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ELEMENTS AFFECTING FOREIGN STUDENTS'
ATTITUDES TOWARD AMERICAN TELEVISION

BY
SHIRLEYANNE CHASE PARR
B.S., University of Illinois, 1949

THESIS

Submitted in partial fulfillment of the requirements
for the degree of Master of Communication
in the Graduate Studies Program of
Florida Technological University, 1973

Orlando, Florida

To
Sherrye, Kevin, Lori
Mother and Dad
Whose Love and Understanding
Were My
Rock of Gibraltar

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CHAPTER I

INTRODUCTION

The present study is designed to observe the television viewing habits of foreign students studying at three universities in the state of Florida:

1. Florida State University, Tallahassee, Florida
2. Florida Technological University, Orlando, Florida
3. University of Florida, Gainesville, Florida

A second function will be to evaluate television's potential in affecting intercultural relationships.

There has been a phenomenal increase in the number of foreign students in America in the last fifteen years. In 1965-66 there were 91,943 foreign students in the United States. This represented a substantial financial expenditure, both private and governmental. Such expenditure is justified on the grounds that foreign student exchanges contribute to greater intercultural understanding and good will.

Studies will contribute to the knowledge of the use of television by foreign students; explore

their attitudes toward television; and examine their motivations for watching the media. Foreign students would tend to turn to television to learn about a culture which, in many cases, is vastly different from their own; or to become more aware of the similarities.

Their exposure to television and commercials in their native countries would be an integral part of their developing television habits. Many variables might influence patterns of usage, attitudes, and functions played by television. American and home country cultures could influence choice of television programs and amount of time spent in viewing. Their exposure to other mass media (radio and newspapers) in their native countries would probably influence their attitudes toward American television. Less previous exposure to television would make it a more novel experience in the United States.

The Problem

The purpose of this investigation is to determine specific habits and attitudes of foreign students toward American television.

Previous research has not dealt extensively with the foreign student's specific attitude toward the media

of television. How do students respond to American television? Do their viewing habits in the United States differ from those in their native countries?

Do foreign students regularly watch television newscasts?

Do foreign students with a limited English vocabulary watch less television than those fluent in the English language; or do they watch more to improve their understanding of the language as a whole? To what degree are they motivated by American commercials?

Background and Related Research

In a previous study,¹ four basic assumptions were made about foreign students' attitudes toward the mass media in America:

1. Upon entering the United States, the foreign students possess ascertainable attitudes toward and images of the United States and Americans.
2. These images are culture-bound and will, in general outline, reflect the subjects' identification with reference groups.
3. The preconceptions of these students are probably derived in large measure from their exposure to American books, magazines, newspapers, radio, and television in home countries.

4. Personal experiences in the United States over a period of time will effect a significant modification in the subjects' preconceptions.

This study, as pertinent to such assumptions, will attempt to measure foreign students' attitudes toward American television.

[Most of the respondents were exposed to American movies in their home countries. Smaller numbers had been previously exposed to American radio and television.²]

The students in the present study come from many different countries, with their accompanying differences in cultural backgrounds.

When a substantial amount of television programming comes from another culture, the question of effect is complex. In Tsai's study of the affects of American television programs on children in Formosa, an attempt was made to relate fundamental and specific cultural values to the television viewing habits of students.³

Although these programs were viewed in their homeland (Formosa), many of the parents were concerned with the possible effect of these foreign television programs on their children. Of the entertainment programs presented, fifteen hours were in the Chinese language, and eighteen and a half in English. Himmelweit, Oppenheim, and Vince⁴ studied the effect of television programs which showed life in other countries and found

that children formed an image of specific national, religious, and racial groups in proportion to how they were presented on television. The Formosans felt that as a result of the study, their children's attitude toward the Chinese culture could change--a direct result of much watching of American television.

Tsai tentatively hypothesized that the television-viewing children would have a more favorable attitude toward elements of the American culture and a less favorable attitude toward their own culture than their non-viewing counterparts.⁵

For the purpose of the Formosan study, a culture was defined as a way of life; a scheme for living by which the majority of interacting persons favor particular ways of life; and people have a generally preferred way of solving common human problems.

In addition to studying the cultural attitudes of the children, another purpose was to describe their viewing habits and preferences.

In America, Bruskin⁶ surveyed students' attitudes toward and time spent with television and other mass media. In 1966, 77 per cent of young adults were exposed to television daily; in 1970, it was 83 per cent. Time spent jumped from 136 to 158 minutes daily. Respondents in the study were asked to characterize each mass media

and its advertising in terms of "most" and "least" for twelve categories; i.e. they were asked which medium was the most and least (1) authoritative, (2) believable, (3) colorful, (4) community-oriented, (5) creative, (6) entertaining, (7) exciting, (8) honest, (9) influential, (10) responsive to people, (11) uncluttered, and (12) up-to-date. In the case of honesty in advertising, there was a tie; both television and newspaper advertising received a 29 per cent vote as the most honest. In the case of media honesty, television was ahead; 37 per cent of the young adults said television was the most honest.⁷ Television advertising got the most votes of all four media (television, radio, newspaper, and magazine) as the most uncluttered.

Throughout the various studies pertaining to attitudinal changes among foreign students, the U-curve pattern of adjustment was most evident.⁸ The following U-curve pattern was described by Selltitz and Cook:⁹

A good deal of evidence suggests that foreign students typically go through a cycle in their feelings toward the host country. Starting out with highly enthusiastic reactions, they are likely to become more critical after a few months; a period of relatively negative feelings is likely to be followed by a more favorable evaluation, though the initial rosy view may not be recaptured.

In the Formosan study (previously cited), the final evidence showed that American television did not precipitate a fundamental change in cultural attitudes.¹⁰

In 1965, Ithiel de Sole stated that ultimately many of the diverse data on favorableness of attitude toward the United States jelled in the observation of the now familiar U-shaped curve of changing attitudes. The general finding was that the visiting student typically started with very positive attitudes toward the United States. Then, during the first year, he had problems of adjustment and tended to become disillusioned; but beyond a certain time he gained a deeper and more sophisticated insight and became increasingly favorable toward his host country. This was a finding replicated in many studies, highly general in its application to exchange student programs and of great practical importance for the design of such programs.¹¹

In order to evaluate the foreign student's television habits and attitudes toward American television, some background study is necessary of the various cultural and educational programs from which the students come. In a recent description of an American Field Service foreign student exchange program, it was learned that many adjustments must initially be made. In following the general adaptation of a Danish student to the American way of life, a fundamental assessment is possible.¹² The basic adaptation lends itself to further study of various cultural backgrounds, pertaining

especially to family, culture, and ultimately to the medium of television.

A study was recently conducted about the differences between American and British commercial television. Since one of the fields of inquiry will concern foreign students' attitude toward American television commercials, this particular inquiry seemed appropriate. Each foreign student is naturally subjected to and affected by the form of television available in his mother country. Thus, any comparative studies are enlightening insofar as final analysis is concerned. In this particular study, it is useful to compare the American system of broadcasting with that in Britain. With the creation of the Independent Television Authority in Britain in 1965, the regulatory differences between American and British commercial television became greater. The ITA's function is mainly to provide a public television service for disseminating information, education, and entertainment. In addition to the many practical responsibilities, ITA controls the advertising, ensuring that in frequency, amount, and nature, advertisers are in accord with the television Act and roles laid down by the Authority.¹³

Commercial advertising in Britain is largely restricted to the period after 5 p.m. during weekdays, with longer broadcasting time permitted on weekends. An

advertiser may buy "A" time at a premium price, but where his announcement is to be placed is out of his hands.

Since the beginning of transmission in 1955, the Authority has allowed a maximum of six minutes of spot advertising an hour, averaged over the day's program. The maximum, normally, is restricted to seven minutes in any single clock hour. A further stipulation is that advertisements cannot be inserted in the course of any broadcast having to do with religion, news, Royal ceremonies, education, or such programs as the Authority may specify from time to time. Thus, the Authority is one of the country's official instruments of consumer protection. It combines some of the major activities of the American FCC and FTC, although in a slightly different legalistic framework. Thus, the historical, economic, political, social, and geographic differences that exist between America and Great Britain would dictate differing systems of commercial broadcasting and management.¹⁴

In Great Britain, the BBC is particularly concerned with programming for children. Their concept of television is the presentation of the reality of life, with all its frustration, sadness, cruelty, unkindness, and violence.¹⁵ Young people are hungry for information, and if worthwhile content is presented with imagination,

Unwritten
Bauksa
Neces

most of them will choose the programs that add to their experience. The BBC believes that most young people will become actively involved with programs that appeal to their curiosity and stimulate their imagination. Thus, clear thinking and logical progression, coupled with wit and humor, are the keys to writing and producing worthwhile programs for children and for that matter, adults. With this background of television watching, the English foreign student will have preconceived attitudes of television in general and probably will be more critical of the content of American television.¹⁶

Television in India was not initiated until 1956, and was essentially formulated for educational, scientific and cultural purposes. Their project of social education through television was presented between December, 1960, and May, 1961. The special telecasts consisted of: 1) Traffic and Road Sense; 2) Dangers to Community Health; 3) Adulteration of Foodstuffs and Drugs; 4) Manners of A Citizen; and 5) Encroachment of Public Property and Town Planning.¹⁷ The basic purpose of the project was to assess the usefulness of television for social education. This was done by measuring shifts in information, attitude, and behavior on the part of the sample audiences as a result of viewing the special

telecasts. A Ford Foundation grant was authorized in 1960 to begin a program of educational television. The scope of the program was gradually broadened to include students of both higher and lower grades. Subjects covered included physics, chemistry, English, and Hindi.¹⁸ With the beginning of daily telecasts in 1965, emphasis on social education shifted to music, drama, children's and women's programs, newscasts, documentaries, and features. Indian television has many shortcomings and limitations: there is no network coverage of the entire nation; television remains restricted to the area of Delhi City and its suburbs; television sets are scarce; the production and presentation techniques are amateurish, and programs suffer from overtones of government publicity. To the majority of Delhi's two and half million residents, television is not yet a reality. Most of the television viewing is done through schools, community viewing centers, tele-clubs; and hospitals. If the recommendations of the Chanda Committee on Broadcasting are adopted, the Indian audience is likely to get its first taste of commercials.

Thus, another cultural background provides variables affecting television viewing habits of foreign students.

The large numbers of foreign young people in this country for the original purpose of studying in

American schools furnishes a large group from which to draw studies of television viewing habits. A background study of cross-cultural education seems, therefore, also appropriate for this research.

Cross-cultural education is the reciprocal process of learning and adjustment that occurs when individuals sojourn for educational purposes in a society that is culturally foreign to them, normally returning to their own society after a limited period. At the societal level, it is a process of cultural diffusion and change, involving temporary 'exchange of persons' for training and experience.¹⁹

An individual's learning and adjustment under the stimulus of a new culture can be called acculturative.²⁰ [The perspective suggested by this term may lead us to inquire about the extent to which the changes simply bring the visitor closer to American norms.]

These studies brought to light certain common features of foreign student adjustment that cut across nationality. More or less distinguishable phases were brought to light. In the initial spectator phase, the foreign student's experiences were mostly limited to kaleidoscopic impressions. The second phase consisted of involvement in which the student attempted to work through the problems of cross-cultural adjustment.

Attitudinal changes per se could affect the manner in which foreign students respond to American television. In accordance with the previously mentioned U-curve, there is an initial enthusiasm toward the host

country. This is generally followed by a decline in favorableness due to adjustment problems; then a rise in favorableness before the return home. This was usually the curve perceived in foreign students from developed countries.

The opposite was true in students from under-developed countries. As a result of the study, it was hypothesized that the students from developed countries would associate more extensively with non-compatriots and thus expose themselves to a wider range of communications.²¹ This reasoning is in line with the Festinger study in which it was found that when dissonance occurs (as in the students' initial encounters in America), "the person will try to reduce it either by changing actions or by changing his beliefs and opinions. If he cannot change the actions, opinion change will ensue."²²

Little attention has been paid to the specific influences that ethnic, religious, regional and generational groups have on preference for television programming. If such groups do affect the mass communication process, then the cultures of this group should predispose members toward different kinds of television programming. There should be some congruence between the culture of the group and the specific pattern of preferences that emerge.²³

Research has established that television viewing

is a major form of leisure time entertainment for all social groups. Much time is spent watching television, and this time is largely independent of social class, region, education, and age. It is easy to be impressed by the cultural uniformity of the output of television, and the apparent standardization of taste. Television, however, offers, within the same level of cultural output, a wide variety of types of programs appealing to different interests and tastes, and portraying a variety of styles of life, personal ambition, and dramatic settings.²⁴

In a study involving cross-cultural investigation, many variables of necessity are present. In one such study, the total list of variables on which information was finally sought exceeded 200. These variables were classified and categorized under the following headings:

1. background characteristics
2. liberal-conservative orientation
3. plans for United States stay
4. preconceptions and expectations
5. arrival perception and experience
6. United States experiences
7. maintenance of sub-culture
8. academic, personal, and social adjustment
9. attitudes toward American institutions and culture.
10. attitudes toward home culture

11. return plans

This particular data was derived from intense interviews, information questionnaires, teachers' ratings, and participant observation.²⁵

In a study involving only Scandinavian students,²⁶ it was learned that the more favorable overall attitude toward American life and culture (including family life, education, government, social relations, etc.) was evidenced by the student's rating on the Index Affect (content analysis of a selective evaluation of American life). In general the more favorable the over-all attitude toward the United States, as evidenced by the student's rating on the Index of Affect, then:

1. the higher the student's English-speaking facility.
2. the less foreign the student's appearance.
3. the higher the student's socioeconomic status at home.
4. the more prior contact the student had had with America and Americans.
5. the more favorable the student's pre-conceptions of the United States.
6. the more favorable the student's arrival perceptions of the United States.
7. the more informal guidance the student had received.

8. the more likely that the student's purpose in coming to the United States was social or cultural, in contrast to strictly professional purposes.
9. the greater the student's contact with Americans during the sojourn.
10. the more flexibility exhibited in the student's behavior.
11. the more likely the student is to be dependent on others.
12. the more ease in social situations exhibited by the student.
13. the less frequent and severe the frustrating experiences encountered by the student.
14. the less preoccupied the student is with his home country during the United States sojourn.
15. the greater the student's academic success in the United States.
16. the greater the student's desire to advocate the adoption of United States patterns at home.
17. the more likely that the elapsed sojourn is of short or long rather than intermediate duration.²⁷

Several variables having to do with contact or facilitating contact with American life and culture seem to be preconditions to favorable attitudes toward the

United States. These variables were: prior contact with America; language facility; social ease; socio-economic status; lack of foreign appearance; contact with Americans during sojourn; and favorable preconceptions. Still other variables include: arrival perception; extent of informal guidance; academic success; preoccupation with home country; and a number of personality variables.

It would appear that favorable effects may lead to advocacy of selected American ideas and practices at home.

CHAPTER II

METHOD AND PROCEDURE

The main objective of this study was to describe and analyze the television viewing habits of foreign students on three college campuses in the state of Florida.

In addition to the demographic information obtainable, it was hoped to ascertain the differences in the foreign students' viewing of American television and that of television in their home countries. The research sought to discover to what extent the English vocabulary of a foreign student influences his television viewing. The study was interested in the impact American commercials have on motivating foreign students to purchase American products. An attempt was made to learn if there was a correlation between the foreign student's attitude toward American television commercials if he was not exposed to commercials in his native country.

The procedure of this study was developed in five primary stages: (1) the execution of a pilot study; (2) the selection of the subjects for the experiment;

(3) the development of the questionnaire; (4) the selection of the main study areas (sites); (5) the mailing procedure.

These five main stages facilitate the comprehension of the overall study. However, at various points the different phases overlap but, nonetheless, are necessarily integral parts of the specific survey.

Pilot Study

A pilot study was conducted two weeks prior to the actual initiation of the main development of the survey. After the receipt of the returned pilot questionnaires, they were expanded from thirty-two to forty-five questions to make possible a greater depth of information for future statistical analysis. Some questions were deleted due to their ambiguity, and others were added so as to more fully ascertain foreign student reaction to American television advertising, regularity of watching selective programs, interest in American sports, and particular newsworthy programs during the past year.

The pilot study was conducted for two main reasons:

- (1) to test the clarity of the questionnaire.
- (2) to insure that the amount of data available through a questionnaire would be adequate to formulate tables of information.

For the purposes of this research paper, a pilot study was defined as an exploratory small-scale field inquiry.

The pilot study was conducted among foreign students on the Florida Technological University campus.

Selection of Subjects

Students were selected from the three following Florida colleges:

- 1) Florida State University, Tallahassee, Florida
- 2) Florida Technological University, Orlando, Florida
- 3) University of Florida, Gainesville, Florida

The foreign student associations were contacted on each campus, and a list of names was obtained. Students were then randomly selected, only limited so as to include as many different countries as possible. Some countries were not included due to the ambiguity or lack of the addresses on the foreign students list.

Data were gathered from a sampling of these three university campuses. The study was conducted toward the end of the academic year so the students would have had an adequate amount of time to develop a television viewing background.

Preparation of Letter

Accompanying each questionnaire was a letter

(Appendix A) explaining the purpose and objectives of the study. It was felt that such letters would enhance the validity of the study and encourage the students to answer and return the questionnaires promptly.

Mailing Procedure

Questionnaires (Appendix B) were mailed to 128 students at the University of Florida, Gainesville; 115 to Florida State University, Tallahassee; and 25 (total number does not include the students contacted for the pilot study) to Florida Technological University, Orlando, for a total mailing of 268 questionnaires.

The cost involved postage and reproduction of the questionnaire and the accompanying letter, as well as return postage for the self-addressed envelope enclosed.

Preparation of Questionnaire

Questions were formulated to obtain information from the following three major categories:

- 1) Television usage: amount of television viewing time; specific content or program choices; process of program selection.
- 2) Attitudes toward television; perceived reality in television programming; relative believability of television versus other media; relative competence of television versus other media.

3) Motivations or reasons for television viewing.

The demographic information listed on the questionnaire included age, sex, native country, marital status, number of years in the United States, languages spoken, years of English studied, grade level, major area of study, and open-ended comment (Appendix C).

Summary of Method

Three groups of subjects composed of a total of 268 foreign students studying in Florida state universities participated in the survey. Each student was sent a three-page questionnaire accompanied by an explanatory letter.

Analysis of the data attempted to determine foreign students' specific viewing habits of American television and their attitudes toward the various aspects of all facets of the media (including advertising functions, comparison with television in their native countries, and fundamental reactions to the different presentations available in the United States). Tables were formulated in the areas where such information could adequately be tabulated in a comprehensive, logical order.

CHAPTER III

RESULTS

Percentage of Returns

A total of 149 questionnaires were returned by the foreign students studying at the three state universities previously mentioned. From a total of 128 questionnaires mailed to students at the University of Florida, 73 were returned (57 per cent). Of the 115 sent to Florida State University, 58 were mailed back (50 per cent). Eighteen out of 25 questionnaires were returned by students at Florida Technological University (72 per cent). The total average return amounted to 60 per cent.

Type of Data and Method of Analysis

Questions were evaluated according to each university sampling, and a single figure was reached by computing the average for the three college groups. To facilitate the analysis of some of the data, figures for each school were listed separately with a resultant mean and a total comprehensive analysis.

In attempting to find the influence of other

cultures on television preferences, it was felt that patterns of selection would vary in the case of individual programs and within the various categories of programs. This was evident in the first item analyzed in this study.

Program Choices

Respondents named their favorite television shows. Several programs appealed to all groups, regardless of country of origin and other demographics. News ranked first (22 per cent) as the favorite show in two of the three groups, and second in the third group.

Movies were the next most popular choice (8 per cent).

Sports and All in the Family ranked third and fourth, followed by Kung Fu, Sixty Minutes, Mission Impossible, Cannon, and Wild Kingdom. Many students had no favorite program. (Table I).

When queried about programs which they watched regularly, the respondents were more explicit. All in the Family was watched regularly on all three campuses, with an average viewing audience of 10 per cent. Hawaii Five-0 was listed next (8 per cent) followed by Sonny and Cher, Wild Kingdom, Kung Fu, Flip Wilson, FBI, Johnny Carson, Mannix, Sanford and Son, and Cannon. (Table II).

Fifty-two per cent of those questioned replied that they did not watch educational television.

Table I

Ranking of Favorite Television Shows

Program	U. Fla.*	Fla. St.**	Fla. Tech.***
News	1	1	2
Movies	2	2	3
Kung Fu	3	0	3
All in the Family	4	3	3
Columbo	4	6	0
Sanford and Son	5	6	0
Wild Kingdom	5	6	0
Sports	5	4	1
Flip Wilson	5	0	3
Lawrence Welk	5	0	0
60 Minutes	6	3	0
Mission Impossible	6	4	0
Cannon	6	4	0
Mannix	6	5	0
Hawaii Five-0	6	5	0
Masterpiece Theater	0	5	3

*University of Florida, Gainesville

**Florida State University, Tallahassee

***Florida Technological University, Orlando

Table II

Programs Watched Regularly

Program	U. Fla.*	Fla. St.**	Fla. Tech.***
All in the Family	1	1	1
Sanford and Son	2	8	4
Flip Wilson	3	12	3
Hawaii Five-0	4	3	1
Cannon	5	5	5
Wild Kingdom	5	2	3
Kung Fu	6	9	1
Johnny Carson	7	9	2
Sonny and Cher	8	2	2
Love American Style	8	9	6
Bridget Loves Bernie	9	8	6
Here's Lucy	9	11	4
FBI	10	7	2

*University of Florida, Gainesville

**Florida State University, Tallahassee

***Florida Technological University, Orlando

Television Time

Each respondent answered questions concerning time spent watching various television programs. Total time was obtained by summing the length of time shows were watched. Fifty-seven per cent of the students watched television less than two hours per day, while only 4 per cent watched television more than eight hours daily. (Table III).

Only 4 per cent of the students watched television programs during the afternoon hours; whereas 92 per cent viewed evening shows. The greater percentage of students (79) looked at television on the weekends rather than during the week. (Table III).

Television was sometimes watched after midnight by 76 per cent of the students, while 14 per cent never watched at that time. Ninety-three per cent of the respondents never watched daytime serials.

Language and Guidance

Eighty-three per cent of the students never requested help through interpretation of programming. Language proved no problem to 91 per cent of the students in viewing television; while 68 per cent felt that the viewing actually helped improve their understanding of English.

English was the most widely spoken language

Table III

Viewing Time

Time	U. Fla.*	Fla. St.**	Fla. Tech.***	Mean
Hours Per Day:				
0-2	65%	73%	33%	57%
2-4	30	18	44	31
4-6	5	3	5	4
6-8	0	4	5	3
Other	0	1	11	4
Morning	2%	2%	0	1%
Afternoon	7	12	0	6
Evening	90	86	100	92
Weekdays	15	22	27	21
Weekends	85	78	73	79

*University of Florida, Gainesville
 **Florida State University, Tallahassee
 ***Florida Technological University, Orlando

(other than the individual native tongue), encompassing 22 per cent of the students. Fourteen per cent spoke French, and 12 per cent Spanish. Seventy per cent of the respondents stated they had studied English more than two years before coming to this country. Forty-three per cent of the students consulted the TV Guide in choosing programs; 34 per cent the newspaper; and 8 per cent friends.

Commercials

Students were asked to rate television commercials so as to ascertain the type of information elicited from a semantic differential type scale, the polarity ranging from very bad to very good. Thirty-six per cent of the students rated commercials as average. The very bad rating was marked in a greater number of instances (16 per cent) than the very good (6 per cent). The total range of bad ratings exceeded those of good by 13 per cent (38 per cent versus 25 per cent). (Table IV).

The students were asked what was most objectionable about television commercials. Thirty-eight per cent marked interruptions, 28 per cent the number of advertisements, 14 per cent the length of commercials, and the remainder loudness, stupidity, and repetition.

The study was also concerned about the previous exposure of the respondents to commercial television in

Table IV

Commercials

	U. Fla.*	Fla. St. **	Fla. Tech.***	Mean
Rate Commercials:				
Very Bad	17%	13%	17%	16%
Bad	20	24	22	22
Average	39	32	39	37
Good	17	24	17	19
Very Good	7	7	5	6
Most Objectionable:				
Length	14%	10%	17%	14%
Interruptions	41	40	33	38
Number	31	25	28	28
Other	14	25	21	20

*University of Florida, Gainesville
**Florida State University, Tallahassee
***Florida Technological University, Orlando

their native countries. However, 75 per cent responded that they had television advertising in their home countries. Nevertheless, 65 per cent of the students had never bought any product as a direct result of watching a television commercial.

News Programs

All three groups spent more time (22 per cent) watching news programs than any other category. The students were, perhaps, interested in learning more about the United States while on their sojourn here; or to keep abreast of current events in their own countries. Sixty-seven per cent watched the Apollo 17 moonshot; and 80 per cent viewed the 1972 presidential election results. In the category of general news programs, 83 per cent watched this type of show regularly. Sixty-six per cent of the viewers felt that television did the best job of news reporting in the United States (Table V). However, in their native countries, 54 per cent stated that the newspaper did the best job in the area of news reporting.

Thirty-six per cent of the students listed Walter Cronkite as their favorite newscaster, with Harry Reasoner second choice (7 per cent). (Table VI).

Comparison of Television between American and Native Home

Ten per cent of the students responded that in their native homes they had no television sets. Fifty-

Table V

Media Attitudes

Question	U. Fla.*	Fla. St.**	Fla. Tech.***	Mean
Suppose you received different stories about the same thing from radio, tv, and the newspaper. Which would you believe?	6% - R	9% - R	16% - R	10% - R
	43 - TV	47 - TV	63 - TV	51 - TV
	33 - N	34 - N	21 - N	29 - N
	18 - None	9 - None	---	9 - None
Which do you think does the best job: radio, tv, or the newspaper?	6% - R	8% - R	5% - R	6% - R
	64 - TV	58 - TV	76 - TV	66 - TV
	30 - N	33 - N	19 - N	27 - N
If you could keep only one of these, which would you choose: radio, tv, newspaper?	21% - R	12% - R	12.5 - R	15% - R
	66 - TV	57 - TV	75 - TV	66 - TV
	13 - N	31 - N	12.5 - N	19 - N

TV-Television
R-Radio
N-Newspaper

*University of Florida, Gainesville
**Florida State University, Tallahassee
***Florida Technological University, Orlando

Table VI

Favorite Newscasters

Newscaster	U. Fla.*	Fla. St.**	Fla. Tech.***	Mean
Cronkite	27%	43%	38%	36%
Chace lor	12	3	0	5
Utley	9	0	0	3
Brinkley	7	0	0	2
Reasoner	5	4	12	7
Mudd	3	4	0	2
Smith	2	1	0	1
Huntley	2	0	6	3
None	32	39	44	38
Other	1	5	0	2

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 **Florida State University, Tallahassee
 ***Florida Technological University, Orlando

eight per cent stated that they had one set, while 28 per cent said they had more than three sets. Fifty-four per cent answered that in their native countries they had no colored television.

Forty-nine per cent of the respondents felt they watched television more in the United States than they did at home, while 8 per cent watched about the same amount.

Perceived Credibility in Television Programs

Three items dealt with the perceived believability of television. Sixty-eight per cent did not believe that the people they saw on television were just like people they would meet in real life. Seventy-four per cent felt that the programs seen on television did not tell about life the way it really is, although 64 per cent believed that television improved their understanding of people.

In comparing the believability of the three different media (radio, television, and newspapers), 51 per cent said they would believe television if they received different stories about the same thing from the three sources. Twenty-nine per cent would believe the newspaper, and only 10 per cent the radio. When asked if they could keep only one of the media, 66 per cent chose television, and 19 per cent the newspaper.

(Table VI).

Sports

Most sports were represented in the students' preferences for television viewing of such programs. Football and basketball were about equally watched, 25 per cent for the former and 24 per cent for the latter. (Table VII). Eighty-seven per cent of the students watched the televised portions of the Olympic games.

Demographics

The average age of the foreign students from all three campuses was 26. Seventy-six per cent were males, 64 per cent of them being single. The average grade level was 3.9, and only one student was attending school part-time. (Table VIII).

The average amount of time spent in the United States was 4.1 years, and 79 per cent intended to return to their native countries. Fifty-four per cent of the students lived in apartments, and 25 per cent in dormitories. Eighty-five per cent of the students replied that they watched television at home; 11 per cent at a friend's; and 4 per cent at school.

Representative native countries (Appendix D) and areas of study (Appendix E) were heterogenously distributed.

Table VII

Sports Programs Viewed

Sport	U. Fla.*	Fla. St.**	Fla. Tech.***	Mean
Football	20%	25%	30%	25%
Baseball	13	5	4	7
Basketball	25	28	18	24
Other****	25	12	26	21
None	11	24	11	15
Tennis	3	5	7	5
Golf	3	1	4	3

****Boxing, Gymnastics,
Hockey, Car Racing,
Wrestling, Skiing,
Skating

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**Florida State University, Tallahassee
***Florida Technological University, Orlando

Table VIII

Demographics

	U. Fla.*	Fla. St.**	Fla. Tech.***	Mean
Age	27	28	24	26
Sex	85% ¹	76% ¹	70% ¹	77% ¹
Yr. College	4.0	3.9	3.2	3.7
Marital Status	46% ²	64% ²	90% ²	67% ²
Yrs. of English	66% ³	79% ³	65% ³	70% ³
Full or Part-time	100% ⁴	99% ⁴	100% ⁴	99% ⁴
Yrs. in U.S.	3.5	3.8	5.1	4.0
Languages Spoken	3.3	4.2	2.6	3.4
Living in Apts.	57%	54%	50%	54%

¹ male
² single
³ studied more than
 2 years of English
⁴ full-time

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 ***Florida Technological University, Orlando

CHAPTER IV

DISCUSSION AND CONCLUSIONS

The purpose of this investigation was to determine specific viewing habits and attitudes of foreign students toward American television.

Limitations of the Findings

This research attempted to examine the role television maintains for one particular segment of society--foreign students studying at American universities. Due to the large amount of information desired, compilation of the final figures necessarily limited the scope of the survey. The study was confined to three major state universities in Florida. A more in depth analysis would have been desirable. From the standpoint of someone concerned with social change, this information could assist in the practical job of evaluating television's potential as an instrument to combat discrepancies in intercultural exchanges. The sampling of the three universities would not seem to be extensive enough to generalize the findings, but does provide a basis for future expanded studies in the area of television's impact on other cultures.

Implications

The present study has as its primary purpose the analysis of results which are relevant to mass communication theory. Research on mass communications has frequently shown the importance of sociological variables in the communication process. Ethnic backgrounds, among other variables, influence the functions of mass communications for particular audiences.

We would expect that foreign students would turn to television as a means of finding out about that environment which is so vastly different from their own. Data were gathered from a sampling of three University campuses. The study was conducted toward the end of the academic year so the students would have an adequate television viewing background in the United States. Data were obtained for three major variable categories:

- 1) Television usage: amount of television viewing, specific program choices; process of selecting programs; and other mass media attitudes.
- 2) Attitudes toward television: perceived reality in television programming; relative believability of television vs. other media; relative desirability of television versus other media; and relative competence versus other media; reaction to commercials.

- 3) Comparisons of attitudes toward American television versus the media in native countries. IM

A situation comedy related to social issues of the day was the favorite television program in all three groups of university students. More than half of the students watched television less than two hours per day, and most of the viewing was concentrated in the evening and on week-ends.

Although most of the students didn't request help in interpreting any television programs, and language was not felt to be a problem, more than half felt that the viewing helped improve their understanding of the English language.

The greater percentage of the students wrote that American commercials were average in quality. The most objectionable quality was interruptions, and this was listed by less than half the respondents. Three-fourths said they had never bought any products as a result of watching a television commercial. } May 1972

Almost one-fourth of the students watched more news programs than any other type, with over three-fourths watching the 1972 presidential election returns. Over 75 per cent watched news programs regularly. More than half stated that television did the best job of news reporting in the United States, as opposed to over half

feeling newspapers were superior in their native countries.

More than half the students did not believe people on television were like persons in real life; and three-fourths felt that television did not tell about life as it really is. However, television as a whole was more credible than either radio or the newspaper.

Some theoretical attention might be directed toward the differences in television preferences among foreign students. Little attention has been paid to the specific influences that ethnic and intercultural groups have on preferences for television programming. If such groups do affect the mass communication process, then the culture of these groups should direct the mass media management toward different kinds of television programming. Further, there should be some congruence between the culture of the group and the specific pattern of preferences that emerge.

However, any group variations should be within the framework of available television offerings. Television is a major form of leisure time activity for most social groups. Generally large amounts of time are consumed by all groups largely independent of age, education, and social class. As seen by this study, the college groups (including different cultures) may speak of better

programming, but they seem to watch little more of it (as evidenced by the small percentage viewing educational television).

One must remember that television offers, within the same level of cultural output, a wide variety of types of programs appealing to different tastes and portraying a variety of styles of life. Researchers may find it easy to be impressed by the cultural uniformity of television programming and the apparent standardization of tastes. The patterns of selection, however, vary markedly in the case of individual programs and within categories of programs.

While we have been talking about differences between the preferences of the foreign students for some types of programming, similarities should not be obscured. The foreign students on the three campuses accord similar ranking to many programs, including their propensity for viewing the news. The wide difference in program rating for favoritism and regularity should not be allowed to obscure that in many cases where wide differences in ranking occurs for a program, it is still the program most preferred in that time slot.

This suggests an initial problem in analyzing cultural differences in television viewing. One must attempt to control for time of day and day of week, for these are variables which can strongly affect preferences. Students, more than the average individual,

have varying class schedules which might preclude viewing preferred programs. How does one adequately explain the differences in such group preferences. With greater depth study of the various nationalities, groupings may be discovered which do not cross cultural lines. Certain European, South American, Asian, and African cultures may predispose the viewing of one type of programming over another. How does one account for these differences in a way relevant to an understanding of the effects of mass communication. One cannot account for the differences solely on the basis of the data presented. It will take other types of survey research and certain types of experimental studies to adequately account for the variations and the similarities. There is not only one explanation of any type of variation for there are too many types of television programs under consideration. Each explanation considers a different set of cultural and demographic factors, each referring, too, to a different type of program content.

Perhaps the most plausible explanation lies not in the cultural and national differences but in the demographic variables. Differences might disappear if the educational, geographical, and other demographic variables were held constant. The program preferences and perception of credibility may be related more

Further
Study

fundamentally to the experience of being a foreign student in an American society, and to cultural differences between the Americans and the foreign students.

The gross potential audience of foreign students and Americans may vary between weekend and midweek for cultural reasons. Of course, it may also be that the types of programs preferred by the foreign students at this stage of television programming are unequally distributed throughout the week. To account for such differences, one would need to measure not only the actual viewing, but also the most preferred programs. It is probably true that we do not regularly view many programs which we may prefer because they conflict with other types of educational, occupational, or family activities.

What is the fundamental reason why one program is chosen over another when confronted by a listing of several choices. The most likely answer is that the chosen program is entertaining. However, what one finds entertaining depends greatly upon his background, personality, and life-style. One generally finds a program entertaining if its content lies within his own sphere of experience. Foreign students may reject certain programs because they conflict with patterns of activity with which he does not identify.

Is there a program you would like to watch

Many foreign cultures have family and social structures with characteristic differences which lead away from orientations or identification with American television programming. If social scientists build a basic foundation of such disorientation, then it would not be surprising to find cultural differences among television viewers temporarily in the United States.

Also, many television programs do not specifically fit into any particular category. Until such categorization is adequately defined, analyzing intercultural television viewers becomes difficult. } e-16550

Future Research

An attempt needs to be made to define a greater discrimination between the different cultures of media audiences. Even within each culture there is not a totally undifferentiated mass of people, but rather well defined social groups. Each group, and more particularly, each individual influences the kind of television in which he is interested. By attempting to analyze groups on a national or cultural basis, we may begin to theorize about behavioral and more distinctive cultural divisions within the foreign student element. Perhaps the structure of such groupings has some influence over the character of television preferences.

Future communication research may help to explain some of the findings in this study. The effect of one

segment of the mass media, in this case television,
depends on the viewer's present attitudes, background,
and knowledge. The manner in which the communication
is presented also has some effect. The interest in the
national election, for instance, has different connotations
for American viewers than for the various foreign students
watching. The international Olympic games have appeal
for different reasons for each segment of the different
cultures. The different variables predetermine each
student's or group of similar culture students' acceptance
or rejection of any new value in any one program offering.
Foreign students must perceive television selectively.

Each culture has its own central beliefs, and American
programs presented counter to those beliefs are viewed
with skepticism or complete rejection.

Vansl

The content and the values presented by the various
programs may not be cognitively related to the real world
of their own cultures or nationalities. American programs
consistently present a particular set of values reflecting
another culture. It would seem that the heavy exposure
(during an academic year) might have an impact over such
a long period of time. Few communication studies confirm
or reject such a hypothesis. In the present study we
must consider the possibility that a one year television
viewing span by the foreign students has not been long
enough to test the full effect of exposure to American

television on another culture. American television programs, however, seem to have expanded the knowledge of language and credibility upon young people from different nations.

General Summary

Our data from this study show that the foreign students in our sample have definite taste patterns and specific attitudes toward American television programming. Whether or not American television precipitated a fundamental change could only be determined with extended interrogations after the foreign students have returned to their native countries. NSD

Concurrent studies of programming in the native countries compared to those offered in the United States would seem a logical complementary study. An eventual comparison of the two studies would elicit more specific knowledge concerning attitude change effected by mass communication media such as television when viewed by members of various different cultures. Hopefully, however, we have pointed some new directions for future research, and demonstrated the need for study of the cumulative effects of heavy television exposure to different cultures. P. nt

APPENDIX A

EXPLANATORY LETTER

May 2, 1973

Mr. John Smith
423 Federal Street
Gainesville, Florida

Dear Mr. Smith:

As one of many foreign students studying in America, you have brought to the United States the knowledge and customs of your country and culture. We know that you have experienced new and different customs here in America, and hope that they have helped you learn more about us.

In the past, many research studies have concentrated on the experiences and reactions of foreign students in America; but few attempts have been made to appraise the impact and influences of American television on foreign students. Therefore, we would like your help with a research study in the Department of Communications, Florida Technological University, Orlando, Florida.

Accompanying this letter is a questionnaire which you are asked to carefully read and fill out. Please return the completed questionnaire in the enclosed stamped, self-addressed envelope.

Please write in any additional answers or comments if you think there are not enough responses to adequately express your feelings about any of the questions.

We appreciate your cooperation and hope that the results of this study will enable us to mutually understand more clearly other facets of one another's cultures.

Sincerely,

Shirleyanne Chase Parr

APPENDIX B

QUESTIONNAIRE

1. How many hours per day do you watch television?
0-2____ 2-4____ 4-6____ 6-8____ other____
2. Do you watch more television in:
morning____ weekdays____
afternoon____ weekends____
evening____
3. What is your favorite program?_____
4. Does anyone interpret programs for you?
sometimes____ frequently____ never____
5. How would you rate commercials?
very bad___ bad___ average___ good___ very good___
6. What is most objectionable in commercials?
length___ interruptions___ number___ other___
7. Does your native country have commercial television?
yes____ no____
8. Which of the following do you watch regularly?
The Waltons____ Hawaii Five-0____
All in the Family____ Johnny Carson____
Bridget Loves Bernie____ Kung Fu____
FBI____ Marcus Welby____
Mannix____ Phil Donahue____
Mod Squad____ Sonny and Cher____
Love, American Style____ Cannon____

20. Which do you think does the best job of news reporting in America? newspapers__ radio__ television__
21. Which do you think does the best job of news reporting in your country?
television____ newspaper____ radio____
22. If you could keep only one of these, which would you choose? radio__ television__ newspaper__
23. Did you watch the 1972 presidential election results on television? yes____ no____
24. Which sports do you watch on television? football____ baseball____ basketball____ other____ none____
25. Did you watch the Olympic Games on television?
yes____ no____
26. Do you watch educational television in America?
yes____ no____
27. Who is your favorite newscaster?
name_____ have none____
28. Do you watch television after midnight?
sometimes____ frequently____ never____
29. Do you watch any daytime dramatic serials regularly?
yes____ no____
30. Is language a problem in watching American television?
yes____ no____
31. Has watching American television improved your understanding of the language? yes____ no____

32. Has watching American television improved your understanding of the American people? yes___ no___

33. Age___

34. Male___ Female___

35. Native Country___

36. Number of years (months) in the United States:

years___ months___

37. Languages spoken___

Fluent in English

38. Do you plan to return to your native country after the completion of your studies? yes___ no___

39. How many years did you study English before coming to the United States? 0___ 6 months___

1 year___ 2 years___ more___

40. Do you live: with an American family___

apartment___ dormitory___ other (name)___

41. Year in college: Freshman___ Sophomore___ Junior___

Senior___ Graduate Student___

42. Major area of study: _____

43. Married___ Single___

44. Full-time student___ Part-time student___

45. COMMENTS:

Did watch more here

Did the effect the way you view American

Should

compare read of Radio news on

make it so obvious that is not TV.

APPENDIX C

RESPONDENTS' COMMENTS

Florida Technological University, Orlando

"I have answered your questionnaire because even though Puerto Rico is an American possession, our culture, background, and traditions, even our language are predominantly Spanish and a Puerto Rican thinks and feels of himself as being somewhat different because of these above reasons, even though naturally we are American citizens."

"Most of the series are poor. But that isn't particular to U. S. T.V. However, on international scale, U. S. series are best. My only exposure being that of Orlando channels, I think that too much time is devoted to local news, not enough to international news and very much too little to national news" (Vietnam).

"The Republic of South Africa has no television stations. I have found the TV a fantastic means of communication in all fields." (South Africa).

"I think that programs on American commercial television are extremely poor; the educational TV is better, maybe because some of the programs happen to be

imported. My native relatives with whom I live do not have TV set in their home simply because they believe watching it is a waste of time. I heartily agree with them. On the other hand, I would enjoy good TV programs, were they available and not interrupted constantly by distracting and mentally degrading commercials. For my native country, we do have commercials, too, but they have their special 'hour,' or occasionally appear in between programs. People do watch the 'hour' because it is short (10-20 minutes) and has short and sometimes interesting commercials. I would like to see cable TV legalized all over America for I believe that it would greatly improve the television 'culture' as far as variety of programs, newscasting and elimination of commercials and propaganda is concerned." (Iceland).

more cable

"It is a pity TV does not have more educational programs. It is also a pity that Orlando, such an area like this one has one very lousy newspaper." (Cuba).

Newspaper

"TV is a chewing gum for the eyes of those who live in America." (Thailand).

"Most television programs bring a useful message to TV viewers. I believe the American soap-operas represent the symbol of stupidity and ignorance carried out as the poorest contribution to the art of drama." (Colombia).

⌘

Florida State University, Tallahassee

"Living in a more or less rural area (Tallahassee) and having the local newspaper for comparison of amounts of information given, TV gives better information. Possibly, my answers would have been different on item 20 were I living in a large city. The newspaper here is very provincial." (West Germany).

"I think watching TV has an advantage over radio in that a picture of the situation in hand is revealed. Although I am not a regular television watcher, yet I do enjoy watching television whenever I have the time to watch; and the more I watch, the more I like watching television. It is a unique aspect of the life in America--this watching worldly events on the tv." (Somalia, East Africa).

"My time schedule does not let me enough time to watch some of the programs I would like to. However, my wife and our children do watch most of the programs you've mentioned here. Since this questionnaire is direct to me, I have given my preference only." (Zaire).

"Education programs for children, especially Sesame Street, are fantastic tools to teach English to children and even sometimes to adults. As an adult, I gained from listening to the 'Electric Company' for instance." (Canada, Quebec City).

"I hope this does not spoil your results, although I have a French name, I am fluently bilingual. There isn't that much difference between English Canadians and Americans. We have the same TV schedule at home as you have here." (Montreal, Canada).

"About commercials: Most are presented in a way that would not apply to any 'real-life' as they are trying to give the impression of. Many commercials are an insult to people's intelligence. About news coverage: of one hour news, there is about 15-20 minutes of commercials on plus that most of the stations I watch there are too much outside talk, or trying to keep an informal newscoverage; newscasters talk between each other too much of things that are not relevant. I'm sure that the reporters in my home country can cut down this one hour's news to 20-25 minutes and still be saying the same. Too much emphasis are placed on uninteresting local news (example: 4 minutes of a dog that had learned to sit on a swing!), when there are other more important things going on around this nation and the world (the newspapers bring evidence of this!)." (Norway).

"Many news reports are directed by something which I cannot understand, rather than reality. Especially the reports about some ARAB countries or about Israel. Examples: a newspaper issued in Baton Rouge, La. reported that the mother of 'Gadolafin the Libyan

president is Jewish!'--and I know personally that this is a fake. Another one issued in Chicago reported that the Palestinian guerrillas killed the Saudi Arabian ambassador in Khartoom, Sudan. By checking the news you will find that this is fake also. Suggestion: It is better (as it seems to me) to reduce the number of commercials. I do sometimes and I know some people also who switch the TV set off when it comes to commercials." (Libya).

"Sorry if these data are not reliable--I should say that rarely watch TV these days (mainly because of time). If I could afford I would watch news--and programs like Mannix." (Mauritius Is.).

"I think in this country, radio, television, and newspaper do not give a full coverage of foreign news. They give importance (about 85 per cent) of the total pages or total TV news time to home news only. Out of the remaining 15 per cent, 10 per cent is utilized to report news regarding Vietnam, which I don't blame. But, in my opinion, they should utilize 50 per cent for home news and 50 per cent for world news. Because to my surprise, I find most of the Americans (including university students) don't have any knowledge about foreign countries, and if they have it at all, it is very, very limited. I hope it changes soon." (India).

"I like watching TV very much. When I was at home, I watched TV every evening before dinner until sign-off at midnight. But I seldom watch TV in U.S. because of: 1) I am always busy on my studies; 2) Language problem. I could not understand even one word in the talking." (Taiwan, Republic of China).

"I like to watch TV very much, but due to the intensity of my studies I have to restrict my TV viewing time to mainly news programs which I consider to be the most beneficial and informative programs on television." (Colombia, S.A.).

"In my country we don't have TV for average people. Therefore, I had no occasion to watch TV in my country. I am not much interested in TV shows which might be depicting the American way of life. Further, I can't make out how much truly the American social structure is reflected through shows like 'Love, American Style'. I could understand more about the political system of America (and I appreciate it)." (India).

"Quality of commercials is very bad. CBS evening news excellent. Difference between quality of commercials and CBS news is tremendous, almost disturbing." (Yugoslavia).

"TV is more impressive, but newspapers are more accessible." (Taiwan, R.O.C.).

"I think competitive commercials are waste of human energy; it is additional cost which is being passed on to consumer indirectly." (Afghanistan).

"The cost of living is very high and higher and higher. I hardly catch up with." (Thailand).

"I have tried very hard not to become a regular TV watcher because after having spent some hours in front of the TV set I usually experience a great feeling of emptiness, as if I was wasting my time." (Colombia, S.A.).

"Television, for me, has broadened my understanding of America and her people. Unfortunately, it does not always give a 'real' view of the young people in this country. When it comes to drugs and morals the TV acts only as a pious propagandist, rather than presenting a dynamic and real evolving culture of young America." (India).

"I believe that TV commercials are 'unrealistic.' They make you swallow expressions such as: 1) the baby of you; 2) don't wait to have a baby to use 'baby shampoo;' 3) butter: 'mother nature' margarine, it's like butter; 4) if he kissed you once, he'll kiss you again; be certain with Certs; 5) the man handler's soup. These people make you sick because they really don't show how human beings are. For example, someone who

works on a ranch or farm, he is ready to eat more than a manhandler's soup after four or eight hours of work. Another, baby powder does not make you feel like a baby. Period. (I am sorry if I am too 'critical'). (Argentina).

I am at present watching the Watergate hearings on WFSU in the evening and must applaud TV for transmitting this program. The worst part of American TV is the low level of audience which most programs are geared toward. Commercials are very annoying; I watch WFSU whenever possible, partly because of subject matter, partly because of the absence of interruptions. Children's programs have become much better recently (I had been absent from 9-1968 to 9-1972 from the U.S.)." (Germany).

"I haven't read any questions referring to the aspect of violent movies and shows coming frequently on TV. Maybe it is not important in this study, but I would think of it as 'the first thing to change,' considering that they are far from being educational or referring to historical incidents. It is my opinion that violent shows on TV are mostly negatively educational." (Greece).

"I find newscasting on American television very well done, but am appalled by the type of programmes as listed in question 8. These programmes insult the intelligence of the only moderately educated, and no

doubt seriously affect American children who stay glued to the TV set all day. I enjoy watching films and their abundance on TV here is most satisfying. Films such as 'Blow Up' would never be shown on TV in England until about ten years after their release at cinemas, but I dislike all the editing which stations find it necessary to do. Also, the Nixon administration's control over the news media is disgusting." (England).

Is it propaganda
 person here in
 U.S

M TV. unhased
 in for see
 WPTB is
 your
 opinion

University of Florida, Gainesville

"When it is possible for me, I watch educational television, and I can be assured that they are of high quality, and for sure they achieve their goals." (Brazil).

"I have finally understood why people in America call TV 'bube tube.'" (Turkey).

"Materialism, commercialism, idealism and downright stupidity are vividly portrayed. Also helps the understanding of the aggressive, violent and egotistical character of the American." (Bangladesh).

"Not much time to watch TV when you take heavy architecture courses here." (Venezuela).

"Some programs, like All in the Family, Sanford and Son, Bridget Loves Bernie are considered quite realistic. Others, like Mission Impossible, Hawaii Five-0, etc. are considered quite amusing, but never taken seriously." (Greece).

"I used to watch more TV but I have tapered off. I still like to watch movies and specials on TV and the three programs indicated. TV is an excellent means of visual entertainment, but it is addicting, so I avoid it. I dislike commercials immensely (with exceptions like the anti-pollution and smoking commercials

Wilson

I who watches most TV, is how costly per hour TV, compared to movies to TV

are good and meaningful) because they present people as being stupid." (Curacao, Neth. Antilles).

"I have been in many places around the world (for example, some countries in Southeast Asia, France, Germany, Italy, Belgium, Switzerland) and frankly, I think the TV programs in the U.S. are the best in the world, especially in the domain of world and domestic news, and also in the domain of sports. Never have I seen a TV program that can influence so much the everyday life of so many people. For example, since I came here and watched the NBA show of ABC, I have loved the sport so much that now it is hard for me to get by without playing it for two hours every day. And also, never anywhere else have I seen such authority, freedom, and democratic procedure that TV networks have enjoyed in America. In conclusion, I think that a TV set is the number one materialistic need in this country; what I mean by that is a TV set is as or even more important than a car or other everyday needed items which is hardly the case in other countries." (Vietnam).

"Thank you for letting me talk about my suppressed feelings about the TV. Most of the dramatic serials, regular police-medical-family stories are very common, and offer no satisfaction to an average educated person.

Vietnam
like
enjoy
country
country

How does
TV in
your
opinion
affect
U.S.

They keep the intellectual level of Americans very low; they let them stay in their 'eternal winter sleep.' It is really a shame because we know that they can do better. But they don't want to. If they give better quality on TV then the public will want more improvement. So, they better let them be ignorant. They better let the housewives lose all their time watching TV all day, so they go afterwards to buy TV dinners, one-step floor waxes, hamburger helpers!!! etc. I really feel sorry about all that waste. There is better food for the American public!! (If they can--hopefully they still can--develop a taste for it.)

Thanks a lot. I hope I contributed a little." (Greece).

"Television is fine as a substitute for boredom; however, it can never replace the joy of learning and experience, which is given by reading a good book." (Cuba).

"I did not answer question 19 because I do not believe any news source." (Greece).

"Very occasionally I watch TV. The few moments I do is at lunch or sometimes just for coincidence because I really do not have interest in watching it. Besides, it is so time consuming." (Brazil).

"Generally, some of the commercial programs are misleading; sometimes products are rather over emphasized than their worth." (Nigeria).

effect of
commercial

"Programs like Medical Center, Dr. Welby, Little

People, Police Surgeon, are incredibly stupid. The doctors even make house calls!!" (Brazil).

"Not enough cultural programs on television. Some series are too flippant and superficial. Too many canned programmes. Would prefer to see spontaneous discussions and argumentative type political and current affairs programmes. Let's have a look at the ordinary American bloke and hear what he has to say. Too much wasted interest in television by sponsors." (Ireland).

"In general I like to watch informative programs on television. Watching such programs gives a much better understanding than reading about news and incidents in newspapers or hearing on a radio. I think TV is a powerful tool for education purposes, and in countries like India it could also be used for such things as making birth control more effective. I would also like to mention that different students from the same country have different 'television habits,' i.e. watch different shows, etc.; so any attempts to draw conclusions with regard to a particular country may be futile." (India).

"To a large degree TV has provided me with a pleasant 'background of noise' while I was working on my dissertation, but I do watch the newscasts carefully-- they're the greatest!" (Germany).

Drama
culture
as part
of
daily
life

what's
their
use
of
T.V.
artistic
purposes

News

"To me TV is the best way to learn to speak English, especially the pronunciation part." (Bolivia).

"The huge amount of advertisements are really disturbing. Advertisements that really upset me are about drugs (pain relievers, etc.), and the advertisements directed to children. Personally, I think America has the worst and the best television shown in the world. The worst thing I have seen on American television is the exhibition of the Army during the Nation hymn (anthem). That's real bad. I'm very interested in your study. I think it is a good attempt to check the attitudes of foreigners toward America." (The Netherlands).

"Daytime TV in this country is impossible with the many soap operas. Best programs at night mainly Fridays. Whenever they have good series, different networks make sure to show them at the same time." (Cuba).

"I think TV is a very good means of communication. I have found it useful for better understanding this country and to enjoy myself." (Mexico).

"In the Gainesville area I have found a tremendous lack of appreciation for and reporting of events--cultural, political, and sportwise--that occur in many parts of the world except for a few places like

education

Proposed

Advertis

good communication

Vietnam, Cambodia, and Middle East. This, I think,
applies equally to all the news media--radio, TV,
and newspapers." (Trinidad and Tobago).

2
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How many from each 2

APPENDIX D

Representative Countries

Thailand	Hong Kong	Bahamas
Ecuador	Lebanon	Iceland
Afghanistan	France	Bangladesh
Turkey	Nigeria	New Zealand
Taiwan (ROC)	Iran	Venezuela
Libya	Sierra Leone	Ethiopia
Yugoslavia	Zaire	Hondura, C.A.
Dominican Republic	Norway	Syria
Korea	Brazil	Spain
Paraguay	Singapore	Curacao
Peru	Mauritius Is.	Switzerland
India	Jordan	Chile
Canada	Somalia (E. Africa)	Sweden
Egypt	Barbados	Mexico
Japan	Vietnam	Ireland
Colombia, S.A.	Phillippines	Bolivia
Panama	Israel	Iraq
Greece	England	Netherlands
Malaysia	Australia	Czechoslovakia
Trinidad, W.I.	Saudi Arabia	Cuba
Germany	Argentina	

How many?

APPENDIX E

Representative Areas of Study

Fine Arts	Soil Science
Electrical Engineering	Agronomy
Business	Entomology
Bio-Chemistry	Architecture
General Studies	Political Science
Visual Arts	Environmental Engineering
Chemistry	Physics
International Affairs	Biology
Mechanical Engineering	Dairy Science
Aerospace Engineering	Accounting
Art	Law
Languages	Mathematics
Science	Forest Genetics
Computer Science	Applied Linguistics
Economics	Geology
Advertising	Forest Pathology
Animal Science	Ornamental Horticulture
Building Construction	Pharmacy
Education	Clinical Psychology
English	Medicine

Fruit Crops
French
Marketing
Oceanography
Urban and Regional Planning
Meteorology
Hotel and Restaurant
Recreation
Sociology
Library Science
Adult Education
Management
Geophysical Fluid Dynamics
English Literature
Statistics
Music (piano)
English Renaissance Literature
Educational Planning Systems
Instructional Design
Administration
Genetics
Theater
Guidance Counseling
Child Development

FOOTNOTES

¹Horace Greeley Dawson, Jr., "Original and Changed Attitudes, Impressions, and Preconceptions as Related to the Mass Media Experiences of New Foreign Students at the State University of Iowa" (unpublished Doctor's dissertation, State University of Iowa, 1961), p. 12

²Ibid.

³Michael Kuan Tsai, "Some Effects of American Television Programs on Children in Formosa," Journal of Broadcasting, XIV (Spring, 1970), 229.

⁴Ibid., p. 230.

⁵Ibid., p. 231.

⁶"Bruskin Survey Finds Young People Really Do Have Faith in TV," Television/Radio Age, XVIII (February 8, 1971), 36 and 72.

⁷Ibid., p. 72.

⁸Tamar Becker, "Patterns of Attitudinal Changes Among Foreign Students," American Journal of Sociology, LXXII (July 19, 1967), 431.

⁹Tsai, "Some Effects of American Television," p. 237.

¹⁰Claire Selltiz, Anna Lee Hopson, and Stuart W. Cook, "The Effects of Situational Factors on Personal Interaction between Foreign Students and Americans," Journal of Social Issues, XII (1956), 19-20.

¹¹Ithiel de Sola Pool, "Effects of Cross-National Contact on National and International Images," in H. Kelman (ed.), International Behavior: A Social Psychological Analysis (New York: Holt, Rinehart and Winston, 1965), p. 115.

¹²Joseph N. Bell, "Experiment in Understanding," Parents, XLIII (October, 1968), p. 64.

¹³Robert P. Crawford, "Comparative Aspects of British and American Commercial Television," Journal of Broadcasting, X (Spring, 1966), p. 105.

¹⁴Ibid., p. 110.

¹⁵Doreen Stephens, "Children's TV in Britain," Television Quarterly, V (Fall, 1966), p. 61.

¹⁶Ibid., p. 65

¹⁷Ranjan Borra, "TV in India," Television Quarterly, V (Fall, 1966), p. 52.

¹⁸Ibid., p. 53.

¹⁹Becker, "Patterns of Attitudinal Changes," p. 434.

²⁰Leon Festinger, "The Theory of Cognitive Dissonance," in Wilbur Schramm (ed.), The Science of Human Communication (New York: Basic Books, Inc., 1963), p. 19.

²¹Becker, "Patterns of Attitudinal Changes," p. 434.

²²Festinger, "The Theory of Cognitive Dissonance," p. 19.

²³James W. Carey, "Variations in Negro/White Television Preferences," Journal of Broadcasting, X (Summer, 1966), p. 199.

²⁴Ibid., p. 200.

²⁵William H. Sewell and Olaf M. Davidson, "The Adjustment of Scandinavian Students," Journal of Social Issues, XII (1956), p. 10.

²⁶Ibid., p. 14.

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