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The Rochester Institute of Technology

School of Communication

College of Liberal Arts

Analysis of the Correlation Between Media Consumption Behavior and Cultural  
Adaptation of International Students in the United States

by

Solange M. Mercedes Checo

*A Thesis* submitted

in partial fulfillment of the Master of Science degree

in Communication & Media Technology

Degree Awarded:

December 8, 2014

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## Table of Contents

Abstract .....	5
Introduction.....	6
Review of Literature .....	8
International Students' Cultural Adaptation Process .....	8
International Students' Media Use for Cultural Adaptation .....	11
Theoretical Perspective: Uses and Gratifications .....	15
Research Questions.....	17
Method .....	18
Context of Study .....	18
Participants.....	20
Survey .....	20
Pilot Test.....	25
Results.....	25
RQ1 .....	25
RQ2.....	27
RQ3.....	30
Discussion.....	34
Conclusion .....	36
Limitations and Future Research .....	38
References.....	40
Appendix A: Survey with Answers .....	44
Appendix B: Cover Letter for Survey.....	51

ANALYSIS OF THE CORRELATION BETWEEN MEDIA CONSUMPTION BEHAVIOR  
AND CULTURAL ADAPTATION OF INTERNATIONAL STUDENTS IN THE  
UNITED STATES

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Degree: Master of Science in Communication & Media Technologies

Term Degree Awarded: Fall Semester 2014 (2141)

Abstract

International students are a continuously growing population in the United States (Institute of International Education, 2013). Upon arriving in a new country, cultural differences often influence students' preferred media. This paper explores the association between cultural adaptation and media selection among international students in the United States. Uses and gratifications theory is used as a theoretical foundation. A survey was administered to collect data about motives for consuming news, entertainment and sports media content, and level of cultural adaptation among students from different cultural backgrounds. The results suggest the correlation is more relevant for sports, showing that when international students feel more proud towards their own culture they are likely to consume sports to find their culture's values reflected, as well to keep current with news and events of the world, and also to learn from the American culture.

*Keywords:* international students, cultural adaptation, media use, media motives, media content

Analysis of the Correlation Between Media Consumption Behavior and Cultural Adaptation of  
International Students in the United States

Every year, higher volumes of international students temporarily migrate to another country to pursue higher education. Thanks to its large number of universities and high-quality education, the United States is a very popular destination for these students. In the 2008–2009 academic year, the number of international students who came to the United States increased by 7.7% compared to the previous year, and reached a record sum of 671,616 students (Institute of International Education, 2009). However, the cultural shock these students experience due to the confusion, disappointment regarding their expectations, discrimination, language barriers, homesickness, and other issues the adaptation process reveals, is still a topic of concern (Sodowsky & Lai, 1997).

International students are individuals who were born and raised in different countries and have come to the United States for educational purposes. They grew up in a completely different environment and their cultural habits and traditions differ from many students who were born and raised in the United States, as well as from those who were born and raised in any other countries different than theirs. Although young adults share common interests and have somewhat similar media practices, differences may exist in the way their culture influences their media use purposes (Katz, Blumler, & Gurevitch, 1985).

Wang and Sun (2009) agree that when international students move abroad for a certain amount of time, the adaptation process they go through in a new country influences their media usage needs. This cultural adaptation process is defined as acquiring the abilities to reach a significant level of social interaction in a new and different culture (Kim, 1988). Several researchers such as Reece and Palmgreen (2000), Yang, Wu, Zhu, and Southwell (2004), Wang

and Sun (2009), and De la Sen (2010), have studied how media influences the cultural adaptation process of international students in diverse settings.

The uses and gratifications theory describes individuals as active and goal-directed entities that select media messages in order to meet particular needs and desires (Reece & Palmgreen, 2000). Some academics who have focused on studying the uses and gratifications theory have agreed extensive research is still needed from different cultural perspectives, in order to broaden the understanding of media use motives and the forms of exposure.

The specific goals of uses and gratifications theory are: (a) to clarify how individuals use media to satisfy their needs, (b) to discover what primary reasons motivate people to use media, and (c) the positive and negative results of the individual's use of media. This theory claims that variances in media behavior cannot be just justified by simple macro-level explanations alone, but also partially by social needs (Rubin, 2002). For this study, a survey was conducted to identify which psychological and social needs drive international students to select the media content they consume and how they relate to how adapted they are in the United States.

The findings and limitations of previous research have helped shape this study to examine how these students' different levels of cultural adaptation correlate with uses and gratifications sought when they use media. Their media usage behavior will be assessed taking into consideration their level of cultural adaptation and analyzing how their cultural concepts influence their media use decisions.

The importance of this study lies partially in its capacity to provide information on how media consumption might be useful for international students in their cultural adaptation process. Therefore, it contributes to expanding the little knowledge that exists in the communication field on how cultural perspectives promote particular types of media consumption behavior by



individuals. Also, it will provide new perspectives to widen the uses and gratifications theory, as well as new heuristic knowledge in international students' media consumption behavior.

The position of international students as consumers of commercial products, including media content, strengthens as this population continues to grow (Yang, Wu, Zhu, & Southwell, 2004), and so does a new opportunity to identify their different needs in order to satisfy them. Additionally, international students add valuable and culturally diverse experiences that can help enrich higher education, research, economy, and the proficient labor force for businesses (Hartle, 2004). Finally, as other countries, such as some European nations like Spain and France, have high and continuously increasing immigration ratios (De la Sen, 2010) this study might be a significant parting point for future investigations that look to address related topics.

### **Review of Literature**

In the literature review of this paper, the reader will find a comprehensive and exhaustive compilation of the outcomes of previous studies related to the topic assessed. It is divided into three parts. The first reviews the process of cultural adaptation of international students, and the various aspects that influence this process. The second reviews findings on international students' media motives when they arrive in the United States, as well as the different aspects that influence the reasons that drive them to select particular media content. Finally, the third section presents the theoretical foundation of this study: uses and gratifications theory, an overview of the theory's main arguments, and how it relates to the topic under examination.

### **International Students' Cultural Adaptation Process**

It has been previously stated that constructing intimate relationships with Americans (including but not exclusively students) can often lead to a better adjustment, and as Winkelman (1994) indicated, "cultural shock provokes psychological crises or social dysfunctions when

reactions to cultural differences impede effective performance” (p. 121). Despite the fact that these effects of cultural shock can be mitigated through the development of relationships, many international students continue to prefer to belong mainly to groups of the same or related cultural backgrounds; and this can cause a delay in their cultural adaptation.

When a foreigner enters a new culture, the continuous process of adaptation he/she experiences leads him/her to adopt some new habits from the host culture and lose some of his/her own cultural identity, and gradually identify himself/herself as more intercultural (Reece & Palmgreen, 2000). In the case of international students, the challenges of entering a new culture force them to welcome the cultural particularities of the host country and integrate them with their current self-identification; in essence merge the new culture with their background culture.

In 2005 Farkas found that adapting to a completely different academic environment and facing the need to learn and/or improve English language skills are the two most significant challenges for international students when adapting to a new culture. The previous information demonstrates the important role that language barriers play in the process of cultural adaptation. In fact, language difficulties can aggravate social adjustment issues (Lin & Yi, 1997).

The process of cultural adaptation has been examined several times by researchers across different scholarly fields since about the end of the past century (Yang et al., 2004). The motivation to find cultural adjustment in the host country is one of the most common causes for international students to seek information about a new culture. In fact, Rizk (1986) conducted a study that showed that the most precise ways of estimating television use by international students in the United States were: (a) how accessible media was for them, (b) how exposed they were to U.S.' media from their home country, (c) their level of loneliness, and (d) most

importantly cultural adaptation motivation.

Furthermore, Kim (1988) found out that the process of cultural adaptation fulfills the need to achieve a personal-environment fit. He proposed a cross-cultural adaptation theory in which he addressed the importance of interpersonal and mass communication for international students in the stressful, yet rewarding process of adapting to the host country. Kim further explicated that what forces people to feel a need to adapt to a new culture is mostly the degree of stress they experience, and the motivation that finding an alternative to decrease this stress and achieve a personal growth provides. According to Kim, this stress-adaptation-growth process cannot only be achieved through interacting with people from the host country, but also by media.

In 1995, Sam and Berry studied the stress that internationals experience when going through the cultural adaptation process. They realized that one of the biggest challenges individuals who go through the process of cultural adaptation have to face is choosing which habits to keep and which kind of relationships to look for in the new culture. They came up with four cultural adaptation approaches: (a) *integration*, defined as the value of their own cultural identity and relationships with others; (b) *separation*, explained as the value of their cultural identity and devalue of relationships with others; (c) *assimilation*, described as appreciating relationships and diminishing their own cultural identity; and (d) *marginalization*, which means having no proper appreciation for their own cultural identity or for the relationships with others.

A series of ways internationals can prevent or lower the uncertainty that overcomes them when moving to a new country has been suggested, and one of them is the use of the host country's media (Yang et al., 2004). Media content is a fruitful way to reduce uncertainty and to allow people to familiarize themselves with the new culture. It offers the opportunity to increase

language skills and learn about social interaction. The way internationals engage when arriving in a new country relates to their communication behavior and information-seeking options.

### **International Students' Media Use for Cultural Adaptation**

When entering a new culture, international students have needs that motivate them to consume media and that hence, might influence their media usage behavior. The motivation to keep contact with their cultural roots, as well as the need to adapt to the new culture, is often very important to them.

By using mass communication, especially if in the first steps of the cultural adaptation process, it is possible to reduce the uncertainty and anxiety of interpersonal communication, making it easier for internationals to adapt to the new environments (Kim, 1988). While studying the development of communication between internationals and their new cultural setting, Ruben (1975) theorized on the reason behind the ways individuals use social communication in two communication processes: interpersonal communication and mass communication.

The fact that mass communication is useful to help the process of cultural adaptation is not a discovery. Different communication scholars have reported this connection over the years, including Wright (1986) and Lasswell (1948) who acknowledged the ability to associate various dissimilar components of a society and to spread social heritages as one of the most important purposes of mass communication.

The media certainly plays a significant role in the first part of the cultural adaptation process (Ryu, 1976) because during this time internationals might not have enough communication competence to be able to successfully achieve interpersonal communication with the members of the new culture, and instead, they tend to choose a type of communication that requires less interaction such as mass communication.

Reece and Palmgreen (2000) conducted a study on the need for cultural adaptation and media use motives among Indian sojourners who came to live in the United States. In this study, they identified several motives behind some Indian students' media consumption behavior, showing the importance of the use of the new culture's media to help in the process of cultural adaptation. They based their study on television viewing, and compared their media consumption habits to eight different aspects: (a) cultural adaptation, (b) diversion, (c) companionship, (d) reflection on values, (e) surveillance, (f) learning, (g) escape, and (h) pass-time. The outcomes of the study shed light on the importance of the use of the new culture's media to help in the process of cultural adaptation, particularly news, situation comedies, sports, and movies. They found that the stimulus to obtain information about the country in which they were currently living was a significant intervening variable between the need for adapting to this new culture and their media usage. However, one of the identified limitations of this study was that it only focused on analyzing one international student population, which is why their results are insufficient to determine whether it works the same for other nationalities. Furthermore, their outcomes left a gap open for future scholars to study the relationship between the need to adapt to a different culture and the motives for the use of all media.

Reece and Palmgreen (2000) also found that to be able to adapt to a new culture, an individual needs to gain knowledge of the new culture from all the possible perspectives and be exposed to it. One way of gaining this knowledge is being in constant contact with its media, which provides the individual with a broad range of cultural elements such as values, history, and current matters.

In 2004, Yang et al. studied the effects of media and cultural adaptation of Chinese students from a uses and gratifications perspective, examining the different types of media. They

found that indeed the level to which sojourners feel the need to adjust to their new cultural environment has a correlation with the perception they have of media content and on the role this plays for them. Their findings also suggested that different media play different roles in fulfilling those needs for the Chinese students. However, once again the sample was limited to one single group of international students.

Wang and Sun (2009) did research on the relation between the use of the Internet and the process of cross-cultural adaptation among Chinese students in the United States. In their study, they focused on investigating the influence of loneliness on the relationship between Internet use and the process of cross-cultural adaptation among Chinese students in the United States. They mention that previous research shows other important individual aspects that relate to the influence of media in general in the cultural adaptation process, such as host language proficiency, amount of time they stay, and other attitudes associated with cultural adaptation. Furthermore, they show that the students' need to change their culture when coming into contact with a different one predicts acculturative motives for media use. Among these Chinese students in the United States, having these motives is directly connected to a tendency to adopt certain types of American-based media content.

De la Sen (2010) explored the impact of cultural modification on mass media motives in international students during the progression of their cultural adaptation to the host country. He looked into the media usage habits of international students in the process of adaptation and how cultural variance could potentially influence it. His study showed that international students from different cultural backgrounds share common patterns in relation to media use. Furthermore, he went more in-depth than previous researchers by looking at different media channels, assessing the relationship between the current media habits of these students and the ones they had prior to

their arrival, evaluating specific types of content, and which type of media contributed the most to their cultural adaptation process.

Use of media and the needs of surveillance (being informed) increase every year students spend in college, and, therefore, so does their consumption of news media (Vincent & Basil, 1997). Usage of news media has recurrently been addressed when studying uses and gratifications: Wenner (1985) stated that according to the uses and gratifications theory, tendencies such as having interest in present events, pushes the use of news media across the diverse media. Since university students are in a time of their lives in which socialization is very important for them, they are often an important group of news consumers (Henke, 1985; Rubin, 1985).

Although an exposure to information-oriented media, such as newspapers, magazines, and television news, is more powerfully related to cultural adaptation than entertainment-oriented media (Kim, 1988), the latter plays an important role as well. Entertainment is one of the general media use reasons that have been most commonly identified as usual motives for individuals who are going through a cultural adaptation process (Reece & Palmgreen, 2000).

Reece and Palmgreen (2000) revealed a significant relationship between Indian students' television viewing motives in the United States and their need for cultural adaptation. According to their results, as the respondent's need for cultural adaptation grew, her/his motives to consume television related to cultural adaptation, reflection on their values, learning, and surveillance also grew, especially for the first and last aspect. These outcomes showed that the eight viewing motives they were assessing shared 45% of their variance with need for cultural adaptation, which means that this played an important role in this population's viewing behavior.

**Theoretical Perspective: Uses and Gratifications**

Whether general needs for cultural adaptation and motives can be found in the international students' use of media behavior in their host culture is an inquiry that can be addressed by the uses and gratifications theory proposed by Katz, Blumler, and Gurevitch (1974). These authors visualize individuals as active and goal-directed who select media messages seeking ways to satisfy particular needs and desires (Reece & Palmgreen, 2000).

The theorists in uses and gratification view people as active because they are able to examine and evaluate various types of media to accomplish communication goals; they suggest that there are distinct motives for the way people select the media they consume to gratify their needs (Katz, Gurevitch, & Hadassah, 1973). In order to expand the knowledge about the effects of media, there has been a permanent request for uses and gratifications to explore the cultural context of media usage (Katz et al., 1985).

Mass media allow individuals to communicate, connect, and disconnect from one another. Katz, Gurevitch, and Hadassah (1973) developed 35 needs from the social and psychological functions of mass media and arranged them into five categories:

- Cognitive needs: obtaining information, knowledge, and understanding;
- Affective needs: emotions, pleasure, feelings;
- Personal integrative needs: credibility, stability, status;
- Social integrative needs: family and friends;
- Tension release needs: escape and diversion.

Katz, Blumler, and Gurevitch (1985) urged researchers to conduct more cross-cultural studies of media use in order to generate new knowledge and find out whether the media gratifications that have appeared in different cultures are universal, whether the same media are



capable of serving different meanings in different cultural environments, and whether different cultural values affect motivations for consuming media. Reece and Palmgreen (2000) are among the researchers that answered this call. They partially based their study in the fact that the level to which an international student will be motivated to get information about the new country is a significant mediating variable between media usage and their need to culturally adapt. That allowed them to partially address the uses and gratifications theory which views individual's media use as useful because it satisfies explicit cultural adaptation purposes.

On another hand, the study conducted by Wang and Sun (2008) proved that media motives research needs to integrate both media characteristics and the cultural setting of its audiences, proving a relation between uses and gratifications theory and cultural adaptation studies. Their study verifies that uses and gratifications can be generalized to other cultural groups and extended to the explanation of the developing process of media motives, especially in the phase from needs to motivation.

Finally, De la Sen (2010) used the uses and gratifications theory in his study to detect how international students satisfied their needs; for example, he noticed that they watched U.S. films to gratify a need for entertainment but also to obtain information about this new country. His findings showed that international students are currently more willing to use specific types of media in the US, like films and online media, to satisfy their needs, and that their media use choices do not change drastically when they arrive in a new country. He also found that there is a correlation between U.S. movies and this population's cultural adaptation, reinforcing the strong relationship between them and their consumption of this type of media.

### **Research Questions**

The research questions for this study take into consideration the similarities and limitations of the studies addressed in the literature review, and are based on the speculations of communication scholars who have found interest in studying the relationship between the process of adaptation and the media motives of international students from various cultures.

While Reece and Palmgreen (2000), Yang et al. (2004), and Wang and Sun (2009) studied international students of one specific culture, which limited their results as not being able to apply to all international students in the US, the questions this study responds to include students from many different cultural backgrounds in order to broaden that perspective.

Furthermore, Reece and Palmgreen (2000) and Wang and Sun (2009) focused their studies on specific types of media (the television and the Internet); on the other hand, De la Sen (2010) studied different types of media. This study seeks to look at media content beyond which type of medium is consumed, which is why it is not limited to specific media types.

Moreover, as the research showed that information-oriented and, to a lesser extent, entertainment-oriented media contents, are the ones students in higher education seek the most, and are also the ones that have a particular relationship with the cultural adaptation process for internationals, this was also considered when formulating the research questions.

*RQ1:* How do international students' levels of cultural adaptation correlate with uses and gratifications sought in news?

*RQ2:* How do international students' levels of cultural adaptation correlate with uses and gratifications sought in entertainment?

Finally, a third research question has been added to assess another type of media content. Although it has not yet been proven to hold any particular influence in the cultural adaptation

process, it is very popular among the specific population under evaluation, and could generate new knowledge regarding the relationship between media consumption behavior and cultural adaptation.

*RQ3:* How do international students' levels of cultural adaptation correlate with uses and gratifications sought in sports?

### **Method**

A survey questionnaire was distributed to obtain the data for this study. This quantitative method was chosen because it has proven to be a useful tool to collect data for academic issues, and it provides the population with a flexible channel to deliver the requested data. Furthermore, as it offers a wide capability, it guarantees a more precise sample to collect results from which the researcher can get the intended conclusions. And most importantly, it has been successfully used in similar studies in order to examine the relationship between media use and cultural adaptation of internationals. Thus, it is effective, flexible, and it allows generalizability.

### **Context of Study**

The international student population at the Rochester Institute of Technology (RIT) is fairly diversified which ensures a high level of variety. Up until fall 2014, international students represented 19% of the full-time enrolled student body of RIT. Among undergraduates, international students represented just seven percent of all full-time students; but the majority (89%) of the total international student body are full-time graduate students (J. Cox, personal communication, November 19, 2014).

Table 1 shows how the number of international students has grown in the last five years (Cox, personal communication, November 19, 2014). Furthermore, Table 2 shows the number of total students enrolled in RIT in the last four years. Here we can see that the RIT student

population has not grown significantly and in the last year it decreased by 1.27% (Rochester Institute of Technology, 2014). Comparing both tables it can be seen that while the main RIT student population has not varied much, the population of international students has grown significantly.

Table 1

*RIT International Student Population*

Fall	Including OPT* participants	Enrolled Intl Students	% Growth of OPT * Intl Students compared to previous year	% Growth of Intl Students compared to previous year
2010/11	1,922	1,634	--	--
2011/12	2,131	1,831	9.81	10.76
2012/13	2,310	1,950	7.75	6.1
2013/14	2,603	2,217	11.26	12.04
2014/2015	2,986	2,500	12.83	11.32
Five year	68.20%	47.00%		

*Note.* \*OPT= Optional Practical Training.

Table 2

*RIT Student Population*

Fall	Total Headcount Students	% Growth of Students compared to previous year
2011	17,652	--
2012	17,950	1.66
2013	18,292	1.87
2014	18,063	-1.27

## Participants

An online survey was sent by e-mail during the fall semester of 2014 to the 2500 international students from 103 different countries that are currently enrolled in RIT (RIT International Student Services, n.d.). Among this population, the highest numbers of international students come from India (1069), China (405), Saudi Arabia (183), Brazil (143), Canada (92), and Dominican Republic (85). Of the international student body that is currently enrolled in RIT, 30% are females and 70% are males.

The survey was administered through the online survey system created by the Wallace Center at RIT: Clipboard. An e-mail with the cover letter and link to the survey was sent twice to all currently enrolled international students by the RIT International Student Services Office. In order to obtain more results, the online survey was also sent by the RIT Leadership Institute & Community Service Center to the international students who are enrolled in the fall 2014 Global Leadership certificate. This last method was used as a support for the first one with the purpose of getting more responses, however, these students are part of the original population the survey was sent to (the whole international student body).

## Survey

The online survey was formed by 16 items and divided into the following three sections:

**Level of cultural adaptation.** In this section, the identity and degree of cultural adaptation of the students was measured using items from a modified version of the Suinn-Lew Asian Self-Identity Cultural Adaptation Scale (SL-ASIA, Ahuna, Khoo, & Suinn, 1992). In 2010, De la Sen created this modified version of the scale for the purposes of his study, and of the 26 items the scale originally had, he only used 16 to measure cultural adaptation. The

remaining items concerned individuals who were born in the US (from international ascendance) and thus they were removed.

In this study, De la Sen's (2010) version was modified to include only the items addressed by the three of the six aspects that are relevant to what this study is trying to measure: (a) cultural self-identification, (b) self-association/language preference, and (c) pride/tradition. Of the three remaining, gastronomic adjustment was determined to be irrelevant because it holds no relation with the dependent variables that were measured in this study. Language skills were disregarded as well since the students addressed in this study are receiving a higher level education in English, hence it is clear that they have good English skills. Finally, audiovisual preference was disregarded as well because this study only addresses media content and thus questions related to type of media have no relevance for the desired results.

Due to these changes, only nine of the 16 items that De la Sen's (2010) modified version of the scale had were used. They are all Likert items that ranged from one (*lowest score*) to five (*highest score*), and the questions that belong to this section of the survey are seven-13.2.

In order to measure the answers to these questions, a Pearson product-moment correlation between the ones that belonged to each of the three aspects was conducted. Based on the results of this correlation the nine questions were divided into five different aspects that perfectly correlated with each other. The first aspect is language preference and was only formed by the first question of this section (question seven in the survey). The second aspect is self-association and was formed by questions eight and nine of the survey. The third aspect is pride/tradition and was formed by the questions 10 and 11 of the survey. The fourth aspect is self-identification with one's own culture, which was formed by the questions 12.1 and 13.1 of the survey, and the fifth and last aspect is self-identification with U.S.' culture, which were questions 12.2 and 13.3 of the

survey.

**Motives for media use.** To measure motives for media use in each of the variables, a Likert-type scale item was used, ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Reece and Palmgreen (2000) created a modified version of Rubin's (1983) Television Viewing Motives Scale (TVMS). This revision of the TVMS scale is an expanded version that includes items on eight aspects: (a) cultural adaptation, (b) diversion, (c) companionship, (d) reflection on values, (e) surveillance, (f) learning, (g) escape, and (h) pass-time.

Rubin's (1983) original scale includes three statements for each of the nine categories: (a) relaxation, (b) companionship, (c) habit, (d) passing time, (e) entertainment, (f) social interaction, (g) information, (h) arousal, and (i) escape. This modified version was revised and changed for the purpose of this study. Of the eight aspects that Reece and Palmgreen (2000) used, only five are relevant to this study: (a) cultural adaptation, (b) diversion, (c) companionship, (d) reflection on values, and (e) surveillance. These five aspects were the ones that had higher alphas when Reece and Palmgreen (2000) ran their factor statistics table. The remaining three aspects were disregarded because the characteristics they addressed were closely related to some of the first five aspects; what learning responded to was already being measured by surveillance, while escape and pass time were measures that could be reflected in diversion.

Of each aspect, only the items with higher loadings were used in the survey because they are the most relevant ones in order to obtain the information wanted for the purposes of the study. All of the items selected had 0.70 or higher loadings. For the cultural adaptation aspect, the first item ("So I can learn more about American values") was disregarded because it can be assessed with the third item ("So I can learn about American culture"). From the diversion aspect, the second item ("Because it is a pleasant rest") was disregarded, because it could be

assessed with the first one (“Because it is enjoyable”). For companionship and surveillance, the two highest loading items were used. For the reflection on values aspect, the three higher loading items were selected because all three are relevant for better understanding the media consumer behavior regarding cultural values of each of the different cultures surveyed.

Eleven items remained belonging to the chosen five aspects. For each of the three media content types looked at in this study (i.e., news, entertainment, and sports), each of the 11 items were measured. Respondents had to answer a Likert scale ranging from one (*lowest score*) to five (*highest score*). The questions that belong to this section are 14.1-16.11.

In order to measure the answers to these questions, a Pearson product-moment correlation of the questions that belonged to each of the five aspects measured on this section of the survey was also conducted. As this correlation was positive for all aspects, we divided the questions 14, 15, and 16 of the survey into five different aspects each. As previously explained, the first aspect is cultural adaptation and it is formed by the first two items of each of the three questions. The second aspect is diversion and is formed by the third and fourth items. The third aspect is companionship and is formed by questions five and six. The fourth aspect is reflection on values and is formed by questions seven, eight, and nine. And finally, the fifth aspect is surveillance and is formed by questions ten and eleven.

**Demographic information.** In this section, the subjects were asked information regarding their age, country of origin, gender, student status, and the amount of time they have been studying in the United States. Nationality, age, language, and amount of time living in the US were open-ended questions because it was more convenient given the wide range of diversity these answers could provide and also because they did not limit the respondent. The remaining



questions were closed-ended so they could be more precisely quantified. The survey questions that belong to this section are one – six.

The survey instrument sent to all RIT international students resulted in 264 responses out of which two had to be disregarded because the student failed to answer his/her country of origin. The total response rate obtained (262) accounts for 10.48% of the total international student body. The highest populations to answer the survey were from India (50%), Dominican Republic (17.2%), Brazil (7.6%), China (5.3%), and Saudi Arabia (2.3%), which account for five out of the six highest RIT international students' populations; 18.3% of respondents were undergraduate students and the 80.9% remaining were graduate students. Furthermore, 33.6% of respondents were females, while 66.4% were male, percentages that are very similar to the total percentages of international students per gender. These three pieces of information show that the response rate has a good/significant proportion in relation to the total population interviewed. The majority of the respondents have been studying in the United States for two years or less (75.9%) while the ones remaining have been in the US for longer than two years (24.1%).

From the total score of the questions that were measuring cultural adaptation in the survey, nine was the lowest score a person could get if he/she selected option one for all nine questions, while 45 was the highest score a person could get if he/she selected the fifth option for all nine questions. The questions 12.1 and 13.1 were coded in reverse because opposite to the other seven questions, the higher the score in these two, the more attached the person was to their culture. The median of the total data was 27, and to get some descriptive information of the data gathered from these questions, the following information was generated: the range of answers was 22, with the minimum score being 16 and the maximum 38. The mean of the total data was 24.71. The standard deviation was 3.8.

### **Pilot Test**

Prior to administering the surveys to international students, a small sample of six people was selected to pilot test the instrument. Their answers allowed us to examine the effectiveness in understanding and answering the questions, as well as to measure the time it takes to complete it. The feedback received by the sample was used to improve the questionnaire before administering it to the complete sample. Some questions from all three sections were reworded to avoid confusion and the section measuring media motives was re-structured so that it could provide more clear results for the analysis of the data.

### **Results**

#### **RQ1: How do International Students' Levels of Cultural Adaptation Correlate with Uses and Gratifications Sought in News?**

In order to answer the first research question (RQ1) the Pearson correlation was run between the five aspects of cultural adaptation (which count as the independent variables) and the five aspects of news consumption motives (which count as the dependent variables). The correlations were positive for the fourth independent variable, which is self-identification with own culture and the second (diversion), fourth (reflection on value), and fifth (surveillance) dependent variables. In all three cases the Pearson correlation was a positive number; also they are close to one, which indicates there is a strong relationship between the variables; moreover, Table 3 shows us that there is a statistically significant correlation between the variables, as the  $p$  value is below the value indicated as significant ( $p < 0.01$ ). For the correlation with diversion  $p = 0.005$ , with reflection on values  $p = 0.004$ , and for the correlation with surveillance  $p = 0.001$ .

Table 3

*Self-identification with Own Culture and Motives for Consuming News*

Variable	Motives				
	Cultural Adaptation	Diversion	Companion-ship	Reflection on Values	Surveillance
Self-identification with own culture					
Pearson correlation	.106	.173	.108	.181	.203
<i>p</i> value	0.87	<b>.005**</b>	.084	<b>.004**</b>	<b>.001**</b>

*Note.* \*\*Significant  $p < 0.01$ .

This shows that for international students, there is a positive correlation between seeking news media content for motives of diversion (it entertains them), reflection on their values, and surveillance (to be informed), and their level of identification with their own culture. So the higher the level of self-identification with their culture, the more they consume news to satisfy these needs.

In order to understand more in-depth the correlation between the independent variable and reflection on values as a motive to seek news media, another table was generated that compared this independent variable with each of the three items (questions) that formed the aspect of reflection on values. The results shown in Table 4 tell us that the correlation is positive for the first question (“Because you see your personal values reinforced”)  $p = .024$ , because the value is significant if  $p < 0.05$ ; and for the third question (“So you can see your culture’s values reinforced”)  $p = .000$ , because the value is significant if  $p < 0.01$ .

Table 4

*Self-identification with Own Culture and Consuming News for Reflection on Values*

Variable	Values		
	Because you see your personal values reinforced	So you can see alternative values to consider	So you can see your culture's values reinforced
Self-identification with own culture			
Pearson correlation	.140	.106	.239 <sup>†</sup>
<i>p</i> value	<b>.024<sup>†</sup></b>	.090	<b>.000<sup>††</sup></b>

*Note.* † Significant  $p < 0.05$  (two-tailed); †† Significant  $p < 0.01$  (two-tailed).

### **RQ2: How do International Students' Levels of Cultural Adaptation Correlate with Uses and Gratifications Sought in Entertainment?**

In order to answer the second research question (RQ2) a Pearson correlation was run between the five aspects of cultural adaptation (independent variables) and the five aspects of entertainment consumption motives (dependent variables).

Correlation is shown between the first independent variable (language preference) and the second dependent variable (diversion). There is a negative correlation between the language international students prefer to use when they are in social settings, meaning the language they feel more comfortable with, and their consumption of entertainment-oriented media for motives of diversion. When the population prefers to use English to their language in social settings, they are less interested in seeking entertainment-oriented media to satisfy their need for diversion (see Table 5). The Pearson correlation is a negative number; it is also close to one, which indicates there is a strong relationship between the variables; furthermore, Table 5 shows us that there is a statistically significant correlation between the two variables, as it is below the value indicated as significant ( $p < 0.05$ ). For the correlation with diversion,  $p = .024$ .

Table 5

*Language Preference, Pride/Tradition, and Motives for Consuming Entertainment*

Variable	Motives				
	Cultural Adaptation	Diversion	Companion-ship	Reflection on Values	Surveillance
Language preference					
Pearson correlation	.043	-.142	.034	.076	.040
<i>p</i> value	.490	<b>.024*</b>	.587	.235	.531
Pride/Tradition					
Pearson correlation	-.078	-.020	-.016	-.133	-.168
<i>p</i> value	.216	.758	.802	<b>.036*</b>	<b>.008**</b>

Note. \* Significant  $p < 0.05$ ; \*\* Significant  $p < 0.01$ .

Also, a correlation was possible between the third independent variable (pride/tradition) and the last two dependent variables (reflection on values and surveillance). The level in which international students are proud of their culture and traditions correlates with how they see their values reflected and how much they want to stay current about the events that go on around them. Both Pearson correlation numbers are negative; also they are close to one, which indicates there is a strong relationship between the variables; also, Table 5 shows us that in the correlation for reflection on value there is a statistically significant correlation between Pride/Tradition and consuming entertainment for reflection on values ( $p = 0.36$ ), as it is below the value indicated as significant ( $p < 0.05$ ); while for surveillance ( $p = 0.08$ ), the same is true because it is below  $p < 0.01$ .

These correlations are negative, meaning that when international students are prouder of their culture, they tend to seek entertainment-oriented media to strengthen their reflection on values as well as to stay current with what is going on. Likewise, when they have low levels of

pride in their cultures and traditions, and thus have a higher sense of belonging to this new, temporary home, they are less likely to consume entertainment media for these purposes.

In order to explain more thoroughly the correlation between Pride/Tradition (independent variable) and reflection on values and surveillance (the two dependent variables) another table was generated that compared this independent variable with each of the items (questions) that formed both aspects. The results shown in Table 6 tell us that the correlation is negative for the third question of reflection on values (“So you can see your culture’s values reinforced”)  $p = .000$ , because the value is significant if  $p < 0.01$ ; it is also negative for the first question of surveillance (“So you can find out what is going on in the world”)  $p = .019$ , because the value is significant if  $p < 0.05$ ; and for the second question of surveillance (“So you can find out what is going on in the US)  $p = .004$ , because the value is significant if  $p < 0.01$ .

Table 6

*Pride/Tradition and Consuming Entertainment for Reflection on Values and for Surveillance*

Variable	Values			Surveillance	
	Because you see your personal values reinforced	So you can see alternative values to consider	So you can see your culture's values reinforced	So you can find out what is going on in the world	So you can find out what is going on in the US
Pride/Tradition					
Pearson correlation	-.086	-.042	-.225	-.147	-.180
$p$ value	.174	.511	<b>.000<sup>††</sup></b>	<b>.019<sup>†</sup></b>	<b>.004<sup>††</sup></b>

Note. <sup>†</sup>Significant  $p < 0.05$  (two-tailed); <sup>††</sup>Significant  $p < 0.01$  (two-tailed).

### **RQ3: How do International Students' Levels of Cultural Adaptation Correlate with Uses and Gratifications Sought in Sports?**

In order to answer the third research question (RQ3), a Pearson correlation was run between the five aspects of cultural adaptation (independent variables) and the five aspects of entertainment consumption motives (dependent variables).

Table 7

*Pride/Tradition, Self-identification with American Culture and with Own Culture, and Motives for Consuming Sports*

Variable	Motives				
	Adaptation	Diversion	Companion-ship	Reflection on Values	Surveillance
<b>Pride/Tradition</b>					
Pearson correlation	-.159	-.114	-.088	-.167	-.162
<i>p</i> value	<b>.011*</b>	.071	.164	<b>.008**</b>	<b>.010**</b>
<b>Self-identification with American culture</b>					
Pearson correlation	.145	.116	-.029	.054	.098
<i>p</i> value	<b>.022*</b>	.067	.651	.391	.123
<b>Self-identification with own culture</b>					
Pearson correlation	.123	.188	.033	.129	.101
<i>p</i> value	.050	<b>.003**</b>	<b>.604</b>	<b>.041*</b>	.110

*Note.*\* Significant  $p < 0.05$ ; \*\*Significant  $p < 0.01$ .

The correlation is shown for the third independent variable (pride/tradition) and the first (cultural adaptation), fourth (reflection on value), and last (surveillance) dependent variables (see Table 7) that the level of pride international students have towards their culture and traditions correlates with their motives of cultural adaptation, reflection on values, and surveillance when seeking for sports-oriented media. The Pearson correlation numbers are negative; also they are

close to one, which indicates there is a strong relationship between the variables; moreover, Table 7 shows that the correlation for cultural adaptation ( $p = .011$ ) is statistically significant as it is below the value indicated as significant ( $p < 0.05$ ); while for reflection on values ( $p = .008$ ) and for surveillance ( $p = .010$ ), the same is true because it is below the value indicated as significant ( $p = <0.01$ ).

For all the variables this correlation is negative, which means that when international students have a high level of pride towards their own culture they are likely to consume sports to find values reflected, to learn about American culture, and for surveillance. Likewise, when their level of pride is not as high, they do not tend to seek for sports-oriented media to satisfy those needs.

To further understand the correlation between Pride/Tradition (independent variable) and reflection on values, another table was generated that compared this independent variable with each of the items (questions) that formed the reflection on values aspects. The results shown in Table 8 tell us that the correlation is negative for the first question of reflection on values (“So you can see your personal values reinforce”)  $p = .018$ , because the value is significant if  $p < 0.05$ ; and it is also negative for the third question (“So you can see your culture’s values reinforce”)  $p = .001$ , because the value is significant if  $p < 0.01$ .



Table 8

*Pride/Tradition and Consuming Sports for Reflection on Values*

Variable	Values		
	Because you see your personal values reinforced	So you can see alternative values to consider	So you can see your culture's values reinforced
Pride/Tradition			
Pearson correlation	-.149	-.123	-.201
<i>p</i> value	<b>.018<sup>†</sup></b>	.050	<b>.001<sup>††</sup></b>

Note. <sup>†</sup>Significant  $p < 0.05$  (two-tailed); <sup>††</sup>Significant  $p < 0.01$  (two-tailed).

There is also a correlation between the fifth independent variable (self-identification with American culture) and the first dependent variable (cultural adaptation). International students' level of self-identification with their host culture correlate with their cultural adaptation needs to consume sports. This correlation is positive, which means that these students are prompt to satisfy their needs of adaptation and surveillance when they feel they fit in with this new culture. The Pearson correlation number is positive; also it is close to one, which indicates there is a strong relationship between the variables; furthermore Table 7 shows that the correlation for cultural adaptation ( $p = .022$ ) is statistically significant as it is below the value indicated as significant ( $p < 0.05$ ).

To go more in-depth in understanding the correlation between self-identification with American culture (independent variable) and cultural adaptation (dependent variable), another table was generated that compared this independent variable with each of the items (questions) that formed the cultural adaptation aspect. Table 9 shows that the correlation is positive for the first question of cultural adaptation ("To learn how Americans interact socially"),  $p = .036$ , and it

is also positive for the second question (“To learn about American culture”),  $p = .017$ , because the values are significant if  $p < 0.05$ .

Table 9

*Self-identification with American Culture and Consuming Sports for Cultural Adaptation*

Variable	Cultural Adaptation	
	To learn how Americans interact socially	To learn about American culture
Self-identification with American culture		
Pearson correlation	.132	.150
<i>p</i> value	<b>.036<sup>†</sup></b>	<b>.017<sup>†</sup></b>

Note. <sup>†</sup>Significant  $p < 0.05$  (two-tailed).

The correlation was also possible between the fourth independent variable (self-identification with one's culture), and the second (diversion) and fourth (reflection on values) dependent variables (see Table 7). International students' level of self-identification with their culture correlates with their need for diversion and reflection on values motives when consuming sports. Both Pearson correlation numbers are positive; also they are close to one, which indicates there is a strong relationship between the variables; also, Table 7 shows that the correlation for diversion ( $p = .003$ ) is statistically significant, as it is below the value indicated as significant ( $p < 0.01$ ); while for reflection on values ( $p = .041$ ), the same is true because it is below the value indicated as significant ( $p < 0.05$ ).

These correlations are positive, which means that when international students are highly identified with their culture, they are likely to consume sports to satisfy their needs for entertainment and to see values reflected. Likewise, it explains that students who feel they do not

fit in as well with other internationals of their same ethnicity are not as likely to consume sports for diversion and to find values to reflect on.

In order to explain more thoroughly the correlation between self-identification with own culture (independent variable) and reflection on values (dependent variable), another table was generated that compared this independent variable with each of the items (questions) that formed the reflection on values aspect. Table 10 shows that the correlation is positive for the third question of reflection on values (“So you can see your culture’s values reinforced”),  $p = .018$ , because the value is significant if  $p < 0.05$ .

Table 10

*Self-identification with Own Culture and Consuming Sports for Reflection on Values*

Variable	Values		
	Because you see your personal values reinforced	So you can see alternative values to consider	So you can see your culture's values reinforced
Self-identification with own culture			
Pearson correlation	.114	.102	.14†
<i>p</i> value	.070	.105	<b>.018†</b>

Note. †Significant  $p < 0.05$  (two-tailed).

### Discussion

The purpose of this study was to measure and analyze the correlation between the level to which international students are adapted to the US as their temporary host culture and their motives for seeking media content. Comparing each one of the different aspects related to the level of cultural adaptation separately with each one of the media motive aspects for the three types of media content this study looks at allowed the researcher to get a detailed answer to draw more accurate conclusions of the findings.

When it comes to news, the findings showed that there is no correlation between the levels of cultural adaptation of these students and their reasons to consume this type of media content. The consumption of news media for adaptation purposes was not significantly high. Moreover, the correlations run to answer RQ1 did show a positive correlation between the self-identification with one's own culture value aspect and two of the motives for consuming news.

This finding reveals that, upon arrival in a new and different country, international students who feel closely identified with their country's cultural values and people tend to consume news to satisfy reflection on values and surveillance needs. The reason for this trend might be that these students look for a way to see their values reflected and want to stay current on what is going on in the world (and their country of origin) through consuming news. This finding reinforces the surveillance needs Vincent & Basil (1997) talk about as common in young adults.

Previous research by Reece and Palmgreen (2000) showed that entertainment was a common media use reason for individuals who were going through cultural adaptation processes. The findings of this study for RQ2 showed that there was indeed significant correlation between consumption of entertainment-oriented media to satisfy certain media motives and level of cultural adaptation. The results revealed that international students who preferred to use their language instead of English in social settings are also prompt to consume entertainment in order to satisfy their needs for diversion. Furthermore, the findings show that when international students are prouder of their own culture and traditions, they seek entertainment-oriented media to see their culture's values reinforced and to find out what is going on not just in the world but also in the US. This last part shows that regardless of how attached they still are to their own culture, they have some interest in learning about this new one. In this part of the study, it is

possible to see concordance with what Reece and Palmgreen (2000) show by a high correlation in these two aspects.

Finally, the most interesting part of the findings relies on the answer to RQ3. No previous research was found that linked sports-oriented media to cultural adaptation of international students. The results of this study showed that there was more correlation when comparing media motives with the use of this type of media content than with the use of the previous two. When international students feel more pride in their own culture they are likely to consume sports to find their own values and their culture's values reflected, as well as to keep current with news and events of the world, and also of American culture, which again shows an interest on their behalf in knowing what is going on in their host country.

These findings also show that when international students have a high level of identification with American culture and values, they like to consume sports to learn more about this culture in general; thus, this helps them in their cultural adaptation process.

Finally, the results revealed that when international students feel closely identified with their culture's values as well as with those who belong to their same nationality, they enjoy consuming sports as a way of satisfying their needs for entertainment, and to see their culture's values reinforced. This last part shows that they probably tend to consume sports that are popular in their culture.

### **Conclusion**

When comparing the variables used to measure the level of cultural adaptation with the dependent variables, which are those that assessed media motives among international students, it is noticeable that there was little correlation between cultural adaptation and motives to consume news. In the case of this study, this could have been conditioned by the sample chosen,

because there is a significant amount of international students enrolled at RIT and internationality is promoted at a very high level, which provides a comfortable environment for them to be able to adapt without necessarily having to lose or change their mores from their cultural background. This is also backed up by the fact that in the data gathered from the section of the survey that measured cultural adaptation, the mean is lower than the median, which tells us that the majority of international students scored a low level of cultural adaptation. It is noticeable as well that as international students, these individuals know that they are only in the US temporarily, which is another reason why they might also not feel a big need to adapt, especially if the institute in which they are studying promotes their cultural values as well, as in the case of RIT.

There is a bigger correlation between international students' level of cultural adaptation and their selection of entertainment and sports-oriented media to satisfy their needs. They tend to look for entertainment content to learn more about American culture and how social interactions are developed in this country, as well to keep current with the news. Furthermore, more possible correlations were found for sports; international students look for sports content to see their values reinforced when they are closely identified with their own culture, whereas when they feel identified with American culture, they consume sports to learn more about it. There is significant information here that shows how this population sees this type of media content as a means to find a certain level of cultural adaptation in their host country. This last correlation also proves the need this population feels to keep important aspects of their identity, for when they go back home they can connect with the culture and the people. The findings showed that these international students do not need to be less attached to their culture to adapt to the new one.

The results of this study tell us that just as the international student population keeps growing, new correlations emerge between the things they do to adapt to the new culture as well as how well they managed to do it, and the reasons why they seek specific types of media content to satisfy their needs.

### **Limitations and Future Research**

Despite the fact that the largest international populations were represented in the sample upon which this study was based, the total of the sample (10.48%) was limited and not very significant in relation to the total population of international students at RIT, which is why it is not possible to completely affirm that these results account for the total population. Furthermore, although the examples when measuring media motives were some of the most popular according to what previous studies showed, they do not account for all types of content, which could have limited the results. And the fact that these results have shown us some differences from previous studies could mean that some motives have changed.

Future research correlating media motives with cultural adaptation should focus more on studying sports as a type of media content international students are consuming upon arrival in a new country; also, looking at the type of media individuals use to access the content they seek, could provide more specific outcomes to better understand their media motives. Moreover, qualitative method could add more value to these types of studies, in order to find out what new motives have emerged to draw students to select their type of media content when studying abroad, as well as to find out why the level of interest towards news has decreased, according to what these results showed.

In order to expand this research in the future, scholars could consider developing a new scale that measures cultural adaptation level more accurately as some circumstances have

changed; this instrument also should not measure high identification with one's own culture and adaptation to the host country as mutually exclusive, because it has been proven that both can be true simultaneously.



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## Appendix A

## Survey with Answers

1. Which is your country of origin?

Country	Percent
Afghanistan	.4
Angola	.4
Belize	.4
Brazil	7.6
Canada	1.1
Chile	.4
China	5.3
Colombia	1.1
Costa Rica	.4
Czech Republic	.4
Dominican Republic	17.2
Ecuador	.8
Egypt	.4
France	.8
Germany	.4
Grenada	.4
Honduras	.4
India	50.0
Iran	1.1

Country	Percent
Iraq	.8
Italy	.4
Jamaica	1.1
Japan	.4
Jordan	.4
Kazakhstan	.4
Korea	.4
Kuwait	.4
Malaysia	.4
Middle East	.4
Pakistan	.4
Saudi Arabia	2.3
South Korea	.8
Spain	1.1
Venezuela	.4
Congo	.4
Peru	.4
Russia	.4
<b>Total</b>	<b>100.0</b>

2. Gender:

1) Female **33.6%**

2) Male **66.4%**

3. How old are you:

Age	Percent
17	.8
18	.8
19	3.8
20	2.3
21	5.7
22	13.7
23	16
24	17.9
25	13
26	9.5
27	5.7

Age	Percent
28	2.7
29	2.3
30	.8
31	1.1
32	1.1
33	.4
34	.8
35	.4
40	.4
42	.4
44	.4
Total	100.0

4. What is your student status?

- 1) Undergraduate **18.3%**
- 2) Graduate **80.9%**
- 3) Other: **0.8% (English student; Exchange student)**

5. How long have you been studying in the United States? (x years and x months)

Intervals Years Groups	Percent
<= 6 Months	43.1
> 6 Months, <= 1 Year	3.4
> 1 Year, <= 2 Years	29.4
> 2 Years, <= 3 Years	11.5
> 3 Years	12.6
<b>Total</b>	<b>100.0</b>

## 6. What is your native language?

Language	Percent
Arabic	4.2
Bengali	1.9
Chinese	5.3
Czech	.4
English	3.8
Spanish	22.1
Farsi/Persian	.8
French	1.1
German	.4
Gujarati	2.3
Hindi	18.3
Italian	.4
Russian	.4
Japanese	.4
Kannada	4.2
Kazakh	.4

Language	Percent
Konkani	1.1
Korean	1.1
Kurdish	.4
Malay	.4
Malayalam	1.1
Marathi	7.3
Pashto	.4
Portuguese	8.0
Punjabi	.4
Tamil	6.1
Telugu	6.1
Urdu	.8
Total	99.6
System	.4
<b>Total</b>	<b>100.0</b>

## 5. When in social settings, what language do you prefer?

- 1) My native language only **1.1%**
- 2) Mostly native language, some English **21%**
- 3) My native language and English about equally well (bilingual) **40.5%**
- 4) Mostly English, some of my native language **21%**
- 5) Only English **16.4%**

## 8. Whom do you associate with in the community in the U.S.?

- 1) Almost exclusively with groups of my own race or ethnicity **3.8%**
- 2) Mostly with groups of my own race or ethnicity **34.5%**
- 3) About equally with groups of my own race or ethnicity and Anglo groups **50.2%**
- 4) Mostly with Anglos or other ethnic groups that are not from my own race or ethnicity **8.8%**

6) Almost exclusively with Anglos or other ethnic groups that are not from my own race or ethnicity **2.7%**

9. If you could pick, whom would you prefer to associate with in the community?

1) Almost exclusively with groups of my own race or ethnicity **1.1%**

2) Mostly with groups of my own race or ethnicity **7.3%**

3) About equally with groups of my own race or ethnicity and Anglo groups **69%**

4) Mostly with Anglos or other ethnic groups that are not from my own race or ethnicity **16.1%**

5) Almost exclusively with Anglos or other ethnic groups that are not from my own race or ethnicity **6.5%**

10. How much pride do you have in the race or ethnic group that you belong to?

1) Extremely proud **43.1%**

2) Moderately proud **32.4%**

3) Little pride **7.3%**

4) No pride but do not feel negative towards the group **16%**

5) No pride and feel negative towards the group **1.1%**

11. How often do you participate in your country, race or ethnicity's occasions, holidays, traditions, etc.?

1) In nearly all of them **11.8%**

2) In most of them **33.2%**

3) In some of them **31.7%**

4) In a few of them **15.3%**

5) In none at all **8%**



12. Rate yourself on:

- a) How much identify with your country's culture values (e.g. about marriage, families, education, work...):

<b>1 (Do not identify)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 (Strongly identify)</b>
0.8%	8.8%	24.5%	39.5%	26.4%

- b) How much you identify with American (Western) values:

<b>1 (Do not identify)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 (Strongly identify)</b>
4.2%	16.9%	45.4%	29.2%	4.2%

13. Rate yourself on:

- a) How well you fit when with other internationals of the same ethnicity

<b>1 (Do not fit)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 (Fit very well)</b>
0.4%	6.1%	18.4%	48.3%	26.8%

- b) How well you fit when with Americans who are not from your country, race or ethnicity (Westerners)

<b>1 (Do not fit)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 (Fit very well)</b>
1.5%	10.4%	34.2%	40.4%	13.5%

14. How often do you use news media for the following purposes?

	Never	Rarely	Sometimes	Very often	Every day
To learn how Americans interact socially	22.1%	30.5%	29.8%	15.6%	1.9%
To learn about American culture	13.7%	23.3%	37.4%	22.1%	3.4%
Because it entertains me	6.9%	20%	33.1%	29.2%	10.8%
Because it is enjoyable	6.6%	20.9%	32.9%	29.1%	10.5%

When there is no one else to talk to	19.3%	29.3%	31.3%	15.8%	4.2%
So I will not have to be alone	35.1%	28.2%	24.3%	10.8%	1.5%
Because I see my personal values reinforced	31.5%	27.7%	26.5%	11.9%	2.3%
So I can see alternative values to consider	20.8%	24.3%	34.7%	18.5%	1.5%
So I can see my culture's values reinforced	25.5%	31.7%	27.4%	13.5%	1.9%
So I can find out what is going on in the world	2.7%	7.8%	19.8%	40.3%	29.5%
So I can find out what is going on in the U.S.	3.8%	11.5%	24.2%	39.6%	20.8%

15. How often do you use entertainment media for the following purposes?

	Never	Rarely	Sometimes	Very often	Every day
To learn how Americans interact socially	16.1%	22%	30.2%	26.7%	5.1%
To learn about American culture	15%	16.9%	36.6%	25.6%	5.9%
Because it entertains me	2.8%	7.9%	24.5%	43.1%	21.7%
Because it is enjoyable	3.2%	8.4%	23.5%	44.2%	20.7%
When there is no one else to talk to	17.5%	20.7%	32.3%	22.7%	6.8%
So I will not have to be alone	27.4%	27.8%	25.4%	16.7%	2.8%
Because I see my personal values reinforced	26%	31.2%	28.4%	10.4%	4%
So I can see alternative values to consider	24.1%	26.1%	33.2%	12.6%	4%
So I can see my culture's values reinforced	28.3%	31.1%	25.5%	10.8%	4.4%
So I can find out what is going on in the world	12.6%	18.6%	31.6%	28.1%	9.1%
So I can find out what is going on in the U.S.	14.3%	17.1%	30.7%	29.1%	8.8%

16. How often do you use sports media for the following purposes?

	Never	Rarely	Sometimes	Very often	Every day
To learn how Americans interact socially	37.3%	29.4%	18.4%	11.4%	3.5%
To learn about American culture	35%	22%	28.7%	11.8%	2.4%
Because it entertains me	22.5%	17%	24.5%	22.9%	13%
Because it is enjoyable	23.3%	16.2%	22.5%	23.7%	14.2%
When there is no one else to talk to	43.1%	30%	14.2%	10.7%	2%
So I will not have to be alone	48.6%	27.7%	12.3%	8.3%	3.2%
Because I see my personal values reinforced	46.5%	26.4%	15.4%	9.1%	2.8%
So I can see alternative values to consider	44.5%	25.6%	18.1%	7.5%	4.3%
So I can see my culture's values reinforced	43.3%	29.5%	18.1%	6.3%	2.8%
So I can find out what is going on in the world	29.5%	21.3%	22.4%	18.1%	8.7%
So I can find out what is going on in the U.S.	29.5%	22.8%	23.6%	16.1%	7.9%

## Appendix B

### Cover Letter for Survey

Greetings dear RIT International student,

International students are a continuously growing population in the United States, and the fact that their cultures differ from North America's in many aspects often influences the reasons why they select the media they use. In order to find out how the level of acculturation of different international students correlates with media use, and how this relation differs based on cultural background, I am conducting a study and would be appreciative if you could fill out a survey about your experience as an International student at RIT, and your media consumption motives. It should take no more than 10 minutes.

If you decide to participate you will be providing basic demographic information such as your country of origin, age and student status. Moreover, you will be answering multiple choice and Likert scale type question about your level of cultural adaptation to the United States, and your media use motives.

Participation is both voluntary and non-obligational, and your identity will be kept anonymous, as in the survey you will not be required to provide your name, email, or any personal identification. Any information provided shall be maintained confidential. The resulting data shall only be used for statistical purposes. Only the researcher and thesis advisors will be able to access it for the purpose of this study. Moreover, only the conclusions drawn from the collection of data will be reported in the thesis, meaning that no individual answers will be published.

The study does not involve any anticipated risks, and it will serve to generate new information to broaden the understanding of media use motives from a cultural diversity perspective.