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Self-Disclosure, Culture & Situational Influence: An Analysis of Interracial Interaction

DeRae Berry-Cyprian, Rachel Nelson, and Belinda Yang

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Diversity is continuously growing throughout college campuses which influence interactions between students from all different backgrounds. Researchers of this study chose to investigate how individuals communicate with those of different racial backgrounds. Specifically, this study explored the communication strategies used during interracial interactions. Participants of the study attend a private faith-based institution, in the Midwestern area of the United States. This study focuses on an individual's willingness to learn and teach, preferred level of self-disclosure, and communication accommodation as it relates to how one communicates during interracial interaction. Overall, findings revealed individuals are generally comfortable interacting with those of a different cultural background; however, different situations can play a part in how individuals communicate with one another.

INTRODUCTION

This study analyzed if people in interracial interactions utilized self-disclosure and accommodated to communication differently than those who are of the same cultural background. The researchers posed this topic based on our own personal experiences of attending a highly diverse private institution and are all from different ethnic backgrounds. Every day there are interactions with people of different races and cultural backgrounds. Lots of time is spent in diverse classrooms, discussing, studying, participating in activities and working on projects together. The researchers were curious if other students interact differently based on whom they are talking to.

The researchers have inspected interracial interactions within a private faith-based institution and conducted a study in which the subjects were asked to relay their preference of disclosure when interacting with someone from a different racial background than them. The findings were meant to discover whether subjects feel more comfortable speaking closely with

those different from them or those of a similar background. In addition, the literature review focused on interracial interactions being broken down into subcategories such as, self-disclosure, community influence, and influence of culture.

Researchers feel this is an important topic to study and learn about intercultural interaction because many students are attending highly diverse institutions that are surrounded with people of different backgrounds. These institutions will continue to become more diverse and populated with people that aren't exactly culturally the same. There are many people out there that don't feel comfortable communicating or disclosing information with someone of a different background because people aren't accustomed to do so. Therefore, researchers of this study wanted to understand why and how people accommodate to interracial interaction through communication strategies.

LITERATURE REVIEW

Introduction

Looking into intercultural interaction and the communication strategies they use encompasses many other areas of investigation. How people of different ethnicities choose to interact with one another and how much they disclose with one another has deeper meaning than just the act of communicating. That would be why, how, and the benefits of communicating with another person. One of the main areas of communication the study focused on is the communication accommodation theory. It explains how people choose to change their ways of speaking to accommodate to the person they are communicating with. There are many other different facets of interracial interaction, but to narrow it down, this study focused on the previous research of interracial interaction and self-disclosure, the benefits that come with

interracial interaction, focus on becoming friends and expanding relationships and the influence that culture has on self-disclosure.

Interracial Contact and Self-Disclosure

The literature revealed that intimate accounts of self-disclosure during interracial interaction could decrease the negative cognitive consequences that occur within the interaction. According to Haisfield (2012), “self-disclosure during interaction was found to impact performance on the racial categorization task” (p. 40). During interaction with an interviewer of a different race, those who self-disclosed with high intimacy had a decrease in racial categorization accuracy. Those who self-disclosed with low intimacy had an increase in racial categorization accuracy (Haisfield, 2012). The minority in some cases applied negative feedback to prejudice to maintain self-esteem due to the difficulty of maintaining a positive social identity in a majority-oriented society (Crocker & Major, 1989). Increased self-disclosure intimacy as a strategy cannot significantly improve all aspects of interracial interactions for all individuals but increasing self-disclosure intimacy may be an effective strategy for protecting decision-making strategies during interracial interactions (Haisfield, 2012). In one study, female participants were used to avoid the potential confound of cross sex interactions. Haisfield quoted (Richeson & Shelton, 2003), “sex differences have not been found in past studies that examining executive function drains following interracial interactions” (p.53). It is unclear there are sex differences in the flexibility of individuals’ implied trust toward out-groups or racial category salience (Haisfield, 2012).

Benefits of Interracial Interaction

According to Shelton and Garcia (2014), “Intergroup friendships have been proclaimed as the antidote for reducing many of the negative consequences associated with interacting

across racial lines” (p. 40). “Intergroup friendships embodied essential ingredients—intimate contact, equal status, and cooperation between partners—posited for improving intergroup relations” (Pettigrew, 1998, p. 40). Research demonstrated that having out-group friends positively influences people’s experiences during intergroup interactions (Shelton & Garcia, 2014, p. 40). An earlier finding (Antonio, 2001) suggested that casual interracial interaction is particularly beneficial among students with more racially homogeneous friendship circles, especially with regard to developing leadership skills. “In addition, findings indicated that frequent interracial interaction among students may be more important in developing cultural knowledge than involvement in formal activities such as cultural awareness workshops” (p. 593). This study provided empirical evidence and raises cultural awareness that socializing across race not only contributes to development in an area where it is expected but also in the domain of one of the earliest objectives of higher education in this country, leadership (Brubacher and Rudy, 1976).

From Strangers to Friends

Trail, West and Bergsieker (2010) examined the process of developing an interracial friendship, and the extent of individuals self-discourse. “People tend to disclose more to partners whom they like, and partners tend to like people as a result of having been disclosed to during interactions” (p. 73). When individuals find a common ground of similar background, there is a connection to develop a potential friendship. The more people self-disclose, they are seen as a trustworthy friend. In a study conducted by Trail, West, and Bergsieker, “On average black participants reported high levels of self disclosure toward black friends than toward white friends” (Trail and West 2010, p. 78). It was the same results for the white participants. For intimacy, “overall black participants reported high levels of intimacy with black friends than

white” (Trail and West, 2010, p. 80). Again, similar results for the white participants for the intimacy findings. One mirrors one’s intercultural/interracial friend (Chen and Nakazawa, 2009, p. 77).

Influence of Culture on Self- Disclosure

Yea-Wen Chen and Masato Nakazawa focused on many factors relating to intercultural and interracial friendships, and how self- disclosure plays a key to friendship formation and maintaining the friendship bond. According to Chen and Nakazawa (2009), “cross- cultural studies confirm that self- disclosure events differs across cultural groups such as between individuals from individualistic countries in the West and collectivistic countries in Asia” (p. 78). Understanding someone from a different ethnic background helps breakdown the barriers and challenges. Intimacy can be positive, while individualism may be a significant predictor for self-disclosure”(Chen and Nakazawa, 2009, p. 77). The results are that relational intimacy has greater influence than cultural on close intercultural and interracial friendships. Suggestions for overcoming cultural challenges is develop personal relationships.

Motives for Accommodation

Jessica Gasiorek and Laszlo Vincze’s research focused on the convergence and divergence used when communicating with people of different languages based on the minority and majority. “Convergence refers to making one’s communication more similar to that of one’s interlocutor, while divergence refers to making one’s communication different or distinct from that of one’s interlocutor” (Gasiorek & Vincze 2016, p. 306). This statement helped make sense and justified communication of bilingual individuals and how they accommodated to each other. Gasiorek and Vincze suggest that the setting that you are in has an impact on the person who chooses to converge, especially in a bilingual setting. “Participants were asked what language

they generally spoke with outgroup speakers in a range of situations: with friends, as part of hobbies, in town, in health care settings, and with local governmental or administrative authorities” (p. 309). The literature used different motives to understand why people choose to converge or diverge while communicating. “Those are identification, competence, managing social distance, and enjoyment” (p. 309). “The findings showed that, for majority language speakers, motives to converge, but not motives to diverge, were significant predictors of linguistic convergence to the outgroup. However, the opposite pattern was found for minority language speakers” (p. 305).

Conclusion

To conclude, the focus on interracial interaction has opened many new areas of study. The literature reveals that culture has an impact on how one chooses to disclose information with someone of a different ethnicity. The literatures showed that the majority and minority language between people have a big impact on who converges and who diverges while communicating. The researchers concluded that there are many factors that explain how and why people choose to communicate the way they do. Through this research, people can strengthen their communication skills and open up to people of different cultural backgrounds.

RESEARCH QUESTION

When looking at individuals from different ethnic backgrounds, the implementation of utilizing communication strategies can affect the institution interaction, disclosure, openness of cultures, and community influence. This study primarily focused on analyzing how participants at a diverse faith based institution interact with one another and the rate in which they disclosed information and utilize communication strategies.

The topic of interracial interaction and the communication strategies people utilize is important to research because it is different from the communication strategies that are used during interaction of those of the same cultural background (DuPraw and Axner, 1997). Issues such as different cultural upbringings, preconceived notions, economic factors, and societal influences, etc. may make it harder for interracial interaction to take place (Goman, 2011). In this case, cultural upbringing, societal influences, and communication accommodation can be a hindering factor to an interracial interaction. This study will carry out the research of interracial interaction between different communication strategies.

RQ: Do people in interracial interaction utilize different communication strategies than those who are of the same cultural background?

METHODOLOGY

The researchers, in an effort to distribute and collect as many surveys as possible, decided to use the online survey-generator website named Survey Monkey. The format of the website made it possible to input survey questions and have the ability to have the survey question available electronically. This electronic address was then disseminated to the student body through the University's email system.

Participants

The participants of the survey were a variety of college students (ages 17-35 years old and above) attending a faith-based university. The students are exposed to an atmosphere of diversity. The school is located in a predominantly middle-class urban area of the Midwest. Participants were chosen through a random sampling.

Procedure

The researchers designed the survey through the website Survey Monkey. The survey was given a web address to direct students to the questions. On Friday, October 21, 2016, the survey went live and was emailed to students. The survey stayed open for 14 days and was closed on Friday, November 4, 2016. The survey was self-administered. Within the email was a short paragraph explaining the purpose of the study and the length of time the survey would take. Under the paragraph was a hyperlink that lead to the survey.

The survey consisted of 25 questions. The first five questions examined about the participants' gender, age, residence, major, and ethnicity. Respectively, four questions also supplied an "other" option along with multiple choices. Each of the remaining questions had the following options of: multiple choices, true/false, all the above/none of the above, and yes/no, somewhat, and prefer not to answer. A setting within Survey Monkey required that only one answer be selected per question.

The survey questions focused on how participants use communication strategies. The results were analyzed with the main components of participant ethnicity, validity, and invalidity of participant responses. Participants were asked if they communicate differently of someone with a different cultural background. The results from the questions were then cross-tabulated to results comparing participant's responses in interaction disclosure, openness to culture, and community influence.

Using cross-tabulate, a statistical tool used in market research and many other fields, researchers analyzed the categorical data. The researchers wanted to compare the relationship between two or more categories and understand how they are related to each other in survey monkey. Those categories consisted of the participant's willingness to inform another individual about their culture, the level of which participants are willing to self-disclose, and how they

accommodate during interaction. To cross-tabulate the survey results, researchers applied a compare rule to a question in survey monkey, and chose one through three answer options to compare for each category.

RESULTS

A body of 400 students were invited to participate in a survey of 25 questions to determine the communication strategies used during interracial interaction. Of the 400 students, 66 responded to the survey. Of the 66 respondents, 3 participants chose to opt out of the survey leaving a remainder of 63 active participants, which is a total of 16% of responses. The results of the participants were then used for further analyzation.

In the category of participant willingness, researchers looked at participants' responses to questions 13 (See Appendix A) and 14 (See Appendix B) and compared it to 23 (See Appendix C). Question 13 asked if participant grew up in a culturally diverse community or predominantly one cultural community. Question 14 asked if a predominantly one cultural community either encourages participants to work with others culturally different or allows participants to work with those they're comfortable with. In addition, question 23 asked if participants are willing to teach others about their culture.

Furthermore, when comparing the participants' willingness to inform to the participants' perception of influence in which a predominantly one-cultural community has on interaction with others, majority of respondents (88%) answered that a predominantly one-cultural community allows you to work with those you are comfortable with. Findings revealed that although there is no significant influence of community upbringing, one-cultural communities could influence individual's preference of working with those they are comfortable with.

To determine the participants' willingness to inform about one's culture, they were asked if they were willing to teach others about their culture. A majority of participants (83%) answered, "True". When comparing this rating to the respondents who reported to have grown up in a culturally diverse community, the majority of participants (85%) responded "True". In addition the participants (82%) who reported to have grown up in a predominantly one-culture community also responded "True". Findings revealed that different community upbringing show no significant differences when it comes to the influence of deciding the willingness to inform others of one's culture.

The second category researchers analysis focused on was the level of self-disclosure. Question six was cross tabulated to question nine (See Appendix D) and 15 (See Appendix E). Question six asked participants' ethnicities, question nine and 15 asked whom participants share personal information and personal stories too.

To determine the participants' level of self-disclosure researchers asked them to share their race/ethnic background. The majority of participants (74%) reported to be White/Caucasian. Following that, the survey also consisted of Black/African American (14%), Asian/Pacific Islander (12%), and Middle Eastern (3%) respondents.

Researchers continued to analyze the level of which the respondents were willing to self-disclose by asking them the following questions: who participants are comfortable sharing personal information with, and who they prefer to share personal stories with. Participants who reported to be White/Caucasian (65%) stated they are comfortable sharing personal information with "Friends". Participants who reported to be Black/African American (56%) stated they are also comfortable are sharing personal information with "Friends". In addition, participants who are Asian/Pacific Islander (88%) prefer not to disclose, and Middle Eastern evenly reported

(50%) “Family and Friends”. Findings revealed that the level of self-disclosure was lower among Asian/Pacific Islander participants. Furthermore, Black/African American and White/Caucasian participants also revealed friends are whom they are comfortable sharing personal information with. In contrast, Middle Eastern participants revealed to be in between family and friends when it comes to certain personal information.

To further analyze the level of self-disclosure participants reported to whom they share personal stories with. Participants who were White/Caucasian (42%) selected they are comfortable to share personal stories with “All of the above” which includes family, friends, and strangers. Participants who are Black/African American (44%) reported to be content to share personal stories with “Friends”; in addition, Asian/Pacific Islander (63%) as well reported to share personal stories with “Friends”. In contrast, Middle Eastern (50%) evenly reported “Friends” and “All of the above.” Findings revealed that the level self-disclosure regarding the sharing of personal stories was significantly higher for White/Caucasian; as opposed to, Black/African American and Asian/Pacific Islander who revealed a lower level of self-disclosure when sharing personal stories.

The third category researchers analyzed on communication accommodation (See Appendix F). These answer options were used to cross tabulate the data across the rest of the survey. This broke down the rest of the survey results by answer option in a side-by-side comparison. This allowed researchers to uncover useful data about how people of different cultural backgrounds might correspond with different attitudes and opinions on certain subjects.

To determine how participant’s accommodate during communication in an interracial setting; researchers asked participants if they communicate differently with someone of a different cultural background. A majority of the participants (51%) answered “No”. In contrast,

participants (9%) answered “Yes.” The data suggest that cultural background has no influence on how participants communicate with one another.

DISCUSSION

The findings revealed a few insights of interracial interaction among some racial groups. The researchers analyzed and validated interracial interaction based on an individual's willingness to inform and learn of one's culture, level of self-disclosure, and communication accommodation.

Willingness to Inform and Learn

At a private faith based institution students are interacting with those of a different cultural or racial background on a regular basis. However, the type of interaction to occur is based primarily on an individual's willingness to inform another about one's culture and an individual's level of self-disclosure. For instance, many respondents were willing to teach others about their culture but only to a certain extent. White/Caucasian respondents revealed that their willingness was dependent upon the person, which one can assume may be selective. This may be due to limited contact with those of a different racial background (Halualani, 2004). Another factor could be Black/African American individuals limiting interaction with other groups due to groups that form in reaction to preconceptions from majority groups (Ellison & Powers, 1994).

Collectivistic vs Individualistic Culture

Respondents from the survey shared personal stories and information, which revealed the level of self-disclosure, they are most comfortable with, “such self-disclosure behavior is generally considered positive and beneficial in interpersonal communication and relationships” (Lowry, Cao, & Everard, p. 164, 2011). The data suggested participants who were Asian/Pacific Islander were more selective of whom they disclose too. Generally speaking, a collectivistic

culture for example, China, only self- disclose to in-group members. The intention of disclosed is much more valued and beneficial in the group; rather than an out-group member. The reasoning is collectivistic members place a high priority in their in-group. In addition, according to Tjosvold Law, and Sun “these collectivistic culture have been hypothesized to lead to valuing harmony and relationship” (p.245, 2003). “Collectivistic individuals are expected to avoid conflict and aggressive ways of to deal with them for the collectivists reason of protecting social face and maintaining relationship” (p.245, 2003). Social face is defined as “the projected image of one’s self in relational situation and argues that face represent an individual’s’ claimed sense of positive image in the context of social interaction” (Myers, Spudich, and Laux, p. 99, 2012). The majority of Asian/Pacific Islander are from a collectivistic culture. The factors of harmony, saving face, relationship maintenance, and conflict management contributed to importance of why participants who were Asians are more selective of whom they disclosed too. On the other hand, participants who are White/Caucasians were comfortable to disclose information about themselves but this doesn’t mean they are open to culture. Majority of White/Caucasians are individualistic culture; meaning, individual’s values, lead people to discuss conflicting ideas openly and directly (Myers, Spudich, and Laux, p. 99, 2012). The tone and language of an individualistic culture is blunt and straightforward. White/Caucasians disclosed to everyone, and the level of uncertainty is lower than Asians/Pacific Islander and Black/African Americans. The possible meaning could be White/Caucasians feel the need to learn other cultures by openly disclose information. As well as seek out verbal communication interaction and similarity with others to lessen uncertainty.

For example, Krasnova, Veltri, Gunther found these cultural differences might influence the motivation of users to create and share content on social networking sites (2012). Users with

higher and lower level of individualism equally strive to gain benefits of self-disclosure on SNS (Krasnova, Veltri, and Günther, 2012). “Apparently, people from collectivistic cultures value in-group interaction and, this, also enjoy disclosing their information as part of the group communication process” (Krasnova, Veltri, and Günther, p. 129, 2012). This concept relates to the findings of the study of interracial interaction. In the crosstab, findings found Asian/Pacific Islander responded with 88% of sharing personal information with friends. Asian/Pacific Islander participants scored high again of sharing personal stories with friends at 63%. Asian/Pacific Islander participants do value in-group (friend circle) interaction; therefore, participants disclose information only in-group setting. On the other hand, Black/African Americans participants responded 56% of sharing personal information with friends, and White/Caucasian participants responded 65% with friends. Both ethnic groups selected “Everyone” as an answer and shared same percentage of 33% regarding to sharing personal information. Note, Asian/Pacific Islander participants didn’t select “Everyone” as an answer; so this again supported the findings from Dr. Krasnova, Veltri, and Gunter (2012). Furthermore, African Americans answered sharing personal stories with friends at 44% and only 22% with family; however, White/Caucasians answered 42% of sharing personal stories with everyone including family, friends, and strangers. This data suggest that White/Caucasians are much more from an individualistic cultural and have a higher level to disclosure to anyone; rather than Asian/Pacific Islander and Black/African American participants. Worth to mention, Middle Eastern responded 50% evenly by selecting “Everyone” and “Friends” regarding to sharing personal information and telling personal stories to others.

Communication Accommodation

Communication accommodation was mentioned earlier and Doctor Howard Giles would describe this in his theory as the non-verbal adjustments in speech rate, accent and pauses. He found that people tend to like others who strike you as similar, people will use speech accommodation when they try to gain appreciation of people who are from different groups or cultures (Griffin, 2011). This research was solely based on how people change their communication when speaking to someone of a different cultural background. The researchers made this a question in their survey to understand the differences in converging and diverging based on different cultures. In an article by Jessica Gasiorek and Laszlo Vincze in 2016, they stated that, “Convergence refers to making one’s communication more similar to that of one’s interlocutor, while divergence refers to making one’s communication different or distinct from that of one’s interlocutor” (pg. 306). The findings showed that Middle Easterners had the highest percentage saying that they do communicate different with someone of a different cultural background, at 100%. “For majority language speakers, motives to converge, but not motives to diverge, were significant predictors of linguistic convergence to the outgroup. However, the opposite pattern was found for minority language speakers” (Gasiorek & Vincze 2016, pg. 307). The survey showed these results in that over 50% of Caucasians said that they would not change their communication when speaking to someone of a different cultural background. At this faith-based, private university, most of the students can speak English, meaning that English is the primary language. People who speak different languages or in different dialect may think that they need to adjust the way they speak to Caucasians because they are the minority language, according to the study by Gasiorek and Vincze. At a school, where people of different backgrounds are working together and communicating every day, there is a need for approval

and a positive response with the person you are communicating with. That means that convergence is the way to bridge the gap and have a positive experience.

Howard Giles once said, “one does not converge toward (or diverge from) the actual speech of the recipient, but toward (or from) one's stereotype about the recipient's speech ” (Griffin, pg. 398). Every group that was surveyed said that they change their communication “somewhat” when speaking to someone of a different cultural background. The theory proposes that people adjust their communication as a means to manage comprehension as well as manage social distance and identity at both interpersonal and intergroup levels (Vincze & Gasiorekm, 2016). The intergroup levels at the institution would be classes or peers, while the interpersonal could be friends, teachers, or group members. It is a positive response when you see that people are willing to cross barriers and communicate with someone that they can learn more from.

CONCLUSION

Limitations

A limitation this study encountered was the unaddressed issue of including cohort students (online) into the survey and the results. This could have swayed the results because those specific students are not interacting with other students on a daily basis. The researchers chose to leave them included in the survey and results because they were hoping they would answer as if they were communicating with people of a different cultural background during their online chat sessions of their coursework.

Another limitation is the self-disclosure of the participants; the environment (survey) and comfort level of the participants could have affected the way they responded to the questions in the survey. They could have answered differently than what they actually thought to conform to what they may think is a social norm. This is why the researchers compared the questions in the

survey and compared all answers of the participants to check the validity. The ones that were chosen invalid were not used in the results.

Suggestions for Future Research

Future research could explore the use of focus groups in addition to the survey. The researchers could practice participant observation while the students talk and share their thoughts freely. They would need a small balanced group of students from the institution who allowed the researchers to observe and take notes. This type of research would be helpful to gather further information about interracial communication styles and how they choose to disclose with one another.

This study was focused on interracial interaction at a private faith based institution. The researchers wanted to learn about the different communication strategies that people of different cultural backgrounds use when talking to one another. The results showed that there are many factors that change the way people accommodate their communication, self-disclose personal information and how much they are willing to teach and learn about other cultures. These factors can consist of the environment they grew up in, relationships with family and their values, and benefits that can come from interracial friendships. Findings from other literature show that this is an important topic and everyone can gain from learning more about how to interact with someone of a different cultural background and why people do or don't.

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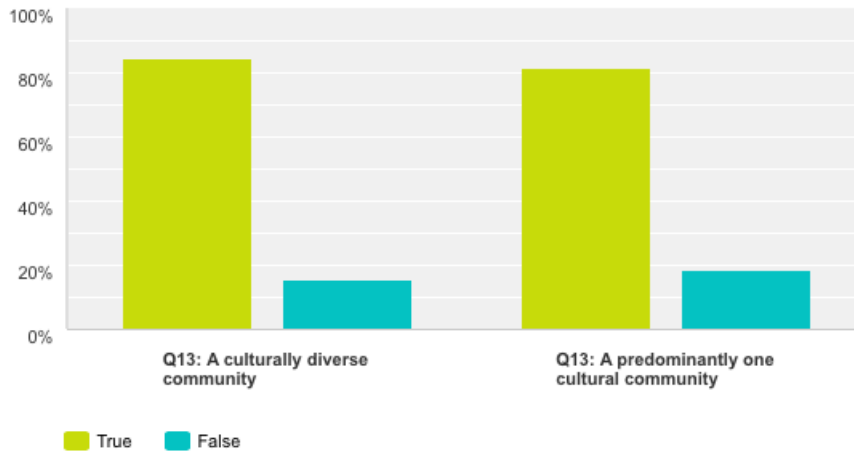
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APPENDIX A

Question 13: You grew up in?

Question 23: You're willing to teach others about your culture? True or False?

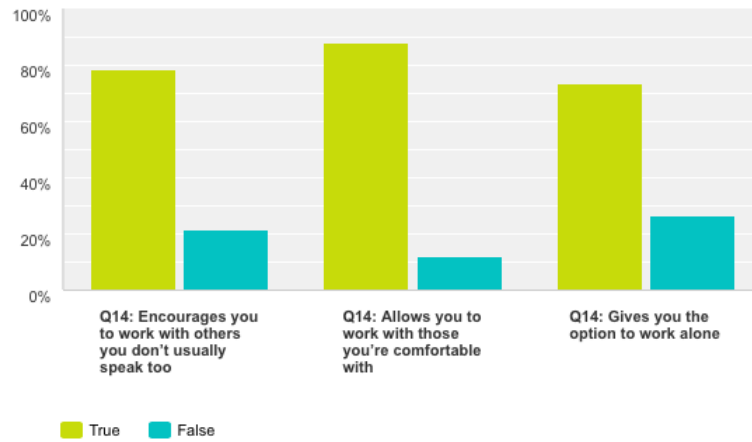


	True	False	Total
Q13: A culturally diverse community (A)	84.62% 22	15.38% 4	40.63% 26
Q13: A predominantly one cultural community (B)	81.58% 31	18.42% 7	59.38% 38

APPENDIX B

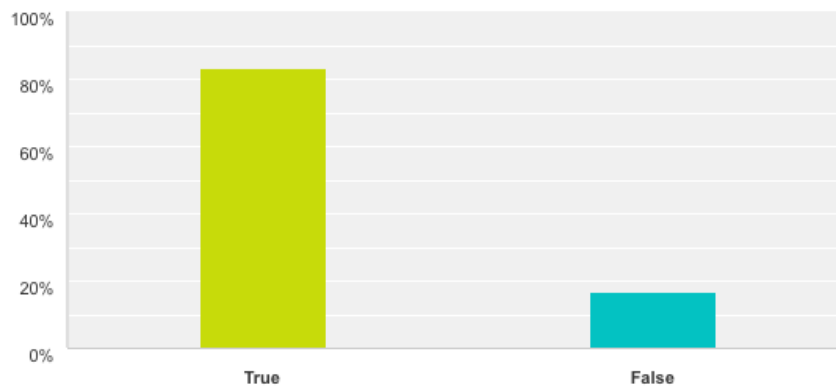
Question 14: A predominantly one cultural community?

Question 23: You're willing to teach others about your culture? True or False?



	True	False	Total
Q14: Encourages you to work with others you don't usually speak too (A)	78.57% 11	21.43% 3	22.22% 14
Q14: Allows you to work with those you're comfortable with (B)	88.24% 30	11.76% 4	53.97% 34
Q14: Gives you the option to work alone (C)	73.33% 11	26.67% 4	23.81% 15

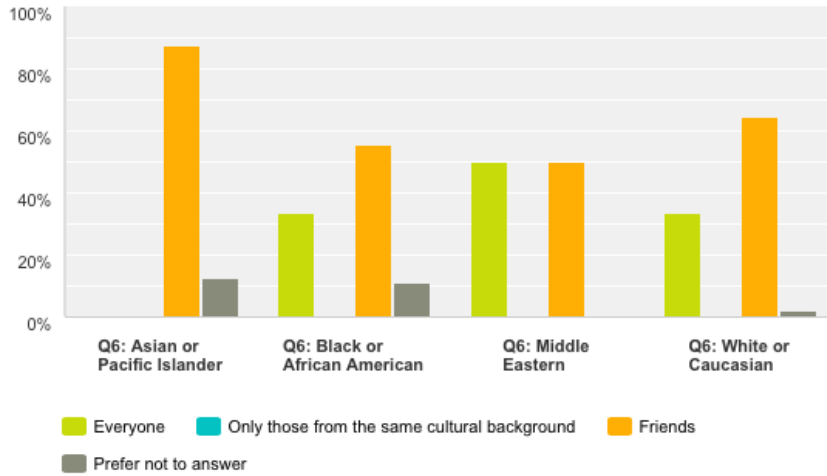
APPENDIX C

Question 23: You're willing to teach others about your culture? True or False?

Answer Choices	Responses
True	83.08% 54
False	16.92% 11
Total	65

APPENDIX D

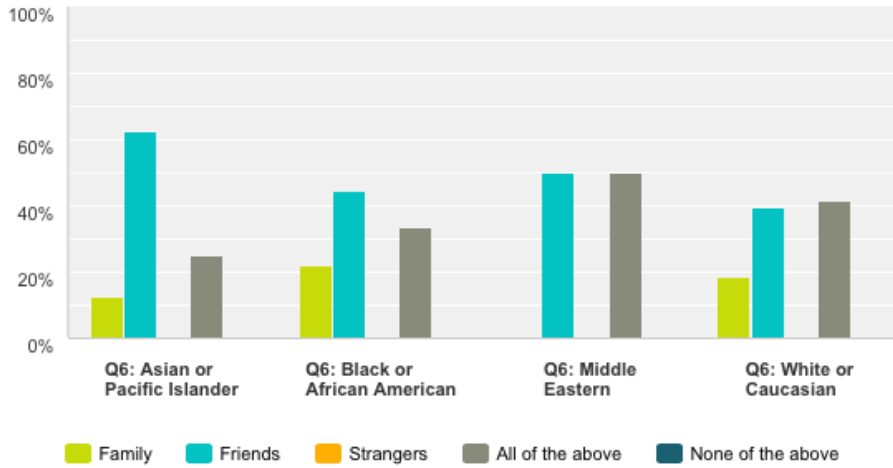
Question 9: You are comfortable sharing personal information with whom?



	Everyone	Only those from the same cultural background	Friends	Prefer not to answer	Total
Q6: Asian or Pacific Islander (A)	0.00% 0	0.00% 0	87.50% 7	12.50% 1	12.70% 8
Q6: Black or African American (B)	33.33% 3	0.00% 0	55.56% 5	11.11% 1	14.29% 9
Q6: Middle Eastern (C)	50.00% 1	0.00% 0	50.00% 1	0.00% 0	3.17% 2
Q6: White or Caucasian (D)	33.33% 16	0.00% 0	64.58% 31	2.08% 1	76.19% 48

APPENDIX E

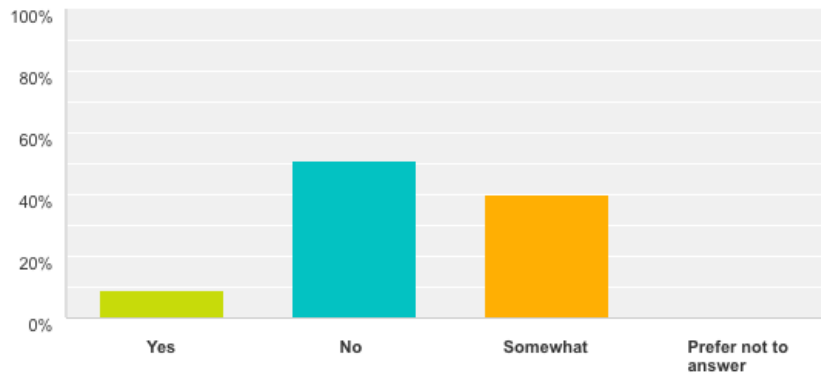
Question 15: You share personal stories with whom?



	Family	Friends	Strangers	All of the above	None of the above	Total
Q6: Asian or Pacific Islander (A)	12.50% 1	62.50% 5	0.00% 0	25.00% 2	0.00% 0	12.70% 8
Q6: Black or African American (B)	22.22% 2	44.44% 4	0.00% 0	33.33% 3	0.00% 0	14.29% 9
Q6: Middle Eastern (C)	0.00% 0	50.00% 1	0.00% 0	50.00% 1	0.00% 0	3.17% 2
Q6: White or Caucasian (D)	18.75% 9	39.58% 19	0.00% 0	41.67% 20	0.00% 0	76.19% 48

APPENDIX F

Question 11: You communicate differently with someone of a different cultural background?



Answer Choices	Responses
Yes	9.23% 6
No	50.77% 33
Somewhat	40.00% 26