residents and Mainland Chinese tourists. Built on a literature review and field observations, Loi and Pearce (2015) generated an initial list of 32 potential less desirable tourist behaviors. Combining additional items given explicitly by 480 respondents in Macao, the study generated and adopted a list of 40 types of less desirable behaviors. It should be noted that their study emphasized the perceptions between tourists and hosts on less desirable behaviors, instead of identifying people from specific countries who performed such behaviors.

Based on the questionnaire proposed by Loi and Pearce (2015), the current study developed a questionnaire established on three categories of less desirable tourist behavior in a cross-cultural context, which are "behaviors directly relating to others," "isolated individual acts," and "marginally illegal or scam behaviors," respectively (Loi & Pearce, 2015). Again, it should be noted that respondents would only be asked to rate annoyance levels of these misbehaviors with reference to general tourists, rather than targeting at Chinese tourists to avoid potential biases.

Category A summarized 12 less desirable behaviors that "directly relating to others."
While Lewis (2010) claimed that the distance of comfort was closer in Eastern countries
than in the Western countries, current research assumes there would be variations in
perceptions of tourist behaviors in terms of personal space. Other than items such as
"breaking into a line of waiting people," "bumping into others in a crowd," "grabbing at
someone's clothes to get attention or tapping the person's arm" (Loi & Pearce, 2015), an
item inspired by previous research (Lewis, 2010), "standing too close to people in the
waiting line," was added to the questionnaire. Misbehavior could also result from the lack
of public manners; in this case, items such as "not holding the door for the person behind
them," "do not give way/seat to the needy," "getting in elevators (or other vehicles)
before others get out," "staring and pointing at people different from themselves" (Loi &
Pearce, 2015) were adopted. Nevertheless, one item, "behaving rudely to other people,"
was removed from the current questionnaire since the description of this behavior was
too general. Interactions between tourists and locals could happen in hotels or other
service operations often; therefore, items such as "being overly demanding with regard to
service personnel in hotels and other service operations," and "verbally or physically
abusing service personnel in hotels and other service operations" (Loi & Pearce, 2015)
were adopted. Items like "being rude to service personnel in hotels and other service
operations" and "being insensitive to the feeling of service personnel in hotels and other
service operations" were removed, as such descriptions were too vague and too general.

Category B of "isolated individual acts" was divided into two subcategories, the
less desirable behavior of "bodily functions or presentation/appearance issues" and less
desirable behavior of "verbal or sound acts." As previously mentioned, misbehavior

could result from the lack of public manner, and thus items such as "eating food with a strong smell in a closed environment," "not flushing the toilet after use," "scratching one's toes in public," "lying or sitting in the street in a very casual way," "causing congestion or crowding problems by their individual selfishness," "causing congestion or crowding problems because of their group behavior" (Loi & Pearce, 2015) were adopted. The item "expecting to be served before locals" was excluded from the list, as such tourist behavior is not prevalent in the U.S. Items such as "dressing in an offensive way" and "not fitting in with the local way of behaving" were excluded from the list due to their ambiguity. In addition, "smoking anywhere without considering those around them" was moved to Category C of Marginally illegal or scam behaviors. As stated before, Chinese tourists have huge purchasing power, and shopping is one of the most popular tourism activities among Chinese tourists; thus, shopping behavior items such as "carrying a large amount of cash for shopping" and "demanding discounts on merchandise at store" were included in the questionnaire. Items in "verbal or sound acts" and Category C of "marginally illegal or scam behaviors" (Loi & Pearce, 2015) were all included in use for the current study.

However, it is interesting to note that most of the tourist behaviors shown in this questionnaire were demonstrated by some Chinese tourists. Some of the tourist behavior items are consistent with the less desirable behaviors of Chinese tourists reported by media. Guo (2016) reported that Chinese tourists took pictures of others without permission or spoke loudly in elevators and hotels, and the items "taking photos of others without permission" and "disturbing others in public using loud voices" accurately reflect both behaviors. Nussbaum (2014) addressed how Chinese tourists were targeted by

pickpockets in Paris for carrying large amounts of cash, the tourist behavior that was consistent with item "carrying a large amount of cash for shopping, thus becoming a major target for thefts/showing off money or wealth in public."

Respondents were asked to evaluate their level of annoyance regarding 35 items of less desirable behavior on the 7-point Likert scale, ranging from 1 (the least annoying) to 7 (the most annoying). It is notable that respondents' perspectives are toward general tourist behavior, rather than specific Chinese tourist behavior. At the end of the questionnaire, demographic information was solicited. An additional question, "How many years you have lived in the United States?" was administered to international student respondents. As international students are in the U.S. longer, they will experience four phases of culture shock: the honeymoon phase, cultural shock phase, adjustment phase, and adaptation phase (Winkelman, 1994). The current study assumes that as Chinese students have lived in the U.S. for a longer time, they will accommodate and adapt to the local culture and norms more effectively. In this way, they will have more agreement with their U.S. counterparts on attitudes toward tourist behaviors.

3.3 Validity Test

To confirm the validity of the categories of tourist misbehaviors, Loi and Pearce (2015) performed a discriminant validity test. The results shown that all correlation levels were significant and were lower than 0.7, except for the correlation between "Category B isolated individual acts (bodily functions or presentation/appearance issue)" and "Category C marginally illegal or scam behaviors" (correlation =0.71). The correlations between the two subcategories under Category B were omitted, as they should be correlated with each other. A pilot test was also performed, and suggestions from the respondents were considered to improve the quality of the questionnaire design.

3.4 Data Collection and Analysis

The researcher sent out surveys at the beginning of May 2016, and it took two weeks to collect all the data. For campus student samples, the researcher distributed online surveys via university mailing lists. The survey email indicated that once they completed the survey, the respondents would have the opportunity to win a $50 gift card. The researcher also distributed printed questionnaires in public areas, such as the library on campus. Each printed questionnaire was attached with $1 cash as a reward. During the two-week survey period, 246 responses were generated, and 206 of them were completed. The completion rate was 81%. Among the 206 samples, 126 samples were gathered by distributing questionnaires in public areas on campus, and the remaining 80 samples were collected via an online survey.

For Mturk samples, researchers post online surveys on Amazon Mturk to collect responses. Amazon Mechanical Turk (Mturk) is a crowdsourcing marketplace for work

that requires human intelligence (Amazon, 2005). The requesters are able to post jobs, known as Human Intelligence Tasks (HITs), and workers can choose any tasks they prefer and complete them in exchange for monetary payments provided by requesters (Amazon, 2005). For the current study, the researcher posted online surveys and promised to pay $0.05 per assignment to workers who completed the survey. During the two-week survey period, 204 responses were generated on Amazon Mturk, 199 of 204 were completed. The completion rate was 98%.

In addition, by adopting the degree of annoyance level rated by respondents as the measurement, the study examined each group's perceptions on a list of 35 tourist behaviors. The current study also analyzed three comparison groups: the American students versus Chinese students studying abroad in the U.S., U.S. respondents on Mturk versus Chinese students studying abroad in the U.S., and Chinese students versus all U.S. respondents, for the sake of revealing how divergent perceptions on tourist misbehavior could result from cultural differences.

The present research adopted a Statistical Analysis System (SAS) software to carry out the statistical analysis. This study has 35 independent variables, which are 35 items of tourist behaviors. The current study treated annoyance levels, ranging from 1 to 7, as continuous dependent variables. Statistical analysis addressed the first two research questions. Specific SAS procedures for the five research questions under the first research objective are demonstrated below in Table 2.

Table 2. Research Questions and SAS Procedures

	Research Question	SAS Procedure
Research Question 1-1	What are the annoyance levels of tourist misbehaviors perceived by American college students?	Means
Research Question 1-2	What are the annoyance levels of tourist misbehaviors perceived by college students from China?	Means
Research Question 1-3	How do American college students and those from China differ in their perceptions of tourist misbehaviors?	Anova Freq
Research Question 1-4	Do American college students differ from other Americans in their perceptions of tourist misbehaviors?	Anova
Research Question 1-5	Does the length of stay of college students from China affect their perceptions of tourist misbehaviors?	Anova

CHAPTER 4. RESULTS

4.1   Profile of Respondents

4.1.1   Profile of Student Respondents

Table 3 presents a profile of campus student respondents. It shows that more than

half of the participants (62%) were female, while the rest 38% were male. Over half

(57%) of the respondents were Asian, followed by White/Caucasian (37%). Two percent

of respondents were African American, while 2% were Hispanic. Thirty-five percent of

respondents had earned a high school degree, 26% of respondents had earned a

bachelor's degree, and 25% had an associate's degree. Nearly 90% (183) of respondents

were born after 1990, and 27.5% (55) were 20 years old. Approximately half of the

respondents were international students, while the other half were domestic students.

Table 3. Profile of Student Respondents

	Frequency	Respondent
Gender		
Male	78	38%
Female	128	62%
Other	0	0%
Ethinicity		
American Indian/Native American	0	0%
Asian	118	57%
Black/African American	4	2%
Hispanic/Latino	5	2%
White/Caucasian	76	37%
Pacific Islander	0	0%

Table 3 Cont.

	3	1%
Other		
Education		
Up to High School	58	35%
Associate Degree/Some College	41	25%
Bachelor's Degree	43	26%
Master's Degree	19	12%
Doctorate Degree	3	2%
Birth year		
1970–1980	2	1.00%
1981–1990	17	8.50%
1991–2000	183	90%
Other	3	2%
International Student		
Yes	103	51%
No	99	49%

Tables 4 and 5 present demographic information on the Chinese students and American students, respectively. A total of 85 Chinese students participated in the survey; among them, 50 were female, while 35 were male. Seventy-four of them were born after 1991, accounting for 87% of all the Chinese respondents. Nearly half of the Chinese students (41) had lived in the U.S. for less than one year (48%), 18% for one to two years, and 11% for three to four years. Six students (7%) had lived in the U.S. for more than five years. A total of 100 American students participated in the survey; 69 of them were female, while 30 of them were male. It is also pertinent to state it that 96 of them were born after 1991, representing 96% of the total American student population, and 76% of them were Caucasian.

Table 4. Profile of Chinese Students

	Frequency	Percent
Gender		
Female	50	58.82%
Male	35	41.18%
Birth Year		
1980-1990	11	12.94%
1991-2000	74	87.06%
Years that Chinese student have lived in the U.S.		
Less than One Year	41	48%
One Year to Two Years	15	18%
Two Years to Three Years	7	8%
Three Years to Four Years	9	11%
Four Years to Five Years	7	8%
More than Five Years	6	7%

Table 5. Profile of American Students

	Frequency	Percent
Gender		
Female	69	69%
Male	30	30%
Other	1	1%
Birth Year		
1980-1990	2	2%
1991-2000	96	96%
Other	2	2%
Ethnicity		
Asian	12	12%
Black/African American	3	3%
Hispanic/Latino	4	4%
Other	5	5%
White/Caucasian	76	76%

4.1.2 Profile of Respondents on Amazon Mturk

Table 6 presents that 46% of the respondents were female, while 53% were male. White/Caucasian people accounted for 75.25% (149) of the total respondents. About 47% of the respondents had a bachelor's degree, 31.66% had an associate's degree, and 11.56% had a master's degree. U.S. Respondents' birth year range ranged from 1942 to 1997, while respondents born in 1980 to 1990 had high frequencies. In addition, 54.66% (101) of the U.S. respondents were born after 1980.

Table 6. Profile of U.S. Respondents on Mturk

	Frequency	Respondent
General demographic profile		
Gender		
Female	92	46.23%
Male	106	53.27%
Other	1	0.50%
Frequency Missing = 5		
Ethnicity		
American Indian/Native American	4	2.02%
Asian/Asian American	26	13.13%
Black/African American	5	2.53%
Hispanic/Latino	7	3.54%
Other	6	3.03%

Table 6 Cont.

Pacific Islander	1	0.51%
White/Caucasian	149	75.25%
Frequency Missing = 6		
Education		
Associate Degree/Some College	63	31.66%
Bachelor's Degree	94	47.24%
Doctorate Degree	3	1.51%
Master's Degree	23	11.56%
Up to High School	16	8.04%
Frequency Missing = 5		
Birth Year (U.S. Respondents)		
1940–1950	4	2.20%
1951–1960	18	9.84%
1961–1970	23	12.58%
1971–1980	43	23.50%
1981–1990	83	45.37%
1991–2000	12	6.56%

4.2 Descriptive Statistics and Inter-Group Comparison

4.2.1 ANOVA Analysis of Chinese and American Students

Table 7 presents the descriptive statistics of the perceived annoyance level of the two groups, namely, Chinese students in the U.S and native American students, and identifies behaviors that were perceived differently by the two groups. Generally speaking, the two groups perceived Q13 "not flushing the toilet after use" and Q34 "participating in criminal activities" as the most annoying, as the average ratings were

above 6. Chinese students rated Q13 "not flushing the toilet after use" with a mean of

6.36 and Q34 "participating in criminal activities" with a mean of 6.33 as most annoying

whereas American students rated Q10 "verbally or physically abusing service personnel

in hotels and other service operations" with a mean of 6.39, Q34 "participating in

criminal activities" with a mean of 6.3, and Q33 "allowing children to go to the bathroom

in the street" with a mean of 6.16 as most annoying. Chinese students perceived 24 out of

35 tourist misbehaviors as more annoying than their U.S. counterparts.

Table 7. ANOVA Analysis of Chinese Students and American Students

		Country	N	Mean	F-value	Sig.
Category_A (CA): Behaviors Directly Relating to Others						
Q1	Breaking into a line of waiting people	Overall	185	5.74	2.63	0.1067
		American	100	5.60		
		Chinese	85	5.91		
Q2	Standing too close to people in the waiting line	Overall	184	4.47	0.04	0.8389
		American	100	4.49		
		Chinese	84	4.44		
Q3	Bumping into others in a crowd	Overall	183	4.89	17.4	<.0001*
		American	99	4.49		
		Chinese	84	5.35		
Q4	Grabbing at someone's clothes to get attention	Overall	185	4.54	8.69	<0.01
		American	100	4.19		
		Chinese	85	4.94		
Q5	Not holding the door for the person behind them	Overall	184	3.64	11.29	<0.01
		American	100	4.04		
		Chinese	84	3.17		
Q6	Do not give way/seat to the needy	Overall	184	4.71	4.87	<0.05
		American	100	4.96		
		Chinese	84	4.40		
Q7	Getting in elevators (or other vehicles) before others get off	Overall	185	4.74	0.43	0.5135

Table 7 Cont.

		Country	N	Mean	F-value	Sig.
		American	100	4.81		
		Chinese	85	4.65		
Q8	Staring and pointing at people different from themselves	Overall	184	5.16	0.02	0.8755
		American	100	5.14		
		Chinese	84	5.18		
Q9	Being overly demanding with regard to service personnel in hotels and other service operations	Overall	185	5.12	11.57	<0.001
		American	100	5.45		
		Chinese	85	4.74		
Q10	Verbally or physically abusing service personnel in hotels and other service operations	Overall	185	6.04	16.66	<.0001*
		American	100	6.39		
		Chinese	85	5.64		

		Country	N	Mean	F-value	Sig.
Category_B (CB): Isolated individual acts						
Subcategory (CB_1): Bodily functions or presentation/appearance issues						
Q11	Eating food with strong smell in a closed environment	Overall	185	4.62	31.61	<.0001*
		American	100	4.05		
		Chinese	85	5.28		
Q12	Trying clothes on in public	Overall	183	3.38	8.38	<0.01
		American	100	3.05		
		Chinese	83	3.78		
Q13	Not flushing toilet after use	Overall	185	6.09	7.19	<0.01
		American	100	5.86		
		Chinese	85	6.36		
Q14	Scratching toes in public	Overall	185	4.69	44.66	<.0001*
		American	100	3.89		
		Chinese	85	5.64		
Q15	Lying or sitting in the street in a very casual way	Overall	185	3.76	7.9	<0.01
		American	100	3.44		

Table 7 Cont.

		Chinese	85	4.14		
Q16	Causing congestion or crowding problems by their individual selfishness	Overall	185	5.47	0.01	0.9134
		American	100	5.48		
		Chinese	85	5.46		
Q17	Causing congestion or crowding problems because of their group behavior	Overall	184	5.32	0.16	0.686
		American	100	5.28		
		Chinese	84	5.37		
Q18	Carrying a large amount of cash for shopping, thus becoming a major target for thefts/showing off money or wealth in public	Overall	185	3.13	3.36	0.0684
		American	100	2.92		
		Chinese	85	3.38		
Q19	Demanding discounts on merchandise at stores	Overall	185	3.98	19.06	<.0001*
		American	100	4.51		
		Chinese	85	3.36		
Subcategory (CB_2): Verbal or sound acts						
Q20	Blowing nose loudly in public	Overall	185	3.89	24.13	<.0001*
		American	100	3.33		
		Chinese	85	4.54		
Q21	Disturbing others in public using loud voices	Overall	185	5.11	28.78	<.0001*
		American	100	4.55		
		Chinese	85	5.78		
Q22	Gargling noisily after a meal and burping	Overall	185	5.10	0.19	0.6666
		American	100	5.15		
		Chinese	85	5.05		
Q23	Slurping loudly while eating soup	Overall	185	4.61	0.17	0.6797
		American	100	4.56		
		Chinese	85	4.67		
Q24	Using foul language such as swearing openly	Overall	185	4.42	8.97	<0.01
		American	100	4.06		
		Chinese	85	4.84		
Q25	Smoking anywhere without considering those around them	Overall	185	5.90	0.82	0.3674

Table 7 Cont.

		Country	N	Mean	F-value	Sig.
		American	100	5.99		
		Chinese	85	5.79		
Category_C(CC): Marginally illegal or scam behaviors						
Q26	Littering/Spitting in public	Overall	185	5.61	0	0.9937
		American	100	5.61		
		Chinese	85	5.61		
Q27	Inscribing names on walls or pillars	Overall	185	5.11	10.65	<0.01
		American	100	4.73		
		Chinese	85	5.55		
Q28	Taking "souvenirs" from hotels	Overall	185	4.22	5.18	<0.05
		American	100	3.93		
		Chinese	85	4.55		
Q29	Taking photos of others without permission	Overall	185	4.93	11.47	<0.001
		American	100	4.55		
		Chinese	85	5.38		
Q30	Being too affectionate sexually in public	Overall	185	5.02	0.01	0.9189
		American	100	5.01		
		Chinese	85	5.04		
Q31	Being drunk in public and cause disturbance to others	Overall	185	5.29	14.4	<0.001
		American	100	4.88		
		Chinese	85	5.78		
Q32	Driving a car or crossing road unsafely/not observing local traffic rules and regulations	Overall	184	5.78	2.89	0.091
		American	99	5.62		
		Chinese	85	5.96		
Q33	Allowing children to go to the toilet in the street	Overall	185	5.93	5.14	<0.05
		American	100	6.16		
		Chinese	85	5.66		
Q34	Participating in criminal activities	Overall	185	6.31	0.03	0.8673
		American	100	6.30		
		Chinese	85	6.33		

Table 7 Cont.

Q35	Not respecting the religious or spiritual needs of others	Overall	185	5.86	0.4	0.5258
		American	100	5.80		
		Chinese	85	5.94		

The results indicated that Chinese and American students perceived 17 misbehaviors as significantly different. Among 17 misbehaviors, Chinese students rated 13 items, which were listed below, as more annoying than their U.S. counterparts. The significance level of Q3 "bumping into others in a crowd," Q11 "eating food with a strong smell in a closed environment," Q14 "scratching one's toes in public," Q20 "blowing one's nose loudly in public," and Q21 "disturbing others in public using loud voices" are less than 0.0001. For example, Chinese students rated Q3 "bumping into others in a crowd" on the annoyance level of 5.35, while American students rated it as 4.50. Chinese students rated Q11"eating food with a strong smell in a closed environment" as 5.28, while the American students rated it as 4.05. Regarding Q14 "scratching one's toes in public," Chinese students rated it as 5.64 while American students rated it as 3.89. The annoyance level perceived by Chinese students on Q20 "blowing one's nose loudly in public" was 4.54, while annoyance level perceived by American students was 3.33. In terms of Q21 "disturbing others in public using loud voices", the annoyance level perceived by Chinese students was 5.78 and that of American students was 4.55.

1. Bumping into others in a crowd

2. Grabbing someone's clothes to get his/her attention or tapping the person's arm

3. Eating food with a strong smell in a closed environment

4. Trying clothes on in public

5. Not flushing the toilet after use

6. Scratching one's toes in public

7. Lying or sitting in the street in a very casual way

8. Blowing one's nose loudly in public

9. Disturbing others in public using loud voices

10. Using foul language such as swearing openly

11. Inscribing names on walls or pillars

12. Taking photos of others without their permission

13. Being drunk in public and disturbing others

The American students rated four tourist behaviors as more annoying than their Chinese counterparts. Q10 "verbally or physically abusing service personnel in hotels and other service operations" and Q19 "demanding discounts on merchandise at stores" were proved to be statistically significant ($p < 0.0001$). American students perceived Q10 "verbally or physically abusing service personnel in hotels and other service operations" at the annoyance level of 6.39, whereas Chinese students perceived it as 5.64. In terms of Q19 "demanding discounts on merchandise at stores," American students rated it as 4.51, whilst Chinese students rated it as 3.36.

1. *Not holding the door for the person behind them*

2. *Being overly demanding with regard to service personnel in hotels and other service operations*

3. *Verbally or physically abusing service personnel in hotels and other service operations*

4. *Demanding discounts on merchandise at stores*

A frequency table (Appendix B) was developed to compare the differences of rating patterns between Chinese and American students. It is obvious that the Chinese students perceived such tourist behaviors as more annoying than the American students, especially for item Q3 "bumping into others in a crowd," Q11 "eating food with a strong smell in a closed environment," Q14 "scratching one's toes in public," Q20 "blowing one's nose loudly in public," and Q21 "disturbing others in public using loud voices" with significance less than 0.0001. For item Q3 "bumping into others in a crowd" and Q11 "eating food with a strong smell in a closed environment," scores rated by American students were approximately 3–5, while scores rated by Chinese students were around 5 to 7. For item Q20 "blowing one's nose loudly in public," scores of American students aggregated around 2–4, whilst those of Chinese students were 4–6. Regarding item Q14 "scratching one's toes in public," nearly half of the Chinese students rated it as 7 (most annoying), whereas scores by American students were 2–5. There are internal variations among American students in terms of item Q21 "disturbing others in public using loud

voices": 56% of American students rated this item as 4–6, while 15% rated it as 7 and 15% rated as 2; scores rated by Chinese students were 5–7.

Appendix C exhibits the frequency distribution of four tourist behaviors that American students rated as more annoying than the Chinese students. The two groups held divergent perspectives on two tourist behaviors that took place in hotels and other service operations. With regards to item Q10 "verbally or physically abusing service personnel in hotels and other service operations," scores rated by Chinese students clustered around 4–7, whilst 66% American students rated the annoyance level as 7. For terms of Q9 "being overly demanding with regard to service personnel in hotels and other service operations," scores provided by Chinese students were 4–6, whereas scores by American students clustered around 5–7. For item Q19 "demanding discounts on merchandise at stores," scores rated by Chinese students were around 1–4, whereas scores by American students were 5–7. For item Q5 "not holding the door for the person behind them," approximately 8% of Chinese students rated it at an annoyance level of 6–7, compared to 27% of American students rating it as 6–7. Sixteen American students rated it as most annoying, compared to four Chinese students who rated it as most annoying.

Appendix D presents the results of the perception in differences between the American students and Chinese students in terms of the duration that the Chinese students have lived in the U.S. The current study assumes while Chinese students spent more time living the U.S., their viewpoints on tourist behaviors are more convergent with their U.S. counterparts. To examine this assumption, an ANOVA analysis was conducted on tourist behaviors that were perceived significantly different by American students and

overall Chinese students. In this case, 17 statistically significant tourist behavior items were examined.

Based on Appendix D, it is evident that the Chinese students who had lived in the U.S. for less than one year perceived more items significantly different from the American students. In this case, 13 items were perceived differently by two groups, which are the Chinese students who had lived in the U.S. for less than one year and American students. It is also worth mentioning that as Chinese students live in the U.S. for a long time period, significantly different perceived items decreased. A closer examination was also done on the tourist behaviors that the American students rated as more annoying than the Chinese students, namely items Q5 "not holding the door for the person behind them," Q9 "being overly demanding with regard to service personnel in hotels and other service operations," Q10 "verbally or physically abusing service personnel in hotels and other service operations," and Q19 "demanding discounts on merchandise at stores." The results show that as the Chinese students' length of stay increases, the ratings of the Chinese students and the American students on tourist behaviors converge uniformly.

4.2.2 ANOVA Analysis of American Students and Mturk Respondents

Table 8. ANOVA Analysis of American students and American Mturk Respondents

	Country	N	Mean	F-value	Sig.
Category_A (CA): Behaviors directly relating to others					
Q1 Breaking into a line of waiting people	Overall	283	5.84	7.51	<0.01
	American	100	5.60		

Table 8 Cont.

		Country	N	Mean	F-value	Sig.
		Mturk	183	5.98		
Q2	Standing too close to people in the waiting line	Overall	283	4.47	3.27	0.0717
		American	100	4.49		
		Mturk	183	4.85		
Q3	Bumping into others in a crowd	Overall	281	4.80	6.66	<0.05
		American	99	4.49		
		Mturk	182	4.97		
Q4	Grabbing at someone's clothes to get attention	Overall	282	4.72	14.94	<0.001
		American	100	4.19		
		Mturk	182	5.01		
Q5	Not holding the door for the person behind them	Overall	283	4.04	0	0.9938
		American	100	4.04		
		Mturk	183	4.04		
Q6	Do not give way/seat to the needy	Overall	283	4.66	4.48	<0.05
		American	100	4.96		
		Mturk	183	4.50		
Q7	Getting in elevators (or other vehicles) before others get off	Overall	283	4.99	2.03	0.1557
		American	100	4.81		
		Mturk	183	5.08		
Q8	Staring and pointing at people different from themselves	Overall	283	5.31	1.66	0.1981
		American	100	5.14		
		Mturk	183	5.40		
Q9	Being overly demanding with regard to service personnel in hotels and other service operations	Overall	283	5.61	2.41	0.122
		American	100	5.45		
		Mturk	183	5.70		
Q10	Verbally or physically abusing service personnel in hotels and other service operations	Overall	283	6.40	0.01	0.9124
		American	100	6.39		
		Mturk	183	6.40		
		Country	N	Mean	F-value	Sig.

Category_B (CB): Isolated individual acts

Table 8 Cont.

Subcategory (CB_1): Bodily functions or presentation/appearance issues						
Q11	Eating food with strong smell in a closed environment	Overall	283	4.13	0.38	0.5385
		American	100	4.05		
		Mturk	183	4.17		
Q12	Trying clothes on in public	Overall	283	3.42	8.09	<0.01
		American	100	3.05		
		Mturk	183	3.62		
Q13	Not flushing toilet after use	Overall	282	6.04	3.02	0.0832
		American	100	5.86		
		Mturk	182	6.14		
Q14	Scratching toes in public	Overall	283	3.98	0.33	0.5638
		American	100	3.89		
		Mturk	183	4.03		
Q15	Lying or sitting in the street in a very casual way	Overall	282	3.61	1.39	0.2401
		American	100	3.44		
		Mturk	182	3.71		
Q16	Causing congestion or crowding problems by their individual selfishness	Overall	282	5.56	0.63	0.4282
		American	100	5.48		
		Mturk	182	5.61		
Q17	Causing congestion or crowding problems because of their group behavior	Overall	283	5.46	2.52	0.1137
		American	100	5.28		
		Mturk	183	5.56		
Q18	Carrying a large amount of cash for shopping, thus becoming a major target for thefts/showing off money or wealth in public	Overall	283	2.87	0.15	0.7015
		American	100	2.92		
		Mturk	183	2.84		
Q19	Demanding discounts on merchandise at stores	Overall	283	4.67	1.35	0.2469
		American	100	4.51		
		Mturk	183	4.76		
Subcategory (CB_2): Verbal or sound acts						

Table 8 Cont.

Q20	Blowing nose loudly in public	Overall	283	3.84	13.78	<0.001
		American	100	3.33		
		Mturk	183	4.12		
Q21	Disturbing others in public using loud voices	Overall	282	5.00	13.38	<0.001
		American	100	4.55		
		Mturk	182	5.24		
Q22	Gargling noisily after a meal and burping	Overall	283	5.36	2.76	0.0979
		American	100	5.15		
		Mturk	183	5.47		
Q23	Slurping loudly while eating soup	Overall	282	4.70	1.06	0.3032
		American	100	4.56		
		Mturk	182	4.78		
Q24	Using foul language such as swearing openly	Overall	283	4.64	13.7	<0.001
		American	100	4.06		
		Mturk	183	4.95		
Q25	Smoking anywhere without considering those around them	Overall	283	5.69	5.73	<0.05
		American	100	5.99		
		Mturk	183	5.52		

		Country	N	Mean	F-value	Sig.
Category_C(CC): Marginally illegal or scam behaviors						
Q26	Littering/Spitting in public	Overall	283	5.82	3.43	0.0649
		American	100	5.61		
		Mturk	183	5.93		
Q27	Inscribing names on walls or pillars	Overall	283	5.45	30.01	<.0001 *
		American	100	4.73		
		Mturk	183	5.84		
Q28	Taking "souvenirs" from hotels	Overall	281	4.14	2.1	0.1487
		American	100	3.93		
		Mturk	181	4.26		
Q29	Taking photos of others without permission	Overall	282	4.81	3.44	0.0647
		American	100	4.55		
		Mturk	182	4.95		

Table 8 Cont.

Q30	Being too affectionate sexually in public	Overall	283	4.94	0.28	0.5952
		American	100	5.01		
		Mturk	183	4.90		
Q31	Being drunk in public and cause disturbance to others	Overall	283	5.41	19.09	<.0001 *
		American	100	4.88		
		Mturk	183	5.70		
Q32	Driving a car or crossing road unsafely/not observing local traffic rules and regulations	Overall	282	5.84	4.55	
						<0.05
		American	99	5.62		
		Mturk	183	5.96		
Q33	Allowing children to go to the toilet in the street	Overall	283	6.29	1.67	0.1978
		American	100	6.16		
		Mturk	183	6.36		
Q34	Participating in criminal activities	Overall	283	6.45	2.53	0.113
		American	100	6.30		
		Mturk	183	6.52		
Q35	Not respecting the religious or spiritual needs of others	Overall	283	5.39	9.86	
						<0.01
		American	100	5.80		
		Mturk	183	5.16		

Based on Table 8, the results indicated that American students and American Mturk respondents perceived nine tourist misbehaviors as significantly different. American students rated tourist misbehavior "not respecting the religious or spiritual needs of others" as more annoying than American respondents on Mturk. American Mturk respondents rated the remaining eight tourist misbehaviors as more annoying than American students, and they are listed below. The findings suggest that American students have a higher tolerance toward tourist misbehaviors, while American Mturk respondents are more critical about tourist misbehaviors.

1. Cutting in a line of waiting people

2. Grabbing someone's clothes to get his/her attention

3. Trying clothes on in public

4. Blowing one's nose loudly in public

5. Disturbing others in public using loud voices

6. Using foul language such as swearing openly

7. Inscribing names on walls or pillars

8. Being drunk in public and disturbing others

CHAPTER 5. FINDINGS

5.1   Summary of Findings

To achieve the first objective of the current study, which is to "investigate how an array of tourist misbehaviors was perceived by the young generations of the U.S. and China," the research questions were addressed below.

Research question 1-1: What are the annoyance levels of tourist misbehaviors perceived by American college students?

The top 10 most annoying tourist misbehaviors, as perceived by the American college students, are presented below.

	Tourist Misbehavior	Annoyance Level
Q10	Verbally or physically abusing service personnel in hotels and other service operations	6.39
Q34	Participating in criminal activities	6.3
Q33	Allowing children to go to the bathroom in the street	6.16
Q25	Smoking anywhere without considering those around them	5.99
Q13	Not flushing the toilet after use	5.86
Q35	Not respecting the religious or spiritual needs of others	5.8
Q32	Driving a car or crossing the road unsafely/not observing local traffic rules and regulations	5.6162
Q26	Littering/Spitting in public	5.61

Q1	Cutting in a line of waiting people	5.6
Q16	Causing congestion or crowding problems by their individual selfishness	5.48

Research question1-2: What are the annoyance levels of tourist misbehaviors perceived by college students from China?

The top 10 most annoying tourist misbehaviors, as perceived by college students from China, are presented below.

	Tourist Misbehavior	Annoyance Level
Q13	Not flushing the toilet after use	6.3647
Q34	Participating in criminal activities	6.3294
Q32	Driving a car or crossing the road unsafely/not observing local traffic rules and regulations	5.9647
Q35	Not respecting the religious or spiritual needs of others	5.9412
Q1	Cutting in a line of waiting people	5.9059
Q25	Smoking anywhere without considering those around them	5.7882
Q21	Disturbing others in public using loud voices	5.7765
Q31	Being drunk in public and disturbing others	5.7765
Q33	Allowing children to go to the bathroom in the street	5.6588
Q26	Littering/Spitting in public	5.6118

Research question 1-3: How do American and Chinese college students differ in their perceptions of tourist misbehaviors?

The results indicated that Chinese and American students perceived 17 misbehaviors significantly different. Among 17 misbehaviors, Chinese students rated 13 items, which are listed below, as more annoying than their U.S. counterparts.

1. Bumping into others in a crowd

2. Grabbing someone's clothes to get his/her attention or tapping the person's arm

3. Eating food with a strong smell in a closed environment

4. Trying clothes on in public

5. Not flushing the toilet after use

6. Scratching one's toes in public

7. Lying or sitting in the street in a very casual way

8. Blowing one's nose loudly in public

9. Disturbing others in public using loud voices

10. Using foul language such as swearing openly

11. Inscribing names on walls or pillars

12. Taking photos of others without their permission

13. Being drunk in public and disturbing others

The American students rated four tourist behaviors (listed below) as more annoying than their Chinese counterparts.

1. Not holding the door for the person behind them

2. Being overly demanding with regard to service personnel in hotels and other service operations

3. *Verbally or physically abusing service personnel in hotels and other service operations*

4. *Demanding discounts on merchandise at stores*

Research question1-4: Do American college students differ from other Americans in their perceptions of tourist misbehaviors?

Yes. American college students perceived nine tourist misbehaviors significantly different from the American respondents on Mturk. American students rated the tourist misbehavior "not respecting the religious or spiritual needs of others" as more annoying than the American respondents on Mturk. American Mturk respondents rated the remaining eight tourist misbehaviors as more annoying than American students, and they are listed below. The findings suggest that American students have a higher tolerance toward tourist misbehaviors, while American Mturk respondents are more critical about tourist misbehaviors.

1. *Cutting in a line of waiting people*

2. Grabbing someone's clothes to get his/her attention

3. *Trying clothes on in public*

4. *Blowing one's nose loudly in public*

5. *Disturbing others in public using loud voices*

6. *Using foul language such as swearing openly*

7. *Inscribing names on walls or pillars*

8. Being drunk in public and disturbing others

Research question 1-5: Does the length of stay of college students from China affect their perceptions of tourist misbehaviors?

Yes, the length of stay of college students from China does affect their perceptions of tourist misbehaviors. Based on Appendix D, it is evident that Chinese students who have lived in the U.S. for less than one year perceived more items significantly different than American students. In this case, thirteen items were perceived differently by two groups, which are Chinese students who have lived in the U.S. for less than one year and American students. As can also be seen, as Chinese students lived in the U.S. for a longer time period, the items that were perceived as significantly different decreased. A closer examination was also taken on tourist behaviors that American students rated as more annoying than the Chinese students, namely items Q5 "Not holding the door for the person behind them," Q9 "Being overly demanding with regard to service personnel in hotels and other service operations," Q10 "Verbally or physically abusing service personnel in hotels and other service operations," and Q19 "Demanding discounts on merchandise at stores." The results show that as the Chinese students' length of stay increases, the ratings of the Chinese and American students on tourist misbehaviors converge uniformly.

To achieve the second objective "examine factors that could explain any perceptual differences between young American and Chinese students," the research questions were addressed below.

Research question 2-1: Could the differences in perceptions between the American college students and their peers from China be explained by tourism theory on hosts and guests' relationship?

The perceptual differences could be explained by tourism theory on host and guest relationship. As mentioned previously, in terms of hosts and guests relationship, tourist misbehaviors could potentially create threats to the local hosts. The results of the current study shown that hosts and guests did not agree on certain tourist misbehaviors, based on the perceived annoyance levels of tourist misbehaviors. In some cases, tourists perceived the tourist behaviors as more acceptable, while hosts perceived the tourist misbehaviors as less acceptable, and therefore resulted in differences in perceptions. This finding confirms the theory on host and guest relationship. As a consequence, if tourists perform tourist behaviors that were inappropriate in host cultures, hosts might develop negative attitude towards tourists' presence. And then tourists are likely to perceive the negative attitude as biases. The host and guest relationship will deteriorate.

Research question 2-2: Could the differences in perceptions between the American college students and their peers from China be explained by Hofstede's theory of cultural dimension?

The differences in perceptions could be explained by Hofstede's theory of cultural dimension. The present study suggests a high level of awareness of Chinese students toward tourist misbehaviors. It may be due to the increased publicity and criticism of Chinese tourists' less desirable behaviors when they are traveling abroad. Chinese students are highly likely to be aware of this and sensitive toward the issue. In contrast,

the U.S. respondents generally rated lower scores on the annoyance level of tourist misbehaviors. Such empirical findings are consistent with Hofstede's cultural dimension theory (Geert Hofstede, 2010; Geert Hofstede & Hofstede, 2001). While accepting cultures that are more tolerant of behaviors that differ from their own in no certain terms (Geert Hofstede & Bond, 1988), respondents from the U.S., a country with an uncertainty avoidance index of 46, are highly likely to demonstrate such tolerance in attitudes toward tourist misbehaviors.

In examining the four tourist misbehaviors that U.S. respondents evaluated as more annoying than Chinese students, there were two tourist misbehaviors regarding attitude towards service personnel in hotels and other service operations, and the two tourist misbehaviors were "being overly demanding with regard to service personnel in hotels and other service operations" and "verbally or physically abusing service personnel in hotels and other service operations." Hofstede's cultural dimension theory (Geert Hofstede, 2010; Geert Hofstede & Hofstede, 2001) reveals that China is a country of extremely high power distance with an index of 80, indicating that people are highly accepting of inequalities. The theory is also supported by Confucian doctrines that Chinese people respect hierarchy and authority. In the context of servers and guests, the guests play an authoritarian role, expecting servility and professionalism from servers (Arlt, 2006). Thus, it is more acceptable and tolerant of the Chinese people to demand from service personnel. In comparison, the U.S., with a lower-ranked power distance index (40), is likely to promote equality amongst people, and Americans express respect regardless of authority and hierarchy. In the matter of tourist misbehavior "demanding discounts on merchandise at stores," demanding discounts on merchandise at stores is

entirely acceptable in the Chinese culture. Chinese people seek value for money (Arlt, 2006) and expect economical purchases and bargains, as demanding discounts is a common practice in China.

Research question 2-3: Could the differences in perceptions between the American college students and their peers from China be explained by the theory of planned behavior?

The differences in perceptions could be explained by the theory of planned behavior. Perceived norms are another factor that could predict one's intention to perform behaviors; in this case, understanding cultural norms' role in influencing individuals' intentions is vital. By adopting Hofstede's cultural dimension theory, China is a collective country, while the U.S. is individualistic (Geert Hofstede, 2010; Geert Hofstede & Hofstede, 2001). The low index of individuality (20) implies that Chinese tourists make many commitments to the group, in this regard, the tour group, and few commitments to the general public (Arlt, 2006). Confucianism also emphasizes interrelatedness and social network. In the context of Chinese outbound tourism, tourists tend to develop strong in-group interactions (Fu et al, 2012). Research has shown that traveling in groups is more popular among Chinese outbound tourists than traveling alone due to convenience and economic reasons (Mok & Defranco, 2000). Another reason is that people experience fewer cultural and language barriers when they travel in groups (Li et al., 2011). While traveling in groups, Chinese tourists develop interpersonal relationships with others and are easily influenced by their peers. In this regard, peer tourists are the "important others" who could influence Chinese tourists' intention regardless of whether specific interactions take place. For example, if one person in a

group request discounts at a department store, the rest tend to perceive the behavior as acceptable hence adopt it "in exchange for reciprocal care and protection" (Mok & Defranco, 2000, p.109). As more "important others" approve the behavior, more people would participate in performing such behaviors. In the matter of tourist misbehavior "demanding discounts on merchandise at stores," it is entirely acceptable in the Chinese culture.

Chinese people seek value for their money (Arlt, 2006) and expect economical purchases and bargains. Demanding discounts is a common practice in China. Referring to the tourist misbehavior "not holding the door for the person behind them," Chinese people do not have the habit of holding the door for people behind them. This may be due to the deep-rooted mentality that holding the door is the doorman or bellboy's job, and thus people do not feel an obligation. However, there are current discussions regarding whether holding the door for people is prevalent in China, as Chinese people have begun to recognize that such a behavior is also a way to show respect to others. According to the theory of planned behavior, while individuals' attitudes are more positive toward specific behaviors, it is possible that individuals will engage in such behaviors. Nevertheless, Fishbein and Ajzen (2011) also claimed that even if people hold the same attitudes, other factors such as perceived behavioral control results in different intentions or performance of behaviors. Thus, it cannot be concluded that Chinese students would not engage in performing such misbehaviors since they perceived more tourist misbehaviors as annoying.

5.2   Implications

The study examined and compared the attitudes of American respondents and Chinese respondents on a list of tourist misbehaviors and explained the divergence in perspectives by perceived norms. While culture plays an important role in individuals' attitudes and perceived norms, the current study adopted Hofstede's cultural dimension theory to explain individuals' attitudes and perceived norms. To influence individuals' behaviors, the current study adopted the theory of planned change and Science of Persuasion theory to provide suggestions on behavioral modifications. The more favorable the individual's attitude toward specific behaviors, the stronger the individual's intention is to perform the behavior. However, there is also a distinction between individuals' intentions and their actual performance of behaviors.

Furthermore, with respect to the present study, it is evident that some agreement exists between the two respondent groups concerning tourist misbehaviors. Specifically, both groups rated "Verbally or physically abusing service personnel in hotels and other service operations," "Not flushing the toilet after use," "Allowing children to go to the bathroom in the street," and "Not respecting the religious or spiritual needs of others" on the high annoyance level above 6. In terms of the research by Loi and Pearce (2015), the most annoying behaviors perceived by both the Chinese mainlanders and Hong Kong residents were "Verbally or physically abusing the service personnel in hotels and other service operations" and "Not flushing the toilet after use." Coincidentally, both tourist behaviors were evaluated as the most annoying tourist misbehaviors in the present study. Thus, it is safe to conclude that tourist misbehaviors of "Verbally or physically abusing

the service personnel in hotels and other service operations" and "Not flushing the toilet after use" are the universally most annoying tourist misbehaviors.

The industry should recognize that China is exporting its first generation of outbound tourists. In 1997, the "Provisional Regulation on Self-Supported Outbound Travel" was enacted, and it marked the starting point of Chinese outbound tourism (Li et al., 2011). Chinese tourists are still learning. Another previous study also concluded that Chinese people traveled in preference of learning over experiencing (Arlt, 2006). The reason the present study collected opinions from student samples is that Chinese students are an integral part of Chinese tourists traveling in the U.S., as they are prone to travel during the U.S. national holidays, such as Christmas Break, Spring Break, etc. The results show that as the length of stay increases, Chinese students' rating of their annoyance level with tourist behaviors converges with that of the U.S. respondents. While Chinese students are studying in the U.S., they are learning values and behaviors that are necessary for the local culture and with them gradually adjusting and adapting. Deng Xiaoping once said, "When our thousands of Chinese students abroad return home, you will see how China will transform itself" (Forbes, 2005, p.79). The study acquired 78 samples from Chinese students who were born after 1990, and these 79 samples accounted for 90.71% of the total Chinese student samples collected in this study. Chinese students studying abroad would also bring back understandings and insights of various cultures and customs to China, helping to build a mutual understanding between China and other countries. In the same way, as Chinese tourists accumulate more outbound travel experiences, they will be more sensitive to culture differences and mindful of local cultures and norms.

China has a huge population and is predicted to generate more outbound tourists. While there may be a small group of Chinese tourists that act improperly, judgments toward misbehaviors should never be generalized into the broad group of Chinese tourists. In fact, every country has its embarrassing tourists whose behaviors can be easily stereotyped to the whole population. While global travel destinations are expecting a greater influx of Chinese tourists, they are encouraged to embrace cultural differences as well.

Deichmann (2007) argues that insufficient local security, infrastructure, and culture opportunities are responsible for inappropriate tourist behaviors. On the host side, the U.S. could develop its public services. For example, bilingual tourist handbooks or booklets explaining local cultures, customs, and laws could be offered to tourist groups. Such handbooks and booklets should be distributed in popular travel destinations, airports, or train stations. Written information is more effective than oral information. Additionally, information on the booklets should be unambiguous and from a high authority (Arlt, 2006). An introduction to local cultures may also be incorporated into national tourism marketing campaigns, for example, U.S. tourism television commercials being aired in China. Besides information on cultural differences, the host community may be advised to anticipate tourists' needs for physical well-being (Pearce, 1995), such as the daily habits of Chinese tourists. A classic example of this will be the U.S. hotels and restaurants, providing free Wifi and hot drinking water, which the Chinese tourists will find quite appealing. More importantly, as hospitality service personnel are the primary contacts with tourists during their trips, culture education and training should be available to them to foster and nurture their culture awareness.

For the tourist side to reduce behaviors perceived as particularly annoying by U.S. residents, the Chinese government and tourism authorities should highlight such behaviors through education during the pre-departure phase. Such education may involve explaining cultural differences that have resulted in different perceptions of these behaviors and identifying which behaviors are acceptable in prospective countries and which are not. Nevertheless, education should underscore introducing and reinforcing more acceptable tourist behaviors (Burnes, 2004). During the pre-departure phase, Chinese tourists could be encouraged to sign documents that promising proper travel behaviors. Clear commitments, even seemingly minor ones, would direct future actions (Cialdini, 2001). During Chinese tourists' stay in the U.S., tour guides should be responsible for providing guidance to tourists and familiarizing them with local cultures and customs. Applying the "Liking" principle in the Science of Persuasion theory (Cialdini, 2001), tour guides are suggested to cultivate fruitful interpersonal relationships with tourists to influence and guide tourist behaviors. In addition to education, regulations are an integral part as well. Reflecting on the "blacklist" case, regulations and rules should be developed to include actual penalties, to increase deterrence and the effectiveness of laws and regulations. However, from a long-term perspective, education is still a primary way to change people's behaviors.

5.3   Conclusion

The current study examined the acceptability of 35 tourist behaviors perceived by Chinese students and Americans. Academically, this study recognizes the distinction between the behavioral intentions and actual performance of Chinese tourists. As

mentioned before, to the author's knowledge, no studies have explored the perceptions of tourist misbehaviors of people from distinctly different cultures, for example, China and the U.S. This study examined and compared the perceptions of young Chinese and Americans toward a list of tourist misbehaviors. In addition, this study examined the application of the theory of planned behavior and cultural dimension theory in explaining Chinese tourist behaviors. By applying learning theories, the study proposed several strategies to guide and influence tourist behaviors. Suggestions and insights would have potential implications for a sustainable global tourism industry where various cultures exercise various effects on tourist behaviors. In addition, the global tourism industry should realize that the Chinese outbound tourism market is differentiated, and the market profile will continue evolving and changing, while unique segments will emerge as well. As there will be more experienced Chinese tourists, some of the misbehaviors will disappear in some market segments.

However, the current study only investigated behavioral beliefs and perceived norms as determinants to predict behaviors in the theory of planned behavior, while omitting other important explanatory variables in the model. In addition, the questionnaire of the present study was adopted from a study conducted in Macao, a special administrative region of China, where respondents have high frequencies of encountering such tourist misbehaviors. In terms of the current research, American respondents may not have encountered some of the tourist misbehaviors as described in the questionnaire. Besides, since the national values of a country evolve as time goes by, Hofstede's cultural dimension theory could not fully explain perceptions on tourist behavior. Furthermore, the scope of the present study was narrowed. While the study

collected student samples and Mturk samples, the study did not collect any samples from Chinese outbound tourists other than Chinese students; thus, the results could be biased and cannot be generalized. Therefore, further studies are encouraged to collect data from senior Chinese outbound tourists in their 30s to 40s, as such people account for most Chinese outbound tourists.

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APPENDICES

Appendix A   Surveys

Research Participant Consent Form

A Study of Tourist (Mis)behaviors

Purdue Tourism and Hospitality Research Center

Hello! We are requesting your assistance in a research study that examines perceptions of tourist behaviors. Your assistance includes completing a survey. The survey information is anonymous.

The survey takes about 15 minutes. Upon completion of the survey, you will have a chance to win a $50 gift card from Amazon.com, by providing your email address. The odds of winning are 1:50 completed surveys.

If you agree to participate, please check "Yes, I am ready to participate" below.

Documentation of Informed Consent: I have had the opportunity to read this consent form and have the research study explained. I am prepared to participate in the research project described above.

❍ Yes, I am ready to participate
❍ No, I do not want to participate

Please indicate the level of annoyance to you if tourists demonstrate the following behaviors. Annoyance Level (1= the least annoying, 7= the most annoying)

	1	2	3	4	5	6	7
Cutting in a line of waiting people	○	○	○	○	○	○	○
Standing too close to people in the waiting line	○	○	○	○	○	○	○
Bumping into others in a crowd	○	○	○	○	○	○	○
Grabbing someone's clothes to get his/her attention or tapping the person's arm	○	○	○	○	○	○	○
Not holding the door for the person behind them	○	○	○	○	○	○	○
Do not give way/seat to the needy	○	○	○	○	○	○	○
Getting in elevators (or other vehicles) before others get out	○	○	○	○	○	○	○
Staring and pointing at people different from themselves	○	○	○	○	○	○	○
Being overly demanding with regard to service personnel in hotels and other service operations	○	○	○	○	○	○	○
Verbally or physically abusing service personnel in hotels and other service operations	○	○	○	○	○	○	○
Eating food with a strong smell in a closed environment	○	○	○	○	○	○	○
Trying clothes on in public	○	○	○	○	○	○	○
Not flushing the toilet after use	○	○	○	○	○	○	○
Scratching one's toes in public	○	○	○	○	○	○	○

Lying or sitting in the street in a very casual way	○ ○ ○ ○ ○ ○ ○
Causing congestion or crowding problems by their individual selfishness	○ ○ ○ ○ ○ ○ ○
Causing congestion or crowding problems because of their group behavior	○ ○ ○ ○ ○ ○ ○
Carrying a large amount of cash for shopping, thus becoming a major target for thefts/showing off money or wealth in public	○ ○ ○ ○ ○ ○ ○
Demanding discounts on merchandise at stores	○ ○ ○ ○ ○ ○ ○

Please indicate the level of annoyance to you if tourists demonstrate the following

behaviors. Annoyance Level (1= the least annoying, 7= the most annoying)

	1	2	3	4	5	6	7
Blowing one's nose loudly in public	○	○	○	○	○	○	○
Disturbing others in public using loud voices	○	○	○	○	○	○	○
Gargling noisily after a meal and burping	○	○	○	○	○	○	○
Slurping loudly while eating soup	○	○	○	○	○	○	○
Using foul language such as swearing openly	○	○	○	○	○	○	○
Smoking anywhere without considering those around them	○	○	○	○	○	○	○
Littering/Spitting in public	○	○	○	○	○	○	○
Inscribing names on walls or pillars	○	○	○	○	○	○	○
Taking "souvenirs" from hotels	○	○	○	○	○	○	○
Taking photos of others without their permission	○	○	○	○	○	○	○
Being too affectionate sexually in public	○	○	○	○	○	○	○
Being drunk in public and disturbing others	○	○	○	○	○	○	○
Driving a car or crossing the road unsafely/not observing local traffic rules and regulations	○	○	○	○	○	○	○
Allowing children to go to the bathroom in the street	○	○	○	○	○	○	○

| Participating in criminal activities | ○ ○ ○ ○ ○ ○ ○ |
| Not respecting the religious or spiritual needs of others | ○ ○ ○ ○ ○ ○ ○ |

1. What is your gender?
○ Male
○ Female
○ Other

2. What would you describe yourself as?
○ American Indian/Native American
○ Asian
○ Black/African American
○ Hispanic/Latino
○ White/Caucasian
○ Pacific Islander
○ Other

3. In what year were you born? _____

4. What is the highest degree or level of school you have obtained?
○ Up to High School
○ Associate Degree/Some College
○ Bachelor's Degree
○ Master's Degree
○ Doctorate Degree

If you are an international student, please answer questions 5 and 6. If you are a

domestic student, please skip questions 5 and 6.

5. If you are an international student, which country do you come from? _____

6. If you are an international student, how many years have you lived in the United States?
   ❍ Less than One Year
   ❍ One Year to Two Years
   ❍ Two Years to Three Years
   ❍ Three Years to Four Years
   ❍ Four Years to Five Years
   ❍ More than Five Years

Thank you for your time!

Appendix B Frequency distribution of 13 key behaviors (Chinese students rated more annoying than

U.S. students)

	Chinese Students		U.S. Students	
	Frequency	Percent	Frequency	Percent
Q3 Bumping into others in a crowd				
Least Annoying (1)	0	0	1	1.01
2	2	2.38	8	8.08
3	5	5.95	16	16.16
4	14	16.67	24	24.24
5	21	25	27	27.27
6	25	29.76	12	12.12
Most Annoying (7)	17	20.24	11	11.11
Mean	5.345		4.495	

	Chinese Students		U.S. Students	
Q4 Grabbing someone's clothes to get his/her attention or				
tapping the person's arm				
Least Annoying (1)	4	4.71	6	6
2	6	7.06	12	12
3	7	8.24	20	20
4	11	12.94	20	20
5	21	24.71	14	14
6	18	21.18	17	17
Most Annoying (7)	18	21.18	11	11
Mean	4.941		4.19	

Q11 Eating food with a strong smell in a closed environment				

Appendix B Cont.

Least Annoying (1)	0	0	4	4
2	3	3.53	15	15
3	7	8.24	15	15
4	19	22.35	26	26
5	13	15.29	22	22
6	20	23.53	14	14
Most Annoying (7)	23	27.06	4	4
Mean	5.282		4.05	

Q12 Trying clothes on in public				
Least Annoying (1)	13	15.66	17	17
2	11	13.25	25	25
3	13	15.66	22	22
4	16	19.28	17	17
5	11	13.25	12	12
6	12	14.46	5	5
Most Annoying (7)	7	8.43	2	2
Mean	3.783		3.05	

Q13 Not flushing the toilet after use				
Least Annoying (1)	0	0	0	0
2	1	1.18	4	4
3	4	4.71	4	4
4	1	1.18	7	7
5	10	11.76	15	15

Appendix B Cont.

	10	11.76	27	27
6	10	11.76	27	27
Most Annoying (7)	59	69.41	43	43
Mean	6.365		5.86	

Q14 Scratching one's toes in public				
Least Annoying (1)	2	2.35	13	13
2	2	2.35	15	15
3	3	3.53	19	19
4	13	15.29	12	12
5	18	21.18	16	16
6	7	8.24	14	14
Most Annoying (7)	40	47.06	11	11
Mean	5.635		3.89	

Q15 Lying or sitting in the street in a very casual way				
Least Annoying (1)	7	8.24	16	16
2	8	9.41	17	17
3	12	14.12	20	20
4	23	27.06	19	19
5	16	18.82	14	14
6	12	14.12	10	10
Most Annoying (7)	7	8.24	4	4
Mean	4.141		3.44	

Q20 Blowing one's nose loudly in public				

Appendix B Cont.

Least Annoying (1)	5	5.88	14	14
2	6	7.06	26	26
3	9	10.59	15	15
4	20	23.53	18	18
5	20	23.53	15	15
6	13	15.29	9	9
Most Annoying (7)	12	14.12	3	3
Mean	4.541		3.33	

Q21 Disturbing others in public using loud voices				
Least Annoying (1)	1	1.18	3	3
2	1	1.18	15	15
3	3	3.53	11	11
4	6	7.06	17	17
5	18	21.18	18	18
6	27	31.76	21	21
Most Annoying (7)	29	34.12	15	15
Mean	5.777		4.55	

Q24 Using foul language such as swearing openly				
Least Annoying (1)	2	2.35	13	13
2	5	5.88	13	13
3	8	9.41	12	12
4	19	22.35	17	17
5	21	24.71	20	20

Appendix B Cont.

6	16	18.82	12	12
Most Annoying (7)	14	16.47	13	13
Mean		4.835		4.06

Q27 Inscribing names on walls or pillars				
Least Annoying (1)	2	2.35	4	4
2	3	3.53	9	9
3	2	2.35	16	16
4	10	11.76	21	21
5	18	21.18	10	10
6	22	25.88	11	11
Most Annoying (7)	28	32.94	29	29
Mean		5.553		4.73

Q29 Taking photos of others without their permission				
Least Annoying (1)	1	1.18	4	4
2	3	3.53	9	9
3	8	9.41	16	16
4	15	17.65	19	19
5	11	12.94	19	19
6	18	21.18	17	17
Most Annoying (7)	29	34.12	16	16
Mean		5.377		4.55

Q31 Being drunk in public and disturbing others				

Appendix B Cont.

Least Annoying (1)	1	1.18	3	3
2	1	1.18	9	9
3	5	5.88	14	14
4	7	8.24	12	12
5	17	20	17	17
6	18	21.18	23	23
Most Annoying (7)	36	42.35	22	22
Mean	5.777		4.88	

Appendix C Frequency distribution of four key behaviors (U.S. students rated more annoying than

Chinese students)

	Chinese Students		U.S. Students	
	Frequency	Percent	Frequency	Percent
Q5 Not holding the door for the person behind them				
Least Annoying (1)	13	15.48	6	6
2	19	22.62	18	18
3	21	25	23	23
4	14	16.67	15	15
5	10	11.9	11	11
6	3	3.57	11	11
Most Annoying (7)	4	4.76	16	16
Mean	3.167		4.04	

	Chinese Students		U.S. Students	
Q9 Being overly demanding with regard to service personnel in hotels and other service operations				
Least Annoying (1)	2	2.35	0	0
2	4	4.71	3	3
3	11	12.94	9	9
4	17	20	11	11
5	22	25.88	20	20
6	21	24.71	31	31
Most Annoying (7)	8	9.41	26	26
Mean	4.741		5.45	

Appendix C Cont.

Q10 Verbally or physically abusing service personnel in hotels and other service operations				
Least Annoying (1)	0	0	0	0
2	3	3.53	0	0
3	5	5.88	1	1
4	14	16.47	10	10
5	11	12.94	4	4
6	17	20	19	19
Most Annoying (7)	35	41.18	66	66
Mean	5.635		6.39	

Q19 Demanding discounts on merchandise at stores				
Least Annoying (1)	18	21.18	6	6
2	12	14.12	11	11
3	12	14.12	15	15
4	20	23.53	11	11
5	13	15.29	24	24
6	7	8.24	17	17
Most Annoying (7)	3	3.53	16	16
Mean	3.365		4.51	

Appendix D One-Way ANOVA: Comparison between U.S. students and Chinese students according to the length of time Chinese students have lived in the U.S.

Q3	ANOVA		Chinese Students			US Students		
	F-value	Sig.	N	Mean	Std Dev	N	Mean	Std Dev
Less than One Year	16.96	<.0001*	40	5.58	1.26			
One Year to Two Years	1.6	0.2087	15	5	1.36			
Two Years to Three Years	4.76	0.0313	7	5.71	0.95			
Three Years to Four Years	0.12	0.732	9	4.67	1.22			
Four Years to Five Years	2.79	0.0979	7	5.43	0.98			
More than Five Years	1.19	0.2786	6	5.17	1.72			
Overall	17.4	<.0001*	84	5.35	1.28	99	4.49	1.45

Q4	ANOVA		Chinese Students			US Students		
	F-value	Sig.	N	Mean	Std Dev	N	Mean	Std Dev
Less than One Year	7.48	0.007*	41	5.1	1.91			
One Year to Two Years	1.33	0.2506	15	4.73	1.39			
Two Years to Three Years	0.12	0.7262	7	4.43	1.72			
Three Years to Four Years	0.97	0.3271	9	4.78	1.39			
Four Years to Five Years	1.39	0.2405	7	5	2.00			
More than Five Years	1.8	0.1828	6	5.17	1.60			
Overall	8.69	0.0036*	85	4.94	1.71	100	4.19	1.74

Q5	ANOVA		Chinese Students			US Students		
	F-value	Sig.	N	Mean	Std Dev	N	Mean	Std Dev
Less than One Year	7.57	0.0067*	41	3.12	1.60			
One Year to Two Years	3.52	0.0632	15	3.07	1.87			
Two Years to Three Years	0	0.956	7	4.00	1.41			
Three Years to Four Years	3.23	0.0752	9	2.89	1.36			
Four Years to Five Years	3.11	0.0808	6	2.67	1.37			
More than Five Years	0.22	0.6365	6	3.67	1.86			
Overall	11.29	0.001*	84	3.17	1.60	100	4.04	1.87

Appendix D Cont.

| Q9 | ANOVA | | Chinese Students | | | US Students | | |
	F-value	Sig.	N	Mean	Std Dev	N	Mean	Std Dev
Less than One Year	8.89	0.0034*	41	4.68	1.40			
One Year to Two Years	2.98	0.0872	15	4.80	1.21			
Two Years to Three Years	0.32	0.57	7	5.14	1.35			
Three Years to Four Years	7.41	0.0076*	9	4.11	1.76			
Four Years to Five Years	0.32	0.57	7	5.14	1.35			
More than Five Years	0.56	0.4558	6	5.00	2.19			
Overall	11.57	0.0008*	85	4.74	1.45	100	5.45	1.38

| Q10 | ANOVA | | Chinese Students | | | US Students | | |
	F-value	Sig.	N	Mean	Std Dev	N	Mean	Std Dev
Less than One Year	25.6	<.0001*	41	5.24	1.61			
One Year to Two Years	1.84	0.1776	15	6.00	1.13			
Two Years to Three Years	0.01	0.9225	7	6.43	0.79			
Three Years to Four Years	4.88	0.0293	9	5.56	1.67			
Four Years to Five Years	1.67	0.1988	7	5.86	1.46			
More than Five Years	0.02	0.8965	6	6.33	1.21			
Overall	16.66	<.0001*	85	5.64	1.48	100	6.39	1.02

| Q11 | ANOVA | | Chinese Students | | | US Students | | |
	F-value	Sig.	N	Mean	Std Dev	N	Mean	Std Dev
Less than One Year	19.31	<.0001*	41	5.29	1.57			
One Year to Two Years	4.64	0.0333	15	4.93	1.28			
Two Years to Three Years	5.52	0.0207	7	5.43	1.40			
Three Years to Four Years	4.15	0.0441	9	5.11	1.36			
Four Years to Five Years	9.44	0.0027	7	5.86	1.46			
More than Five Years	5.19	0.0247	6	5.50	1.64			
Overall	31.61	<.0001*	85	5.28	1.46	100	4.05	1.51

Q12	ANOVA	Chinese Students	US Students

Appendix D Cont.

	F-value	Sig.	N	Mean	Std Dev	N	Mean	Std Dev
Less than One Year	4.58	0.0342	39	3.72	1.92			
One Year to Two Years	1.23	0.2702	15	3.53	1.81			
Two Years to Three Years	1.82	0.18	7	3.86	1.35			
Three Years to Four Years	1.26	0.2643	9	3.67	2.00			
Four Years to Five Years	2.29	0.1332	7	4.00	2.45			
More than Five Years	6.01	0.0159	6	4.67	2.07			
Overall	8.38	0.0043*	83	3.78	1.89	100	3.05	1.54

Q13	ANOVA		Chinese Students			US Students		
	F-value	Sig.	N	Mean	Std Dev	N	Mean	Std Dev
Less than One Year	1.26	0.2637	41	6.15	1.41			
One Year to Two Years	0.84	0.3609	15	6.20	1.15			
Two Years to Three Years	0.66	0.4194	7	6.29	0.95			
Three Years to Four Years	5.06	0.0266	9	6.89	0.33			
Four Years to Five Years	3.69	0.0573	7	6.86	0.38			
More than Five Years	4.16	0.044	6	7.00	0.00			
Overall	7.19	0.008*	85	6.37	1.16	100	5.86	1.36

Q14	ANOVA		Chinese Students			US Students		
	F-value	Sig.	N	Mean	Std Dev	N	Mean	Std Dev
Less than One Year	36.87	<.0001*	41	5.95	1.58			
One Year to Two Years	4.94	0.0282	15	5.07	1.83			
Two Years to Three Years	1.68	0.1979	7	4.86	1.68			
Three Years to Four Years	6.48	0.0123	9	5.56	1.24			
Four Years to Five Years	3.55	0.0624	7	5.29	1.38			
More than Five Years	9.52	0.0026*	6	6.33	0.82			
Overall	44.66	<.0001*	85	5.64	1.57	100	3.89	1.92

Q15	ANOVA		Chinese Students			US Students		
	F-value	Sig.	N	Mean	Std Dev	N	Mean	Std Dev

	F-value	Sig.	N	Mean	Std Dev	N	Mean	Std Dev
Less than One Year	10.67	0.0014*	41	4.46	1.63			
One Year to Two Years	0.55	0.4597	15	3.80	2.01			
Two Years to Three Years	0.04	0.8428	7	3.57	1.27			
Three Years to Four Years	0.14	0.7048	9	3.67	1.73			
Four Years to Five Years	0.69	0.4069	7	4.00	1.83			
More than Five Years	1.59	0.2105	6	4.33	1.03			
Overall	7.9	0.0055*	85	4.14	1.66	100	3.44	1.71

Q19	ANOVA		Chinese Students			US Students		
	F-value	Sig.	N	Mean	Std Dev	N	Mean	Std Dev
Less than One Year	9.81	0.0021*	41	3.46	1.79			
One Year to Two Years	7.08	0.0089*	15	3.20	1.57			
Two Years to Three Years	1.29	0.2581	7	3.71	1.50			
Three Years to Four Years	4.23	0.0422	9	3.22	1.72			
Four Years to Five Years	6.18	0.0145	7	2.71	2.43			
More than Five Years	1.24	0.2685	6	3.33	1.75			
Overall	19.06	<.0001*	85	3.37	1.74	100	4.51	1.81

Q20	ANOVA		Chinese Students			US Students		
	F-value	Sig.	N	Mean	Std Dev	N	Mean	Std Dev
Less than One Year	17.83	<.0001*	41	4.63	1.64			
One Year to Two Years	2.11	0.1495	15	4.00	1.60			
Two Years to Three Years	10.37	0.0017*	7	5.43	1.51			
Three Years to Four Years	6.14	0.0148	9	4.78	1.72			
Four Years to Five Years	1.02	0.3147	7	4.00	2.00			
More than Five Years	2.74	0.1006	6	4.50	1.76			
Overall	24.13	<.0001*	85	4.54	1.67	100	3.33	1.68

Q21	ANOVA		Chinese Students			US Students		
	F-value	Sig.	N	Mean	Std Dev	N	Mean	Std Dev

Appendix D Cont.

	F-value	Sig.	N	Mean	Std Dev	N	Mean	Std Dev
Less than One Year	13.91	0.0003*	41	5.71	1.45			
One Year to Two Years	6.5	0.0121	15	5.73	0.96			
Two Years to Three Years	6.72	0.0109	7	6.29	0.76			
Three Years to Four Years	5.79	0.0178	9	6.00	1.41			
Four Years to Five Years	2.93	0.0901	7	5.71	1.50			
More than Five Years	1.73	0.1907	6	5.00	0.55			
Overall	28.78	<.0001*	85	5.78	1.27	100	4.55	1.75

Q24	ANOVA		Chinese Students			US Students		
	F-value	Sig.	N	Mean	Std Dev	N	Mean	Std Dev
Less than One Year	2.95	0.0881	41	4.66	1.77			
One Year to Two Years	2.91	0.0909	15	4.93	1.22			
Two Years to Three Years	4.14	0.0445	7	5.57	1.51			
Three Years to Four Years	0.18	0.6759	9	4.33	1.12			
Four Years to Five Years	2.12	0.1487	7	5.14	1.57			
More than Five Years	2.59	0.1108	6	5.33	0.82			
Overall	8.97	0.0031*	85	4.84	1.53	100	4.06	1.92

Q27	ANOVA		Chinese Students			US Students		
	F-value	Sig.	N	Mean	Std Dev	N	Mean	Std Dev
Less than One Year	5.74	0.0179	41	5.54	1.64			
One Year to Two Years	4.63	0.0335	15	5.80	1.01			
Two Years to Three Years	1.35	0.2487	7	5.57	1.40			
Three Years to Four Years	0.57	0.4518	9	5.22	1.79			
Four Years to Five Years	1.32	0.2538	7	5.57	1.81			
More than Five Years	0.99	0.3225	6	5.50	0.84			
Overall	10.65	0.0013*	85	5.55	1.48	100	4.73	1.88

Q29	ANOVA		Chinese Students			US Students		
	F-value	Sig.	N	Mean	Std Dev	N	Mean	Std Dev
Less than One Year	8.25	0.0047*	41	5.46	1.73			

Appendix D Cont.

One Year to Two Years	0.46	0.5011	15	4.87	1.60			
Two Years to Three Years	0.79	0.3761	7	5.14	1.68			
Three Years to Four Years	2.97	0.0878	9	5.56	1.24			
Four Years to Five Years	1.24	0.2683	7	5.29	1.38			
More than Five Years	5.21	0.0246	6	6.17	1.17			
Overall	11.47	0.0009*	85	5.38	1.59	100	4.55	1.71

	ANOVA		Chinese Students			US Students		
Q31	F-value	Sig.	N	Mean	Std Dev	N	Mean	Std Dev
Less than One Year	8.37	0.0044*	41	5.78	1.46			
One Year to Two Years	0.91	0.3414	15	5.33	1.35			
Two Years to Three Years	5.28	0.0236	7	6.43	0.98			
Three Years to Four Years	6.96	0.0096	9	6.44	0.73			
Four Years to Five Years	2.74	0.1009	7	6.00	1.15			
More than Five Years	0	0.9501	6	4.83	1.94			
Overall	14.4	0.0002*	85	5.78	1.39	100	4.88	1.76