

## **Exploring the impact of a short-term study abroad experience on minority business students: implications for marketing educators**

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### **ABSTRACT**

The demand for globally-prepared, diverse marketing graduates in business is heightened by global expansion, increased competition, and a flattened world. A key question is, how can marketing educators better prepare students, particularly minority students, for this diverse and global environment? One option includes greater emphasis on the study abroad experience in marketing education. This study assesses the impact of undergraduate and graduate, minority marketing students, who participated in a short-term study abroad experience in China, a country in which they have no cultural affinity. Recommendations on how marketing educators can sell the study abroad experience to minority marketing students conclude this paper.

Keywords: Marketing Education, Study Abroad, Cross-Culture, Globalization

## INTRODUCTION

Global “exports” of students have increased and are projected to grow, particularly among business students (AACSB, 2011). The demand for globally minded employees in business is heightened by global expansion, increased competition, and a flattened world (Di Meglio, 2013; Friedman, 2006). These global changes are coupled with the high demand for business employees with soft skills that are essential in a global environment – communication, social skills, flexibility, interpersonal skills, and teamwork (Robles, 2012). Therefore, it is critical for marketing educators to integrate global experiences into the coursework and encourage students to take advantage of international experiences such as study abroad programs prior to their completion of college in order to have a competitive advantage over recent graduates who are applying for the same jobs.

Accrediting agencies for collegiate business schools have also made note of these environmental changes. An emphasis on globalization and multiculturalism in the business curriculum can be found in the assurance of learning – 2013 business standards set forth by the Association to Advance Collegiate Schools of Business (AACSB International), the top accrediting body for collegiate business schools worldwide (AACSB, 2014). Hence, assessment of student learning in these key areas has become increasingly important to marketing educators.

Given both the environmental changes and educational mandates in business education, minority groups such as African American and Latino students lag behind when it comes to the study abroad experience. In 2002/03, only 5.1% of Latino students participated in a study abroad experience. In 2012/13, 7.6% of Latino students participated in a study abroad experience, a growth of 2.5% across a 10-year period. For African American students, 3.4% participated in a study abroad experience in 2002/03. In 2012/13, 5.3% of African American students participated in a study abroad experience, a growth of only 1.9% in a 10-year period. This is in comparison to 76.3% of Caucasian students who participated in a study abroad experience in 2012/13 (Institute of International Education, 2014b). Consequently, U.S. businesses that are genuinely committed to diversifying their workforce incur challenges when identifying minorities who are globally prepared to manage their growing international operations (McGiffert, 2014a).

So why is there such a gap in the participation of African Americans and Latinos in the study abroad experience? The primary reason is financial barriers (Hembroff & Rusz, 1993; McGiffert, 2014a; 2014b). However, financial resources have been funneled into various international opportunities such as the 100,000 Strong US-China initiative and the Fulbright program to mitigate the financial strain for students and promote greater diversity among US students traveling abroad. But there are also cultural considerations, such as the lack of travel experiences and apprehension of overseas travel, fear of discrimination, and that international travel and study has not traditionally been a part of minority students’ culture, which thereby impact minority students’ willingness to participate in study abroad experiences (Brown, 2002; Hembroff & Rusz, 1993; McGiffert, 2014a; 2014b). If minority students are in fact willing to study abroad, they typically select regions where they have a cultural affinity. For African American students, such regions include Africa or countries such as Brazil due to their large Afro-

Brazilian population (McGiffert, 2014a; Penn & Tanner, 2008). Latino students prefer to study in Spain or countries in Latin America (McGiffert 2014a). However, business recruiters want graduates to have a general openness to the rest of the world (Di Meglio, 2013).

Given the cultural and social distance factors that hinder and narrow the quantity and breadth of international experiences among minority students, this study will examine how minority business students, who participated in a short-term, study abroad experience in China, a country in which they have no cultural affinity, perceive international groups based on key domains of social distance: previous contact, knowledge, social willingness, and affect. Group differences based on classification and gender were also analyzed. By understanding how these participants perceive international groups and examining any differences among them based on classification and gender, marketing educators can re-examine their courses and global programs from a cultural and global context while working to promote greater participation of students, particularly minority students, in study abroad experiences in order to supply businesses with globally-minded graduates.

### **Social Distance and Marketing Education**

Some of the top soft skills that business executives want from potential employees have social and cross cultural implications - teamwork, communication, interpersonal skills, and flexibility (Robles, 2012). For marketing students, these skills are critical in areas such as influencing and persuading across cultures (Martin, 2010), especially across Chinese culture (Graham & Lam, 2003), ascending the corporate ladder to executive-level positions (Groysberg, 2012), and branding (Wind, Sthanunathan, & Malcolm, 2013). From the context of minority business students and multicultural experiences, the researchers contend that when minority business students are engaged in a study abroad experience, the more positive their feelings and perceptions toward international groups become. Hence, their cultural awareness and globally preparedness increases. Therefore, the theoretical foundation for this study is grounded in the Social Distance Theory, which postulates, “that individuals are susceptible to particular attributes of others, and this susceptibility influences interaction patterns among individuals” (Young & Fox, 2002, p. 537). By accessing key domains of social distance – previous contact, social willingness, knowledge, and affect, marketing educators can leverage the social and cultural attributes of the study abroad experience to target minority business students.

### **Marketing Education and the International Experience**

The review of the literature finds a number of studies on marketing education and international experiences and exposure. Table 1 highlights the existing literature.

Table 1  
Exemplars of Research on Marketing Education and International Experiences and Exposure

Study	Method	Key Findings
Albers-Miller, Prenshaw, & Straughan (1999)	Examined 656 students in business administration courses regarding their perceptions of international education and study abroad programs.	The findings revealed an unwillingness to gain international exposure (e.g., an international course). Although the survey participants perceived study abroad to be a good experience, few students had taken steps toward participating in a study abroad experience and less than half were aware of their university's study abroad opportunities.
Black & Duhon (2006)	Employed the cross-cultural adaptability inventory (CCAI) and a personal development survey to assess the impact of 26 business students who participated in the British Studies Program (BSP).	Findings from the CCAI and personal development survey met the primary objectives of the BSP - enhancing cross-cultural tolerance and empathy and self-confidence and independence.
Cann (2000)	Literature review that explores an interdisciplinary approach to a short-term study abroad program and how it facilitates a more successful examination of international marketing practices.	The literature affirms the need to understand culture in order to be successful at international marketing.
Loroz (2009)	Surveyed 68 students to ascertain their experiences on taking a principles of marketing course while studying abroad in Florence, Italy.	Respondents found the course to be more impactful and relevant when taken abroad. Principles of marketing and other course can arouse greater student interest if taught in an international venue.

Payan, Svensson, & Hogevoid (2012)	Examined motivators and deterrents of 72 U.S. students and 196 Norwegian students regarding participation in study abroad programs.	Motivators have a greater impact than deterrents (e.g., country concerns - culture) on the likelihood of students to travel abroad. Consequently, motivator attributes should be the primary selling point for administrators responsible for designing or modifying their study abroad programs.
Wright & Clarke III (2010)	Surveyed 85 business students who participated in a semester long, study abroad program in Belgium in order to test claims about the value of study abroad in preparing students for a global and multicultural work environment.	Empirical results found that study abroad program positively impacted students from both a cultural and global context.

The review of literature affirms that international experiences and exposure, such as study abroad programs, typically have a positive impact on business students from both a global and cultural context. The review of literature also reveals that the perceptions and perspectives of minority business students regarding study abroad experiences is limited, which may be attributed to the low rates of participation in study abroad experiences among minority students in general. Therefore, this research also seeks to diversify and build on the breadth of the existing literature.

## RESEARCH OBJECTIVES AND METHOD

Given the need for globally prepared, diverse business students by employers, the objective of this research was to assess the social distance of minority business students who participated in a short-term study abroad experience. By employing a social distance questionnaire, the research focused on four domains for assessment – previous contact, social willingness, knowledge, and affect. The researchers also examined group differences based on gender and classification to ascertain possible implications that could assist marketing educators in developing effective strategies for this group.

### Questionnaire

A questionnaire that consisted of statements from all four domains was utilized for data collection. General and specific demographic data was initially collected to ascertain a profile of the respondents. Respondents then provided Likert-type responses on a 1 to 4 scale of strongly agree, agree, disagree, and strongly disagree. The questionnaire statements referenced China, the targeted country for the study abroad experience.

## Sample

The online survey was administered at an AACSB accredited, minority serving business school. The university in which the business school is housed is a public, minority-serving institution that consists of less than 10,000 students. The study abroad participants consisted of 25 African American business students, both undergraduate and graduate (Master of Business Administration), who had at minimum taken the required Principles of Marketing course at the undergraduate level or the required Marketing Management course at the graduate level. Their study abroad experience in China spanned over a period of two weeks. The majority of the participants were undergraduate business students (56 percent) and female (52 percent).

## RESULTS

### Descriptive Analysis

The findings revealed that social distance among the participants was minimal. Although the majority of the responses were positive, an analysis of the descriptive statistics yielded some notable findings. The Previous Contact domain indicated that the participants had been exposed to negative comments regarding Chinese citizens (68 percent), had seen them ridiculed by others in social settings (76 percent), and seldom saw their parents interact with this group when they were younger (72 percent). Despite the negative or minimum previous contact, findings from the Social Willingness domain revealed that the majority of the participants were willing to partner in business ventures with Chinese citizens (100 percent), network and build professional relationships with them (100 percent), and work with them and learn from them (100 percent).

### Group Differences – Classification

To determine if there were any differences based on the classification (undergraduate and graduate) of the study abroad participants, a Mann-Whitney *U* test was conducted. There were no differences across categories of classification. The hypothesis test summaries categorized by domain are presented in Tables 2-5 in the appendix.

### Group Differences – Gender

To determine if there were any differences based on gender of the study abroad participants, a Mann-Whitney *U* test was conducted. There were no differences across categories of gender. The hypothesis test summaries categorized by domain are presented in Tables 6-9.



## **RECOMMENDATIONS FOR SELLING THE STUDY ABROAD PROGRAM TO MINORITY STUDENTS**

The study abroad participants included in this study had favorable perceptions; however, they are considered a relatively large group given the disproportionate amount of minority students who have not participated in a study abroad program. Therefore, marketing educators must continue to work with these students to encourage them to travel abroad. Students must know that financial resources are available and marketing educators must work to remove cultural barriers that hinder minority-marketing students from participating in the study abroad experience. Selling the study abroad experiences to minority students attribute to them learning a second language, being more accepting of other cultures, and increase their level of adaptability in new and challenging experiences (Gasman, 2010). Moreover, it increases their marketability in the job market and helps them to globalize their brand. It is important that marketing educators communicate the attributes because oftentimes, the students may be unaware that these benefits even exist. The recommendations below, which can be applied to both undergraduate and graduate business students, highlight ways in which marketing educators can sell the study abroad experience.

### **Selling the Study Abroad Experience from an Applied Perspective**

Understanding the applicability of a message or content is important to minority students and often leaves a greater imprint. Therefore, marketing educators may want to look to an application-based strategy that consists of the infusion of guest speakers and marketing practitioners who work in global positions. Some of these speakers should also be alumni of the business school. Minority students tend to relate to alumni since they are more likely to have shared similar college experiences. Marketing educators should also have current students who have already participated in study abroad experiences speak to their students in a global speaker series. Listening to the experiences of other students who have participated in study abroad programs and how these study abroad experiences assisted them in garnering internships and securing employment upon the completion of their studies is also impactful.

### **Selling the Study Abroad Experience in the Marketing Curriculum**

Marketing educators may have to reevaluate key courses or the curriculum as a whole. Strategies such as increased integration of virtual and experiential classrooms that focus on cultural aspects of global marketing and cross-cultural communication in global marketing should be considered (Simon, Haghirian, & Schlegelmilch, 2003). Marketing educators should also share their global experiences and further incorporate global projects into their courses (e.g., global marketing plans). Marketing educators can leverage these applied projects, integrate their own international experiences, and to help sell the study abroad experience to these students. These projects should also help to address the cultural barriers that often hinder minority students from participating in study abroad experiences. Additional options for curriculum enhancement include global partnerships and collaborations.

## Selling the Study Abroad Experience in Advisement Sessions

Aside from the classroom environment, marketing educators can sell study abroad programs in developmental advisement sessions. A long-term benefit could include higher employment rates among graduates, which is often used as a measurement under certain accreditation standards. During a developmental advising session, which typically emphasizes career development and academic growth, marketing educators can integrate the benefits of the study abroad experience to their advisees. These benefits should be directly linked to advisees' career goals. Moreover, marketer educators should use these developmental sessions to address the cultural barriers that inhibit minority students from participating in study abroad experiences.

## CONCLUSION

The results in this study find that minority business students who participate in study abroad experiences had favorable perceptions and minimal social distance. Although no significant differences were found across classification and gender, marketing educators must work with these students to help meet industry demands, increase diversity in the study abroad experience, and comply with certain accreditation requirements. This can include selling the study abroad experience from an applied perspective in the classroom and selling the study abroad experience in advisement sessions.

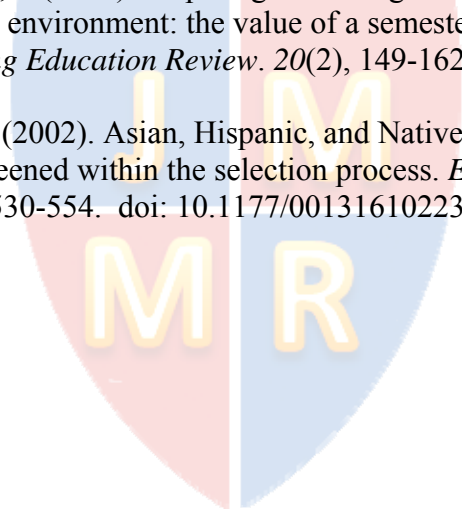
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**APPENDIX****Table 2****Hypothesis Test Summary for Previous Contact Domain Across Classification**

<b>Null Hypothesis</b>	<b>Sig.</b>	<b>Decision</b>
The distribution of "I avoid looking at or walking by people from countries such as China when I see them on the street" is the same across categories of classification.	.936	Retain the null hypothesis.
The distribution of "I have spoken to a person from a country such as China during the last month" is the same across categories of classification.	.120	Retain the null hypothesis.
The distribution of "I have had an unpleasant experience with people from countries such as China; for example, being yelled at or feeling mistreated during the past year" is the same across categories of classification.	.936	Retain the null hypothesis.
The distribution of " When I have seen a person from a country such as China, I did what I could do to help" is the same across categories of classification.	.727	Retain the null hypothesis.
The distribution of " I have been warned to stay away from people that come from countries such as China because they do weird things" is the same across categories of classification.	1.000	Retain the null hypothesis.
The distribution of " When I was a child, I saw my parents spend time with people from countries such as China" is the same across categories of classification.	.202	Retain the null hypothesis.
The distribution of " I have worked with people from countries such as China before" is the same across categories of classification.	.851	Retain the null hypothesis.
The distribution of " I have seen a person from countries such as China in public settings" is the same across categories of classification.	.609	Retain the null hypothesis.
The distribution of " When the subject comes up, I have heard people in my family say good things about people from countries such as China" is the same across categories of classification.	.851	Retain the null hypothesis.
The distribution of " I have seen people from countries such as China being ridiculed or made fun of by other people in social situations" is the same across categories of classification.	.687	Retain the null hypothesis.
The distribution of " I have seen a person from countries such as China in recreational areas" is the same across categories of classification.	.809	Retain the null hypothesis.
The distribution of " When the subject comes up, I have heard people say bad things about people from countries such as China" is the same across categories of classification.	1.000	Retain the null hypothesis.
The distribution of " I have had a person from countries such as China visit my home" is the same across categories of classification.	.291	Retain the null hypothesis.

**Table 3**  
**Hypothesis Test Summary for Social Willingness Domain Across Classification**

<b>Null Hypothesis</b>	<b>Sig.</b>	<b>Decision</b>
The distribution of "I would talk to people from countries such as China" is the same across categories of classification.	.609	Retain the null hypothesis.
The distribution of "I think that people from countries such as China should join my social groups" is the same across categories of classification.	.851	Retain the null hypothesis.
The distribution of "I would go to a movie with a person from a country such as China" is the same across categories of classification.	.317	Retain the null hypothesis.
The distribution of "I would invite a person from a country such as China to my house" is the same across categories of classification.	.572	Retain the null hypothesis.
The distribution of "I think I can learn a lot about people in general by being with people from countries such as China" is the same across categories of classification.	.609	Retain the null hypothesis.
The distribution of "I would sit next to a person from a country such as China in a social situation" is the same across categories of classification.	1.000	Retain the null hypothesis.
The distribution of "I would eat lunch with someone from a country such as China" is the same across categories of classification.	.467	Retain the null hypothesis.
The distribution of "I would help a person from a country such as China if we were in a leisure setting together" is the same across categories of classification.	.936	Retain the null hypothesis.
The distribution of "I like having people from countries such as China participate in the same leisure activities I do" is the same across categories of classification.	.609	Retain the null hypothesis.
The distribution of "I would take a person from China with me on a Friday or Saturday night if I was doing something with a group of friends" is the same across categories of classification.	.767	Retain the null hypothesis.
The distribution of "I would invite a person from a country such as China to spend the weekend with my family" is the same across categories of classification.	.609	Retain the null hypothesis.
The distribution of "I would give a person from a country such as China a ride home in my personal vehicle" is the same across categories of classification.	.344	Retain the null hypothesis.
The distribution of "I would be friends with a person from a country such as China" is the same across categories of classification.	.344	Retain the null hypothesis.
The distribution of "I would like to voluntary spend time once a week with at an at-risk child from a country such as China" is the same across categories of classification.	.344	Retain the null hypothesis.
The distribution of "I would like to work in a group consisting of people from other countries such as China" is the same across categories of classification.	.851	Retain the null hypothesis.
The distribution of "I like to network and build professional relationships with people from countries such as China" is the same across categories of classification.	.536	Retain the null hypothesis.

The distribution of "I am willing to partner in a business venture with people from countries such as China" is the same across categories of classification.	.317	Retain the null hypothesis.
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**Table 4****Hypothesis Test Summary for Knowledge Domain Across Classification**

Null Hypothesis	Sig.	Decision
The distribution of "People from countries such as China usually act peculiar" is the same across categories of classification.	.120	Retain the null hypothesis.
The distribution of "People from countries such as China are rude and do not have any manners" is the same across categories of classification.	.893	Retain the null hypothesis.
The distribution of "I think that people from countries such as China come to the U.S. and take jobs from American citizens" is the same across categories of classification.	.851	Retain the null hypothesis.
The distribution of "People from countries such as China are more likely to be terrorists" is the same across categories of classification.	.267	Retain the null hypothesis.
The distribution of "People from countries such as China often try to cheat Americans out of their money" is the same across categories of classification.	.267	Retain the null hypothesis.
The distribution of "People from countries such as China are typically poor" is the same across categories of classification.	.317	Retain the null hypothesis.
The distribution of "There are entirely too many people from countries such as China immigrating to the U.S" is the same across categories of classification.	.851	Retain the null hypothesis.

**Table 5****Hypothesis Test Summary for Affect Domain Across Classification**

Null Hypothesis	Sig.	Decision
The distribution of "I was scared by a person from a country such as China when they approached me" is the same across categories of classification.	.244	Retain the null hypothesis.
The distribution of "I just feel sorry for people from countries such as China" is the same across categories of classification.	.373	Retain the null hypothesis.
The distribution of "It can be rewarding for me to talk with or help people from countries such as China" is the same across categories of classification.	.609	Retain the null hypothesis.
The distribution of "It makes me feel a little disgusted being around people from countries such as China" is the same across categories of classification.	.403	Retain the null hypothesis.
The distribution of "When watching telethons about people from China, I have felt like giving" is the same across categories of classification.	.222	Retain the null hypothesis.
The distribution of "I am comfortable making professional presentations to a roomful of people from countries such as China" is the same across categories of classification.	.166	Retain the null hypothesis.

**Table 6**  
**Hypothesis Test Summary for Previous Contact Domain Across Gender**

<b>Null Hypothesis</b>	<b>Sig.</b>	<b>Decision</b>
The distribution of "I avoid looking at or walking by people from countries such as China when I see them on the street" is the same across categories of gender.	.769	Retain the null hypothesis.
The distribution of "I have spoken to a person from countries such as China during the last month" is the same across categories of gender.	.769	Retain the null hypothesis.
The distribution of "I have had an unpleasant experience with people from countries such as China; for example, being yelled at or feeling mistreated during the past year" is the same across categories of gender.	.295	Retain the null hypothesis.
The distribution of " When I have seen a person from countries such as China, I did what I could do to help" is the same across categories of gender.	.936	Retain the null hypothesis.
The distribution of " I have been warned to stay away from people that come from countries such as China because they do weird things" is the same across categories of gender.	.437	Retain the null hypothesis.
The distribution of " When I was a child, I saw my parents spend time with people from countries such as China" is the same across categories of gender.	.168	Retain the null hypothesis.
The distribution of " I have worked with people from countries such as China before" is the same across categories of gender.	.574	Retain the null hypothesis.
The distribution of " I have seen a person from countries such as China in public settings" is the same across categories of gender.	.347	Retain the null hypothesis.
The distribution of " When the subject comes up, I have heard people in my family say good things about people from countries such as China" is the same across categories of gender.	.689	Retain the null hypothesis.
The distribution of " I have seen people from countries such as China being ridiculed or made fun of by other people in social situations" is the same across categories of gender.	.611	Retain the null hypothesis.
The distribution of " I have seen a person from countries such as China in recreational areas" is the same across categories of gender?	.538	Retain the null hypothesis.
The distribution of " When the subject comes up, I have heard people say bad things about people from countries such as China" is the same across categories of gender.	.347	Retain the null hypothesis.
The distribution of " I have had a person from countries such as China visit my home" is the same across categories of gender.	.270	Retain the null hypothesis.



**Table 7**  
**Hypothesis Test Summary for Social Willingness Domain Across Gender**

<b>Null Hypothesis</b>	<b>Sig.</b>	<b>Decision</b>
The distribution of "I would talk to people from countries such as China" is the same across categories of gender.	.437	Retain the null hypothesis.
The distribution of "I think that people from countries such as China should join my social groups" is the same across categories of gender.	.538	Retain the null hypothesis.
The distribution of "I would go to a movie with a person from a country such as China" is the same across categories of gender.	.810	Retain the null hypothesis.
The distribution of "I would invite a person from a country such as China to my house" is the same across categories of gender.	.347	Retain the null hypothesis.
The distribution of "I think I can learn a lot about people in general by being with people from countries such as China" is the same across categories of gender.	.347	Retain the null hypothesis.
The distribution of "I would sit next to a person from a country such as China in a social situation" is the same across categories of gender.	.376	Retain the null hypothesis.
The distribution of "I would eat lunch with someone from a country such as China" is the same across categories of gender.	.347	Retain the null hypothesis.
The distribution of "I would help a person from a country such as China if we were in a leisure setting together" is the same across categories of gender.	.123	Retain the null hypothesis.
The distribution of "I like having people from countries such as China participate in the same leisure activities I do" is the same across categories of gender.	.052	Retain the null hypothesis.
The distribution of "I would take a person from China with me on a Friday or Saturday night if I was doing something with a group of friends" is the same across categories of gender.	.611	Retain the null hypothesis.
The distribution of "I would invite a person from a country such as China to spend the weekend with my family" is the same across categories of gender.	.205	Retain the null hypothesis.
The distribution of "I would give a person from a country such as China a ride home in my personal vehicle" is the same across categories of gender.	.077	Retain the null hypothesis.
The distribution of "I would be friends with a person from a country such as China" is the same across categories of gender.	.611	Retain the null hypothesis.
The distribution of "I would like to voluntary spend time once a week with at an at-risk child from a country such as China" is the same across categories of gender.	.123	Retain the null hypothesis.
The distribution of "I would like to work in a group consisting of people from other countries such as China" is the same across categories of gender.	.406	Retain the null hypothesis.
The distribution of "I like to network and build professional relationships with people from countries such as China" is the same across categories of gender.	.810	Retain the null hypothesis.

The distribution of "I am willing to partner in a business venture with people from countries such as China" is the same across categories of gender.	.574	Retain the null hypothesis.
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**Table 8****Hypothesis Test Summary for Knowledge Domain Across Gender**

Null Hypothesis	Sig.	Decision
The distribution of "People from countries such as China usually act peculiar" is the same across categories of gender.	.295	Retain the null hypothesis.
The distribution of "People from countries such as China are rude and do not have any manners" is the same across categories of gender.	.247	Retain the null hypothesis.
The distribution of "I think that people from countries such as China come to the U.S. and take jobs from American citizens" is the same across categories of gender.	.728	Retain the null hypothesis.
The distribution of "People from countries such as China are more likely to be terrorists" is the same across categories of gender.	.852	Retain the null hypothesis.
The distribution of "People from countries such as China often try to cheat Americans out of their money" is the same across categories of gender.	.979	Retain the null hypothesis.
The distribution of "People from countries such as China are typically poor" is the same across categories of gender.	.137	Retain the null hypothesis.
The distribution of "There are entirely too many people from countries such as China immigrating to the U.S" is the same across categories of gender.	.376	Retain the null hypothesis.

**Table 9****Hypothesis Test Summary for Affect Domain Across Gender**

Null Hypothesis	Sig.	Decision
The distribution of "I was scared by a person from a country such as China when they approached me" is the same across categories of gender.	.538	Retain the null hypothesis.
The distribution of "I just feel sorry for people from countries such as China" is the same across categories of gender.	.123	Retain the null hypothesis.
The distribution of "It can be rewarding for me to talk with or help people from countries such as China" is the same across categories of gender.	.810	Retain the null hypothesis.
The distribution of "It makes me feel a little disgusted being around people from countries such as China" is the same across categories of gender.	.406	Retain the null hypothesis.
The distribution of "When watching telethons about people from China, I have felt like giving" is the same across categories of gender.	.225	Retain the null hypothesis.
The distribution of "I am comfortable making professional presentations to a roomful of people from countries such as China" is the same across categories of gender.	.538	Retain the null hypothesis.