T.C.
MARMARA ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
İNGİLİZCE İŞLETME ANABİLİMDALI
ÜRETİM YÖNETİMİ VE PAZARLAMA (İNGİLİZCE) BİLİM DALI

THE EFFECTS OF CULTURAL DIFFERENCES, ETHNOCENTRISM AND INTERNATIONAL EXPERIENCE ON PURCHASE INTENTION: A COMPARATIVE STUDY ON TURKISH AND AUSTRIAN UNIVERSITY STUDENTS

Yüksek Lisans Tezi

NESRİN ASLANTAŞ

Istanbul, 2011

T.C.
MARMARA ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
İNGİLİZCE İŞLETME ANABİLİMDALI
ÜRETİM YÖNETİMİ VE PAZARLAMA (İNGİLİZCE) BİLİM DALI

THE EFFECTS OF CULTURAL DIFFERENCES, ETHNOCENTRISM AND INTERNATIONAL EXPERIENCE ON PURCHASE INTENTION: A COMPARATIVE STUDY ON TURKISH AND AUSTRIAN UNIVERSITY STUDENTS

Yüksek Lisans Tezi

NESRİN ASLANTAŞ

Danışmanı: Prof. Dr. F. ZEYNEP BİLGİN

Istanbul, 2011

Marmara Üniversitesi
Sosyal Bilimler Enstitüsü Müdürlüğü

Tez Onay Belgesi

İŞLETME Anabilim Dalı ÜRETİM YÖNETİMİ VE PAZARLAMA(İNG) Bilim Dalı Yüksek Lisans öğrencisi NESRİN ASLANTAŞ nın THE EFFECTS OF CULTURAL DIFFERENCES, ETHNOCENTRISM AND INTERNATIONAL EXPERIENCE ON PURCHASE INTENTION: A COMPARATIVE STUDY ON TURKISH AND AUSTRIAN UNIVERSITY STUDENTS adlı tez çalışması ,Enstitümüz Yönetim Kurulunun 23.06.2011 tarih ve 2011-12/16 sayılı kararıyla ile oluşturulan jüri tarafından oy birliği/ ~~oy çokluğu~~ ile Yüksek Lisans Tezi olarak kabul edilmiştir.

	Öğretim Üyesi Adı Soyadı	**İmzası**
Tez Savunma Tarihi : 14.09.2011		
1) Tez Danışmanı :	PROF. DR. FATMA ZEYNEP BİLGİN	
2) Jüri Üyesi :	DOÇ. DR. EMİNE ÇOBANOĞLU	
3) Jüri Üyesi :	DOÇ. DR. FATMA MÜGE ARSLAN	

ACKNOWLEDGEMENTS

I would like to thank firstly my dearest thesis advisor, Prof. Dr. F. Zeynep Bilgin for her guidance, perfect academic reviews and her developing ideas that made me work harder and harder on this thesis carefully. But besides all the academicals, I would like to thank her for her support and friendship during this thesis work in Turkey and Austria.

I was very lucky to have two professors in this thesis study, guiding me with their precious experiences. So I also would like to thank Prof. Dr. Gerhard Wührer, my thesis advisor of my studies conducted in Austria, for his attentive guidance, support in both academical and field work and most of all, for his welcoming personality which was really important for me during my education in Johannes Kepler University (JKU) and my stay in Linz.

I also would like to thank Asst. Prof. Dr. Esen Yıldırım for her time and valuable recommendations on the analysis part of this thesis study.

My warmest thanks to my dearest friends, Emel Şakar, Aslı Hacımale and Tuğçe Genç for their never-ending friendship, motivation and support; to my classmates Sevinç Belli, Özge Kirezli and Betül Dede for all the motivating talks we had that kept me going and my Erasmus friends Tuğçe Ercan and Evangelia Pattakou for their perfect friendship and endless support that kept me always motivated.

I also want to thank REFI Team –the Department for Exchange Students- for their help and support at my field study at JKU and for their hospitality; it felt like home.

Beyond all these, I would like to thank my mom, my dad and my *one and only* sister, Nilgün for their endless and unconditional love, for their support and help, for believing in me, my study and my efforts and most of all, for being there whenever I needed. I would have never come this far without having them in my life.

ÖZET

KÜLTÜREL FARKLILIKLAR, ETNOSANTRİZM ve ULUSLAR ARASI DENEYİMİN SATIN ALMA NİYETİ ÜZERİNDEKİ ETKİLERİ: TÜRK ve AVUSTURYALI ÜNİVERSİTE ÖĞRENCİLERİ ÜZERİNDE BİR ÇALIŞMA

Bu çalışmanın odak noktası Avusturyalı ve Türk üniversite öğrencilerinden seçilmiş tüketicilerin etnosantrik eğilimlerini ölçmek ve bu eğilimin tüketicilerin satın alma niyetleri üzerindeki etkilerini analiz etmektir. Çalışma ilhamını konu ile ilgili geçmiş eserlerden, özellikle de etnosantrizmin etkilerini öncülleri ile birlikte ve farklı kültürlerdeki ülkeleri karşılaştırarak çalışmış eserlerden almıştır.

Geçmiş eserleri bir başlangıç noktası kabul eden bu tez çalışması, Avusturyalı ve Türk üniversite öğrencilerinin kültürel yapılarında, etnosantrizm seviyelerinde ve uluslar arası tecrübe düzeylerindeki farklılıkları bulma ve bu farklılıkların yerli ve yabancı ürün satın alma niyetini nasıl etkilediğini analiz etme amacındadır. Bunlara ek olarak bu çalışma ayrıca şu soruya da yanıt bulmayı hedeflemektedir: Tüketiciler (Avusturyalı ve Türk üniversite öğrencileri) yabancı ürün ithaline karşı tutumlarını ve dolayısıyla satın alma niyetlerini, ürünü günlük hayatlarında gerekli bulma durumlarını baz alarak nasıl değiştiriyorlar / değiştiriyorlar mı?

GENERAL KNOWLEDGE

ABSTRACT

THE EFFECTS OF CULTURAL DIFFERENCES, ETHNOCENTRISM AND INTERNATIONAL EXPERIENCE ON PURCHASE INTENTION: A COMPARATIVE STUDY ON TURKISH AND AUSTRIAN UNIVERSITY STUDENTS

This research focused on ethnocentric tendencies of Austrian and Turkish consumers who are university students and aimed to analyze its effects on these consumers' purchase intentions. The study found its inspiration in previous studies analyzing consumer ethnocentrism with its many antecedents by comparing two or more culturally different countries.

Taking these studies as a starting point, this study tries to find main differences in Turkish and Austrian consumers in terms of their cultural structure, ethnocentrism levels and international experience in order to see how these differences find their place in purchase intention of both domestic and foreign products. In addition to these, the study also tries to answer the question: How consumers change their attitudes towards importing products and so their purchase intentions (or if they ever will change it?) for a foreign product in a case that the product is found necessary in their daily lives?

TABLE of CONTENTS

LIST of TABLES

LIST of FIGURES

LIST of GRAPHICS

1. INTRODUCTION

Marketing concept is becoming more and more consumer oriented with every passing day and consumers' needs, wants and thoughts have become one of the most popular issues for academicians, practitioners and researchers. With globalization, liberalization of trade and as a result, with the growth of international trade and their effects; economies and markets are now borderless, offering large variety of foreign products. Also people are mobile and familiar with new technological developments, products and innovative services more than ever. Increasing number of foreign products in the market which is one of the main effects of borderless economy, made the purchase intention process more complex since there are more choices and alternatives in terms of attributes or origins of the products.

On one side, there is liberalization of trade, elimination of entry barriers for international companies and increasing number of foreign direct investments, foreign companies and products in market but on the other side, some socio-psychological factors still exist and standing in the way of foreign product purchases. Many studies in literature, most of which have been conducted in developed countries, have found that consumers have a general preference for domestic over foreign merchandise, particularly when they lack information about the product (Bilkey and Nes, 1982; Wall and Heslop, 1986, 1989). Also the presence of foreign products in the market, economic circumstances affecting both individuals and the firms and the concern for national economic growth in a world of competition alert the feelings of nationalism, patriotism and eventually ethnocentrism for some customers.

Ethnocentric consumers prefer domestic goods because they believe that products from their own country are the best (Klein et al., 1998). Moreover, a concern for morality leads consumers to purchase domestic products even though the quality is poorer than that of imports (Wall and Heslop, 1986). Consumer ethnocentrism (CE) may play a significant role when people believe that their personal or national well-being is under threat from imports (Sharma et al., 1995; Shimp and Sharma, 1987).

1

As it is stated by Cheng and Zhen (2004, p.391) while CE may be regarded as a means by which to differentiate between consumer groups who prefer domestic to foreign products (Huddleston et al., 2001), its influence on willingness to buy domestic product is likely to vary between technologically/economically-developed and developing countries. Researches show that consumers in developed countries tend to perceive domestic products as being of higher quality than imported products (Damanpour, 1993; Dickerson, 1982; Eliott and Cameron, 1994; Herche, 1992; Morganosky and Lazarde, 1987) whereas the reverse is true for consumers in developing countries (Agbonifoh and Elimimian, 1999; Batra et al., 2000; Bow and Ford, 1993; Sklair, 1994; Wang et al., 2000).

Similar to the country being developed or developing, culture is also effective in understanding why people act in a certain way. At this point, as it is also analyzed by Balıkçıoğlu, (2008; 2), ethnocentrism and cultural relativism principle should be discussed together. Cultural relativism is the principle that an individual human's beliefs and activities should be understood in terms of his or her own culture and every behavior can be judged in the context of the cultural environment that the behavior is formed.

In short, besides economical and technological development of the country, culture is also very effective in explaining the reasons behind certain behaviors of people. In this study, ethnocentrism concept will be broadly discussed and analyzed in two countries which are different than each other in terms of their development levels and cultures.

1.1. Main Aim and Objectives of the Study

The main aim of this study is to analyze the factors affecting the consumer ethnocentrism levels of Turkish and Austrian students and the effect of consumer ethnocentrism on their purchase intention. For this purpose, the sample will be composed of students from Turkish and Austrian universities with different international experiences.

Accordingly, the objectives of the study are defined as follows:

2

1. To detect the level of ethnocentrism, cultural openness and world-mindedness of Turkish and Austrian students in the higher education system,
2. To determine the international experience of the Turkish and Austrian sample in order to relate it to ethnocentric tendencies,
3. To highlight the impact of ethnocentric tendencies on purchasing behavior,
4. To analyze the differences of Turkish and Austrian people's perceptions about purchasing foreign/domestic products regarding their different international experiences and cultures.

1.2. Background and Significance of the Study

Customers are placed in the center of marketing activities for many years and it is important to analyze their attitudes towards products, find out what is effective in their purchase intentions. In a study by Herche (1994) it is stated that consumer ethnocentrism is a more powerful influence on consumer preferences for domestic and foreign products than demographics or marketing mix variables.

Ethnocentrism concept has been studied for many times internationally by many researchers. Consumer ethnocentrism is one of the cognitive, emotional and normative attitudes developed for foreign products and it is based on normative beliefs that stresses the fact of how purchasing foreign products will affect the employment and consequently economic interest badly (Balıkçıoğlu, 2008; 3). So many researchers studied this subject and tried to determine ethnocentric tendencies of consumers in countries to be able to enlighten the way of future researchers and investors about possible behaviors, attitudes or beliefs of customers in the subject country.

Studying the effects of ethnocentrism with the other factors like international experience and cultural difference on purchasing behavior by making a comparison between Turkish and Austrian consumers is the main issue studied in this thesis and also what makes this work significant. Two different European countries, Turkey and Austria are chosen for this study. Austria is an economically advanced market and full European Union (EU) member since 1995; on the other hand, Turkey is an economically big emerging market and

3

candidate for full EU membership.[1] So, making a comparison of the two samples regarding their purchasing behavior and attitudes towards foreign made products based on their lifestyles and international experiences will contribute to the marketing literature, reflecting the possible differences between an individualistic, economically advanced market and a collectivistic, emerging market.

In this context, it is important to state why these two countries are important to choose for this study in more detail. In the following subparts of the background and significance of the study part, information on bilateral relations between Turkey and Austria throughout history and the cultural similarities and differences between the two countries will be discussed in detail.

1.2.1. Comparative Information about Turkey and Austria

Before going into a comparison between Turkey and Austria, it would be appropriate to give brief information and some key facts about both countries.

a. *Key Facts and Bilateral Relationship of Turkey & Austria*

In this part, some key facts for Turkey and Austria are shown in a table and right after key facts, information about both countries' economical situation is given. Subsequent to this information, bilateral relations are mentioned in commercial relations and cultural relations aspects.

- **Key Facts for Turkey and Austria**

Table 1.1 shows some key facts for Turkey and Austria. Subsequent to key facts, information about both countries' economical situation is given.

---

[1] The membership was officially accepted with Helsinki Summit in 1999 and the accession negotiations started in October 2005. Accession negotiations are expected to take about 10 years. (http://news.bbc.co.uk/2/hi/europe/country_profiles/1022222.stm)

4

Table 1.1. Comparative Key Information for Turkey and Austria

	TURKEY	AUSTRIA
Nationality	Turk(s) – Turkish	Austrian(s)
Religions	o Muslim: 99.8% (mostly Sunni) o Other: 0.2% (mostly Christians and Jews)	o Roman Catholic: 73.6% o Protestant: 4.7% o Muslim: 4.2% o Other: 3.5% o Unspecified: 2% o None: 12%
Ethnic Groups	o Turkish: 70-75% o Kurdish: 18% o Other minorities: 7-12%	o Austrians: 91.1% o Former Yugoslavs: 4% (includes Croatians, Slovenes, Serbs, and Bosniaks) o Turks: 1.6% o German: 0.9% o Other or unspecified: 2.4%
Population	73,722,988 (2010)	8,404,000 (2010)
Population growth rate	1.58% (2010)	0.3% (2010)
GDP per capita	$12,300 (2010)	$ 40,300 (2010)
Export partners (2010)	o Germany: 9.58% o France: 6.08% o UK: 5.79% o Italy: 5.77%	o Germany: 29.4% o Italy: 8.6% o US: 4.3% o Switzerland 4.2%
Import partners (2010)	o Russia: 13.99% o Germany: 10.01% o China: 9% o USA: 6.08%	o Germany: 44.4% o Italy: 7.1% o Switzerland 5.2% o Netherlands 4.1%
Inflation rate	8.7% (2010)	1.9% (2010)
Unemployment rate	12.4% (2010)	4.5% (20010)

Source: http://globaledge.msu.edu/

https://www.cia.gov/library/publications/the-world-factbook/rankorder/2129rank.html

http://www.statistik.at/web_de/statistiken/bevoelkerung/bevoelkerungsstand_und_veraenderung/bevoelkerung

_zu_jahres-_quartalsanfang/023582.html

http://www.tuik.gov.tr/VeriBilgi.do?tb_id=12&ust_id=4

http://www.tuik.gov.tr/PreTablo.do?tb_id=39&ust_id=11

Turkey's economy is currently in transition from a high degree of reliance on agriculture and heavy industrial economy to a more diversified economy with an increasingly large and globalized services sector. Coming out of a tradition of a state-directed economy that was relatively closed to the outside world, Prime Minister and then President Turgut Ozal began to open up the economy in the 1980s, leading to the signing of a Customs Union with the European Union in 1995. In the 1990s, Turkey's economy suffered from a series of coalition governments with weak economic policies, leading to high-inflation boom-and-bust cycles that culminated in a severe banking and economic crisis in 2001 and a deep economic downturn (GNP fell 9.5% in 2001) and increase in unemployment.

After years of low levels of foreign direct investment (FDI), Turkey succeeded in attracting $22.3 billion in foreign direct investment (FDI) in January-May 2008. Due to global market conditions which contracted foreign capital inflow, Turkey is expected to attract around $10-$12 billion in 2009. A series of large privatizations, the stability fostered by the start of Turkey's EU accession negotiations, strong and stable growth, and structural changes in the banking, retail, and telecommunications sectors have all contributed to the rise in foreign investment. Turkey has taken steps to improve its investment climate through administrative streamlining, an end to foreign investment screening, and strengthened intellectual property legislation. However, a number of disputes involving foreign investors in Turkey and certain policies, such as high taxation and continuing gaps in the intellectual property regime, inhibit investment. Turkey has a number of bilateral investment and tax treaties, including with the United States, which guarantee free repatriation of capital in convertible currencies and eliminate double taxation (http://globaledge.msu.edu/countries/turkey/economy/).

Austria has a well-developed social market economy with a high standard of living. Until the late 1980s, the government and its state-owned industries conglomerate played a very important role in the Austrian economy. However, starting in the early 1990s, the group broke apart, state-owned firms started to operate largely as private businesses, and the government wholly or partially privatized many of these firms. Although the government's privatization work in past years has been very successful, it still operates some firms, state monopolies, utilities, and services (http://globaledge.msu.edu/countries/austria/economy/).

6

Austria has achieved sustained economic growth and belongs to the richest countries in the EU (4th after Luxembourg, Ireland, and the Netherlands). After a period of low growth of only around 1.0% annually during 2001-2003, Austria's economy recovered again in 2004 and 2005 and grew 2.5% and 2.9%, respectively, driven by booming exports in response to strong world economic growth. Primarily due to higher growth in Europe, particularly Central and Eastern Europe, and continued export growth, Austrian real GDP grew 3.3% in 2006 and 3.4% in 2007. The strong economic growth helped reduce Austria's unemployment rate to 4.4% in 2007. Predictions are for the economy to grow 2.2%-2.3% in 2008 and 1.4%-1.9% in 2009; however, these projections include a high risk of downward revision.

(http://globaledge.msu.edu/countries/austria/economy/).

- **Bilateral Relations of Turkey & Austria**

In terms of bilateral relations between Turkey and Austria, only commercial and cultural relations will be mentioned according to the concept of the thesis.

Commercial Relations: By data from Statistiks Austria, the volume of trade between the two countries left its increasing trend and decreased from 1.875 million euro to 1.557 million euro at the end of 2009, which means a decrease by 17 percent. But in 2010 the trade volume increased in both import and export figures. Turkey's export increased by 10,8% and import increased by 39,8%. These increases made the total trade amount grow by 25%. Table 1.2 below shows foreign trade figures between Turkey and Austria for the last five years; from 2006 to 2010 (http://www.statistiks.at).

Table 1.2. Austria - Turkey Foreign Trade Data (in million EUR)

Year	Turkey's Export	% Variance	Turkey's Import	% Variance	Foreign Trade Volume	% Variance
1995	275		294		569	
2000	293	6,5%	517	75,9%	810	42,4%
2005	659	124,9%	940	81,8%	1.599	97,4%
2006	710	7,7%	1077	14,6%	1.787	11,8%
2007	862	21,4%	943	-12,4%	1.805	1,0%
2008	909	5,5%	966	2,4%	1.875	3,9%
2009	796	-12,4%	761	-21,2%	1.557	-17,0%
2010	881	10,8%	1.064	39,8%	1.945	25,0%

Source: http://www.statistik.at/web_en/publications_services/statistical_overviews/foreign_trade/index.html

Cultural Relations: There is a Memorandum of Understanding related to Cultural Collaboration signed on 18th of June in 2004 between two countries. In accordance with this memorandum Minister of Foreign Affairs of Turkey and Head Manager of Culture of Austria come together every year and consult and decide on the next year's cultural activities. The last meetings were on 10th December 2007 in Wien and 3rd November 2008 in Ankara.

At this point, a more detailed analysis of *culture* issue is seen as necessary and important since this study also aims to determine the effects of cultural differences on purchasing behavior (http://www.tuerkischebotschaftwien.de).

b. Cultural Comparison of Turkey and Austria

The difference between Turkey and Austria in terms of cultural dimensions/values will be explained by Hofstede and Swartz's works in this section.

"Culture is more often a source of conflict than of synergy. Cultural differences are a nuisance at best and often a disaster." This interpretation of culture by Geert Hofstede (2001), simply hints how cultural differences can create complicated situations. They are referred as conflicts than of synergy, so they can create very different decisions on a

similar issue. In this context, when the decision is about to purchase a product or not, it is normal to make a conclusion that customers from different cultures will probably care for different characteristics of a certain product and give their decisions according to their different criteria.

Hofstede is an organizational sociologist who conducted perhaps the most comprehensive study of how values in the workplace are influenced by culture. He analyzed a large data base of employee values scores collected by IBM between 1967 and 1973 covering more than 70 countries, from which he first used the 40 largest only and afterwards extended the analysis to 50 countries and 3 regions. In the editions of Hofstede's work since 2001, scores are listed for 74 countries and regions, partly based on replications and extensions of the IBM study on different international populations (http://www.geert-hofstede.com/geert_hofstede_resources.shtml).

From the initial results, and later additions, Hofstede developed a model that identifies four primary dimensions to assist in differentiating cultures: Power Distance (Index) – PDI, Individualism - IDV, Masculinity - MAS, and Uncertainty Avoidance (Index) – UAI.

The explanations for the dimensions are as follows;

- *Power Distance Index – PDI* that is the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally. This represents inequality (more versus less), but defined from below, not from above.

- *Individualism – IDV,* on the one side versus its opposite, collectivism, that is the degree to which individuals are integrated into groups. On the individualist side, Hofstede's studies find societies in which the ties between individuals are loose. On the collectivist side, the studies find societies in which people from birth are integrated into strong, cohesive in-groups, often extended families.

9

- *Masculinity – MAS* versus its opposite femininity, refers to the distribution of roles between the genders which is another fundamental issue for any society to which a range of solutions are found. The women in feminine countries have the same modest, caring values; in the masculine countries they are somewhat assertive and competitive, but not as much as the men, so that these countries show a gap between men's values and women's values.

- *Uncertainty Avoidance – UAI* deals with a society's tolerance for uncertainty and ambiguity. Uncertainty avoiding cultures try to minimize the possibility of such situations by strict laws and rules, safety and security measures which make them risk avert. People in uncertainty avoiding countries are also more emotional, and motivated by inner nervous energy. The opposite type, uncertainty accepting cultures, are more tolerant of opinions different from what they are used to; they try to have as few rules as possible.

Geert Hofstede added a fifth Dimension after conducting an additional international study with a survey instrument developed with Chinese employees and managers. That Dimension, based on Confucian dynamism, is Long-Term Orientation - LTO and was applied to 23 countries. This last dimension is applied to neither Turkey nor Austria. (http://www.geert-hofstede.com/geert_hofstede_resources.shtml).

The scores for the four aforementioned dimensions applied to both Turkey and Austria are;

Table 1.3. Cultural Dimensions' Scores for Turkey and Austria

Country	PDI	IDV	MAS	UAI
Turkey	**66** (high)	37 (low)	45 (low)	**85** (high)
Austria	11 (low)	**55** (high)	**79** (high)	**70** (high)

Source: http://www.geert-hofstede.com/hofstede_dimensions.php

Table 1.3 above shows that Turkey and Austria show different characteristics in three dimensions of Hofstede's study and similar in only one dimension: UAI. The dimensions that the countries score at different ends point different attitudes and behaviors of

10

inhabitants. These dimensions are explaining the characteristics of people; what they give importance to, what they care about or what they praise in life so these different scores can be interpreted as Turkey and Austria are different than each other in terms of culture related issues.

As it is seen from the scores, Turkish culture has high power difference and shows a high tendency of avoiding uncertainty. Also, Turkey is a country that praises collectivism over individualism, shows feminine characteristics like being modest and has caring values rather than being patriarchic and under the hegemony of traditional value system run by males as it was expected.

After Hofstede's study, Erdem (1996) studied the same four dimensions of Hofstede's and found similar results to the original study. Especially on the individualism dimension, Erdem stressed the fact that passing 20 years did not change the praising of collectivism over individualism.

Table 1.3 above also shows that Austria is a country that has low power difference index, pointing out a culture that does not want to accept inequality. Austrian culture also has a high tendency of avoiding uncertainty. Also, Austrian culture praises individualism over collectivism and described as masculine.

Graphic 1.1. Comparative Cultural Dimensions for Turkey & Austria

Graphic 1.1 shows the comparative cultural dimension scores of Turkey and Austria. When we compare Turkey and Austria by Hofstede's cultural dimensions we see that these cultures are similar at only UAI and IDV to a certain extend but big gaps are observed for PDI and MAS. Both cultures avoid uncertainty. On the other hand Austrian culture is described as masculine whereas Turkish culture is described as feminine. This difference refers to opposite characteristics of culture like being assertive, competitive and more focused on financial success –Austrian culture– on one side; and being caring, modest and more focused on life quality – Turkish culture– on the other. Turkish and Austrian cultures also differ on individualism/collectivism dimension; Turkish culture is collectivist whereas Austrian culture is individualistic. A similar finding is also found by Smith et al (1996). According to their study Turkey is found as a collectivist country with emphasis on group loyalty.

Another researcher Schwartz (2006), formed his own theory about cultural dimensions after Hofstede, and his theory is emerged out of his former studies of individual differences in value priorities and their effects on attitudes and behavior. This theory has seven

12

cultural value orientations that form three cultural value dimensions and according to Schwartz (2006, p.139) cultural value emphases shape and justify individual and group beliefs, actions, and goals. Institutional arrangements and policies, norms, and everyday practices express underlying cultural value emphases in societies. Therefore, by the researchers own words, studying value emphases directly is an especially efficient way to capture and characterize cultures.

In his study, Schwartz (2006, p.140) derived value dimensions for comparing cultures by considering three of the critical issues that confront all societies. The first issue is the nature of the relation or the boundaries between the person and the group: To what extent are people autonomous vs. embedded in their groups? He labeled the polar locations on this cultural dimension autonomy versus embeddedness.

In autonomy cultures, people are viewed as autonomous, bounded entities. They should cultivate and express their own preferences, feelings, ideas, and abilities, and find meaning in their own uniqueness. There are two types of autonomy: *intellectual* and *affective.* Intellectual autonomy encourages individuals to pursue their own ideas and intellectual directions independently. Examples of important values in such cultures include broadmindedness, curiosity, and creativity. Affective autonomy encourages individuals to pursue affectively positive experience for themselves. Important values include pleasure, exciting life, and varied life.

In cultures with an emphasis on embeddedness, people are viewed as entities embedded in the collectivity. Meaning in life comes largely through social relationships, through identifying with the group, participating in its shared way of life, and striving toward its shared goals. Important values in such cultures are social order, respect for tradition, security, obedience, and wisdom.

The second societal problem stated by Schwartz (2006) is to guarantee that people behave in a responsible manner that preserves the social fabric. That is, people must engage in the productive work necessary to maintain society rather than compete destructively or withhold their efforts. The polar solution labeled cultural egalitarianism

13

seeks to induce people to recognize one another as moral equals who share basic interests as human beings. People are socialized to internalize a commitment to cooperate and to feel concern for everyone's welfare. They are expected to act for the benefit of others. Important values in such cultures include equality, social justice, responsibility, help, and honesty. The polar alternative labeled cultural hierarchy relies on hierarchical systems of ascribed roles to insure responsible, productive behavior. It defines the unequal distribution of power, roles, and resources as legitimate. Values like social power, authority, humility, and wealth are highly important in hierarchical cultures.

The third societal problem is described as to regulate how people manage their relations to the natural and social world. The cultural response to this problem labeled harmony emphasizes fitting into the world as it is, trying to understand and appreciate rather than to change, direct, or to exploit. Important values in harmony cultures include world at peace, unity with nature, and protecting the environment. Mastery is the polar cultural response to this problem. It encourages active self-assertion in order to master, direct, and change the natural and social environment to attain group or personal goals. Values such as ambition, success, daring, and competence are especially important in mastery cultures.

In sum, the theory specifies three bipolar dimensions of culture that represent alternative resolutions to each of three problems that confront all societies: embeddedness versus autonomy, hierarchy versus egalitarianism, and mastery versus harmony, as in Figure 1.1 (Schwartz 2006, p.140-141)

Figure 1.1. Dimensions of Schwartz's Study

After defining these cultural dimensions, Schwartz generates a worldwide empirical mapping of 76 national cultures that identifies 7 transnational cultural groupings: West European, English-speaking, Latin American, East European, South Asian, Confucian influenced, and African and Middle Eastern (Schwartz 2006, 137).

In his map (Figure 1.2), 76 cultural nations reveals seven transnational cultural groupings: West European countries (clear circles) to the far left, English-speaking countries in the lower left center (dark circles), Latin American countries in the center (shaded circles), East European countries in the upper center and to the left of Latin America (lightly shaded circles), South Asian countries (shaded circles) in a band to the right, Confucian influenced countries below them to the right (clear circles), and African and Middle Eastern countries (dark circles) to the far right and above.

15

Austria is placed in West European region as expected whereas Turkey is located outside of its expected region, Middle East. Schwartz (2006, 157) states that Turkish culture is higher on egalitarianism and autonomy and lower on hierarchy and embeddedness than its Middle Eastern Muslim neighbors are. This probably reflects its secular democracy, long history of East European influence, and recent struggles to join the West. On the other hand, Austria is in the West Europe region and West European Culture emphasizes intellectual autonomy, egalitarianism, and harmony more than any other region. It is the lowest region on hierarchy and embeddedness.

Figure 1.2. Map of 76 National Groups on Seven Cultural Orientations

Source: Schwartz, S. (2006). "A theory of cultural value orientations: explication and applications". Comparative sociology, vol.5 no.2-3 pp-137-182. p.156
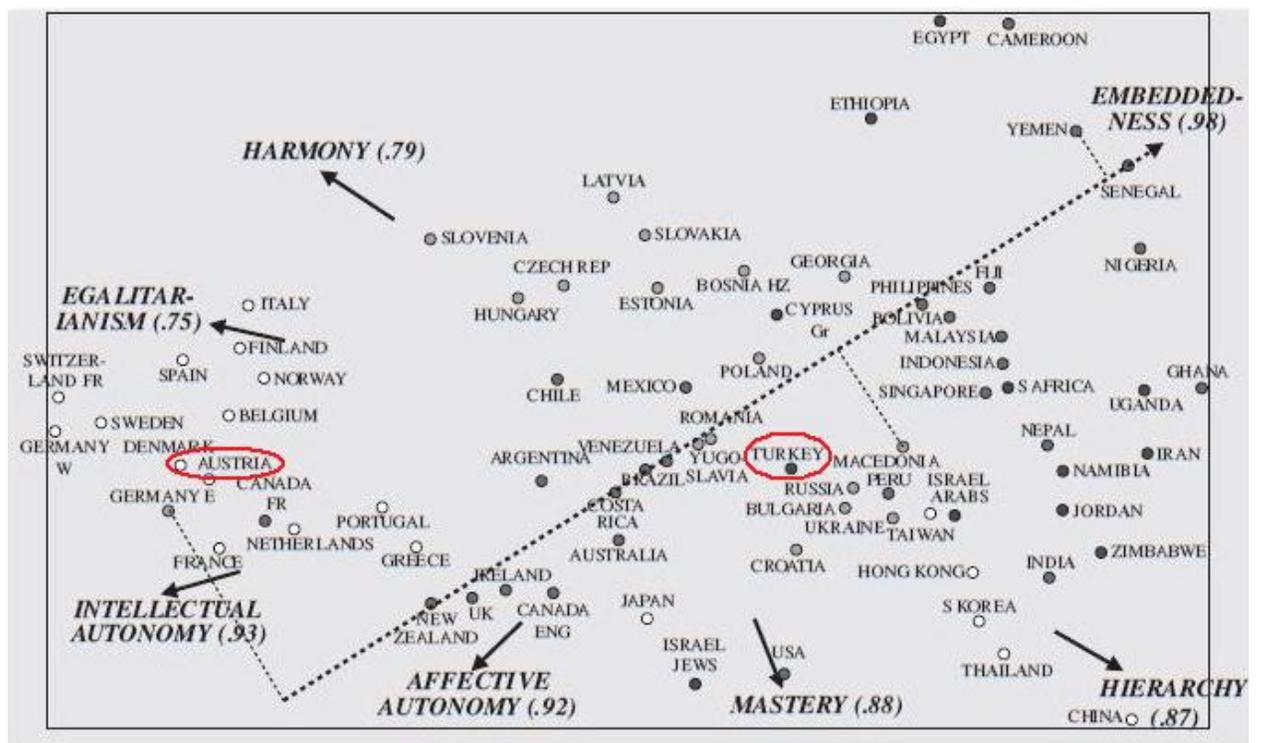
As a result of Schwartz's map, Turkish and Austrian cultures are not as different as their regional groups since Turkey shows more western characteristics but that does not mean

that these cultures are similar either. These cultures show, at some point, similar cultural characteristics but with different degrees. Austrian culture is like a typical West European culture but at the same time, Turkish culture is also more western than it is expected to be. The results with higher emphasizes on egalitarianism and autonomy differs Turkish culture than the cultures in its regional group.

Having seen Hofstede's and Schwartz's studies on cultural dimensions it can be said that Turks and Austrians belong to different cultures, possessing different cultural values, beliefs, and accordingly having different lifestyles. So it is worth to study a social value, ethnocentrism, in such different cultural settings in terms of making comparison and having comparative information by measuring the effects of same social concept on people in different cultural environments.

1.2.2. Uniqueness of the Study

Although consumer ethnocentrism concept is not newly discussed in literature and there are many articles about the concept, there are not many studies made in Turkey regarding this concept. Similar to the number of articles, the thesis works on ethnocentrism in Turkey are also very limited. In the database of Yüksek Öğretim Kurulu (Council of Higher Education) there are only three thesis listed on ethnocentrism.

The thesis works on ethnocentrism in Turkey are shown in the table 1.4 below and the important studies on ethnocentrism in Turkey which are searched and reached through Google Scholar are listed below in table 1.5.

17

Table 1.4. Thesis Studies on Ethnocentrism in Turkey

Researcher	Type	Name of the Study	University
Aysuna, Ceyda (2006)	Master Thesis	The cetscale in measuring the effect of consumer ethnocentrism and the case of Turkey	Marmara University
Arı, Emin Sertaç (2007)	Master Thesis	The role of consumer ethnocentrism and country of origin effect on purchase decision	Çukurova University
Balıkçıoğlu, Betül (2008)	PhD Thesis	The influence of consumer ethnocentrism on purchase behaviour: Ankara case study	Ankara University
Eryiğit, Canan (2010)*	PhD Thesis	A cross-cultural investigation of the effects of ethnocentrism and interpersonal effects on intention to buy foreign product	Hacettepe University
Sarıçam, Tuğba (2010)*	Master Thesis	A study on the relationship between the consumer ethnocentrism and the perceptions related to foreign brands in Turkey	Gazi University
Kapkıran, Şeyda (2010)*	Master Thesis	The evaluation of consumer ethnocentrism, brand image and country of origin effect on attitude of the consumers on domestic and foreign products: A research conducted in Mersin city	Mersin University
Yavuzer, Irmak (2010)*	Master Thesis	The impact of consumer ethnocentrism on generation y's purchase intentions and their consumer decision-making styles: An empirical study on turkish university students	Yeditepe University

Source: Searched via YÖK database, www.yok.gov.tr

Retrieved on 11th May 2010

*After the author of this thesis study started to work on her thesis this thesis study was completed

18

Table 1.5. Studies on Consumer Ethnocentrism in Turkey

Researcher	Country	Aim of the Study
Küçükemiroğlu (1999)	Turkey	Segmenting the market by using consumer lifestyle dimensions and ethnocetrism
Kaynak and Kara (2000)	Turkey	Investigating product-country images, lifestyles and ethnocentric behaviors of Turkish consumers
Balabanis et al (2001)	Turkey and Czech Republic	Investigationg the impact of patriotism, nationalism and internationalism as antecedents to consumer ethnocentrism in Turkey and the Czech Republic
Balabanis et al (2002)	Turkey and Czech Republic	Examining the impact of a core element of culture, human values, on consumer ethnocentrism
Altintaş and Tokol (2007)	Turkey	Examining the antecedents of consumer ethnocentrism, specifically with respect to Turkish consumers' attitudes to products originating in Europe.
Akın et al (2009)	Turkey	Examining the relationship between ethnocentrism and purchasing intentions

Source: Searched via Google Scholar

Table 1.6. Studies on Consumer Ethnocentrism in Austria

Researcher	Country	Aim of the Study
Rawwas et al. (1996)	Austria	Testing the influence of worldmindedness and nationalism on consumer evaluation of domestic and foreign products.

As it is seen in the tables 1.4 and 1.5 above (limited to number of studies reached), the studies regarding ethnocentrism in Turkey are very limited and new considering that the

19

ethnocentrism concept has been studied worldwide for many years, especially after CETSCALE is formed in 1987 by Shimp and Sharma to measure consumers' ethnocentric tendencies. The number of studies regarding not directly ethnocentrism but world-mindedness which is an antecedent of ethnocentrism in Austria is also limited as it is seen in table 1.6. Also the majority of both articles and thesis do not provide comparative information and none of them compares Turkey and Austria.

Studies regarding ethnocentrism provide quality information for both importers and exporters in their market selections, and related promotional and pricing strategies. Prejudice against imported goods is a barrier to entering new markets for international marketers as well as an advantage for national producer. So if any analysis results with "ethnocentric tendency found" statement, this information can be used both by importers and domestic producers (Balıkçıoğlu, 2008; 3).

In short, this study has the characteristic and importance of being one of the ethnocentrism studies in Turkey. Also this study has a comparison aim and field works including Turkish and Austrian students, which means, this study will provide comparative information of Turkey and Austria and this qualification gives the study its uniqueness.

1.3. Scope of the Study

There are seven main parts in this thesis study. The first part which is the introduction part of the study starts with the explanations for the topic, the main aim and objectives followed in whole study. Also it is explained why this study is significant and unique for literature and worth studying by giving insights about the topic as *background* of the study.

Introduction part is followed by *Literature Review* section which is one of the main parts of the study since it contains leading information formed by basic, detailed and very important articles and studies in the literature about ethnocentrism and consumer ethnocentrism, antecedents of ethnocentrism, factors leading to ethnocentrism, factors moderating ethnocentrism and the relationship between consumer ethnocentrism and purchase

20

intention. This part is also important due to the fact that it revealed the concepts that are directly related to the objectives of the study and used in forming the research model apart from personal contribution if the researcher.

The third part which is named as *Research Design and Methodology*, gives information about the model of the research, aim and variables to be used and hypothesis to be tested and then how the testing procedure is formed related to data collection. For this purpose, data collection procedure is explained in details by giving information about sampling design, method and size, and instrument used in data collection. This part also covers the limitations of the study.

The forth part of the study which is named as *Research Findings and Analyses* contains information about the results of the statistical analyses performed regarding data set gathered in Austria and Turkey. Also at this part, these results are discussed in terms of research objectives and hypothesis.

The fifth part of the study is the *Summary Discussion and Conclusion* part and it presents a general view for the thesis, discussion of the results by comparing Austria and Turkey in terms of hypothesis

The final part of the thesis study is *Implications* part and it presents how the results of the thesis can be used by other researchers and organizations as well as the last words.

21

2. LITERATURE REVIEW ON ETHNOCENTRISM AND ITS ANTECEDENTS

At this section, firstly globalization and its effects on markets will be mentioned. Then, in the context of borderless economy concept and increasing number of products in the market, the importance country of origin concept will be mentioned. Even though there are many foreign products in the market, there are also socio-psychological factors that consumers behold, affecting their purchase intentions toward those foreign products, so consumer behavior and culture which is shaping people's behavior are worth to mention. Due to this situation, next headline of literature survey part belongs to the relationship between *culture and consumer behavior*. After these parts, ethnocentrism and consumer ethnocentrism (CET) concept, its antecedents, and the factors CET is affected by are mentioned under their specific headlines. The literature survey part ends with a section that tables summarizing all literature review are presented.

2.1. Globalization: The Borderless Economy Concept and the Country of Origin Effect

Globalization has been one of the hot topics of the decade with its spreading effects all over the world. With globalization, the borders are being partially eliminated both literally and figuratively. This situation brought many opportunities but globalization also had some negative effects. In a study by Akin et al. (2009), positive and negative effects of globalization are mentioned as:

i) Positive effects like; competition, increase in quality, transfer of technology, product innovation and diversity, etc.

ii) Negative effects like; increase in unemployment, foreigner dominance in the national economy and its negative effects on national firms, preventing the development of domestic industry.

On the other hand, the figurative effect of the borders being eliminated showed itself in daily life.

According to Alli et al., (2007, p.89) global culture is becoming increasingly emergent. The process of globalization is facilitated by technology which dislocates humans from both time and space and projects them into a world where the future and past exist simultaneously. This technology comes from but one place – education. As people experience globalization and its effects they realize that the only way to accept it (or fight it) is through knowledge. A growing inter-independence through technology is bringing people together. People are better able to communication with, understand, and learn from each other using technology as a standard context. Education is the main way to facilitate interaction and increase the life quality for people everywhere (Alli et al., 2007).

With effective communication and availability of update information, people become aware of many things and start to share their knowledge and experiences. There is no end to this: globalization shows itself in many areas but especially globalization of culture affects daily life the most. As stated by Barnett and Cavanagh (1995), watching the same movie, listening to the same music, playing the same international game online or watching the same broadcasting change the feelings of people as to what their priorities are or how these differentiate or where they are really belong to. So the concept of cosmopolitanism becomes a good fit to the situation.

Being drawn to a global culture where effects can be seen everywhere around the world simultaneously make people tend to have similar needs and wants, similar expectations and habits. In a study by Özgür (2007, p.1) it is stated that an Austrian philosopher and a critic of the institutions of contemporary western culture, Ivan Illich, described this process as "thirst becoming the need of Coca-Cola". Still, the individualistic societies try to keep their cultural values. That is, the more integration is assured the more disintegration is also observed like the more becoming part of EU. EU forces individualistic countries also to keep and preserve their national identity and culture.

Also the mobility of people increase, and people have the chance to be exposed to different cultures, markets and products that they are already aware by the global culture they are in.

23

The borderless economy concept brought the chance to the companies the use of production, raw material, labor and capital investment facilities all over the world. With liberalization of trade policies in different countries, many companies have the chance to enter new markets and offer their products to a different country's marketplace or use the investment opportunities in those countries. Emerging markets are attractive for investments with their rapid economical growth, developing industries and potential of growing demand due to their population. So while companies from industrially advanced companies are invited to invest in emerging markets, these markets produce and offer a variety of products to world markets including many products produced under license. Besides, companies from emerging markets also invest in other markets. At this point, the *country of origin* (coo) term and its effects becomes important to focus on.

As discussed by Peterson and Jolibert, (1995, p.883) the *country of origin of a product*, which is typically operationalized or communicated through the phrase "made in _____," is an extrinsic product cue - an intangible product attribute - that is distinct from a physical product characteristic or intrinsic attribute. As such, a country-of-origin cue is similar to price, brand name, or warranty in that none of these directly bear on product performance. When a country is known as the best producer of a product, it has a positive image in consumers' minds. On the other hand, a country can have a negative image in consumers' minds due to the quality of the imported products. Also socio-political issues such as problems in human rights then COO perceptions can reflect a move towards negative. So these positive or negative images shaped in consumers' minds due to the origins of the products can become one of the factors affecting a purchase intention. This situation is also known as *country of origin effect.* Another aspect related to ego-centric focus stated by Bilkey and Nes (1982, p.90) says that there is a tendency for consumers to evaluate their own country's products relatively more favorably than the foreigners.

2.2.   Culture and Consumer Behavior

Besides COO of a product, there are many other factors that affect a consumer's perception, evaluation and intention of purchase in a market place composed of many domestic and foreign products such as ethnocentrism and its antecedents.

24

As stated by Samli, (1995, p.12), one of the most definitive works in consumer behavior area is undertaken by Lewin in 1938. His theory is based on the premise that behavior (B) is a function (f) of the interactions of personal influences (P), and the pressures exerted on these interactions by environmental forces (E). Simply, Lewin's formulation of behavior is:

$$B = f(P,E)$$

If this equation is converted into a formula which will more precisely depict consumer behavior, then the formula may be rewritten as:

$$B = f(P, I)$$

where B, which explains consumer behavior, is a function of the interaction of interpersonal determinants (I) such as various groups and culture –replacement of environmental forces in the first equation–, and personal determinants (P) such as attitudes, learning, and perception (Boone and Kurtz, 1992). The implication here is that consumer behavior is composed of both the individual's psychological makeup and influences by others. Direct interpretation of Lewin's work allows very little room for culture as a key determinant of consumer behavior (Samli, 1995, p.12).

Unlike the consumer behavior version of Lewin's equation, in international circles culture is considered to be a more critical, and indeed, by some, an all-encompassing factor in the consumer behavior phenomenon. Contrary to Lewin, Wallace (1964) associates consumer behavior directly with culture. Figure 2.1 illustrates Wallace's theory:

Figure 2. 1. Wallace's Theory

Source: Samli, A. C., (1995), International Consumer Behavior: Its impact on marketing strategy development, Quorum Books: Westport, p. 13.

25
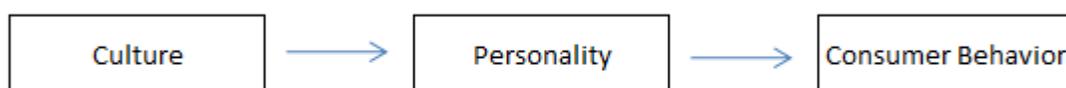
According to Wallace's theory culture is a power that surrounds personality and personality is a determinant of consumer behavior. Pure global mindset is not effective with pure global products. So the culture not only determines the consumer behavior but also explains it. Also the interpretation of the Lewis's original formula by Boone and Kurtz (1992) shows culture as an environmental function of consumer behavior along with interpersonal determinants. Samli (1995) also refers to the statement by Adams (1951), saying that the most important factor in the formation of ethnocentrism is the presence of a cultural structure. Through the dynamics of culture, people gain the habit of doing certain things in certain ways, and develop an evaluation of other groups as false and mistaken. Another statement by Engel et al. (1989, p.63) points out that culture is recognized as a significant influence on buyer behavior as it "provides people with a sense of identity and understanding of acceptable attitudes and behavior within society". This makes "culture" an important topic to focus on for this study in terms of analyzing how cultural openness and cultural differences affect consumers' purchase behavior.

Similar to culture determining consumer behavior; nationalism, patriotism, internationalism, xenophobia, consumer racism are found as determinants in ethnocentrism concepts and as a result, consumers' purchase intentions. The studies in literature made on to the effects of these concepts on consumers' behaviors regarding to purchase intentions are to be analyzed in the following parts.

2.3. Ethnocentrism – Consumer Ethnocentrism Concepts

As discussed by Martinez et al. (2000, p.1354), the concept of *ethnocentrism* was originally introduced into sociological literature by William Graham Sumner (1906) upon observing the tendency for people to differentiate between the in-group and others. Sumner (1906, p.13) defined it as:

…the view of things in which one's group is the center of everything, and all others are scaled and rated with reference to it. …Each group nourishes its own pride and vanity, boasts itself superior, exalts its own divinities and looks with contempt on outsiders.

26

Sumner (1906) as cited in Martinez et al. in 2000, described it as often leading to pride, vanity, beliefs of one own group's superiority, and contempt of outsiders. So, ethnocentrism is the tendency to believe that one's ethnic or cultural group is centrally important, and that all other groups are measured in relation to one's own. The ethnocentric individual will judge other groups relative to their own particular ethnic group or culture, especially with concern to language, behavior, customs, and religion. These ethnic distinctions and sub-divisions serve to define each ethnicity's unique cultural identity. As stated by Lantz and Loeb (1996) in their study referring to Campbell's study (1965), ethnocentrism has been seen to increase when there is a perceived threat to the group. So Lantz and Loeb (1996, p.374) states it is likely that the same phenomenon occurs when there is a perceived threat to the economic well being of the nation.

In the same study by Martinez et al. (2000), it is stated that from a psychological perspective, Freud (1955) defined ethnocentrism as the "narcissism of the group":

So long as a group formation persists or so far as it extends, individuals in the group behave as though they were uniform, tolerate the peculiarities of its other members, equate themselves with them, and have no feelings of aversion toward them (Freud, 1955, p. 101-02).

In the studies of both Booth (1979) and Worchel and Cooper (1979) which are referred in study of Martinez at al. (2000), the concept of ethnocentrism represents the universal proclivity for people to view their own group as the center of the universe, to interpret other social units from the perspective of their own group, and to reject persons who are culturally dissimilar while blindly accepting those who are culturally like themselves. Similar to this concept, some studies in literature suggest that people prefer products from countries viewed as culturally similar to the home country, to the products from countries that are viewed as culturally dissimilar (Crawford and Lamb, 1981; Heslop et al., 1998; Wang and Lamb, 1983). These studies are mentioned in details in the "culture, perceived product necessity and foreign product evaluation" section.

27

The concept of *consumer ethnocentrism (CET)* which is a dimension of ethnocentrism is firstly mentioned in a study by Shimp and Sharma (1987). Consumer ethnocentrism represents the beliefs held by consumers about the appropriateness and indeed morality of purchasing foreign-made products (Shimp and Sharma, 1987). Their study indicated that consumer ethnocentrism is moderately predictive of consumers' beliefs, attitudes, purchase intentions, and purchases. CET denotes consumers' tendencies to distinguish between products of the in-group (home country) and out-groups (foreign countries) and to avoid buying foreign products due to nationalistic reasons. Even as non-ethnocentric consumers evaluate products on their own merits with respect to price, quality and other desired features, ethnocentric consumers consider purchasing imported products to be incorrect due to perceptions of losses to the domestic economy (Shimp and Sharma, 1987). In the study by Shimp and Sharma (1987), the authors identified the properties of consumer ethnocentrism. Firstly it is more of a *tendency* than an *attitude.* This tendency results from customers' concern for their countries and harmful effects of imports can cause like giving harm to domestic economy or causing loss of jobs. Also this tendency has an ethical dimension because purchasing imported goods is perceived as being unpatriotic. In addition, it is inelastic with respect to price or other product related attributes.

It is important to mention here briefly the link between CET and country of origin (COO). This issue has been analyzed in literature by many authors. Ha (1998, p.22) stated that the place of production of foreign products is not important for consumers who are not ethnocentric and these consumers evaluate the products only based on their benefits. CET is a judgment that provides an instinct for people to only consume the products of home country whereas COO is a factor that can form a judgment by forming prejudice in their perceptions (Arı, 2007, p.29). So, the consumers who are sensitive about COO of the products are not necessarily ethnocentric; on the other hand ethnocentric consumers are very sensitive about the COO of the products they purchase (Ha, 1998, p.22).

CET is often confused with "country-of-origin bias" although the two topics are distinct and independent of each other. Herche (1992) explained the difference by providing an example. A US consumer can have a positive country of origin (COO) effect say for

28

French wine due to its product-class attributes but decide not to buy it due to nationalistic reasons. Thus, CET is more of a "general tendency" to avoid buying foreign products as opposed to a specific "country of origin (COO)" image (Shankarmahesh, 2004). Shimp and Sharma's study (1987) also showed a negative correlation between ethnocentric tendencies and attitudes towards foreign products and purchase intentions.

After defining CET, the studies analyzing the factors causing, affecting and moderating CET started to be conducted. Many studies can be found in literature regarding socio-psychological and demographic antecedents of ethnocentrism since it is also stated by Sharma et al. (1995) that ethnocentric tendencies in consumers do not develop in isolation but rather are part of a constellation of *social-psychological* and *demographic* influences . These studies found cultural openness, xenophobia, cultural similarity, world-mindedness-internationalism, patriotism, international experience, nationalism, racism, conservatism and collectivism-individualism as socio-psychological antecedents; age, gender, income level and education level as demographic antecedents.

In the study by Sharma et al. (1995), the antecedents and moderators of consumer ethnocentrism is tested. The study relates consumer ethnocentricity to openness to foreign cultures (which is defined as awareness, understanding, and acceptance of other cultures), patriotism, collectivism-individualism and conservatism which are *social-psychological* influences; and age, gender, education and income which are *demographic* influences. With this study, it is revealed that cultural openness is negatively; patriotism, conservatism and collectivism are positively correlated to ethnocentrism. Especially, cultural openness may explain why Howard (1989) found that U.S. residents on the West Coast, a region where numerous cultures interact, tend to rate imported products more favorably than domestic products, whereas residents of the Midwest, which is less heterogeneous in its cultural composition, tend to rate imported products much lower in quality.

Same as the study by Sharma et al. (1995), Balabanis et al. (2002) made a study in Turkey and they found that "conservation" types of values are positively related to consumer ethnocentrism.

29

In another study by Altıntaş et al. (2007) in Turkey, the antecedents of ethnocentrism identified from the literature are allocated to three main constructs: xenophobia, negative attitudes towards foreigners (not the same phenomenon with xenophobia, it is related to the negative attitude of consumers towards foreign tourists and foreign direct investment) and conservatism. The findings show that *xenophobia* has the greatest influence on consumer ethnocentrism among Turkish consumers and *conservatism* is the second-most influential element.

A similar study to Sharma et al.'s (1995), collectivism is also studied by Ettenson et al. (1988) in USA on apparel items; by Nishina (1990) in Japan on food, clothing, furniture, household goods, sport goods, cars, accessories and by Strutton et al (1994) in USA on autos. In these studies empirical support for positive correlation between collectivism and CET can be found. Especially when the studies by Strutton (1994) and Ettenson et al. (1988) are analyzed in details in order to compare the results since they were both conducted in US, it can be seen that the studies have matching results. Strutton et al. (1994, p. 65) argued that individualism predisposed Americans towards substantial "open-mindedness and self-autonomy" leading them to engage in honest and critical self-reflection with respect to domestically produced goods. This is consistent with Ettenson et al.'s (1988, p. 96) report that the "Made in the USA" promotional blitz involving millions of dollars and "over one billion advertising impressions" had little effect on most Americans who preferred to go by product merits.

After seeing that CET has many antecedents forming it, the next headlines present these antecedents and their relations to and correlations with CET.

2.4. Patriotism, Nationalism and Internationalism

The Economist (1999) has mentioned a rise in two major forces related to 21st century: nationalism and globalization. Even though it seems odd to speak of nationalism in such a world where the effects of globalization are seen everywhere, when the world is becoming more unified with barriers falling down both literally and figuratively and where the concept of *world citizenship* is praised, nationalism still keeps its importance for various countries

30

since the culture puts emotional meanings to the concept. Smith (1995, p.24) argued that nationalism is an object of loyalty in the modern world and because a nation's memory is central to identity and as insecurities about globalization grow, loyalty to nationalism increases.

Nationalism and patriotism are often used interchangeably however, "patriotism" is commitment – a readiness to sacrifice for the nation – while "nationalism" is commitment plus exclusion of others, a readiness to sacrifice bolstered by hostility to others. Patriotism is the simpler relationship between the individual and group (Balabanis et al., p.160).

Many of the studies in literature regarding the relationship between patriotism and consumers' ethnocentric tendencies show that there is a positive relationship (Sharma et al., 1995, Klein and Ettenson, 1999, Balabanis et al., 2001, Javalgi et al., 2005). Also Han (1988) suggest that consumer patritosm can be higly influencing consumers' choices regarding choosing domestic products over foreign ones.

As mentioned above, Sharma et al., (1995) has carried out one of the major studies on finding the antecedents of consumer ethnocentrism. According to the results of the study which is conducted in Korea, a positive relationship between patriotism and consumer ethnocentrism is found.

In the study by Klein and Ettenson (1999), which is conducted in USA, it is aimed to measure the relationship between consumer animosity and consumer ethnocentrism. Consumer animosity is analyzed as prejudices of American consumers' towards Japan so according to one of the hypothesis, it is measured if patriotism is positively related to both animosity towards Japan and consumer ethnocentrism (Klein and Ettenson, 1999, p.13). According to the results, a positive relationship is found between patriotism and both animosity and consumer ethnocentrism.

Another study concerning patriotism and consumer ethnocentrism issue is conducted by Balabanis et al. (2001, p.157) in Turkey and the Czech Republic and it is found that consumer ethnocentrism in Turkey is fueled by patriotism.

31

Similarly, Javalgi (2005) conducted a study on French consumers about their import purchase intentions for three products; automobiles, TVs and computers. In this study, it is again found that there is a positive relationship between patriotism and consumer ethnocentrism.

In the study by Han (1988) the role of consumer patriotism in the choice of domestic versus foreign products is analyzed in USA. The results of the study suggest that the choice of domestic versus foreign products may be influenced by highly emotional factors such as consumer patriotism (Han 1988, p.31).

On the other hand, as it is stated by Balıkçıoğlu (2008), in the study by Bannister and Saunders (1978) no relationship is found between patriotism and consumer ethnocentrism.

Apart from patriotism and consumer ethnocentrism studies, there had been also another study in the past defining new aspects for patriotism. This study which is conducted by Adorno et al. (1950) to find an answer for Sumner's structure for ethnocentrism is mentioned in Balabanis et al (2001, p.160) together with Sumner's study (1906). Sumner (1906) suggested a two-dimensional structure for ethnocentrism: an unfavorable attitude towards out-group accompanied by a favorable attitude towards the in-group. At this point the question comes to mind is whether one's negative feelings toward out-groups rise automatically as a consequence of one's attachment and positive feelings towards his in-group. So, Adorno et al., (1950) took the role here and the concepts of "healthy patriotism" and "ethnocentric patriotism" are defined as an answer to this question. In their study, "healthy patriotism" is described as *love of a country* which is not accompanied by a bias towards out-groups and "ethnocentric patriotism" is described as *one's blind attachment to certain national values, uncritical conformity with the prevailing group ways, and rejection of other nations as out-groups* (Adorno et al., 1950, p. 107)*.

On the other hand, it is considered that every feeling contains love for a country does not necessarily nourish from hostility for other countries. Heaven et al., (1989, p.182) stated that one might be super-patriot and still *not* dislike members of the out-group. According to

32

Smith at al., (1996) Turkey is a collectivist country with emphasis on group loyalty; and by definition (Adorno et al., 1950) healthy patriotism is an expression of loyalty to one's country and its people as well as a strong motivator on economic behavior. With these statements and the results of their studies which show that patriotism seems to be the main motive for consumer ethnocentrism in Turkey, Balabanis et al. (2001, p. 169) came to a conclusion that Turkish feelings of dominance and superiority (nationalism) do not seem to be fulfilled by taking pride on their national products at the expense of foreign products; hence, foreign products are not seen as opposing or repudiating their nationalistic feelings.

Nationalism requires a more elaborate matrix embedding one's own nation into a set of nations and differentiating among those nations (Druckman, 1994, p.47). The tendency for consumers to prefer domestic to foreign goods has been labeled as consumer nationalism in the literature. Shimp and Sharma (1987) found that consumer nationalism is negatively correlated with purchase of foreign products. Highly nationalistic consumers were inclined to emphasize the positive aspects of domestic products and to discount the virtues of foreign-made items.

Later on, Kosterman and Feshbach (1989) made a study to define the difference between "healthy patriotism" and "ethnocentric patriotism". In their study they made factor analysis for data set on 120 items regarding attitudes towards one's own country and towards other countries, and as a result three meaningful factors are identified: patriotism, nationalism and internationalism. *Patriotism* refers to strong feelings of attachment and loyalty to one's own country without the corresponding hostility towards other nations. *Nationalism* consists of views that one's country is superior and should be dominant which implies a denigration of other nations. *Internationalism* defined as a distinct dimension and not simply as the opposite end of nationalism.

As for internationalism; it is described as reflecting positive feelings for other nations and their people (Kosterman and Feshbach, 1989). Similarly, Balabanis et al., (2001, p.160) described it as; internationalism focuses on one's concern about other nations' welfare and reflects an empathy for the people of other nations. Same study by Balabanis et al. (2001,

33

p.157) in Turkey and the Czech Republic showed that internationalism does not have a significant effect on consumer ethnocentrism in either country.

All these three concepts form one's general attitude towards his own country as well as towards others. But whether this attitude forms a positive/negative feeling or purchase behavior for domestic and/or foreign products is an issue to study for marketers, researchers and academicians (Balabanis et al., 2001).

To conclude, it cannot be said that favorable attitudes that a person has for his/her country does not have to be accompanied by unfavorable feelings for other countries. This fact leads us to a situation that it would not be very logical to automatically assume one's favorable attitude to domestic products as an implication of negative ones for imported products.

2.5.   Xenophobia and Consumer Racism

As defined by Ossimitz (2000, p.7), xenophobia is a fear or hatred against someone or something that is strange or different than oneself. A necessary condition for xenophobia is that the mere fact of being different alone is sufficient for the negative feelings. For a xenophobe it is not necessary that the other person behave in a peculiar way. Being different is the sufficient reason to create conflict (Ossimitz, 2000, p.7). Another description sited in the study of Ossimitz (2000) is made by Kent and Burnight (1951, p.256) bases xenophobia on the definition of ethnocentrism by Sumner and defines that xenophobia is a view of things in which a group other than one's own is at the centre of everything, and all other groups, including one's own, are scaled and rated with reference it to (Kent and Burnight, 1951, p. 256). It is like placing foreigners at the center and making all the evaluations in comparison with them.

Similarly, Hjerm (1998, p.341) described xenophobia as a negative attitude toward, or fear of, individuals or groups of individuals that are in some sense different (real or imagined) from oneself or the group(s) to which one belongs (Hjerm, 1998, p. 341). With this

34

"negative attitude" term, we can relate xenophobia with ethnocentrism since ethnocentric tendency provides a feeling of favoring one's own group compared to others and xenophobia is as expression of fear and distrust of foreigners. Foreigners with a different culture are seen as a potential threat to the integrity of one's own country and as stated by Campbell (1965) and referred by Hjerm (1998), ethnocentrism has been seen to increase when there is a perceived threat to the group.

As McEvoy (2002) stated; ethnocentrism is about protection against foreigners and the prevention of disintegration, whereas xenophobia may be explained in the context of a misbelieve, and may frustrate trading and partnerships among groups. So it could be assumed that similar attitudes to imports from foreign counties may arise and xenophobia may cause ethnocentric tendencies.

Although, culturally, such a fear seems to be an expression of a racial dimension, which is also in line with Ossimitz's (2000) study where he states that xenophobia has different variations as "racism", "sexism", "fascism", it is in fact based on the concept of dissimilarity (Banton, 1996). The common components of xenophobia are mistrust, fear and/or hate, and the social problems perceived to be caused by foreigners, particularly with respect to unemployment and social violence (De Master and Le Roy, 2000). The condition of xenophobia is an attempt on the part of the individual to avoid conflicts by trying to move away from positions which are in opposition to his or her own (Ossimitiz, 2000). In short, xenophobia concept can be related to ethnocentrism in the prospect of developing an attitude towards foreign products.

In a study by Altıntaş et al. (2007) in Turkey, xenophobia concept is analyzed to see if it has an effect on consumer ethnocentrism and it is found that xenophobia is positively associated with it. In fact, it is stated that xenophobia is found to have the greatest influence on consumer ethnocentrism among Turkish consumers.

As focused in Ouellet's study (2005, p.422) racism was defined by Wilson (1973, p. 32) as "an ideology of racial domination or exploitation that incorporates beliefs in a particular race's cultural and/or inherent biological inferiority, and uses such beliefs to justify and

35

prescribe inferior or unequal treatment for that group." It is thus by definition always directed from an ethnically dominant group towards one or more (but not all) minority groups.

As for consumer racism, it is different from a variety of other constructs, including that of consumer ethnocentrism (Ouellet, 2005, p. 422), defined and largely operationalized as the beliefs held by consumers about the appropriateness, indeed morality, of purchasing foreign-made products (Shimp and Sharma 1987), or shops, products, and/or services originating from a different ethnic group. As further discussed by Ouellet (2005), ethnocentrism is in essence centered on the *evaluating* consumer's own national, cultural, or ethnic backgrounds. Racism, on the other hand, is rather centered on the *evaluated* object's national, cultural, or ethnic origin, and specifically directed towards it (Memmi 1994). An interpretation by Ouellet (2005, p.422) states the difference as "one could thus be ethnocentric (have a tendency to reject shops, products, and/or services other than originating from his/her own ethnic group) and, in addition, exhibit racism towards one minority in particular (have a tendency to even further reject shops, products, and/or services originating from that precise group) while better accepting other minorities. Even though they should share a moderately high amount of variance, separate influences of both ethnocentrism and racism should therefore differ".

In the same study by Ouellet (2005), racism, consumer racism concepts and the relationship between racism and shops/services brand evaluations are studied in Canada and the results highlight the existence of racist and non-racist consumers as well as the direct relationship the construct has on product evaluations: racist English Canadians and French Canadians both exhibit less favorable attitudes towards products originating from ethnic groups towards which they exhibit racism.

Later on, Ouellet (2007) made another study regarding consumer racism in United States, Canada and France and the survey results show that varying levels of consumer racism affect consumer judgments of and willingness to buy domestic products that are perceived as being made by ethnic minorities in the three countries in which the tests took place. Same study also revealed that moderators of consumer racism effects are the perceived

level of interaction between consumers and the minority-owned company, a certain product-ethnicity image, and consumers' perceived importance of the outcome associated with consuming minority-owned companies' products and/or services.

In short, consumer racism and ethnocentrism are regarded as different topics in literature even though they can both affect a purchase intention. But if ethnocentrism is the issue then the reason of not purchasing a product or service would be caused due to the concern of own ethnic group or country whereas if racism is the issue, the reason would be the perception of inferiority of the subject product or service. Same statement can also be adapted to xenophobia and this time the reason would be the feelings of fear or dislike for the country of the product.

2.6. Measuring Consumer Ethnocentrism and CETSCALE

Besides the studies regarding analyzing the concept of ethnocentrism and antecedents of the concept, there are also many studies performed as to measuring ethnocentrism and developing a scale for it. Before Shimp and Sharma's study (1987) for measuring "consumer ethnocentrism", there were other studies for developing a scale to measure "ethnocentrism".

In 1949, Levinson performed a study for measuring ethnocentric ideology. As discussed by Levinson, ethnocentrism is not an attitude toward a single group but an ideology which is relatively organized, and a relatively stable system of opinions, attitudes, and values, involving in-groups and out-groups. 3 scales were devised involving African-American people, minorities, and patriotism, and given to 2,000 persons belonging to 25 different groups (such as Rotary, labor unions). The author's summary about ethnocentric ideology states: "certain of its characteristics—particularly its generality, its inherent contradictions and destructiveness, and the psychological aspects of its content (moral stereotypy, cynicism, and the like) point to deeper-lying personality trends which help to organize and stabilize one's social views." (http://psycnet.apa.org/?fa=main.doiLanding&uid=1950-00592-001).

37

Later on, Beswick and Hills (1969) made a study and developed an Australian ethnocentrism scale. To form a scale of ethnocentrism, 32 items were selected according to both their power of discrimination between criterion groups of subjects and their internal consistency in a pilot study of 192 subjects. The original pool of items was set up to comply with various facets of ethnocentrism as defined by Levinson and illustrated in the California E scale and the British Ethnocentrism scale. Validity was demonstrated in the main study of 273 subjects by highly significant differences between criterion groups selected according to age, socio-economic status, student-nonstudent, levels of education, income, religion and other criteria in accord with the theory and previous findings in Britain and the U.S. Partitioning of the main sample revealed the predominance of education as a determinant (http://www.informaworld.com/smpp/content~content=a782582513&db=all).

As mentioned before, "consumer ethnocentrism" concept is mentioned in the study by Shimp and Sharma (1987) and as a result, the scale for measuring "consumer ethnocentrism" which they called CETSCALE became the topic of their study. The scale developed to measure CET will be discussed in this thesis under a separate chapter following this one.

With the big attention drowned by ethnocentrism due to its effects on purchase intentions, a scale is developed by Shimp and Sharma (1987) to measure American consumers' ethnocentric tendencies related to foreign versus American-made products. This scale is named as CETSCALE which means Consumer Ethnocentrism SCALE and consists of 17 items that to be evaluated on a five point Likert scale. Shimp and Sharma (1987) characterized the scale as a measure of "tendency" rather than "attitude" as stated before, because the latter term suggests a greater degree of object specificity than the CETSCALE is intended to capture. "Attitude" is used most appropriately in reference to the consumer's feelings or judgmental evaluations such as liking, disliking toward a specific object, such as a particular automobile model or a fashion clothe brand. It is important to differentiate feelings from evaluations since the object bound attitude which is a "preposition" has the cognitive and affective as well as intention related components (Schiffmann and Kanuk, 2007). "Tendency" captures the more general notion of a disposition to act in some consistent fashion toward foreign products (Shimp and Sharma,

1987). In the four independent area studies used to develop and validate an operationalization of the construct, Shimp and Sharma (1987) found their CETSCALE to be a strong predictor of ownership and willingness to buy imported automobiles.

After Shimp and Sharma, many researchers (i.e., Supphellen and Rittenburg, 2001; Watson and Wright, 1999; Lantz and Loeb, 1996, Herche 1994, Netemeyer et al. 1991) studied consumer ethnocentrism issue and many studies in literature revealed that customers have ethnocentric tendencies in evaluating products in different cases such as when the market is saturated with both domestic and foreign products, when foreign products are better, when domestic alternatives are not available, etc..
.
In the study by Supphellen and Rittenburg, (2001) consumer ethnocentrism is explored in Poland, one of the Eastern Bloc countries. It is aimed to analyze the effects of consumer ethnocentrism in a country where foreign brands are often clearly superior to domestic alternatives. The findings of the study suggest that, in a situation where foreign brands are superior to domestic ones, consumer ethnocentrism is displayed in more positive perceptions of the domestic brand, with little or no effect on perceptions of foreign brands. The results also support the prediction that consumer ethnocentrism has greater impact on evaluations of experience qualities than on search qualities.

Also, Lantz and Loeb (1996) studied consumer ethnocentrism in Canada and USA with the expectation of consumers rating high in consumer ethnocentrism would rate products from their country significantly higher, and products from other countries significantly lower, than those with low levels of consumer ethnocentrism. The results show that when dealing with low involvement products between which there are small differences in price people with greater consumer ethnocentrism are willing to pay a higher price to buy domestic products, while those who are lower in consumer ethnocentrism are willing to switch to imported products.

Herche (1994), evaluated if ethnocentrism is a more powerful influence than demographics and marketing mix variables on consumers' import purchase behavior. In the study, the purchase behavior of consumers is evaluated for two product groups: automobiles and

39

computers. Demographics consist of age, geographic region, membership of an organized labor union, sex, income level and education level. As a result of the study it is found that ethnocentrism measured with CETSCALE is the only variable which has significant correlation with purchase intention in both product categories. Also with this study, it is revealed that CETSCALE is a suitable tool in predicting consumers' purchase behavior.

Netemeyer et al. (1991), used CETSCALE in an intercultural study in USA, France, West Germany and Japan and found correlations between ethnocentric tendencies and purchase intentions but more importantly they stated a very high reliability for CETSCALE in their study of four countries. In the study (Netemeyer et al., 1991, pp: 324) it is explained as: *"Composite reliability, which is analogous to coefficient alpha (Fomell and Larcker 1981), is high and nearly equal across the four countries, ranging from a value of .91 for the Japanese sample to .95 for the U.S. sample. Corresponding coefficient alpha estimates for the U.S., French, Japanese, and West German samples are 0.95, 0.92, 0.91, and 0.94. These estimates are comparable with the reliability estimates of 0.94 to 0.96 reported by Shimp and Sharma (1987) in their original scale development study".* So it can be said, Netemeyer et al. (1991) found evidence that the reliability and validity of CETSCALE remain somewhat consistent as it is transported from the United States, where it was originally developed and tested.

Kaynak and Kara (2002, p.928) investigated product-country images, lifestyles and ethnocentric behaviors of Turkish consumers to provide suggestions to the marketers about the implications of the results of their study. Findings indicate that Turkish consumers had significantly different perceptions of product attributes for the products coming from countries of different levels of socio-economic and technological development. Results also indicate the robustness of CETSCALE.

Similar to Kaynak and Kara (2002), Küçükemiroğlu (1999) studied lifestyle and ethnocentrism issues. In his study where lifestyle dimensions and ethnocentrism concepts are analyzed in Turkey, CETSCALE is used again. Results show significant correlations between the lifestyle dimensions of Turkish consumers and their ethnocentrism levels. *Fashion consciousness* and *leadership* were statistically negatively correlated with the

40

ethnocentrism score. In other words, less ethnocentric Turkish consumers are more fashion conscious and leadership oriented or vice versa. On the other hand, *family concern* and *community consciousness* factors were significantly positively correlated with the ethnocentrism score. That is, Turkish consumers who are very *family concerned* and *community oriented* are more ethnocentric, indicating that these consumers would be most likely to prefer purchasing domestic products (Küçükemiroğlu, 1999, p. 483).

Akın et al (2009), investigated the relationship between ethnocentrism and purchasing behavior of Turkish consumers and used CETSCALE to measure the ethnocentrism level of consumers. The findings indicate that Turkish consumers have middle level ethnocentric tendency. Also it is stated that Turkish consumers' ethnocentrism scores make difference in their buying behavior intention and living in a big or small cities and political preference differences affect ethnocentrism inclination (Akın et al., 2009, p.490).

Also, in the validation studies of CETSCALE by Shimp and Sharma (1987), a modified version of the scale which consists of only 10 items (the 10 items are numbers 2, 4, 5, 6, 7, 8, 11, 13, 16, and 17 of the original scale) is also tested and internal consistency was found reliable.

Other studies are also made for this modified scale. The modified scale is used by Lindquist et al. (2001), for a validation study in Czech Republic, Hungary, and Poland and this scale is not found to be a universally "good fit" solution in these central and eastern European countries. A good fitting five-item model was found for Hungary, a six-item scale for Poland and a seven-item solution for the Czech Republic.

Balabanis et al., 2001 used verified 10 item CETSCALE in the study of analyzing the impact of patriotism, nationalism and internationalism as antecedents to consumer ethnocentrism in Turkey and the Czech Republic. The findings of this study indicate that the impact of patriotism and nationalism is not consistent across the two countries. One year later, Balabanis, Mueller and Melewar (2002) made another study in Turkey and the Czech Republic to explore the relationship between human values and consumer ethnocentrism. Schwartz's (1992) framework of human values is used as the basis of the

study. Findings indicated that the values relationship to consumer ethnocentrism varies across the two countries surveyed. The study also confirmed that "conservation" types of values are positively related to consumer ethnocentrism and Turks are found more ethnocentric than Czechs (Balabanis et al., 2002, p. 21-22).

Another study which used another modified version of CETSCALE is conducted by Altıntaş and Tokol in 2007. In their study, the antecedents of consumer ethnocentrism, specifically with respect to Turkish consumers' attitudes to products originating in Europe is analyzed. A 6-item version of the 17-items CETSCALE developed by Shimp and Sharma (1987) is used to measure the dependent variable, relating to national pride and the presumed economic effect of buying foreign products. Results show that xenophobia has the strongest impact on ethnocentrism and second most influential antecedent is conservatism. The higher an individual consumer's levels of xenophobia and conservative values increase, the greater the degree of ethnocentrism is likely to be. When interactions among the antecedents are examined, xenophobia is again the most significant (Altıntaş and Tokol, 2007, p.319)

So, many studies in literature proved that the scale is valid and a very good tool for measuring consumers' ethnocentric tendencies like the study on German, French and Japanese customers (Netemeyer et al., 1991); Koreans (Sawyer and Ball, 1981); Singaporean (Piron, 2000); Spanish (Martinez et al., 2000); Malaysian (Kamaruddin et al., 2002); Turkish (Küçükemiroğlu, 1999; Kaynak and Kara, 2000; Balabanis et al., 2001, 2002; Altıntaş and Tokol, 2007; Akın et al, 2009).

2.7. World-mindedness vs. Ethnocentrism

Sampson and Smith (1957, p. 99) identify a "world-minded" individual as one who favors a world view of the problems of humanity, one whose primary reference group is "mankind", rather than Americans, English, Chinese, etc..

As discussed by Rawwas et al. (1996), with growing immigration, the proliferation of adopted foreign children into many societies, the increase in multinational marriages, and the constant transformation of our world by technologies that render distances irrelevant, a new culture is being created daily within many countries (Weiner, 1994). This hybrid culture becomes increasingly appreciative of world sharing and common welfare and shows empathy and understanding towards other societies, which Sampson and Smith (1957) label as "world-mindedness".

It is stated in the study by Jones-Rikkers and Douglas (1999) that world-mindedness is the extent to which individuals value the global perspective on various issues. World-minded individuals are more likely to see viewpoints that differ from their own ethnic, national, or religious perspectives as valuable. A world-minded individual both recognizes and appreciates cultural differences. In consideration with these definitions, Jones-Rikkers and Douglas (1999) studied Student Abroad Programs (SAP) and made the study on participating and non-participating students of SAP. They hypothesized that students who participate in study abroad programs will have a higher level of world-mindedness than non-participating students. The results indicated that students who participate in SAPs have a stronger sense of world-mindedness, than students with no foreign travel experience.

A similar study is made by Boatler (1992) with similar findings. In his study world-minded attitude change among participants in a summer study abroad program was examined. Students who attended a class with cultural awareness content had a significant increase in world-mindedness, while other students who attended classes with a traditional area studies focus exhibited no significant change in world-mindedness.

43

As for analyzing the relationship between ethnocentrism and world-mindedness, it is mentioned before that world-mindedness and ethnocentrism is found as negatively related by Rawwas et al. (1996). Jones-Rikkers and Douglas (1999) showed that students with international experience are more world-minded. In light of these findings it can be concluded that ethnocentrism and world-mindedness are not the opposite ends of a continuum. But it is proven many times in literature that international experience and cultural openness makes people more world-minded and less ethnocentric.

2.8. Culture and Perceived Product Necessity on Evaluation of Foreign Products and Attitudes towards Them

Evaluating a foreign product and trying to decide whether to purchase it or not, is a process which customers go through frequently. As mentioned before in Wallace's Theory, culture explains why consumers behave in a certain way, so it can be interpreted as culture can also explain why consumers chose to purchase or avoid a foreign product. At this point, similarity in cultures becomes an issue to be discussed in terms of CET. With regard to consumer ethnocentrism, Sharma et al. (1995) suggest that cultural similarity between countries is one factor that may influence the effect of consumer ethnocentric tendencies on attitudes toward foreign products. So this issue has been studied by many researchers as Crawford and Lamb (1981), Wang and Lamb (1983), Lantz and Loeb (1996), Watson and Wright (1999).

In the study by Wang and Lamb (1983), it is found that there is a positive bias towards products from countries regarded as culturally similar to the USA (i.e., some European countries, Australia, and New Zealand), and in the study by Crawford and Lamb (1981), it is found that there is a greater willingness to purchase products from source nations that are politically and economically similar to the home country. Another study by Heslop and Wall (1993) shows that typically, Canadians evaluate U.S. products as being essentially equal to Canadian products in terms of quality.

Another study concerning same issue carried out by Lantz and Loeb (1996). In their article examining the relationship between consumer ethnocentrism and evaluation of foreign

44

products, they examined the value consumers in Canada and the USA place on a product (computer mouse pads) being from their own or another country. In support of their hypotheses, Lantz and Loeb (1996) found that highly ethnocentric consumers, in comparison to consumers with low levels of consumer ethnocentrism, have more favorable attitudes toward products from culturally similar countries.

Watson and Wright (1999) analyzed the relationship between consumer ethnocentrism and consumer attitudes toward foreign manufactured products in product categories in which domestic alternatives are not available is studied in New Zealand. The results suggest that cultural similarity is an important consideration for highly ethnocentric consumers in the evaluation of foreign products.

To summarize, the related literature on culture and foreign product evaluation can be interpreted as; culture is very effective in a purchase intention of a foreign product considering the ethnocentrism level of the consumer since consumers tend to prefer products from culturally similar countries if they have high ethnocentric tendencies.

Another point in foreign product evaluation is the perceived necessity of a product. Today, product necessity is especially important as lifestyles evolve along with perceptions of what is essential in life. Sharma et al., (1995) and Javalgi et al., (2005) studied on this subject. The relationship between people's attitudes on importing a product and perceived necessity of the same product is the main subject of these studies.

As stated by Javalgi (2005, p.333), and according to Sharma et al. (1995), when consumers believe a product is very necessary, they will tend to be more accepting of the product being imported. Ethnocentrism may still exist in a consumer's mind, but there may be cases when it will not affect the final purchase decision. This is especially true in situations where no domestic product is available (Watson and Wright, 2000). Huddleston et al. (2000; 2001) confirmed these findings in Poland and Russia.

In the study by Sharma et al., (1995) consumers perceive products differently in terms of whether those products are necessary to them personally or to the domestic economy.

45

When a product is perceived as a necessity, consumer ethnocentricity should play a relatively minor role in affecting attitudes toward importing that product. On the other hand, for items perceived as dispensable, consumer ethnocentricity should have a more substantial impact on attitudes. So the perceived necessity of a product can moderate people's ethnocentric tendencies and attitudes on importing products. This study also focused another moderator on CET which is perceived economic threat. The study by Sharma et al., (1995, p.34) which is conducted in Korea resulted as: the more a product is perceived as unnecessary, the greater the impact ethnocentric tendencies have on attitudes toward importing the product into Korea. Also, ethnocentric consumers are more willing to import if the imported item is perceived as less threatening to their personal welfare or to the domestic economy.

In another study on this issue conducted by Javalgi et al. (2005, p.338) in France, it is revealed that the effect of consumer ethnocentrism on the attitudes of importing products is higher if the perceived necessity of a product is high. Ethnocentric consumers are disposed towards importing foreign goods, if they perceive them as necessary.

Having seen both of the studies by Sharma et al., (1995) and Javalgi et al., (2005) it can be said that perceived product necessity is moderating the ethnocentric tendencies on the attitudes of consumers towards importing products.

2.9.   Summary of the Literature Review

Before going into the next part of the thesis which is *research design and methodology*, the summary of the literature review will be presented at this part. All the antecedents mentioned in the literature review and the moderators are summarized at tables with their relation to CET. The following part represents tables summarizing the studies made on antecedents of consumer ethnocentrism and their relations to CET.

46

2.9.1. Socio-psychological Factors interacting with Consumer Ethnocentrism

Here the tables summarizing the studies made on the effects of socio-psychological factors on CET are presented according to 11 factors which are; cultural openness, xenophobia, cultural similarity, world-mindedness, patriotism, international experience, nationalism, consumer racism, conservatism, collectivism and individualism. Details can be seen below.

o *Cultural Openness*

Willingness to interact with people from other cultures and experience some of their artifacts (Sharma et al., 1995) are studied in this context. Previous works in literature are summarized in table 2.1.

Table 2. 1. Studies regarding Cultural Openness-CET Relationship

Authors	Country	Study Type	Relationship to CET
Shimp and Sharma (1987)	US	Survey	Ethnocentrism levels of consumers differ between cities
Sharma et al. (1995)	Korea	Survey	Negative
Javalgi et al. (2005)	France	Survey	Negative

The survey conducted by Shimp and Sharma (1987) in USA found that ethnocentrism levels of consumers differ between cities, that is even people from different cities have different levels of cultural openness to other cities which are found close to them.

The other studies by Sharma et al. (1995) and Javalgi et al. (2005) found negative relationship between cultural openness and CET.

o *Xenophobia*

Xenophobia described as a negative attitude toward, or fear of, individuals or groups that are in some sense different so the similarity of these feelings with ethnocentric thoughts

47

and its effect on ethnocentrism are studied in this context. Previous works in literature are summarized in table 2.2.

Table 2. 2. Studies regarding Xenophobia-CET Relationship

Authors	Country	Study Type	Relationship to CET
Campbell (1965)	-		Ethnocentrism has been seen to increase when there is a perceived threat to the group.
Ossimitiz (2000)	-	Literature analysis	Xenophobia concept can be related to ethnocentrism in the prospect of developing an attitude towards foreign products.
Altıntaş et al. (2007)	Turkey	Survey with web-based questionnaires	Positive

According to the study conducted by Campbell (1965) found that ethnocentrism has been seen to increase when there is a perceived threat to the group. A similar result found by Altıntaş et al. (2007), that is consumers become more ethnocentric if they are xenophobic. Also Ossimitz (2000) who made a literature survey on this subject stated that Xenophobia concept can be related to ethnocentrism in the prospect of developing an attitude towards foreign products.

o *Cultural Similarity*

Perceived similarity of cultures based on values of exporting and importing country (Watson and Wright, 2000) is meant by cultural similarity in the studies. Previous works in literature are summarized in table 2.3.

48

Table 2. 3. Studies regarding Cultural Similarity

Authors	Country	Study Type	Results
Crawford and Lamb (1981)	US	Survey	Products from countries viewed as culturally similar to the home country, in comparison to products from countries that are viewed as culturally dissimilar, are preferred
Wang and Lamb (1983)	US	Factorial design model	Found a positive bias towards products from countries regarded as culturally similar to the USA
Lantz and Loeb (1996)	Canada, US	Survey	Highly ethnocentric consumers have more favorable attitudes toward products from culturally similar countries.
Heslop et al (1998)	Canada	Survey	Canadians evaluate U.S. products as being essentially equal to Canadian products in terms of quality
Watson and Wright (1999)	New Zealand	Survey	Consumers with high CET use cultural similarity of source country for product evaluations and product attitudes

In the survey conducted by Crawford and Lamb (1981) in USA, it is found that Products from countries viewed as culturally similar to the home country, in comparison to products from countries that are viewed as culturally dissimilar, are preferred. In another study conducted in USA by Wang and Lamb (1983) by using factorial design model, it is found that there is a positive bias towards products from countries regarded as culturally similar to the USA. In 1996 a survey conducted in Canada and USA by Lantz and Loeb and it is

49

found that highly ethnocentric consumers have more favorable attitudes toward products from culturally similar countries. Another study conducted in Canada in 198 by Heslop et al. found that Canadians evaluate U.S. products as being essentially equal to Canadian products in terms of quality since they found USA as similar to Canada. Lastly, in the survey conducted by New Zealand in 1999, it is found that Consumers with high CET use cultural similarity of source country for product evaluations and product attitudes.

o *World-mindedness*

This concept is defined as "a state of mind in which consumers use humankind as the primary reference group instead of respective nationalities" (Rawwas et al., 1996).Previous works in literature are summarized in table 2.4.

Table 2. 4. Studies regarding World-mindedness-CET Relationship

Authors	Country	Study Type	Relationship to CET
Rawwas et al. (1996)	Austria	Survey	Negative
Balabanis et al. (2001)	Czech, Turkey	Survey	No Relationship

In the survey conducted by Rawwas et al. (1996) in Austria, it is found that there is negative relationship between world-mindedness and CET, that is, consumers become less ethnocentric if they are world-minded. Another study conducted by Balabanis et al. (2001) in Czech Republic and Turkey and it is found that there is no relationship between world-mindedness and CET.

o *Patriotism*

Patriotism is defined as commitment, a readiness to sacrifice for the nation. Its effect in leading to ethnocentrism and the relationship to ethnocentrism is studied in this context. Previous works in literature are summarized in table 2.5.

50

Table 2. 5. Studies regarding Patriotism-CET Relationship

Authors	Country	Study Type	Relationship to CET
Bannister and Saunders (1978)	Britain	Interview	No Relationship
Han (1988)	US	Survey	Positive
Sharma et al. (1995)	Korea	Survey	Positive
Klein and Ettenson (1999)	US	Survey	Positive
Balabanis et al. (2001)	Czech, Turkey	Survey	Positive (partial support-only for Turkey)
Javalgi et al. (2005)	France	Survey	Positive

In the study by Bannister and Saunders (1978) conducted in Britain no relationship found between patriotism and CET. On the other hand, other researchers found positive relationship between patriotism and CET, that is, people become more ethnocentric if they are patriotic.

- o *International Experience*

In the master thesis by Arı (2007) the relationship between CET and level of being close to foreign cultures is one of the topics studied. In this study this concept is broadened to "international experience" concept. Previous works in literature are summarized in table 2.6.

Table 2. 6. Studies regarding International Experience-CET Relationship

Authors	Country	Study Type	Relationship to CET
Arı (2007)	Turkey	Survey	Negative

In the study by Arı (2007) consumers' international experience levels are defined and its relationship to CET is analyzed. It is seen that more international experience people have, less ethnocentric they become.

- o *Nationalism*

Nationalism is defined as the commitment plus exclusion of others, a readiness to sacrifice bolstered by hostility to others. Its effect in leading to ethnocentrism and the relationship to

51

ethnocentrism is studied in this context. Previous works in literature are summarized in table 2.7.

Table 2. 7. Studies regarding Nationalism-CET Relationship

Authors	Country	Study Type	Relationship to CET
Bannister and Saunders (1978)	Britain	Interview	No Relationship
Shimp and Sharma (1987)	US	Survey	Positive - Consumer nationalism is negatively correlated with purchase of foreign products
Han (1988)	US	Survey	Positive
Balabanis et al. (2001)	Czech	Survey	Positive
Balabanis et al. (2001)	Turkey	Survey	No Relationship

In 1978 Bannister and Saunders made interviews in Britain to detect the relationship between nationalism and CET and no relationship found. Also, in the study conducted in Turkey by Balabanis et al. (2001) found the same result. Other studies made by Shimp and Sharma (1987) in USA, Han (1998) in USA and Balabanis et al. (2001) in Czech Republic, found a positive relationship between nationalism and CET.

o *Consumer Racism*

Consumer racism concept and the existence of relationship between this concept and CET are studied in this context. Previous works in literature are summarized in table 2.8.

Table 2. 8. Studies regarding Racism-CET Relationship

Authors	Country	Study Type	Relationship to CET
Ouellet (2005)	Canada	Survey	English Canadians and French Canadians both exhibit less favorable attitudes towards products originating from ethnic groups towards which they exhibit racism.
Ouellet (2007)	US, Canada, France	Survey	Varying levels of consumer racism affect consumer judgments of and willingness to buy domestic products that are perceived as being made by ethnic minorities.

Racism studies by Ouellet in 2005 and 2007 found similar results, that is, consumers' attitudes from purchasing foreign products are affected by their racism levels.

o *Conservatism*

Conservatism concept and the existence of relationship between this concept and CET are studied in this context. Previous works in literature are summarized in table 2.9.

Table 2. 9. Studies regarding Conservatism-CET Relationship

Authors	Country	Study Type	Relationship to CET
Sharma et al. (1995)	Korea	Survey	Positive
Balabanis et al. (2002)	Turkey, Czech	Survey	Positive
Altıntaş et al. (2007)	Turkey	Survey with web-based questionnaires	Positive

The studies by Sharma et al. (1995) in Korea, by Balabanis et al. (2002) in Turkey and Czech, by Altıntaş (2007) in Turkey found a positive relation between conservatism and CET.

o *Collectivism-Individualism*

Collectivism-individualism concepts and the existence of relationship between these concepts and CET are studied in this context. Previous works in literature are summarized in table 2.10.

Table 2. 10. Studies regarding Collectivism-Individualism - CET Relationship

Authors	Country	Study Type	Relationship to CET
Ettenson et al. (1988)	US	Experiment	Positive
Nishina (1990)	Japan	Survey	Positive
Strutton et al. (1994)	US	Survey	Positive
Sharma et al. (1995)	Korea	Survey	Positive

The studies by Ettensen et al. (1998) in USA, by Nishina (1990) in Japan, by Strutton et al. (1994) in USa and by Sharma et al. (1995) in Korea found a positive relation between collectivism and CET and negative between individualism and CET.

2.9.2. Demographics

Here the tables summarizing the studies made on the effects of demographics on CET are presented.

o *Age*

Older vs. younger consumers are studied in this context. Previous works in literature are summarized in table 2.11.

54

Table 2. 11. Studies regarding Age-CET Relationship

Authors	Country	Study Type	Relationship to CET
Han (1988)	US	Survey	Positive
Sharma et al. (1995)	Korea	Survey	No Relationship
Klein and Ettenson (1999)	US	Survey	Positive
Balabanis et al. (2001)	Czech	Survey	No Relationship
Balabanis et al. (2001)	Turkey	Survey	Positive
Javalgi et al. (2005)	France	Survey	Positive

In the studies by Han (1988) in USA, by Klein and Ettenson (1999) in USA, by Balabanis et al. (2001) in Turkey and by Javalgi et al. (2005) in France found a positive relationship between age and CET. On the other hand, in the studies by Sharma et al. (1995) in Korea and by Balabanis et al. (2001) in Czech no relationship found between age and CET.

o *Gender*

Men vs. women are studied in this context. Previous works in literature are summarized in table 2.12.

Table 2. 12. Studies regarding Gender-CET Relationship

Authors	Country	Study Type	Relationship to CET
Bannister and Saunders (1978)	Britain	Interview	Men more ethnocentric
Wall and Heslop (1986)	Canada	Survey	Women more ethnocentric
Han (1988)	US	Survey	Women more ethnocentric
Sharma et al. (1995)	Korea	Survey	Women more ethnocentric
Klein and Ettenson (1999)	US	Survey	Partial support for women more ethnocentric
Balabanis et al. (2001)	Czech	Survey	No Relationship
Balabanis et al. (2001)	Turkey	Survey	Women more ethnocentric
Javalgi et al. (2005)	France	Survey	Women more ethnocentric

In the studies by Bannister and Saunders (1978) in Britain found that men are more ethnocentric. On the other hand in the studies by Wall and Heslop (1986) in Canada, by

55

Han (1988) in USA, by Sharma et al. (1995) in Korea, by Balabanis et al. (2001) in Turkey and by Javalgi et al. (2005) in France found that women are more ethnocentric and Klein and Ettenson (1999) in USA found partial support for women being more ethnocentric. In the study by Balabanis et al. (2001) in Czech found no relationship between gender and CET.

- ○ *Education Level*

Differences in formal educational levels are studied in this context. Previous works in literature are summarized in table 2.13.

Table 2. 13. Studies regarding Education Level-CET Relationship

Authors	Country	Study Type	Relationship to CET
Han (1988)	US	Survey	No Relationship
Sharma et al. (1995)	Korea	Survey	Negative
Klein and Ettenson (1999)	US	Survey	Negative
Balabanis et al. (2001)	Czech	Survey	No Relationship
Balabanis et al. (2001)	Turkey	Survey	Negative
Javalgi et al. (2005)	France	Survey	Negative

In the studies by Han (1988) in USA no relationship found between education level and CET. In the studies by Sharma et al. (1995) in Korea, by Klein and Ettenson (1999) in USA, by Balabanis et al. (2001) in Turkey and by Javalgi et al. (2005) in France found negative relationship between education level and CET. Finally, in the study by Balabanis et al. (2001) in Czech no relationship is found between education level and CET.

- ○ *Income Level*

Differences in income levels are studied in this context. Previous works in literature are summarized in table 2.14.

56

Table 2. 14. Studies regarding Income Level-CET Relationship

Authors	Country	Study Type	Relationship to CET
Han (1988)	US	Survey	No Relationship
Sharma et al. (1995)	Korea	Survey	Negative
Klein and Ettenson (1999)	US	Survey	Negative
Balabanis et al. (2001)	Czech	Survey	Positive
Balabanis et al. (2001)	Turkey	Survey	Negative
Javalgi et al. (2005)	France	Survey	Negative

In the studies by Han (1998) in USA no relationship found between income level and CET. In the studies by Sharma et al. (1995) in Korea, by Klein and Ettenson (1999) in USA, by Balabanis et al. (2001) in Turkey and by Javalgi et al. (2005) in France found negative relationship between income level and CET. On the other hand, in the study by Balabanis et al. (2001) in Czech a positive relationship between income level and CET is found.

2.9.3. Moderating Factors

Here the tables summarizing the studies made on moderating factors on CET are presented.

o *Perceived Product Necessity*

Perceived product necessity and its moderating effect on CET are studied in this context. Previous works in literature are summarized in table 2.15.

Table 2. 15. Studies regarding PPN-CET Relationship

Authors	Country	Study Type	Relationship to CET
Sharma et al. (1995)	Korea	Survey	Moderates CET
Javalgi et al. (2005)	France	Survey	Moderates CET

In the studies by Sharma et al. (1995) in Korea and by Javalgi et al. (2005) in France it is found that perceived product necessity of a product moderating the relationship between CET and consumers' attitudes towards importing that product.

57

     o   *Perceived Economic Threat*

Perceived economic threat and moderating effect on CET are studied in this context. Previous works in literature are summarized in table 2.16.

Table 2. 16. Studies regarding Economic Threat-CET Relationship

Authors	Country	Study Type	Relationship to CET
Sharma et al. (1995)	Korea	Survey	Moderates CET

In the study by Sharma et al. (1995) in Korea, it is found, the impact that consumer-ethnocentric tendencies have on attitudes toward importing products is moderated by the perceived threat of foreign competition.

As a summarizing figure, based on the literature survey made, the antecedents and the moderators of ethnocentrism can be shown in the figure 2.2 below. The items written in red represent the ones that are to be analyzed in the context of this research, forming the model. In selecting which factors are to be studied in this thesis, it is aimed to study the factors that are analyzed rarely for Turkey and Austria in order to make the study unique.

58

Figure 2. 2. Antecedents and Moderators of Ethnocentrism Affecting Purchase intention
Source: Developed by the researcher

SOCIO-PSYCHOLOGICAL FACTORS

Cultural Openness **(-)**

Xenophobia **(+)**

Cultural Similarity **(-)**

World-mindedness **(-)**

Patriotism **(+)**

International Experience **(-)**

Nationalism **(+)**

Consumer Racism **(+)**

Other (Negative attitudes towards foreigners (+), conservatism (+), collectivism –individualism (+ collectivism)**)**

CONSUMER ETHNOCENTRISM

PURCHASE INTENTION of Domestic/Foreign Product

Attitudes toward Importing Products

DEMOGRAPHIC FACTORS (H2)

Age **(+)**

Gender **(+ women)**

Education Level **(-)**

Income Level **(-)**

MODERATING FACTORS

Perceived Product Necessity
Economic Threat

3. RESEARCH DESIGN and METHODOLOGY

3.1.   Research Aim and Objectives

The main aim of this study is to analyze the factors affecting the consumer ethnocentrism levels of Turkish and Austrian students and the effect of consumer ethnocentrism on their purchase intention. For this purpose, an extensive literature review is conducted and it is found that there are also moderating factors affecting "CET" and as a result, "a purchase intention". In the context of this thesis study, it is aimed to focus on all the demographic factors except for age (since the study is made on university students and variety is very

59

limited) and some of the socio-psychological factors which are not studied massively in literature in terms of the studies conducted in Turkey and Austria and which are practical to measure concerning the sample is formed by university students. As for the moderating factors, only *perceived product necessity* is taken in the focus of this study. Accordingly, the objectives of the study are set as:

1. To detect the ethnocentrism level of Turkish and Austrian students in higher education system,
2. To determine the cultural openness level of the Turkish and Austrian students in higher education system in order to relate it to ethnocentric tendencies,
3. To determine the international experience of the Turkish and Austrian students in higher education system in order to relate it to ethnocentric tendencies,
4. To determine the world-mindedness level of the Turkish and Austrian students in higher education system in order to relate it to ethnocentric tendencies,
5. To determine the effects of demographic factors which are set as gender, education level and income level on consumer ethnocentrism,
6. To determine the attitudes of the Turkish and Austrian students in higher education system toward importing products in order to find the relationship to CET and purchase intention of foreign product
7. To find the effects of perceived product necessity on CET and attitudes toward importing products and to see its final effect on purchase intention
8. To determine and highlight the impact of ethnocentric tendencies on purchasing behavior,
9. To show and discuss the differences in perceptions of the Turkish and Austrian students regarding their different international experiences and cultures.

3.2. The Research Model based on the Theoretical Framework for the Research

This study nourishes from many similar studies mentioned in literature review part. There are many studies regarding ethnocentrism, consumer ethnocentrism (CET), the factors

60

causing CET, antecedents of CET, the factors affecting CET, the factors moderating CET and the effects of CET on consumers' final purchase intentions.

In the studies focusing on the antecedents and factors forming CET, socio-psychological and demographic factors are analyzed deeply. Antecedents in these ethnocentrism studies included demographic and socio-psychological variables. The most commonly used demographic variables were *age, gender*, *education*, and *income* (Balabanis et al., 2001; Balabanis et al., 2002; Good and Huddleston, 1995; Han, 1988; Klein and Ettenson, 1999; Küçükemiroğlu, 1999; Sharma et al., 1995; Javalgi et al., 2005). Socio-psychological variables were more diverse across studies and included *conservatism*, *patriotism*, *nationalism*, *internationalism – world-mindedness, collectivism*, *cultural openness*, *cultural similarity*, *internationalism*, *xenophobia, consumer racism* (Balabanis et al., 2001; Ettenson et al., 1988; Klein and Ettenson, 1999; Nishina, 1990; Sharma et al., 1995; Watson and Wright, 2000; Javalgi et al., 2005).

As it is stated in Javalgi's study (2005, p.328), besides social-psychological factors and demographics, in order to investigate the consequences of ethnocentrism, researchers have hypothesized that certain variables have an effect on the relationships between ethnocentrism and attitude and in turn, attitude and purchase intention. These factors can be listed as *perceived product necessity*, *country of origin*, *economic threat* which has sub dimensions as personal economic threat and domestic economic threat (Sharma et al., 1995; Javalgi et al., 2005) which are all mentioned in the literature review part of this study.

According to studies reviewed in literature review part and objectives set, the model of the study is determined as in the Figure 3.1.. This model got its basics from the studies by Sharma et al. (1995) and Javalgi et al. (2005).

Figure 3. 1. Research Model
Source: Developed by the researcher
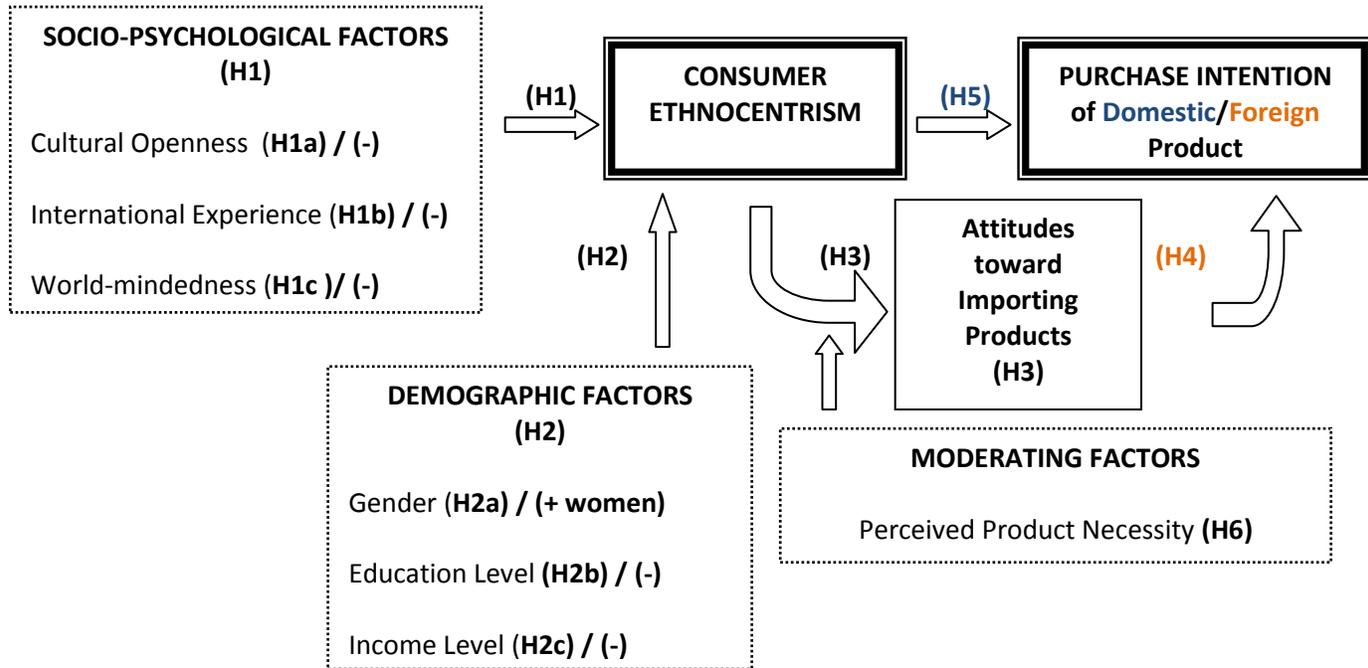
As it is seen from the figure 3.1, this model shows the effects of social-psychological factors and demographic factors on consumer ethnocentrism (CET). By adding the perceived product necessity (PPN) as a moderating factor to CET, the model also shows the effect of CET on attitudes toward importing products (ATIP) and the effect of attitudes on purchase intention. Besides all, the model accepts CET as its focus point.

So, in this model, *cultural openness*, *international experience* and *world-mindedness* are classified as ***social-psychological factors***; *gender, education level* and *income level* are as ***demographics; perceived product necessity* as *moderating variable*** on ethnocentrism and attitudes toward importing products. The effects of these factors on ethnocentrism, the effect of PPN on CET and attitudes, and their total effect on purchase intention are aimed to be measured by this model.

62

3.3. Research Hypothesis

The hypotheses of this research are grouped under 6 main categories as they are presented in the research model figure, Figure 3.1.:

- *Group 1: Hypothesis 1 (H1)* is about socio-psychological factors and CET relationship;
- *Group 2: Hypothesis 2 (H2)* is about demographics and CET relationship;
- *Group 3: Hypothesis 3 (H3)* is about the relationship between CET and attitudes toward importing products
- *Group 4: Hypothesis 4 (H4)* is *about* the relationship between attitudes toward importing products and purchase intention of a foreign product;
- *Group 5: Hypothesis 5 (H5)* is about the relationship between CET and purchase intention of a domestic product; and finally
- Group 6: *Hypothesis 6 (H6)* is about the relationship between PPN and attitudes towards importing products.

The table below shows each hypothesis according to the number of objective that the hypothesis is created to test for, the statement of the hypothesis, the analysis method used to test it and the result of the analysis.

63

Table 3. 1. Research Hypotheses and Results for Austrian Respondents

# of Objective	HYPOTHESIS	ANALYSIS
Hypothesis 1 (H1): analyzing the relationship between socio-psychological factors and CET		
Objective 2 (H1)	H1a: There is a negative correlation between cultural openness and CET	**Stepwise Regression**
Objective 3 (H1)	H1b: There is a negative correlation between international experience and CET	**Stepwise Regression**
Objective 4 (H1)	H1c: There is a negative correlation between world-mindedness and CET	**Stepwise Regression**
Hypothesis 2 (H2): analyzing the relationship between demographics and CET		
Objective 5 (H2)	H2a: There is a significant difference between gender and CET	**Independent Samples T-test**
	H2b: There is a significant and negative relationship between education level and CET	**One – Way Anova**
	H2c: There is a significant and negative relationship between income level and CET	**Pearson Chi-Square**
Hypothesis 3 (H3): analyzing the relationship between CET and attitudes toward importing products		
Objective 6 (H3 and H4)	H3: There is a significant and negative relationship between CET and Attitudes Toward Importing Products (ATIP)	**Linear Regression Analysis**

	H3a: There is a significant and negative relationship between CET and Attitudes Toward Importing clothes	
	H3b: There is a significant and negative relationship between CET and Attitudes Toward Importing refrigerator	
	H3c: There is a significant and negative relationship between CET and Attitudes Toward Importing paper	
	H3d: There is a significant and negative relationship between CET and Attitudes Toward Importing car	
	H3e: There is a significant and negative relationship between CET and Attitudes Toward Importing plastic plates	
Hypothesis 4 (H4): analyzing the relationship between attitudes toward importing products and purchase intention of a foreign product		
H4: ATIP is effective on purchase intention of a foreign product.		
H4a: Attitudes towards importing clothes is effective on purchase intention of clothes		**Linear Regression Analysis**
H4b: Attitudes towards importing refrigerator is effective on purchase intention of a refrigerator		

65

	H4c: Attitudes towards importing paper is effective on purchase intention of paper	
	H4d: Attitudes towards importing cars is effective on purchase intention of a car	
	H4e: Attitudes towards importing plastic plates is effective on purchase intention of plastic plates	
Hypothesis 6 (H6): analyzing the relationship between PPN and attitudes towards importing products		
Objective 7 (H6)	H6: Perceived product necessity is a moderating factor on the relationship between CET and ATIP H6a: Perceived product necessity of clothes is a moderating factor on the relationship between CET and ATI*clothes* H6b: Perceived product necessity of a refrigerator is a moderating factor on the relationship between CET and ATI*refrigerator* H6c: Perceived product necessity of cars is a moderating factor on the relationship between CET and ATI*cars* H6d: Perceived product necessity of paper is a moderating factor on the relationship between CET and ATI*paper*	**Hierarchical Regression Analysis**

	H6e: Perceived product necessity of plastic plates is a moderating factor on the relationship between CET and ATI*plastic plates*	
Hypothesis 5 (H5): analyzing the relationship between CET and purchase intention of a domestic product		
Objective 8 (H5)	H5: There is a positive relationship between CET and purchase intention of a domestic product. H5a: There is a positive relationship between CET and purchase intention of clothes. H5b: There is a positive relationship between CET and purchase intention of refrigerator. H5c: There is a positive relationship between CET and purchase intention of cars. H5d: There is a positive relationship between CET and purchase intention of paper. H5e: There is a positive relationship between CET and purchase intention of plastic plates.	**Linear Regression and Correlation Analysis**

Source: Developed by the researcher

Table 3. 2. Research Hypotheses and Results for Turkish Respondents

# of Objective	HYPOTHESIS	ANALYSIS
Hypothesis 1 (H1): analyzing the relationship between socio-psychological factors and CET		
Objective 2 (H1)	H1a: There is a negative correlation between cultural openness and CET	**Stepwise Regression**
Objective 3 (H1)	H1b: There is a negative correlation between international experience and CET	**Stepwise Regression**
Objective 4 (H1)	H1c: There is a negative correlation between world-mindedness and CET	**Stepwise Regression**
Hypothesis 2 (H2): analyzing the relationship between demographics and CET		
Objective 5 (H2)	H2a: There is a significant difference between gender and CET	**Independent Samples T-test**
	H2b: There is a significant and negative relationship between education level and CET	**One – Way Anova**
	H2c: There is a significant and negative relationship between income level and CET	**Pearson Chi-Square**
Hypothesis 3 (H3): analyzing the relationship between CET and attitudes toward importing products		
Objective 6 (H3 and H4)	H3: There is a significant and negative relationship between CET and Attitudes Toward Importing Products (ATIP)	**Linear Regression Analysis**

	H3a: There is a significant and negative relationship between CET and Attitudes Toward Importing electric-powered items	
	H3b: There is a significant and negative relationship between CET and Attitudes Toward Importing clothes	
	H3c: There is a significant and negative relationship between CET and Attitudes Toward Importing shoes	
	H3d: There is a significant and negative relationship between CET and Attitudes Toward Importing cosmetics	
	H3e: There is a significant and negative relationship between CET and Attitudes Toward Importing plastic sunglasses	
Hypothesis 4 (H4): analyzing the relationship between attitudes toward importing products and purchase intention of a foreign product		
H4: ATIP is effective on purchase intention of a foreign product. H4a: Attitudes towards importing electric-powered items is effective on purchase intention of electric-powered items H4b: Attitudes towards importing clothes is effective on purchase intention of a clothes		**Linear Regression Analysis**

	H4c: Attitudes towards importing shoes is effective on purchase intention of shoes	
	H4d: Attitudes towards importing cosmetics is effective on purchase intention of a cosmetics	
	H4e: Attitudes towards importing sunglasses is effective on purchase intention of sunglasses	
Hypothesis 6 (H6): analyzing the relationship between PPN and attitudes towards importing products		
Objective 7 (H6)	H6: Perceived product necessity is a moderating factor on the relationship between CET and ATIP H6a: Perceived product necessity of electric-powered items is a moderating factor on the relationship between CET and ATI*electric-powered items* H6b: Perceived product necessity of clothes is a moderating factor on the relationship between CET and ATI*clothes* H6c: Perceived product necessity of shoes is a moderating factor on the relationship between CET and ATI*shoes* H6d: Perceived product necessity of cosmetics is a moderating factor on the relationship between CET and ATI*cosmetics*	**Hierarchical Regression Analysis**

	H6e: Perceived product necessity of plastic sunglasses is a moderating factor on the relationship between CET and ATI*sunglasses*	
Hypothesis 5 (H5): analyzing the relationship between CET and purchase intention of a domestic product		
Objective 8 (H5)	H5: There is a positive relationship between CET and purchase intention of a domestic product. H5a: There is a positive relationship between CET and purchase intention of electric-powered items. H5b: There is a positive relationship between CET and purchase intention of clothes. H5c: There is a positive relationship between CET and purchase intention of shoes. H5d: There is a positive relationship between CET and purchase intention of cosmetics. H5e: There is a positive relationship between CET and purchase intention of sunglasses.	**Linear Regression and Correlation Analysis**

Source: Developed by the researcher

71

3.4. Research Design

This study is a descriptive study and after defining the research problem and objectives, descriptive research by survey is conducted. For this purpose, self administered questionnaires are used and these questionnaires are filled by Turkish and Austrian students. The data was collected in a cross sectional field survey form.

3.5. Data Collection Procedure

In this section, the method for collecting the data and the instrument used for this purpose are discussed in details. Also the variables formed via literature review and used in the questionnaire are shown in Table 3.3. The data was collected in May and June, 2010 in Austria and in May 2010, in Turkey.

3.5.1. Data Collection Method

For this research, quantitative data collection procedure is chosen and applied. For collecting the date face to face interviews and e-mailed interviews are used.

3.5.2. Data Collection Instrument

The instrument chosen for this research to collect primary data is self administered questionnaire which is presented in the appendix section in both Turkish (applied to Turkish students – Appendix 2) and English version (applied to Austrian students – Appendix 1).

The questionnaire has 4 parts. In the first part there are 30 questions. Questions between 1-13 are for determining the levels of two socio-psychological factors which are cultural openness and world-mindedness. First 7 questions are related to determining the cultural openness of consumers. First and second questions are adapted from the study by Sharma et al., (1995, p.30) and the questions number 3,4,5,6 and 7 are adapted from the PhD thesis of Balıkçıoğlu, (2008; 262). The questions between 8-13 are for determining

72

the world-mindedness levels of consumers and adapted from the study by Wiseman et al., (1989). After cultural openness and world-mindedness questions, 17item CETSCALE is placed between the questions 14-30. In the English version of the questionnaire, the statements of the CETSCALE are modified for Austrian consumers and in the Turkish version they are modified for Turkish consumers.

In the second part of the questionnaire, there are 7 questions in order to determine the international experience of consumers. All these questions in this part are developed by the researcher.

The third part is about determining the PPN – perceived product necessity – of selected products and attitudes of consumers toward importing those products. All the questions at this part are for 5 selected products. The selection of these products is made by another questionnaire prior to main questionnaire. For Turkey, firstly 13 products are determined by using TUIK (Türkiye İstatistik Kurumu) data of 50 top imported products in 2009. These products are determined as being consumer goods and unbranded items from these 50 top imported products. For Austria, same procedure is applied. From Statistik Austria and International Trade Center websites, top 50 imported products in 2009 are determined as they are being consumer goods and unbranded items (totally 13 products).

In product selection process, it is aimed to base the thesis on solid grounds by using import data to find which products are top imported products. The reason here is to give a list of products to respondents which their countries import the most since the questions are to learn what respondents think about their import of them. But at this point, the comparison aim of the thesis must be left since the top imported products of Austria and Turkey are different generally.

After the selection process is done, these products are asked to consumers for evaluation on a 5 item scale (*1: I never need it, 2: I don't need it much, 3: I need it moderately, 4: I need it highly, 5: I need it very much*).

73

In the pilot study, This questionnaire is applied to 20 people and after analyzing the results 5 products are chosen for Austria and Turkey. For Turkey, 3 of these products are perceived as necessary which are *electrical machinery and equipment (like lcd tv, lcd monitor, cellular phone), shoes* and *clothes* and 2 of them are perceived as unnecessary which are *cosmetics* and *sunglasses*. For Austria, 3 of these products are perceived as necessary which are *clothes*, *refrigerator* and *paper* and 2 of them are perceived as unnecessary which are *cars* and *plastic plates*.

After determining these 5 products, they are used in the main questionnaire of the thesis for testing related hypothesis (H3 and H4). In the main questionnaire, PPN and consumers' attitudes toward importing these products are measured. PPN of these products is measured on a 5 item scale (1 being not necessary at all and 5 being very necessary) via the question *"How necessary do you think the following products are?".*

Attitude toward importing these products is measured on a 5 item scale (1 being it is not acceptable to import and 5 being it is acceptable to import) via the question "*Which of the following products are acceptable to import?".*

Lastly, the purchase intention of consumers about these products are measured by making students to rank the countries between 1-5 by asking them their possibility of purchase the product if it is imported from the countries in the table. In the countries section of the questionnaire conducted in Turkey, there are 5 countries and 4 of them are the countries that people find the COO effect positive which is also decided by face to face interviews. The last one is Turkey for measuring the effect of PPN – perceived product necessity – and ATIP – attitude toward importing products – on purchase intention.

In the countries section of the questionnaire conducted in Austria, there are again 5 countries and 4 of them are the countries that are Austria's top 4 import partners. The reason of not using the countries with the positive COO effect is that, during the face to face interviews about 5 selected items people were only able to name Germany as having the best COO effect for cars and Italy for clothes but not able to define a country with COO effect neither negative nor positive for the other selected four items which are; refrigerator,

74

paper and plastic plates. So the top import partners of Austria are used for defining the countries in the questionnaire as a referral to Balıkçıoğlu's study (2008).

By adding the home country as the fifth country, it is aimed to find if the domestic version of the product is preferred in any condition (when students rank their home countries as their first options in a purchase).

In the fourth and last part of the study, questions regarding age, gender, education level, profession and income level of consumers are presented in order to define the demographic characteristics.

As for the limitation of the study, the extent of the sample size, the number of antecedents analyzed or the types of products that their effect of perceived necessities to the relationship between ethnocentrism and purchase intention is analyzed can be listed. Also as mentioned in the previous part, product selection can be only made by the researcher instead of using trade data in order to be able to compare the countries. Making the comparison by using more than two countries or choosing different ethnical groups in one country as samples can advance similar researches.

3.6.   Variables Used In the Research

The questions in the questionnaire aim to measure some variables and these variables are shown in the table 3.3 below with their measuring methods as in scales, their dependencies, statements and resources.

Table 3. 3. Variable List

Part	Ques. #	Variable Grouping		Variable Dependency	Scale	Question / Statement	Resource
PART 1	1	Socio-psychological Factors	Cultural Openness	Independent	Likert Scale (Strongly Disagree- Strongly Agree)	I would like to have opportunities to meet people from different countries.	Adapted from Sharma et al. (1995)
	2					I am very interested in trying food from different countries.	
	3					We should respect the lifestyles, cultures and traditions of different countries.	Adapted from Balıkçıoğlu (2008)
	4					I would like to have more information about different countries.	
	5					I would like to travel to different countries.	
	6					I have a desire to communicate with people from different countries.	
	7					I would like to have information about different cultures and traditions.	
	8		World-mindedness			Our country is probably no better than many others.	Adapted from Wiseman et al. (1989)
	9					It would be better to be a citizen of the world than of any particular nation.	
	10					Our responsibility to people of other races ought to be as great as our responsibility to people of our own area.	
	11					Any healthy individual, regardless of race or religion, should be allowed to live wherever he or she wants to in the world.	

76

	12				Our schools should teach the history of the world rather than of our own nation.	
	13				Our country should permit the immigration of foreign peoples even if it lowers our standard of living	Adapted from Wiseman et al. (1989)
PART 1	14	CET	Dependent	Likert Scale (Strongly Disagree- Strongly Agree)	Austrian / Turkish people should always buy Austrian-made / Turkish-made products instead of imports.	Adapted from Shimp and Sharma (1987)
	15				Only those products that are unavailable in Austria/Turkey should be imported.	
	16				Buy Austrian-made / Turkish-made products, keep Austria working.	
	17				Austrian / Turkish products, first, last, and foremost.	
	18				Purchasing foreign made products is un-Austrian / un-Turkish.	
	19				It is not right to purchase foreign products because it puts Austrians / Turks out of jobs.	
	20				A real Austrian / Turk should always buy Austrian-made / Turkish-made products.	
	21				We should purchase products manufactured in Austria / Turkey instead of letting other countries get rich off us.	
	22				It is always best to purchase Austrian / Turkish products.	
	23				There should be very little trading or purchasing of goods from other countries unless out of necessity.	

						Statement	
	24					Austrian / Turkish people should not buy foreign products because it hurts Austrian / Turkish business and causes unemployment.	
	25					Curbs should be put on all imports.	
	26					It may cost me in the long run but I prefer to support Austrian / Turkish products.	
	27					Foreigners should not be allowed to put their products on our markets.	
PART 1	28		CET	Dependent	Likert Scale (Strongly Disagree- Strongly Agree)	Foreign products should be taxed heavily to reduce their entry into Austria / Turkey.	Adapted from Shimp and Sharma (1987)
	29					We should obtain from foreign countries only those products that we cannot obtain within our own country.	
	30					Austrian / Turkish consumers who purchase products made in other countries are responsible for putting their fellow Austrians out of work.	
PART 2	1	Socio-psychological Factors	International Experience	Independent	Nominal	Have you ever been abroad?	Developed by the researcher
	2					Have you ever participated in an international organization?	
	3					Have you ever lived abroad?	
	4					Have you ever studied abroad?	
	5					Have you ever worked in an international company?	
	6					Have you ever worked abroad?	

						Have you ever worked/studied/lived with people from different nationalities?	
PART 3		Perceived Product Necessity (PPN)		Moderating	Interval – 5 Item Scale (I don't need it at all - I definitely need it)		Please indicate how much you need the listed products below in your daily life.	Adapted from Balıkçıoğlu (2008) & Sharma et al. (1995) & Javalgi (2005)
PART 3		Attitudes Towards Importing Products (ATIP)		Dependent	Interval – 5 Item Scale (It is not acceptable to import - It is acceptable to import)		Please mark the right statement for you, related to importing the products.	Adapted from Balıkçıoğlu (2008) & Sharma et al. (1995) & Javalgi (2005)

PART		Variable		Measurement	Question	Source
		ATIP – Purchase intention Relationship		Interval – Ranking from 1-5 (1 shows the highest, 5 shows the lowest possibility)	Please state your opinion about the possibility of purchasing the product by assigning numbers between 1-5 to each country in order to rank them. The countries are the countries that the products are imported from and Turkey/Austria option indicates that you prefer the domestic version of the product. (1 shows the highest possibility of purchase from that country and 5 shows the lowest. Please make sure every country has assigned a number and ranked).	Adapted from Balıkçıoğlu (2008) and modified by the researcher
PART 4		Demographic Factors	Independent	Ratio	Please indicate your age	Developed by the researcher
				Nominal	Please indicate your gender	
				Ordinal	Please indicate your education level	
				Nominal	Please indicate your profession	
				Ratio	Please indicate your total income per month	

Source: Developed by the researcher

80

3.7. Sampling Design Process

Sampling design process includes some steps that should be followed sequentially. At this part of the study, these steps which are *definition of the target population, sampling technique used, sample size of the study,* are to be explained in details.

3.7.1. Definition of the Target Population

Target population is defined as "the collection of the elements or the objects that possess the information sought by the researcher" by Malhotra (2007, p.336). At this study, the target population of this research is determined as students at higher education system in Turkey and Austria according to the objectives of the study.

By the data retrieved from YOGM, in Turkey there are 1.746.534 university students in the academic year of 2008-2009. In this total amount, 295.515 of these students are registered to universities in Istanbul where the sample students are from.
(http://yogm.meb.gov.tr/Vakifogrenci.htm, http://yogm.meb.gov.tr/devletogrenci.htm)

By the data retrieved from Statistik Austria, in Austria there are 292.145 students enrolled in higher education system in the academic year of 2008-2009. Approximately 20.000 thousand of them are enrolled in universities in Linz (Johannes Kepler University, University of Arts Linz, Bruckner University and Catholic-Theological Private University Linz) which is the city where the sample students are from.
(http://www.statistik.at/web_en/statistics/education_culture/formal_education/universities_studies/index.html)

3.7.2. Sampling Technique Used

In the period of collecting primary data for the research, nonprobability sampling technique is used. Nonprobability sampling relies on the personal judgment and includes sampling methods as convenience sampling, judgmental sampling, quota sampling and snowball

81

sampling (Malhotra, 2007, p.340). In this research, convenience sampling method is used and the questionnaires are applied to students who are convenient to reach, who are, by Malhotra's words, happen to be in the right place at the right time. The primary data is collected via self administered questionnaires with Turkish and Austrian students. Data collection is firstly administered in Turkey in May and then in Austria in June.

Before finalizing the questionnaire, a pilot field study was conducted and the questionnaire is administered to 20 students. Every questionnaire is self administered by the researcher in order to prevent any misunderstanding of any statement. After the pilot study, the questionnaire has been redesigned and reached its final form.

3.7.3. Sample Size

Sample size refers to the number of elements to be included in the study and determining this number depends on some factors. Malhotra (2007, p.338) lists these factors as; *importance of the decision, nature of the research, number of variables, nature of the analysis, sample sizes used in similar studies, incidence rates, completion rates and resource constraints.* As for the sample size issue, Malhotra prepared a table showing the types of the studies and the minimum sample size along with the typical sample range suiting the study type which can be seen at table 3.4. below.

Table 3. 4. Sample Sizes Used in Marketing Research Studies

Type of the Study	Minimum Sample Size	Typical Range
Problem identification research (e.g. market potential)	500	1000-2500
Problem-solving research (e.g. pricing)	200	300-500
Product tests	200	300-500
Test-marketing studies	200	300-500
TV/radio/print advertising (per commercial or ad tested)	150	200-300
Test-marketing audits	10 stores	10-20 stores
Focus groups	2 groups	6-15 groups

Source: Malhotra, (2007, p.339)

82

The main aim of the study is analyzing the factors affecting consumer ethnocentrism levels of Turkish and Austrian students in higher education system so this study can be classified as a type of problem-solving research.

There are two samples in this thesis, sample from Austria and sample from Turkey. For each sample 230 questionnaires are distributed. 460 students are reached for this study. The Austrian sample provided 223 questionnaires and Turkish sample provided 207 questionnaires which have been then used for the data analysis.

3.8. Data Analysis Techniques Used in This Research

In order to test the significance of the relationships/effects determined before, some statistical analyzing methods were performed using Statistical Package for the Social Sciences (SPSS) version 16.0. Statistical methods were chosen based on the measurement scales and type of the issue analyzed, which are, Pearson Chi-Square Analysis, Analysis of Variance (ANOVA), Independent Sample T-Test, Stepwise Regression Analysis, Hierarchical Regression Analysis and Correlation Analysis.

4. RESEARCH FINDINGS AND ANALYSIS

The findings of the research are analyzed under 4 main categories. First topic of the analyses covers findings regarding demographic factors and their relation to CET. Second topic covers findings regarding socio-psychological factors and their relation to CET. Third topic of the analyses covers findings regarding respondents' attitudes towards importing products and their intention of purchasing imported products. And the final topic of the analyses covers findings regarding respondents' purchase intention for imported products when a possible necessity perception of these products is involved in the evaluation process of purchase.

The reliability analyses of the scales used in the research are measured by Cronbach Alfa value. According to the reliability analyses performed for Austrian sample, Cronbach Alfa value of *cultural openness scale* is 0,80; world-mindedness scale is 0,73 and CETSCALE is 0,92. According to the reliability analyses performed for Turkish sample, Cronbach Alfa value of *cultural openness scale* is 0,80; world-mindedness scale is 0,71 and CETSCALE is 0,93.

Since the

4.1. Findings Regarding Demographic Factors and Their Relation to CET

The CET score of Austrian and Turkish sample, the gender, age, education level and income level statistics and their relationship to CET and the professions of Austrian and Turkish sample are shown and analyzed at this part of the thesis study.

4.1.1. Findings Regarding CET Score

The first objective of this thesis study is set as *"to detect the ethnocentrism level of Turkish and Austrian students in higher education system"*. In order to meet this objective, descriptive statistics is used to be able to interpret the results of CET Scale. According to descriptive statistics, the mean value of Austrian students' CET level is 42 (the coding

was from *1:strongly disagree* to *5:strongly agree)*. The median of the students is 40. The mean score for Turkish students' is approximately 43 (42,53 *the exact value -* the coding was from *1:strongly disagree* to *5:strongly agree*) and the median of students is 41.

Since the mean and median values are nearly the same, the separation of the groups is made by their mean scores. The Austrian students are grouped as low ethnocentric and high ethnocentric students by their mean scores below 42 and equal or over 42. The Turkish students are grouped as low ethnocentric and high ethnocentric students by the scores below 43 and equal or over 43. With the help of this separation, the analyses are made by grouping respondents as low-ethnocentric and high-ethnocentric.

As comparing the samples; it is seen that both mean scores and median values of Turkish and Austrian students are nearly the same (the mean value of Austrian students is 42,3 and the median is 40; the mean value of Turkish students is 42,5 and the median is 41). So, it can be said that Austrian and Turkish students are almost on the same ethnocentrism level. Nevertheless, Turkish students' scores are higher.

Table 4. 1. CET Score of Austrian Sample

	N	Std. dev.	Med.	Mean
Buy Austrian-made products, keep Austria working	223	1,072	3	3,44
Only those products that are unavailable in Austria should be imported	223	1,228	3	3,15
Austrian people should always buy Austrian-made products instead of imports.	223	1,079	3	3,13
It may cost me in the long run but I prefer to support Austrian products	223	1,03	3	3,05
Austrian products, first, last, and foremost	223	1,072	3	2,9
We should obtain from foreign countries only those products that we cannot obtain within our own country	223	1,054	2	2,65
Trading or purchasing of goods from other countries should be very little unless out of necessity	223	1,029	2	2,56
It is always best to purchase Austrian products	223	0,985	3	2,46
Curbs should be put on all imports	223	0,966	3	2,45
We should purchase products manufactured in Austria instead of letting other countries get rich off us	223	1,023	2	2,43
Purchasing foreign products puts Austrians out of jobs	223	0,952	2	2,23
Buying foreign products hurts Austrian business and causes unemployment	223	0,996	2	2,16
A real Austrian should always buy Austrian-made products	223	1,044	2	2,1
Purchasing foreign made products is un-Austrian	223	0,969	2	2,05
Purchasing foreign products makes you responsible for putting your Austrian fellows out of work	223	0,989	2	2,01
Foreign products should be taxed heavily to reduce their entry into Austria	223	0,935	2	1,94
Foreigners should not be allowed to put their products on our markets.	223	0,81	1	1,6
Valid N (listwise)	223			
TOTAL			**40**	**42,3**

Max score can be 85.
1=strongly disagree, 5=strongly agree

86

The table showing the details of CET score of Turkish students is as follows;

Table 4. 2. CET Score of Turkish Sample

	N	Std. Dev.	Med.	Mean
Turkish people should always buy Turkish-made products instead of imports.	207	1,084	3	3,41
Buy Turkish-made products, keep Turkey working	207	1,181	4	3,28
Only those products that are unavailable in Turkey should be imported	207	1,196	3	3,2
Trading or purchasing of goods from other countries should be very little unless out of necessity	207	1,15	3	3,09
We should obtain from foreign countries only those products that we cannot obtain within our own country	207	1,264	3	2,99
We should purchase products manufactured in Turkey instead of letting other countries get rich off us	207	1,056	3	2,74
Foreign products should be taxed heavily to reduce their entry into Turkey	207	1,155	3	2,73
It may cost me in the long run but I prefer to support Turkish products	207	0,886	3	2,6
Buying foreign products hurts Turkish business and causes unemployment	207	0,882	2	2,59
Curbs should be put on all imports	207	0,975	2	2,48
Turkish products, first, last, and foremost	207	0,961	2	2,41
It is always best to purchase Turkish products	207	0,948	2	2,28
Foreigners should not be allowed to put their products on our markets.	207	0,741	2	2,07
Purchasing foreign products makes you responsible for putting your Turkish fellows out of work	207	0,913	2	1,96
Purchasing foreign products puts Turkishs out of jobs	207	0,766	2	1,65
A real Turk should always buy Turkish-made products	207	0,844	1	1,57
Purchasing foreign made products is un-Turkish	207	0,709	1	1,48
Valid N (listwise)	207			
TOTAL			41	42,5

Max score can be 85.
1=strongly disagree, 5=strongly agree

87

When the tables are analyzed by each statement, it is seen that the highest ranked statement by Austrian students is "buy Austrian-made products, keep Austria working". Turkish students on the other hand put "Turkish people should always buy Turkish-made products instead of imports" statement as the highest ranked one and put the Austrian students' top statement as the second. Austrians also ranked Turkish students' top statement as the 2nd. These statements highlighting similar concepts: domestic products. Instead of caring about governmental issues like taxes and limitations, the students showed that they firstly care about domestic products and how choosing domestic products will benefit their country. So we can say that they showed similar priorities.

Another point to mention here is that, even though the mean and median values are not enough to make a clear comparison between Austrian and Turkish students in terms of deciding which one is more ethnocentric, when we see the median values we see that in Turkish students' answers there is the value 4, "I agree" statement whereas there is no 4 in the median value of Austrian students' answers. This fact can also help in classifying Turkish students as more ethnocentric.

4.1.2. Findings Regarding Gender – CET Relationship

One of the objectives of this thesis study is set as *"to determine the effects of demographic factors which are set as age, gender, education level and income level on consumer ethnocentrism".* This part of the study tries to meet the "gender" part of this objective.

Data gathering study conducted in Austria, applied to 230 students in the campus area of Johannes Kepler University. After controlling all the questionnaires made, some of them dismissed due to missing coding or answers. Totally 223 questionnaires are used in the analysis.

To see the gender distribution of these 223 people table 4.3 is prepared. 115 people of total sample are women which also makes 51,6% of the population and 108 of them are men which makes 48,4%.

88

Table 4. 3. Gender Statistics of Austrian Students

		Frequency	Valid Percent
Valid	Female	115	51,6
	Male	108	48,4
	Total	223	100,0

After a general look at gender distribution of Austrian students, to see if there is a difference in males or females ethnocentrism levels Independent –Samples T Test is used. Table 4.3 shows the gender distribution of Austrian students and the results of the t test for gender - CET level relationship.

Table 4. 4. Independent Samples T-Test for Gender – CET Relationship

		Levene's Test for equality of variances		T-test for equality means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. error of difference
TOTAL Cetscore	Equal variances assumed	0,067	,796	3,950	221	,000	5,835	1,477
	Equal variances not assumed			3,950	220,980	,000	5,835	1,475

According to this table, the significance level is 0,796 and since this level is greater than 0,05 the relationship between gender and CET is not statistically significant. In light of this result, **H2a hypothesis** which is stated as "there is a significant difference between gender and CET" **is not supported.**

Data gathering study conducted in Turkey, applied to 230 students in the campus area of Marmara University, Istanbul University, Istanbul Technical University, Yıldız Technical University, Beykent University and Istanbul Aydın University. After controlling all the questionnaires made, some of them dismissed due to missing coding or answers. Totally 207 questionnaires are used in the analysis.

To see the gender distribution of these 207 people table 4.5 is prepared. 104 people of total sample are women which also makes 50,2% of the population and 103 of them are men which makes 49,8%.

Table 4. 5. Gender Statistics of Turkish Students

		Frequency	Valid Percent
Valid	Female	104	50,2
	Male	103	49,8
	Total	207	100,0

After a general look at gender distribution of Austrian students, to see if there is a difference in males or females ethnocentrism levels Independent –Samples T Test is used. Table 4.6 shows the gender distribution of Austrian students and the results of the t test for gender - CET level relationship.

Table 4. 6. Independent Samples T-Test for Gender – CET Relationship

		Levene's Test for equality of variances		T-test for equality means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. error of difference
TOTAL Cetscore	Equal variances assumed	3,056	,082	,492	205	,623	,797	1,620
	Equal variances not assumed			,492	202,116	,623	,797	1,619

According to this table, the significance level is 0,082 and since this level is greater than 0,05 the relationship between gender and CET is not statistically significant. In light of this result, **H2a hypothesis** which is stated as "there is a significant difference between gender and CET" **is not supported.**

As a comparison with Austrian sample, it can be said that gender and CET is not significantly related for both Turkish and Austrian students.

90

4.1.3. Findings Regarding Education Level – CET Relationship

One of the objectives of this thesis study is set as *"to determine the effects of demographic factors which are set as age, gender, education level and income level on consumer ethnocentrism".* This part of the study contains analysis meeting the "education level" part of this objective.

The tables below show the results of One-Way ANOVA test performed for Austrian and Turkish sample respectively.

Table 4. 7. Homogeneity of Variances

Total Cetscore

Levene Statistics	df1	df2	Sig.
,873	2	220	,419

The Levene test results show 0,419 significance level and since this result is greater than 0,05 the primary condition for One-Way ANOVA test is met. By this result the variance homogeneity of groups are accepted.

Table 4. 8. Descriptive Results of ANOVA

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Under Graduate	174	43,40	11,639	,882	17	68
Graduate	33	37,73	9,308	1,620	22	54
PhD	16	39,75	10,123	2,531	24	58
Total	223	42,30	11,380	,762	17	68

Table 4. 9. ANOVA Table for Education Level Groups – CET Level

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1003,283	2	501,641	3,978	,020
Within Groups	27745,183	220	126,114		
Total	28748,466	222			

91

Table 4.8. and 4.9. should be analyzed together. The significance level shown at table 4.8 is 0,020 and this value is smaller than 0,05 value, so the relationship between CET and education level is found statistically significant. This means there is difference between groups in terms of their relation to CET. But when we analyze how mean scores of respondents in education groups change, we see that the mean scores are not decreasing as it is stated in the hypothesis.

According to these results, **H2b hypothesis** which is stated as "there is a significant and negative relationship between education level and CET" **is not supported.**

Table 4. 10. Homogeneity of Variances

Total Cet Score

Levene Statistics	df1	df2	Sig.
,873	2	204	,763

The Levene test results show 0,763 significance level and since this result is greater than 0,05 the primary condition for One-Way ANOVA test is met. By this result the variance homogeneity of groups are accepted.

Table 4. 11. ANOVA Table for Education Level Groups – CET Level

Total CET Score

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	779,823	2	389,912	2,938	,055
Within Groups	27077,916	204	132,735		
Total	27857,739	206			

The significance level shown at table 4.11 is 0,55 and this value is greater than 0,05 value, so the relationship between CET and education level is found statistically insignificant. This means there is no difference between groups in terms of their relation to CET. According to these results, **H2b hypothesis** which is stated as "there is a significant and negative relationship between education level and CET" **is not supported.**

92

As a conclusion to the analysis made regarding education level it can be said that CET and education level relationship is statistically significant for only Austrian students but the relationship is not as it is hypothesized since the CET scores of Austrian students does not decrease as their education levels increase. As for Turkish students, we cannot talk about a significant relationship between variables at all. So, for both Turkish and Austrian students, education level and CET related hypotheses are not supported.

4.1.4. Findings Regarding Income Level – CET Relationship

One of the objectives of this thesis study is set as *"to determine the effects of demographic factors which are set as age, gender, education level and income level on consumer ethnocentrism".* This part of the study contains the analysis meeting the "income level" part of this objective.

Questions for determining income levels of Austrian respondents are formed as 5 groups initially (1 - less than 1000 €, 2 - 1000-3000€, 3 – 3001-5000€, 4 – 5001-7000€ and 5 – 7001€ and above) but after analyzing the results it is seen that there are no respondents with an income more than 7000€. Hence, income level statements are grouped again into 3 groups in order to be able to perform Chi-Square analysis which is only possible with at least 5 answers in every category.

Table 4. 12. Income Levels of Austrian Students According to Their CET Levels

Income Level	Total Sample		Low Ethnocentric		High Ethnocentric		Pearson Chi-Square	df	Asymp. Sig. (2-sided)
Less than 1000 eur	190	85%	90	47%	100	53%			
1000-3000 eur	21	10%	8	38%	13	62%			
3000-5000 eur	12	5%	10	83%	2	17%	6,837[a]	2	0,033
TOTAL	**223**	**100%**	**108**	**48%**	**115**	**52%**			
CET Level									

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 5,81.

As it is seen in the Table 4.12, the majority of the sample (85%) has less than 1000 euro per month. According to this table, 47% of the income group "less than 1000 eur" is Low

ethnocentric where as 53% is high ethnocentric. But when we analyze the top income group we see that high ethnocentric students' majority has decreased as the income increased.

To meet the above mentioned objective, Chi-square test is performed for the relationship between CET and income level (Pearson Chi-Square 6,837 and P 0,033) and it is seen that there is relationship between variables and the relationship is significant at 0,05 level. Since there is a significant relationship between income level and CET, correlation analysis is performed for variables. The results of the correlation analysis can be seen at table 4.13.

Table 4. 13. Correlation of Income Level – CET

		CET SCORE	Grouped Income Level
CET SCORE	Pearson Correlation	1	-,144*
	Sig. (2-tailed)		,031
	N	223	223
Grouped Income Level	Pearson Correlation	-,144*	1
	Sig. (2-tailed)	,031	
	N	223	223

*. Correlation is significant at the 0.05 level (2-tailed).

According to correlation analysis between income level and CET, the relationship is negative but week (P, -0,144). So, when Chi-Square and correlation analysis are evaluated together, **H2c hypothesis** which is stated as "there is a significant and negative relationship between income level and CET" **is supported.**

The tables showing the results for Turkish students are as follows;

Questions for determining income levels of Austrian respondents are formed as 5 groups initially (1 - less than 1000 TL, 2 - 1000-3000TL, 3 – 3001-5000TL, 4 – 5001-7000TL and 5 – more than 7000TL) but after analyzing the results it is seen that the number of respondents with 5000 TL or above income level make only 1,5% of total respondents with

94

4 people. Therefore, income level statements are grouped again into 3 groups in order to be able to perform Chi-Square analysis which is only possible with at least 5 answers in every category.

Table 4. 14. Income Levels of Respondents According to Their CET Level

Income Level	Total Sample		Low Ethnocentric		High Ethnocentric		Pearson Chi-Square	Df	Asymp. Sig. (2-sided)
Less than 1000 TL	83	40%	44	53%	39	47%			
1000-3000 TL	91	44%	55	60%	36	50%			
Above 3000 TL	33	16%	14	42%	19	58%	$3,310^a$	2	0,191
TOTAL	**207**	**100%**	**113**	**55%**	**94**	**45%**			
CET Level		**100%**							

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 14,99.

As it is seen in the Table 4.14, 83 people of total sample have less than 1000TL income and in the first income group, 91 people have an income between 1000-3000TL and in the second income group and finally 33 people have more than 3000TL income per month and in the third income group. These groups make 40%, 44% and 16% of total population respectively.

According to this table, it cannot be concluded that there is a relationship between income groups and CET levels as it could for Austrian students. Yet, the analysis for the relationship between CET and income level is tested by Chi-square test (Pearson Chi-Square 3,310 and P 0,191) and it is seen again that there is not a significant relationship between variables. So, **H2c hypothesis** which is stated as "there is a significant and negative relationship between income level and CET" **is not supported.**

As a conclusion to the analysis made regarding income level it is seen that CET and income level relationship is statistically meaningful for only Austrian students and these variables are negatively correlated, that is the Austrian students who have more income per month are less ethnocentric than the students with less income. No such relationship can be mentioned for Turkish students though.

95

After testing all the demographic factors related to hypothesis and objective number 5, a summarizing table is presented below to see which demographic factor is effective on CET for which country's students.

Table 4. 15. Summarizing Table of Demographic Factors and CET Relationship

AUSTRIA			TURKEY		
DEMOGRAPHICS			DEMOGRAPHICS		
ANALYSIS	RESULTS		ANALYSIS	RESULTS	
*Age	✦	Excluded from the model and analysis	*Age	✦	Excluded from the model and analysis
*Gender	✖	There are no difference btw males and females.	*Gender	✖	There are no difference btw males and females.
*Education Level	✖	The relationship is not statstically significant.	*Education Level	✖	The relationship is not statstically significant.
*Income Level	✔	Negatively correlated	*Income Level	✖	The relationship is not statstically significant.

There is one last demographic factor asked in the questionnaire which is occupation of the respondents. Although the questionnaire applied in campus area of Johannes Kepler University, Linz, and different universities in Istanbul, there were also many people there who were working during their education, or already graduated and have a profession but also having master or PhD education. So the occupation part of the questionnaire is filled as "student" by the majority, but the students who were also working filled this part differently. The details showing the occupation of all respondents can be seen at the tables in the appendix part (Appendix 3 and 4).

4.2. Findings Regarding Socio-Psychological Factors and Their Relation to CET

Objectives number 2, 3 and 4 of this thesis study are set as *"to determine the cultural openness level of the Turkish and Austrian students in higher education system in order to relate it to ethnocentric tendencies"*, *"to determine the international experience of the Turkish and Austrian students in higher education system in order to relate it to ethnocentric tendencies"* and *" to determine the world-mindedness level of the Turkish and Austrian students in higher education system in order to relate it to ethnocentric tendencies"*.

This part of the study contains analysis meeting these objectives. In this section, cultural openness, international experience and world-mindedness concepts which are defined as socio-psychological factors are analyzed in terms of their relations to CET. For analyzing socio-psychological factors, their scores are calculated first. These scores are calculated by accumulating the values assigned by respondents (ranging between 1:strongly disagree - 5:strongly agree) for every question. Table 4.16 shows descriptive statistics of Austrian students for socio-psychological factors and CET and table 4.17 shows descriptive statistics of Turkish students.

Table 4. 16. Descriptive Statistics for Socio-Psychological Characteristics of Austrian Respondents

	N	Minimum	Maximum	Mean	Median	St. Dev
Total Cultural Openness SCORE	223	11	35	28,5	29	3,965
Total Worldmindedness SCORE	223	9	30	20,3	20	4,309
Total International Experience SCORE	223	12	34	21,0	20	1,888
Total CET SCORE	223	17	68	42,3	40	
Valid N (listwise)	223					

Max score for cultural openness is 35; for world-mindedness 30 .

According to table 4.16, maximum score for cultural openness is 35 and the mean score for respondents is 28,5. For measuring cultural openness a combined scale is formed by using the scales from the studies by Sharma et al. (1995) and Balıkçıoğlu (2008). Students are asked the questions below on a Likert scale (1 strongly disagree – 5 strongly agree);

- I would like to have opportunities to meet people from different countries
- I am very interested in trying food from different countries
- We should respect the lifestyles, cultures and traditions of different countries
- I would like to have more information about different countries.
- I would like to travel to different countries
- I have a desire to communicate with people from different countries
- I would like to have information about different cultures and traditions

and the maximum score to get here is 35 considering that every question is answered as strongly agree. So, since the mean score of Austrian students is 28,5 it can interpreted as Austrian respondents are culturally open on average.

For measuring world-mindedness, a scale by Wiseman et al. (1989) is used. Students are asked the questions below on a Likert scale (1 strongly disagree – 5 strongly agree);

- Our country is probably no better than many others.
- It would be better to be a citizen of the world than of any particular nation.
- Our responsibility to people of other races ought to be as great as our responsibility to people of our own area.
- Any healthy individual, regardless of race or religion, should be allowed to live wherever he or she wants to in the world.
- Our schools should teach the history of the world rather than of our own nation.
- Our country should permit the immigration of foreign peoples even if it lowers our standard of living

98

and maximum world-mindedness score is 30, the mean score for Austrian respondents is 20,3 and the median is 20. This can also be interpreted as Austrian respondents are world-minded on average.

For measuring international experience, a scale developed by the researcher is used. The questions are formed in order to determine any kind of international experience that the students might have had. The students are "yes-no" questions and the details are below;

- Have you ever been abroad?
- Have you ever participated in an international organization?
- Have you ever lived abroad?
- Have you ever studied abroad?
- Have you ever worked in an international company?
- Have you ever worked abroad?
- Have you ever worked/studied/lived with people from different nationalities?

The maximum score for international experience is 34 and the mean score of respondents is 21. This can be interpreted as Austrian students' international experience levels are low on average since the coding as made as 1 for *yes* and 2 for *no*. So the higher the score the less international experience the respondent has. Finally when the CET score is analyzed it is seen that maximum score is 68 and the mean score is 42,3. This can be interpreted as Austrian respondents are averagely ethnocentric.

Table 4. 17. Descriptive Statistics for Socio-Psychological Characteristics of Turkish Respondents

	N	Minimum	Maximum	Mean	Median	St. Dev
Total Cultural Openness Score	207	14	35	31,16	31	3,337
Total World-Mindedness Score	207	7	30	18,76	20	4,306
Total International Experience Score	207	9	18	13,45	14	2,982
Total CET Score	207	19	78	42,51		
Valid N (listwise)	207					

According to table 4.17, maximum score for cultural openness is 35 and the mean score for respondents is 31,16. This can be interpreted as Turkish respondents are culturally open on average and *as a comparison to Austrian students, Turkish students are more open to new cultures culturally since mean value of Austrian students are 28,5*. This results are also supported by the studies mentioned in the cultural comparison part. In the study by Hofstede, Turkish culture is evaluated as collectivist where as Austrian culture is individualistic. Another study by Schwartz, Turkey is placed close to the embeddedness end of "embeddedness-autonomy" line where as Austria is placed as very close to autonomy end of the line.

Maximum world-mindedness score is 30 and the mean score for Turkish respondents is 18,76. This can be interpreted as Turkish respondents are world-minded on average but *when compared to Austrian students they are not as world-minded as Austrians since the mean value of Austrian students are 20,3. Also Turkish students' minimum world-mindedness score is 7 whereas Austrians' is 9.* The maximum score for international experience is 18 and the mean score of respondents is 13,45. This can be interpreted as Turkish students' international experience levels are high on average since the coding as made as 1 for *yes* and 2 for *no*. So the higher the score the less international experience the respondent has. *When compared to Austrian respondents the main difference is at this score because the mean score for Austrian respondents is 21. Turkish respondents' international experiences are much higher than Austrian respondents.* Finally when the CET score is analyzed it is seen that maximum score is 68 and the mean score is 42,51. This can be interpreted as Turkish respondents are averagely ethnocentric and *when compared to Austrian respondents, Turkish respondents are more ethnocentric on average (this comparison is also made at the beginning of this section by showing the median values and statement scores).*

For testing the relationship between social-psychological factors and CET, stepwise regression analysis is used. In this analysis, the order of independent variables to be included in the equation is determined totally by statistical criteria. All the socio-psychological variables are entered in the analysis but the variables which are effective on CET are determined by the statistical program itself. The results of the stepwise regression

for Austrian students are shown at table 4.18, table 4.19 and table 4.20; for Turkish students at table 4.21, table 4.22 and table 4.23.

Table 4. 18. Summary of Stepwise Regression Model between Socio-Psychological Factors and CET for Austrian Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig.	Durbin-Watson
1	,270(a)	,073	,069	10,982	0,000	1,567
2	,301(b)	,090	,082	10,903	0.041	

a Predictors: (Constant), International Experience SCORE
b Predictors: (Constant), International Experience SCORE, Worldmindedness SCORE
c Dependent Variable: CET SCORE

As it is seen at table 4.18, independent variables are included in the equation by statistical criteria and there is no intervention by the researcher. According to the stepwise regression analysis, the independent variables affecting CET levels of Austrian respondents are determined as *international experience* and *world-mindedness.* The effect of other independent variable, cultural openness is evaluated as insignificant by statistical criteria. According to this result, **H1a hypothesis** stated as "there is a negative correlation between cultural openness and CET" is **not supported**.

After determining the regression model, in order to detect the presence of autocorrelation in the residuals from a regression analysis Durbin-Watson statistic is also calculated. Durbin-Watson value is 1,567 shows there is no autocorrelation and the model is reliable.

According to table 4.18, firstly *international experience* is included in the model and the multiple regression coefficient of this variable (R), is 0,073. R^2 value is 0,069 and this shows that international experience level explains 7% of CET level by itself. On the second level of the stepwise regression model, *world-mindedness* is included to the model and the correlation between independent variables and dependent variable increased from 0,073 to 0,090. This means there is an increase about 2%. So, these two variables are explaining together 8,2% of CET levels of respondents.

101

For testing the reliability of stepwise regression analysis, F test is used. As it is seen at table 4.19, F value of all models is at 0,000 significance level and shows that variables used in the model have significant characteristics on determining CET level.

Anova test is performed the measure the equality of means of the dependent variable and F test examines the overall difference in means.

Table 4. 19. Results of ANOVA Test

	Models	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2095,586	1	2095,586	17,376	,000(a)
	Residual	26652,880	221	120,601		
	Total	28748,466	222			
2	Regression	2597,898	2	1298,949	10,928	,000(b)
	Residual	26150,568	220	118,866		
	Total	28748,466	222			

a Predictors: (Constant), International Experience SCORE
b Predictors: (Constant), International Experience SCORE, World-mindedness SCORE
c Dependent Variable: CET SCORE

Table 4. 20. Results of Stepwise Regression Analysis between Socio-Psychological Factors and CET for Austrian Students

	Models	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	19,971	5,406		3,694	,000 (*)
	International Experience SCORE	1,627	,390	,270	4,168	,000 (*)
2	(Constant)	29,428	7,068		4,163	,000 (*)
	International Experience SCORE	1,467	,395	,243	3,710	,000 (*)
	Worldmindedness SCORE	-,356	,173	-,135	-2,056	,041(**)

a Dependent Variable: CET SCORE
(*) Significant at the 0,01 level   (**) Significant at the 0,05 level

The results of stepwise regression model are shown at table 4.20. According to this table there is a significant and negative relationship between international experience and CET (0,243). As stated before the coding for international experience results in making the interpretation oppositely. So the positive coefficient in fact means there is a negative

relationship between variables. Also, this relationship between international experience and CET is significant at the 0,01 level. According to these findings, **H1b hypothesis** which is stated as "there is a negative correlation between international experience and CET" **is supported.**

As for world-mindedness and CET, as it is seen at the table 4.20, there is a negative (-0,135) and significant (0,041 which is significant at the 0,05 level) relationship between variables. So, **H1c hypothesis** which is stated as "there is a negative correlation between world-mindedness and CET" **is supported.**

The results for Turkish students are as follows;

Table 4. 21. Summary of Stepwise Regression Model between Socio-Psychological Factors and CET for Turkish Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig.	Durbin-Watson
1	,245(a)	,060	,055	11,302	0,000	1,991
2	,341(b)	,116	,107	10,986	0.000	

a Predictors: (Constant), Cultural Openness SCORE
b Predictors: (Constant), Cultural Openness SCORE, International Experience SCORE
c Dependent Variable: CET SCORE

As it is seen at table 4.21, independent variables are included in the equation by statistical criteria and there is no intervention by the researcher. According to the stepwise regression analysis, the independent variables affecting CET levels of Turkish respondents are determined as *cultural openness* and *international experience.* The effect of other independent variable, world-mindedness is evaluated as insignificant by statistical criteria. According to this result, **H1c hypothesis** stated as "there is a negative correlation between world-mindedness and CET" is **not supported**.

After determining the regression model, in order to detect the presence of autocorrelation in the residuals from a regression analysis Durbin-Watson statistic is

also calculated. Durbin-Watson value is 1,991 shows there is no autocorrelation and the model is reliable.

According to table 4.21, firstly *cultural openness* is included in the model and the multiple regression coefficient of this variable (R), is 0,060. R^2 value is 0,055 and this shows that cultural openness level explains 6% of CET level by itself. On the second level of the stepwise regression model, *international experience* is included to the model and the correlation between independent variables and dependent variable increased from 0,060 to 0,116. This means there is an increase about 4% in adjusted R^2. So, these two variables are explaining together 10% of CET levels of respondents.

For testing the reliability of stepwise regression analysis, F test is used. As it is seen at table 4.22, F value of all models are at 0,000 significance level and shows that variables used in the model have significant characteristics on determining CET level.

Table 4. 22. Results of ANOVA Test

	Models	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1671,232	1	1671,332	13,084	,000(a)
	Residual	26186,408	205	127,739		
	Total	27857,739	206			
2	Regression	3234,562	2	1671,281	13,399	,000(b)
	Residual	24623,177	204	120,702		
	Total	27857,739	206			

a Predictors: (Constant), Cultural Openness SCORE
b Predictors: (Constant), Cultural Openness SCORE, International Experience SCORE
c Dependent Variable: CET SCORE

104

Table 4. 23. Results of Stepwise Regression Analysis between Socio-Psychological
Factors and CET for Turkish Students

Coefficients(a)

Models		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	69,105	7,935		9,345	,000 (*)
	Cultural Openness SCORE	-,853	,236	-,245	-3,617	,000 (*)
2	(Constant)	56,178	8,036		6,991	,000 (*)
	Cultural Openness SCORE	-,838	,229	-,240	-3,651	,000 (*)
	International Experience SCORE	,924	,257	,237	3,599	,000(*)

a Dependent Variable: CET SCORE
(*) Significant at the 0,01 level

The results of stepwise regression model are shown at table 4.23. According to this table
there is a significant and negative relationship between cultural openness and CET (-
0,240). Also this relationship is significant at 0,01 level. According to these findings, **H1a
hypothesis** which is stated as "there is a negative correlation between cultural openness
and CET" **is supported.**

As for international experience and CET, as it is seen at table 4.23, there is a significant
and negative relationship between international experience and CET (0,237). As stated
before the coding for international experience results in making the interpretation
oppositely. So the positive coefficient in fact means there is a negative relationship
between variables. Also, this relationship between international experience and CET is
significant at the 0,01 level. According to these findings, **H1b hypothesis** which is stated
as "there is a negative correlation between international experience and CET" **is
supported.**

As a comparison with Austrian respondents' socio-psychological factors and CET relations
international experience is the common socio-psychological variable for Turkish and
Austrian respondents affecting their CET levels. *Cultural openness* is only effective on

105

CET for Turkish respondents whereas world-mindedness is only effective for Austrian respondents.

After testing all the socio-psychological factors related to hypothesis and objectives number 2,3 and 4, a summarizing table is presented below to see which demographic factor is effective on CET for which country's students.

Table 4. 24. Summarizing Table of Demographic Factors and CET Relationship

AUSTRIA			TURKEY		
SOCIO-PSYCHOLOGICAL FACTORS			SOCIO-PSYCHOLOGICAL FACTORS		
ANALYSIS	RESULTS		ANALYSIS	RESULTS	
*Cultural Openness	✖	The relationship is not statstically significant.	*Cultural Openness	✔	Negatively correlated
*International Experience	✔	Negatively correlated	*International Experience	✔	Negatively correlated
*World-mindedness	✔	Negatively correlated	*World-mindedness	✖	The relationship is not statstically significant.

4.3. Attitudes Towards Importing Products (ATIP) and Findings Regarding the Effects of CET on ATIP

The objective number 6 of this thesis study is set as *"to determine the attitudes of Turkish and Austrian students in higher education system toward importing products in order to find the relationship to CET and* purchase intention of foreign product*".* This part of the study contains analysis meeting this objective.

The analysis for finding the effects of CET on attitudes towards importing products (ATIP) is made by using linear regression analysis. Also to test the reliability of the model determined by the linear regression analysis, F test is performed.

The models formed by the answers of Austrian students are found significant for all products except clothes (for clothes the value is 0,204). Also Durbin-Watson test is used to

test autocorrelation and the results shows that autocorrelation is insignificant for all models. The results are shown at table 4.25.

The models formed by the answers of Turkish students are found significant for all products. Also Durbin-Watson test is used to test autocorrelation and the results shows that autocorrelation is insignificant for all models. The results are shown at table 4.26.

Table 4. 25. Results of Linear Regression Analysis on the Effects of CET on ATIP

Variables	R	R Square	Adj. R^2	Beta	Sig.	D-W
Clothes	,085	,007	,003	-,085	,204	2,001
Refrigerator	,487	,238	,234	-,487	,000	2,157
Paper	,293	,086	,082	-,293	,000	2,031
Car	,235	,055	,051	-,235	,000	1,833
Plastic Plates	,377	,142	,138	-,377	,000	2,078

a Predictors: (Constant), CET SCORE
b Dependent Variable: Attitude towards Importing Products (Clothes, Refrigerator, Paper, Car, Plastic Plates)

According to table 4.25, when the regression coefficients are evaluated, it is seen that CET is negatively and significantly (0,000 for all products except *clothes*) effective on ATIP. That is, as CET scores of respondents increase, their attitudes toward importing products decreases (the attitude measuring scale is formed as giving 1 to a product which the respondents find not acceptable to be imported and 5 to the ones they accept to be imported), and as CET scores of respondents decrease their attitudes toward importing products increase, they tend to accept the import of the products. In light of this result,

H3a: There is a significant and negative relationship between CET and Attitudes Toward Importing clothes *(not supported)*

H3b: There is a significant and negative relationship between CET and Attitudes Toward Importing refrigerator *(supported)*

H3c: There is a significant and negative relationship between CET and Attitudes Toward Importing paper *(supported)*

H3d: There is a significant and negative relationship between CET and Attitudes Toward Importing car *(supported)*

H3e: There is a significant and negative relationship between CET and Attitudes Toward Importing plastic plates *(supported)*

107

H3 hypothesis which is stated as "there is a significant and negative relationship between CET and attitudes toward importing products (ATIP)" **is supported** (except for clothes). Since the relationship is not significant for clothes, the evaluation and interpretation of the tests will be made for *refrigerator, paper, car* and *plastic plates* for the rest.

By the results of linear regression analysis, R^2 values range between 5,5% and 23%. Before going into evaluation process, it is important to mention one point. As it is stated by Balıkçıoğlu, (2008; 211) and Kinnear and Taylor (1996, 59) in the studies for measuring attitudes and behavior, R^2 values range between 15% and 30%. For this reason, when evaluating attitudes and behavior in consumer behavior studies, researchers benefit from regression coefficient value, R. Coefficient value, R, shows the change on dependent variable's standard deviation created by the 1 unit change of independent variable's standard deviation. So, this value shows the relative importance of independent value on dependent value (Balıkçıoğlu, 2008, p.212). Hence, for evaluating the effect of CET on ATIP, R value is used.

According to table 4.25, a change on CET levels of consumers affect their attitudes towards importing refrigerator by 48,7%; paper by 29,3%; car by 23,5% and plastic plates by 37,7%.

The analysis for finding the effects of CET on attitudes towards importing products (ATIP) is also performed for Turkish students. The table 4.26 below shows the results.

Table 4. 26. Results of Linear Regression Analysis on the Effects of CET on ATIP

Model Summary (a,b)

Variables	R	R Square	Adj. R^2	Beta	Sig.	D-W
Electric-powered items	,455	,207	,203	-,455	,000	1,687
Clothes	,249	,062	,057	-,249	,000	1,995
Shoes	,214	,046	,041	-,214	,002	1,968
Cosmetics	,175	,030	,026	-,175	,012	2,204
Sunglasses	,184	,034	,029	-,184	,008	1,897

a Predictors: (Constant), CET SCORE
b Dependent Variable: Attitude towards Importing Products (Elektrikli Eşya, Hazır Giyim, Ayakkabı, Kozmetik Ürünler, Güneş Gözlüğü)

According to table 4.26, when the regression coefficients are evaluated, it is seen that CET is negatively and significantly (0,000 for *electric-powered items* and *clothes*; 0,002 for *shoes*; 0,012 for *cosmetics* and 0,008 for *sunglasses*) effective on ATIP.

That is, as CET scores of respondents increase, their attitudes toward importing products decreases (the attitude measuring scale is formed as giving 1 to a product which the respondents find not acceptable to be imported and 5 to the ones they accept to be imported), and as CET scores of respondents decrease their attitudes toward importing products increase, they tend to accept the import of the products. In light of this result,

> H3a: There is a significant and negative relationship between CET and Attitudes Toward Importing electric-powered items *(supported)*
>
> H3b: There is a significant and negative relationship between CET and Attitudes Toward Importing clothes *(supported)*
>
> H3c: There is a significant and negative relationship between CET and Attitudes Toward Importing shoes *(supported)*
>
> H3d: There is a significant and negative relationship between CET and Attitudes Toward Importing cosmetics *(supported)*
>
> H3e: There is a significant and negative relationship between CET and Attitudes Toward Importing plastic sunglasses *(supported)*

H3 hypothesis which is stated as "there is a significant and negative relationship between CET and attitudes toward importing products (ATIP)" **is supported** (for all products).

By the results of linear regression analysis, R^2 values range between 3% and 20%. But for the reason mentioned above, for evaluating the effect of CET on ATIP, R value is used.

According to table 4.26, a change on CET levels of consumers affect their attitudes towards importing electric powered items by 45,5%; clothes by 24,9%; shoes by 21,4%; cosmetics by 17,5% and sunglasses by 18,4%.

For a final comparison a summarizing table is prepared showing for which products there is a relationship between students' attitudes towards their imports and the students' CET levels.

Table 4. 27. Summarizing Table for CET-ATIP Relationship

AUSTRIA			TURKEY		
CET-Attitudes Towards Importing Products Relationship (ATIP)			**CET-Attitudes Towards Importing Products Relationship (ATIP)**		
ANALYSIS	**RESULTS**		**ANALYSIS**	**RESULTS**	
*Clothes	✖	The relationship is not statstically significant.	*Electric-powered items	✔	Negatively correlated - as the CET score gets higher respondents find the import less acceptable
*Refrigerator	✔	Negatively correlated - as the CET score gets higher respondents find the import less acceptable	*Clothes	✔	Negatively correlated - as the CET score gets higher respondents find the import less acceptable
*Paper	✔	Negatively correlated - as the CET score gets higher respondents find the import less acceptable	*Shoes	✔	Negatively correlated - as the CET score gets higher respondents find the import less acceptable
*Car	✔	Negatively correlated - as the CET score gets higher respondents find the import less acceptable	*Cosmetcis	✔	Negatively correlated - as the CET score gets higher respondents find the import less acceptable
*Plastic Plates	✔	Negatively correlated - as the CET score gets higher respondents find the import less acceptable	*Sunglasses	✔	Negatively correlated - as the CET score gets higher respondents find the import less acceptable

4.4. Findings Regarding the Purchase Intention of Foreign Products

The last part of objective 6 is to find the effect of ATIP on purchase intention of foreign products. For analyzing the relationship between purchase intention of products and the attitude towards importing them, simple linear regression analysis is used for every product and every country. At this analysis, purchase intention for the foreign product is set as dependent variable and attitude toward importing that product is set as independent variable.

Table 4. 28. Results of Linear Regression Analysis between ATIP and Purchase Intention of Products

PRODUCTS	COUNTRIES											
	Germany			Italy			USA			Switzerland		
	R^2	Beta	Sig.	R^2	Beta	Sig.	R^2	Beta	Sig.	R^2	Beta	Sig.
Clothes	0,000	0,015	0,819	0,002	0,040	0,551	0,016	-0,125	0,061	0,000	0,010	0,883
Refrigerator	0,001	-0,030	0,660	0,001	0,024	0,727	0,020	0,142	0,034	0,000	0,012	0,857
Paper	0,014	-0,119	0,075	0,004	0,060	0,374	0,065	0,256	0,000	0,001	0,029	0,666
Car	0,015	0,123	0,067	0,009	0,094	0,160	0,014	0,116	0,083	0,001	0,037	0,579
Plastic Plates	0,000	-0,014	0,837	0,001	0,034	0,609	0,037	0,193	0,004	0,000	0,015	0,818

According to table 4.28, it can be said that generally there is not a significant relationship between attitude toward importing a product and the respondent's purchase intention of that foreign product for Austrian sample. There is only significant relationship for the products refrigerator, paper and plastic plates and the country USA. That is, the attitude towards importing a refrigerator explains 2% of the change on the purchase intention of a refrigerator imported from USA. The attitude towards importing a paper explains 7% of the change on the purchase intention of paper imported from USA and the attitude towards importing a plastic plate explains 4% of the change on the purchase intention of a plastic plate imported from USA.

The significance of the relationship between attitudes towards importing refrigerator and purchase intention of foreign refrigerator is significant at the 0,05 (Sig. 0,034) level for

111

USA. The significance of the relationship between attitudes towards importing paper and purchase intention of foreign paper is significant at the 0,01 (Sig. 0,000) level for USA and finally the significance of the relationship between attitudes towards importing plastic plates and purchase intention of foreign plastic plates is significant at the 0,01 (Sig. 0,004) level for USA. It is also seen by the results that these relationships are positively correlated. That means, the increase on the attitudes of importing refrigerator, paper and plastic plates (in the direction of finding the import acceptable) increases the intention of purchasing them from USA.

In light of these findings,

> H4a: Attitudes towards importing clothes is effective on purchase intention of clothes *(not supported)*
>
> H4b: Attitudes towards importing refrigerator is effective on purchase intention of a refrigerator *(supported for the imports from USA)*
>
> H4c: Attitudes towards importing paper is effective on purchase intention of paper *(supported for the imports from USA)*
>
> H4d: Attitudes towards importing cars is effective on purchase intention of a car *(not supported)*
>
> H4e: Attitudes towards importing plastic plates is effective on purchase intention of plastic plates *(supported for the imports from USA)*

H4 hypothesis which is stated as "ATIP is effective on purchase intention of a foreign product" **is supported** (only for certain products, refrigerator - paper and plastic plates - from USA). Also these findings make another implication. As it is seen by the results, Austrian students' attitude from importing products is found effective on purchase decision only if the import is from USA. Since the other countries in the list are EU countries, a question comes to mind about the perception of *foreign country* of Austrian students. Since Austria is in EU with the other listed European countries, does this fact change the foreign country perception of students? Do they have a perception about finding EU countries as one, and see USA as the only foreign country to have negative attitude of the imports?

112

Another interesting result here is that, there is no significant relationship found for cars when Germany is in the countries list. It is interesting since Germany is known as one of the best car producers worldwide with good CoO perception by consumers. These issues will also have its place in the implication part for further studies.

The analysis for finding the effects of ATIP on purchase intention of foreign products is also performed for Turkish students. The table 4.29 below shows the results.

Table 4. 29. Results of Linear Regression Analysis between ATIP and Purchase Intention of Products

PRODUCTS	COUNTRIES											
	Italy			France			Japan			USA		
	R^2	Beta	Sig.	R^2	Beta	Sig.	R^2	Beta	Sig.	R^2	Beta	Sig.
Electric-powered items	0,018	0,133	0,056	0,033	0,182	0,009	0,056	0,236	0,001	0,057	0,239	0,001
Clothes	0,018	0,134	0,055	0,003	0,054	0,440	0,002	0,044	0,532	0,039	0.198	0.004
Shoes	0,043	0,206	0,003	0,017	0,132	0,058	0,001	0,038	0,586	0,038	0,194	0,005
Cosmetics	0,002	0,042	0,547	0,072	0,268	0,001	0,000	0,010	0.889	0,001	0,026	0,713
Sunglasses	0,004	0,060	0,387	0,015	0,121	0,083	0,008	0,091	0,192	0,026	0,161	0,020

According to table 4.29, there is a matrix with 20 options (5x4) for ATIP and purchase intention relationship and for 8 of them, a significant relationship is found. The relationship between variables is significant for electric powered items (elektrikli eşya) from France, Japan and USA; for clothes (hazır giyim) from USA; for shoes (ayakkabı) from Italy; for cosmetics (kozmetik ürünler) from France and for sunglasses (güneş gözlüğü) from USA. That is, the attitude towards importing an electric powered item explains 3,3 % of the change on the purchase intention of an electric powered item imported from France, %5,6 of the change on the purchase intention of an electric powered item imported from Japan and %5,7 of the change on the purchase intention of an electric powered item imported from USA at the significance level of 0,05 (Sig. 0,009), 0,01 (Sig. 0,001) and 0,01 (Sig. 0,001) respectively.

113

The attitude towards importing clothes explains 3,9% of the change on the purchase intention of clothes imported from USA at the significance level of 0,05 (Sig. 0,004). The attitude towards importing shoes explains 4,3% of the change on the purchase intention of shoes imported from Italy at the significance level of 0,05 (Sig. 0,005). The attitude towards importing cosmetics explains 7,2% of the change on the purchase intention of cosmetics imported from France at the significance level of 0,01 (Sig. 0,001) and finally the attitude towards importing sunglasses explains 2,6% of the change on the purchase intention of sunglasses imported from USA at the significance level of 0,05 (Sig. 0,020).

It is also seen by the results that these relationships are positively correlated. That means, the increase on the attitudes of importing above tested products (in the direction of finding the import acceptable) increases the intention of purchasing them from certain countries. At this point, we can come to another conclusion that certain countries are known with certain products since purchase intention of respondents increase for certain products imported from those countries like cosmetics from France, shoes from Italy, electric powered items from Japan, USA and clothes from USA. That is, these findings are generally in line with the respondent's CoO perceptions.

In light of these findings,

> H4a: Attitudes towards importing electric-powered items is effective on purchase intention of electric-powered items *(supported for the imports from France, Japan and USA)*
>
> H4b: Attitudes towards importing clothes is effective on purchase intention of a clothes *(supported for the imports from USA)*
>
> H4c: Attitudes towards importing shoes is effective on purchase intention of shoes *(supported for the imports from Italy)*
>
> H4d: Attitudes towards importing cosmetics is effective on purchase intention of a cosmetics *(supported for the imports from France)*
>
> H4e: Attitudes towards importing sunglasses is effective on purchase intention of sunglasses *(supported for the imports from USA)*

H4 hypothesis which is stated as "ATIP is effective on purchase intention of a foreign product" **is supported** (for products only from certain countries). These results also show

114

a consistency in CoO perceptions of respondents by showing how their attitudes towards importing of those products from the country perceived as the best producer affect their purchase decisions.

For a final comparison a summarizing table is prepared showing for which products there is a relationship between students' attitudes towards their imports and the students' CET levels.

Table 4. 30. Summarizing Table for ATIP – Purchase Intention of Foreign Products Relationship

AUSTRIA			TURKEY		
ATIP - Purchase Intention of Foreign Products Relationship			Attitudes Towards Importing Products - Purchase Intention Relationship		
ANALYSIS	RESULTS		ANALYSIS	RESULTS	
*Clothes	✖	The relationship is not statstically significant.	*Electric-powered items	✔	Positively correlated - for the imports from France, Japan and USA
*Refrigerator	✔	Positively correlated - for the imports from USA	*Clothes	✔	Positively correlated - for the imports from USA
*Paper	✔	Positively correlated - for the imports from USA	*Shoes	✔	Positively correlated - for the imports from USA
*Car	✖	The relationship is not statstically significant.	*Cosmetcis	✔	Positively correlated - for the imports from France
*Plastic Plates	✔	Positively correlated - for the imports from USA	*Sunglasses	✔	Positively correlated - for the imports from USA

4.5. Findings Regarding the Purchase Intention of Domestic Products

The objective 8 is set as *"to determine and highlight the impact of ethnocentric tendencies on purchasing behavior"* and at this section this behavior towards domestic products is analyzed. For analyzing the relationship between purchase intention of domestic products and CET, simple linear regression analysis is used for every product. At this analysis, purchase intention for the domestic product is set as dependent variable and CET score of respondents is set as independent variable.

The results of the analysis are shown at the table 4.31 According to table 4.31, it can be said that generally there is a significant relationship between CET and the Austrian respondent's purchase intention for domestic products since the relationship is significant at the 0,01 level for all products except for cars. This may be due to the fact that there is not any Austrian car brand so no cars are manufactured as an Austrian car. Yet, since all the questionnaires are self administered, respondents are explained that choosing Austria as the answer means that they prefer Austrian version of the product if it exists or would prefer Austrian version of the product if it existed.

Table 4. 31. Results of Linear Regression Analysis between CET and Purchase Intention of Domestic Products

PRODUCTS	R	R^2	Adj. R^2	Beta	Sig.	D-W
Clothes	0,161	0,026	0,021	0,161	0,016	1,938
Refrigerator	0,172	0,030	0,025	0,172	0,010	1,709
Paper	0,188	0,035	0,031	0,188	0,005	1,860
Car	0,086	0,007	0,003	0,086	0,201	1,969
Plastic Plates	0,222	0,049	0,045	0,222	0,001	1,673

The table also shows that the change in CET level explains the change in purchase intention of purchasing domestic clothes by 2,6%, refrigerator by 3%, paper by 3,5% and plastic plates by 4,9%. By these results we can conclude that CET level is not solely enough to explain the purchase intention of a domestic product. As mentioned in the literature survey part, this relationship is moderated by other factors like perceived necessity of a product or economic threat.

116

To determine the strength and direction of the relationships between CET and intention of purchasing domestic products, the correlation analysis is performed for all products. Table 4.32, 4.33, 4.34, 4.35 and 4.36 shows these results. All these relationships are found statistically significant.

Table 4. 32. The Correlation between CET and Purchase Intention of Domestic Clothes
Correlations

		Probability of purchasing "Clothes" from Austria	CET SCORE
Probability of purchasing "Clothes" from Austria	Pearson Correlation	1	-,161(*)
	Sig. (2-tailed)		,016
	N	223	223
CET SCORE	Pearson Correlation	-,161(*)	1
	Sig. (2-tailed)	,016	
	N	223	223

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.32 shows that the direction of the relationship is negative which means more ethnocentric the respondent is more intended to purchase the domestic version of clothes (respondents give the least value to show the highest intention since they range the countries and give 1 to their best choice and 5 to the worst; so *negative correlation in fact shows positive relation*). The value 0,161 shows that the relationship between variables is weak. So, H5a hypothesis which is stated as "There is a positive relationship between CET and purchase intention of clothes" is *supported*

117

Table 4. 33. The Correlation between CET and Purchase Intention of a Domestic
Refrigerator

Correlations

		Probability of purchasing "Refrigerator" from Austria	CET SCORE
Probability of purchasing "Refrigerator" from Austria	Pearson Correlation	1	-,172(**)
	Sig. (2-tailed)		,010
	N	223	223
CET SCORE	Pearson Correlation	-,172(**)	1
	Sig. (2-tailed)	,010	
	N	223	223

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.33 shows that the direction of the relationship is negative which means more ethnocentric the respondent is more intended to purchase the domestic version of a refrigerator (respondents give the least value to show the highest intention since they range the countries and give 1 to their best choice and 5 to the worst; so *negative correlation in fact shows positive relation*). The value 0,172 shows that the relationship between variables is weak. So, H5b hypothesis which is stated as "There is a positive relationship between CET and purchase intention of refrigerator" is *supported*

Table 4. 34. The Correlation between CET and Purchase Intention of a Domestic Paper

Correlations

		Probability of purchasing "Paper" from Austria	CET SCORE
Probability of purchasing "Paper" from Austria	Pearson Correlation	1	-,188(**)
	Sig. (2-tailed)		,005
	N	223	223
CET SCORE	Pearson Correlation	-,188(**)	1
	Sig. (2-tailed)	,005	
	N	223	223

** Correlation is significant at the 0.01 level (2-tailed).

118

Table 4.34 shows that the direction of the relationship is negative which means more ethnocentric the respondent is more intended to purchase the domestic version of paper (respondents give the least value to show the highest intention since they range the countries and give 1 to their best choice and 5 to the worst; so *negative correlation in fact shows positive relation*). The value 0,188 shows that the relationship between variables is weak. So, H5d hypothesis which is stated as "There is a positive relationship between CET and purchase intention of paper" is *supported*

Table 4. 35. The Correlation between CET and Purchase Intention of a Domestic Car

Correlations

		Probability of purchasing "Car" from Austria	CET SCORE
Probability of purchasing "Car" from Austria	Pearson Correlation	1	,086
	Sig. (2-tailed)		,201
	N	223	223
CET SCORE	Pearson Correlation	,086	1
	Sig. (2-tailed)	,201	
	N	223	223

Table 4.35 shows that the relationship is not statistically significant. The direction of the relationship is positive and the value 0,086 shows that the relationship between variables is very weak. So, H5c hypothesis which is stated as "There is a positive relationship between CET and purchase intention of cars" is *not supported*

119

Table 4. 36. The Correlation between CET and Purchase Intention of Domestic Plastic
Plates

Correlations

		Probability of purchasing "Plastic Plates" from Austria	CET SCORE
Probability of purchasing "Plastic Plates" from Austria	Pearson Correlation	1	-,222(**)
	Sig. (2-tailed)		,001
	N	223	223
CET SCORE	Pearson Correlation	-,222(**)	1
	Sig. (2-tailed)	,001	
	N	223	223

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.36 shows that the direction of the relationship is negative which means more
ethnocentric the respondent is more intended to purchase the domestic version of plastic
plates (respondents give the least value to show the highest intention since they range the
countries and give 1 to their best choice and 5 to the worst; so *negative correlation in fact
shows positive relation*). The value 0,222 shows that the relationship between variables is
weak. So, H5e hypothesis which is stated as "There is a positive relationship between
CET and purchase intention of plastic plates" is *supported*

According to the regression and correlation analysis performed for testing **H5 hypothesis**
which is stated as "There is a positive relationship between CET and purchase intention of
a domestic product" **is supported** (supported for all products except cars).

The analysis for the relationship between purchase intention of domestic products and
CET is also performed for Turkish students. The tables below show the results.

According to table 4.37, it can be said that generally there is a significant relationship
between CET and the Turkish respondent's purchase intention for domestic products since
the relationship is significant at the 0,01 level for electric powered items, cosmetics and
sunglasses and at the 0,05 level for clothes and shoes.

120

Table 4. 37. Results of Linear Regression Analysis between CET and Purchase Intention of Domestic Products

PRODUCTS	R	R^2	Adj. R^2	Beta	Sig.	D-W
Electric-powered items	0,512	0,262	0,258	0,512	0,000	1,535
Clothes	0,157	0,025	0,020	1,157	0,024	2,573
Shoes	0,194	0,037	0,033	0,194	0,005	1,725
Cosmetics	0,244	0,060	0,055	0,244	0,000	2,302
Sunglasses	0,329	0,108	0,104	0,329	0,000	1,741

The table also shows that the change in CET level explains the change in purchase intention of purchasing a domestic electric powered item by 26%, clothes by 2,5%, shoes by 3,3%, cosmetics by 6% and sunglasses by 10%. By these results we can conclude that CET level is not solely enough to explain the purchase intention of a domestic product. As mentioned in the literature survey part, this relationship is moderated by other factors like perceived necessity of a product or economic threat.

To determine the strength and direction of the relationships between CET and intention of purchasing domestic products, the correlation analysis is performed for all products. Table 4.38, 4.39, 4.40, 4.41 and 4.42 shows these results. All these relationships are found statistically significant.

Table 4. 38. The Correlation between CET and Purchase Intention of a Domestic Electric Powered Item

Correlations

		Probability of purchasing "Elecric-powered Items" from Turkey	CET SCORE
Probability of purchasing " Elecric-powered Items " from Turkey	Pearson Correlation	1	-,512**
	Sig. (2-tailed)		,000
	N	207	207
CET SCORE	Pearson Correlation	-,512**	1
	Sig. (2-tailed)	,000	
	N	207	207

** Correlation is significant at the 0.01 level (2-tailed).

121

Table 4.38 shows that the direction of the relationship is negative which means more ethnocentric the respondent is more intended to purchase the domestic version of an electric powered item (respondents give the least value to show the highest intention since they range the countries and give 1 to their best choice and 5 to the worst; so *negative correlation in fact shows positive relation*). The value 0,512 shows that the relationship between variables is strong. So, the hypothesis H5a which is stated as "there is a positive relationship between CET and purchase intention of electric-powered items" is *supported.*

Table 4. 39. The Correlation between CET and Purchase Intention of Domestic Clothes

Correlations

		Probability of purchasing "Clothes" from Turkey	CET SCORE
Probability of purchasing "Clothes " from Turkey	Pearson Correlation	1	-,157*
	Sig. (2-tailed)		,024
	N	207	207
CET SCORE	Pearson Correlation	-,157*	1
	Sig. (2-tailed)	,024	
	N	207	207

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.39 shows that the direction of the relationship is negative which means more ethnocentric the respondent is more intended to purchase the domestic version of clothes (respondents give the least value to show the highest intention since they range the countries and give 1 to their best choice and 5 to the worst; so *negative correlation in fact shows positive relation*). The value 0,157 shows that the relationship between variables is weak. So, the hypothesis H5b which is stated as "there is a positive relationship between CET and purchase intention of clothes" is *supported.*

122

Table 4. 40. The Correlation between CET and Purchase Intention of Domestic Shoes

Correlations

		Probability of purchasing "Shoes" from Turkey	CET SCORE
Probability of purchasing "Shoes " from Turkey	Pearson Correlation	1	-,194**
	Sig. (2-tailed)		,005
	N	207	207
CET SCORE	Pearson Correlation	-,194**	1
	Sig. (2-tailed)	,005	
	N	207	207

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.40 shows that the direction of the relationship is negative which means more ethnocentric the respondent is more intended to purchase the domestic version of shoes (respondents give the least value to show the highest intention since they range the countries and give 1 to their best choice and 5 to the worst; so *negative correlation in fact shows positive relation*). The value 0,194 shows that the relationship between variables is weak. So, the hypothesis H5c which is stated as "there is a positive relationship between CET and purchase intention of shoes" is *supported.*

Table 4. 41. The Correlation between CET and Purchase Intention of Domestic Cosmetics

Correlations

		Probability of purchasing " Cosmetics " from Turkey	CET SCORE
Probability of purchasing "Cosmetics " from Turkey	Pearson Correlation	1	-,244*
	Sig. (2-tailed)		,000
	N	207	207
CET SCORE	Pearson Correlation	-,244**	1
	Sig. (2-tailed)	,000	
	N	207	207

** Correlation is significant at the 0.01 level (2-tailed).

123

Table 4.41 shows that the direction of the relationship is negative which means more ethnocentric the respondent is more intended to purchase the domestic version of cosmetics (respondents give the least value to show the highest intention since they range the countries and give 1 to their best choice and 5 to the worst; so *negative correlation in fact shows positive relation*). The value 0,244 shows that the relationship between variables is weak. So, the hypothesis H5d which is stated as "there is a positive relationship between CET and purchase intention of cosmetics" is *supported.*

Table 4. 42. The Correlation between CET and Purchase Intention of Domestic Sunglasses

Correlations

		Probability of purchasing "Sunglasses " from Turkey	CET SCORE
Probability of purchasing "Sunglasses " from Turkey	Pearson Correlation	1	-,329**
	Sig. (2-tailed)		,000
	N	207	207
CET SCORE	Pearson Correlation	-,329**	1
	Sig. (2-tailed)	,000	
	N	207	207

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.42 shows that the direction of the relationship is negative which means more ethnocentric the respondent is more intended to purchase the domestic version of sunglasses (respondents give the least value to show the highest intention since they range the countries and give 1 to their best choice and 5 to the worst; so *negative correlation in fact shows positive relation*). The value 0,329 shows that the relationship between variables is weak. So, the hypothesis H5e which is stated as "there is a positive relationship between CET and purchase intention of sunglasses" is *supported.*

124

According to the regression and correlation analysis performed for testing **H5 hypothesis** which is stated as "There is a positive relationship between CET and purchase intention of a domestic product" **is supported** for all products.

For a final comparison a summarizing table is prepared showing for which products there is a relationship between students' attitudes towards their imports and the students' CET levels.

Table 4. 43. Summarizing Table for CET – Purchase Intention of Domestic Products Relationship

CET - Purchase Intention of Domestic Products Relationship			CET - Purchase Intention of Domestic Products Relationship		
ANALYSIS	RESULTS		ANALYSIS	RESULTS	
*Clothes	✔	Positively correlated	*Electric-powered items	✔	Positively correlated
*Refrigerator	✔	Positively correlated	*Clothes	✔	Positively correlated
*Paper	✔	Positively correlated	*Shoes	✔	Positively correlated
*Car	✖	The relationship is not statistically significant.	*Cosmetcis	✔	Positively correlated
*Plastic Plates	✔	Positively correlated	*Sunglasses	✔	Positively correlated

4.6. Findings Regarding the Moderating Effect of Perceived Product Necessity

The objective 7 is set as *"to find the effects of perceived product necessity on CET and attitudes toward importing products and to see its final effect on purchase intention"* and at this section the analysis to meet this objective is performed.

The hypothesis about the effect of CET on attitude towards importing products is moderated by the perceived product necessity of that product is tested by hierarchical regression analysis. At this model the variables are entered into the regression in an order determined by past researches and expectations. So in the analysis, ATIP is set as dependent variable and CET score is put into regression model as the first block of independent variables. The second block of the independent variables is set as perceived product necessity in order to analyze how this variable will affect the relationship between ATIP and CET.

The tables 4.44 and 4.45 show the results for Austria and the tables from 4.46 to 4.47 show the results for Turkey.

Table 4. 44. The Hierarchical Regression Analysis for PPN being Moderating Factor – Plastic Plates – Model Summary

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,377[a]	,142	,138	1,217	
2	,422[b]	,178	,171	1,194	2,168

a. Predictors: (Constant), CET SCORE

b. Predictors: (Constant), CET SCORE, Necessity of "plastic plates" in daily life

c. Dependent Variable: Attitude towards importing "plastic plates"

126

Table 4. 45. The Hierarchical Regression Analysis for PPN being Moderating Factor –
Plastic Plates – Coefficients Table

Coefficients(a)

		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	4,874	,314		,000
	Total CET Score	-,043	,007	-,477	,000
2	(Constant)	4,532	,328		,000
	Total CET Score	-,047	,007	-,408	,000
	Necessity of "plastic plates" in daily life	,216	,070	,192	,002

a Dependent Variable: Attitude towards importing "plastic plates"

In order to be able to accept the moderating effect of perceived product necessity, the significance of the second model where PPN is included must be statistically proven. As it is seen in the table 4.45, the models are statistically significant (p<,001).

When we analyze table 4.44 which is the first step of the analysis, we see that attitude towards importing plastic plates is explained by CET score of the respondents by 14,2%. This percentage is increased to 17,8% in the second phase of the analysis when perceived product necessity of plastic plates is entered to the model.

When the table 4.45 is analyzed it is seen that the Beta value of ATIP and CET score relationship is decreased from -,477 to -,408 when PPN is entered to the model. So it can be concluded that perceiving plastic plates as necessary in daily life decreases the effect of CET on the attitude towards importing plastic plates. The hypothesis H6e which is stated as "perceived product necessity of plastic plates is a moderating factor on the relationship between CET and ATI*plastic plates" is supported.*

That is, even if a consumer is ethnocentric, his/her attitude towards imports is affected by his/her perception of finding the item necessary. A consumer may find importing plastic plates as unacceptable but when he thinks that it is necessary in his daily life, his negative attitude towards importing the product diminishes.

127

The hierarchical regression analysis is resulted as insignificant for clothes, refrigerator, paper and car.

As a result of these analyses, **H6 hypothesis** which is stated as "Perceived product necessity is a moderating factor on the relationship between CET and ATIP" is **partially supported** (for only plastic plates – H6e).

Table 4. 46. The Hierarchical Regression Analysis for PPN being Moderating Factor – Electric Powered Item – Model Summary

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,455^a	,207	,203	,890	
2	,555^b	,308	,301	,834	1,843

    a. Predictors: (Constant), Total CET Score
    b. Predictors: (Cosntant), Total CET Score, Necessity of "electric-powered items"
       in daily life
    c. Dependent Variable: Attitute towards importing "electric-powered items"

Table 4. 47. The Hierarchical Regression Analysis for PPN being Moderating Factor – Electric Powered Item – Coefficients Table

Coefficients(a)

		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	,481	,235		,042
	Total CET Score	,039	,005	-,455	,000
2	(Constant)	3,041	,518		,000
	Total CET Score	,034	,005	-,391	,000
	Necessity of "electric-powered items" in daily life	-,504	,092	,324	,000

a Dependent Variable: Attitude towards importing "electric-powered items"

In order to be able to accept the moderating effect of perceived product necessity, the significance of the second model where PPN is included must be statistically proven. As it is seen in the table 4.47, the models are statistically significant (p<,001).

128

When we analyze table 4.46 which is the first step of the analysis, we see that attitude towards importing electric powered items is explained by CET score of the respondents by 20,7%. This percentage is increased to 30,8% in the second phase of the analysis when perceived product necessity of electric powered item is entered to the model.

When the table 4.47 is analyzed it is seen that the Beta value of ATIP and CET score relationship is decreased from -,455 to -,391 when PPN is entered to the model. So it can be concluded that perceiving electric powered item as necessary in daily life decreases the effect of CET on the attitude towards importing an electric powered item. The hypothesis H6a which is stated as "perceived product necessity of electric-powered items is a moderating factor on the relationship between CET and ATI*electric-powered items" is supported.*

That is, even if a consumer is ethnocentric, his/her attitude towards imports is affected by his/her perception of finding the item necessary. A consumer may find importing an electric powered item as unacceptable but when he thinks that it is necessary in his daily life, his negative attitude towards importing the item diminishes.

Table 4. 48. The Hierarchical Regression Analysis for PPN being Moderating Factor – Cosmetics – Model Summary

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,175[a]	,030	,026	,999	
2	,362[b]	,131	,123	,948	2,137

a. Predictors: (Constant), Total CET Score
b. Predictors: (Cosntant), Total CET Score, Necessity of "cosmetics"
   in daily life
c. Dependent Variable: Attitute towards importing "cosmetics"

129

Table 4. 49. The Hierarchical Regression Analysis for PPN being Moderating Factor –
Cosmetics – Coefficients Table

Coefficients(a)

		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	2,200	,264		,000
	Total CET Score	,015	,006	-,175	,012
2	(Constant)	3,373	,348		,000
	Total CET Score	,010	,006	-,117	,049
	Necessity of "cosmetics" in daily life	-,291	,060	,323	,000

a Dependent Variable: Attitude towards importing "cosmetics"

In order to be able to accept the moderating effect of perceived product necessity, the
significance of the second model where PPN is included must be statistically proven. As it
is seen in the table 4.49, the models are statistically significant (p<,001).

When we analyze table 4.48 which is the first step of the analysis, we see that attitude
towards importing cosmetics is explained by CET score of the respondents by 3%. This
percentage is increased to 13,1% in the second phase of the analysis when perceived
product necessity of cosmetics is entered to the model.

When the table 4.49 is analyzed it is seen that the Beta value of ATIP and CET score
relationship is decreased from -,175 to -,117 when PPN is entered to the model. So it can
be concluded that cosmetics as necessary in daily life decreases the effect of CET on the
attitude towards importing cosmetics. The hypothesis H6d which is stated as "perceived
product necessity of cosmetics is a moderating factor on the relationship between CET
and ATI*cosmetics" is supported.*

That is, even if a consumer is ethnocentric, his/her attitude towards imports is affected by
his/her perception of finding the item necessary. A consumer may find importing cosmetics
as unacceptable but when he thinks that it is necessary in his daily life, his negative
attitude towards importing the product diminishes.

130

Table 4. 50. The Hierarchical Regression Analysis for PPN being Moderating Factor –
Sunglasses – Model Summary

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,184[a]	,034	,029	1,082	
2	,365[b]	,133	,125	1,027	1,888

    a.   Predictors: (Constant), Total CET Score
    b.   Predictors: (Cosntant), Total CET Score, Necessity of "sunglasses"
       in daily life
    c.   Dependent Variable: Attitute towards importing "sunglasses"

Table 4. 51. The Hierarchical Regression Analysis for PPN being Moderating Factor –
Sunglasses – Coefficients Table

Coefficients(a)

		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	2,173	,286		,000
	Total CET Score	,017	,006	-,184	,008
2	(Constant)	3,558	,394		,000
	Total CET Score	,009	,006	-,093	,013
	Necessity of "sunglasses" in daily life	-,325	,067	,328	,000

a Dependent Variable: Attitude towards importing "sunglasses"

In order to be able to accept the moderating effect of perceived product necessity, the
significance of the second model where PPN is included must be statistically proven. As it
is seen in the table 4.51, the models are statistically significant (p<,001).

When we analyze table 4.50 which is the first step of the analysis, we see that attitude
towards importing sunglasses is explained by CET score of the respondents by 3,4%. This
percentage is increased to 13,3% in the second phase of the analysis when perceived
product necessity of sunglasses is entered to the model.

131

When the table 4.51 is analyzed it is seen that the Beta value of ATIP and CET score relationship is decreased from -,184 to -,093 when PPN is entered to the model. So it can be concluded that sunglasses as necessary in daily life decreases the effect of CET on the attitude towards importing sunglasses. The hypothesis H6e which is stated as "perceived product necessity of sunglasses is a moderating factor on the relationship between CET and ATI*sunglasses" is supported.*

That is, even if a consumer is ethnocentric, his/her attitude towards imports is affected by his/her perception of finding the item necessary. A consumer may find importing sunglasses as unacceptable but when he thinks that it is necessary in his daily life, his negative attitude towards importing the product diminishes.

These analyses are performed for all products and found statistically significant for only electric powered items, cosmetics and sunglasses. For these three products, PPN is moderating the relationship between CET and ATIP. Consumers' attitudes towards importing these products become less negative as they find the item necessary in their daily lives even though they are ethnocentric.

As a result of these analyses, **H6 hypothesis** which is stated as "Perceived product necessity is a moderating factor on the relationship between CET and ATIP" is **supported** (for electric powered items –H6a, cosmetics – H6d and sunglasses – H6e).

For a final comparison a summarizing table is prepared showing for which products perceived product necessity is moderating students' attitudes towards importing them although they are ethnocentric.

Table 4. 52. Summarizing Table for the Moderating Effect of PPN on CET-ATIP
Relationship

Perceived Product Necessity - CET-ATIP Relationship			Perceived Product Necessity - CET-ATIP Relationship		
ANALYSIS	RESULTS		ANALYSIS	RESULTS	
*Clothes	✖	The relationship is not statistically significant.	*Electric-powered items	✔	PPN moderates the relationship between CET and ATIP
*Refrigerator	✖	The relationship is not statistically significant.	*Clothes	✖	The relationship is not statistically significant.
*Paper	✖	The relationship is not statistically significant.	*Shoes	✖	The relationship is not statistically significant.
*Car	✖	The relationship is not statistically significant.	*Cosmetcis	✔	PPN moderates the relationship between CET and ATIP
*Plastic Plates	✔	PPN moderates the relationship between CET and ATIP	*Sunglasses	✔	PPN moderates the relationship between CET and ATIP

133

Table 4. 53. Research Hypotheses and Results for Austrian Respondents

# of Objective	HYPOTHESIS	ANALYSIS	RESULT
Hypothesis 1 (H1): analyzing the relationship between socio-psychological factors and CET			
Objective 2 (H1)	H1a: There is a negative correlation between cultural openness and CET	**Stepwise Regression**	**NOT SUPPORTED**
Objective 3 (H1)	H1b: There is a negative correlation between international experience and CET	**Stepwise Regression**	**SUPPORTED**
Objective 4 (H1)	H1c: There is a negative correlation between world-mindedness and CET	**Stepwise Regression**	**SUPPORTED**
Hypothesis 2 (H2): analyzing the relationship between demographics and CET			
Objective 5 (H2)	H2a: There is a significant difference between gender and CET	**Independent Samples T-test**	**NOT SUPPORTED**
	H2b: There is a significant and negative relationship between education level and CET	**One – Way Anova**	**NOT SUPPORTED**
	H2c: There is a significant and negative relationship between income level and CET	**Pearson Chi-Square**	**SUPPORTED**
Hypothesis 3 (H3): analyzing the relationship between CET and attitudes toward importing products			
Objective 6 (H3 and H4)	H3: There is a significant and negative relationship between CET and Attitudes Toward Importing Products (ATIP) H3a: There is a significant and negative relationship between CET and Attitudes Toward Importing clothes	**Linear Regression Analysis**	**SUPPORTED** (supported except clothes)

134

	H3b: There is a significant and negative relationship between CET and Attitudes Toward Importing refrigerator		
	H3c: There is a significant and negative relationship between CET and Attitudes Toward Importing paper		
	H3d: There is a significant and negative relationship between CET and Attitudes Toward Importing car		**SUPPORTED** (supported except clothes)
	H3e: There is a significant and negative relationship between CET and Attitudes Toward Importing plastic plates		
Hypothesis 4 (H4): analyzing the relationship between attitudes toward importing products and purchase intention of a foreign product			
	H4: ATIP is effective on purchase intention of a foreign product. H4a: Attitudes towards importing clothes is effective on purchase intention of clothes		
	H4b: Attitudes towards importing refrigerator is effective on purchase intention of a refrigerator	**Linear Regression Analysis**	**SUPPORTED** (only for three products and one country)
	H4c: Attitudes towards importing paper is effective on purchase intention of paper		
	H4d: Attitudes towards importing cars is effective on purchase intention of a car		

135

	H4e: Attitudes towards importing plastic plates is effective on purchase intention of plastic plates		
Hypothesis 6 (H6): analyzing the relationship between PPN and attitudes towards importing products			
Objective 7 (H6)	H6: Perceived product necessity is a moderating factor on the relationship between CET and ATIP H6a: Perceived product necessity of clothes is a moderating factor on the relationship between CET and ATI*clothes* H6b: Perceived product necessity of a refrigerator is a moderating factor on the relationship between CET and ATI*refrigerator* H6c: Perceived product necessity of cars is a moderating factor on the relationship between CET and ATI*cars* H6d: Perceived product necessity of paper is a moderating factor on the relationship between CET and ATI*paper* H6e: Perceived product necessity of plastic plates is a moderating factor on the relationship between CET and ATI*plastic plates*	**Hierarchical Regression Analysis**	**NOT SUPPORTED** (supported for only 1 product out of 5)
Hypothesis 5 (H5): analyzing the relationship between CET and purchase intention of a domestic product			
Objective 8 (H5)	H5: There is a positive relationship between CET and purchase intention of a domestic product.	**Linear Regression and Correlation Analysis**	

136

	H5a: There is a positive relationship between CET and purchase intention of clothes. H5b: There is a positive relationship between CET and purchase intention of refrigerator. H5c: There is a positive relationship between CET and purchase intention of cars. H5d: There is a positive relationship between CET and purchase intention of paper. H5e: There is a positive relationship between CET and purchase intention of plastic plates.			**SUPPORTED** (supported for all products except for cars)

137

Table 4. 54. Research Hypotheses and Results for Turkish Respondents

# of Objective	HYPOTHESIS	ANALYSIS	RESULT
Hypothesis 1 (H1): analyzing the relationship between socio-psychological factors and CET			
Objective 2 (H1)	H1a: There is a negative correlation between cultural openness and CET	**Stepwise Regression**	**SUPPORTED**
Objective 3 (H1)	H1b: There is a negative correlation between international experience and CET	**Stepwise Regression**	**SUPPORTED**
Objective 4 (H1)	H1c: There is a negative correlation between world-mindedness and CET	**Stepwise Regression**	**NOT SUPPORTED**
Hypothesis 2 (H2): analyzing the relationship between demographics and CET			
Objective 5 (H2)	H2a: There is a significant difference between gender and CET	**Independent Samples T-test**	**NOT SUPPORTED**
	H2b: There is a significant and negative relationship between education level and CET	**One – Way Anova**	**NOT SUPPORTED**
	H2c: There is a significant and negative relationship between income level and CET	**Pearson Chi-Square**	**NOT SUPPORTED**
Hypothesis 3 (H3): analyzing the relationship between CET and attitudes toward importing products			
Objective 6 (H3 and H4)	H3: There is a significant and negative relationship between CET and Attitudes Toward Importing Products (ATIP) H3a: There is a significant and negative relationship between CET and Attitudes Toward Importing electric-powered items	**Linear Regression Analysis**	**SUPPORTED**

138

	H3b: There is a significant and negative relationship between CET and Attitudes Toward Importing clothes			
	H3c: There is a significant and negative relationship between CET and Attitudes Toward Importing shoes			
	H3d: There is a significant and negative relationship between CET and Attitudes Toward Importing cosmetics			
	H3e: There is a significant and negative relationship between CET and Attitudes Toward Importing plastic sunglasses			
Hypothesis 4 (H4): analyzing the relationship between attitudes toward importing products and purchase intention of a foreign product				
H4: ATIP is effective on purchase intention of a foreign product. H4a: Attitudes towards importing electric-powered items is effective on purchase intention of electric-powered items H4b: Attitudes towards importing clothes is effective on purchase intention of a clothes H4c: Attitudes towards importing shoes is effective on purchase intention of shoes H4d: Attitudes towards importing cosmetics is effective on purchase intention of a cosmetics			**Linear Regression Analysis**	**SUPPORTED** (for products only from certain countries)

139

	H4e: Attitudes towards importing sunglasses is effective on purchase intention of sunglasses		
Hypothesis 6 (H6): analyzing the relationship between PPN and attitudes towards importing products			
Objective 7 (H6)	H6: Perceived product necessity is a moderating factor on the relationship between CET and ATIP H6a: Perceived product necessity of electric-powered items is a moderating factor on the relationship between CET and ATI*electric-powered items* H6b: Perceived product necessity of clothes is a moderating factor on the relationship between CET and ATI*clothes* H6c: Perceived product necessity of shoes is a moderating factor on the relationship between CET and ATI*shoes* H6d: Perceived product necessity of cosmetics is a moderating factor on the relationship between CET and ATI*cosmetics* H6e: Perceived product necessity of plastic sunglasses is a moderating factor on the relationship between CET and ATI*sunglasses*	**Hierarchical Regression Analysis**	**SUPPORTED** (supported for 3 products out of 5)
Hypothesis 5 (H5): analyzing the relationship between CET and purchase intention of a domestic product			

140

	H5: There is a positive relationship between CET and purchase intention of a domestic product.		

Objective 8 (H5)	H5a: There is a positive relationship between CET and purchase intention of electric-powered items.
	
	    H5b: There is a positive relationship between CET and purchase intention of clothes.
	
	    H5c: There is a positive relationship between CET and purchase intention of shoes.
	
	    H5d: There is a positive relationship between CET and purchase intention of cosmetics.
	
	    H5e: There is a positive relationship between CET and purchase intention of sunglasses.
		Linear Regression and Correlation Analysis	**SUPPORTED**

5. SUMMARY, DISCUSSION and CONCLUSION

At this part of the study the results of the analysis for Austria and Turkey are compared. 230 questionnaires are applied to Austrian students and 223 of them have no missing values, so the analyses are carried out with 223 questionnaires. So the results show the tendencies of 223 Austrian students. Same as Austria fieldwork, 230 questionnaires are applied to Turkish students in different campus areas and finally 207 questionnaires with full answers are used in the analyses. The results show the tendencies of 207 Turkish students.

Firstly, Austrian and Turkish students can be compared by their ethnocentrism levels. Austrian students' average CET score is 42,3 where as Turkish students' is 42,53. Also the median values are 40 and 41 respectively. In light of these scores it can be concluded that in fact these students have nearly the same ethnocentrism scores, yet Turkish students are more ethnocentric.

The gender distribution shows no majorities in both Austrian and Turkish samples. 52% of Austrian population is composed of women and the same rate is %50,2 for Turkish population. In both populations there is statistically significant relationship is found between gender and CET.

The age distribution of Austrian and Turkish students are analyzed and it is seen that the age range is very limited to have a logical analysis in order to relate CET and age. So, even though age factor is included in the model due to literature survey, but it is not analyzed according to frequency results.

The education factor is tested for both samples and its relationship to CET is found statistically significant for only Austrian sample but the CET score and education level change is not as it is expected. As for Turkish sample, the relationship is statistically insignificant. To run the field study in populations where people who answered the questionnaires have different education levels can make this analysis more meaningful.

142

But in both Austria and Turkey, university students formed the sample and do not have different education levels by majority.

Income level and CET relationship is found statistically significant for only Austrian sample, as Austrian students have more income they become less ethnocentric. For Turkish sample, no such relation is found.

So as for demographic factors it can be said that ethnocentrism level of Austrian students is statistically related to *income level and education level* factors whereas the ethnocentrism for Turkish students is not statistically related to any demographic factors. Another issue to mention here is that education level criterion for Austrian students, the relationship is found significant but not in line with what is hypothesized.

The socio-psychological characteristics of Austrian and Turkish respondents are measured on three factors: cultural openness, world-mindedness and international experience. For these two counties which are positioned differently in cultural comparison studies mentioned in the first part of the thesis, the results of these analyses are very important. Yet, these results do not show completely different situations for two countries. Especially cultural openness and world-mindedness scores of Austrian and Turkish students do not differ much on average. Also the ethnocentrism levels of Austrian and Turkish students are nearly the same (42,3 for Austrian and 42,5 for Turkish students). But in order to see how these culture related characteristics and CET is related, some analyses performed in details. In cultural openness dimension. Turkish respondents average score is greater than Austrians (31,76 and 28,5). Especially when we consider that the highest score is 35 we can conclude that Turkish students are very open to new cultures. This result can also be supported by Hofstede's where Turkish culture is found more collectivist compared ti Austrian culture which is found more individualistic. This can also be as a result of international experience scores of respondents. Turkish students international experience levels which is determined by asking how many countries they have visited or if they have any experience in studying, living or working with a foreigner are much more higher than Austrian students. This may lead to Turkish students to be more culturally open. Only in world-mindedness dimension Austrian students have higher score.

143

The important analysis was made on which socio-psychological characteristics of respondents affect their CET levels. For Austrian respondents international experience (negatively) and world-mindedness (negatively) affect CET level where as for Turkish respondents, CET level is affected by cultural openness (negatively) and international experience (negatively).

When the effects of CET on attitudes towards importing products (ATIP) are analyzed it is seen that CET is affective on the attitudes of importing *refrigerator, paper, car* and *plastic plates* for Austrian students. This means; more ethnocentric the Austrian students are, more negative attitudes towards importing above mentioned products they have. Attitudes towards importing products are effective also on the purchase intention of refrigerator, paper and plastic plates if they are imported from USA. So except for cars, more positive attitudes the students have towards importing refrigerator, paper and plastic plates more intention of purchasing these products from USA they have. For other countries, no relationship is found between ATIP and purchase intention.

One of the important factors between CET and ATIP is perceived product necessity (PPN). In order to complete the interpretation between the relationships of CET-ATIP-PPN-Purchase Intention one last analysis is performed and it is seen that for only *plastic plates* PPN is effective on the attitudes towards imports. That is, Austrian students can find the import of plastic plates acceptable if they think that plastic plates are necessary in their daily lives. This result is also presents an area of study for further researchers, why only PPN of plastic plates were strong enough to affect consumers attitudes towards importing it.

The last analysis is made on CET and domestic product intention and the CET level of Austrian students affect their purchase intention of the domestic version of the product except for cars. Cars are found insignificant since many parts of the cars are produced in Austria but originally there are no domestic car brands in Austria.

When the effects of CET on attitudes towards importing products (ATIP) are analyzed it is seen that CET is affective on the attitudes of importing all the products in the analysis;

144

electric powered items (elektrikli eşya), clothes (hazır giyim), shoes (ayakkabı), cosmetics (kozmetik ürünler), and sunglasses (güneş gözlüğü). This means; more ethnocentric the Turkish students are, more negative attitudes towards importing above mentioned products they have. Attitudes towards importing products are effective also on the purchase intention of electric powered items (elektrikli eşya) from France, Japan and USA; clothes (hazır giyim) from USA; shoes (ayakkabı) from Italy; cosmetics (kozmetik ürünler) from France and sunglasses (güneş gözlüğü) from USA. So, more positive attitudes the students have towards importing the above mentioned products, refrigerator, more intention of purchasing these products from certain countries they have. In this situation, a relationship between countries and products can be mentioned in the context of country of origin effect considering the students' increasing positive attitudes towards importing cosmetics from France, shoes from Italy, electric powered items from Japan, USA and clothes from USA.

One of the important factors between CET and ATIP is perceived product necessity (PPN). In order to complete the interpretation between the relationships of CET-ATIP-PPN-Purchase Intention one last analysis is performed and it is seen that for *electric powered items, cosmetics* and *sunglasses* PPN is effective on the attitudes towards imports. That is, Turkish students can find the import of electric powered items, cosmetics and sunglasses acceptable if they think that they are necessary in their daily lives.

The last analysis is made on CET and domestic product intention and the CET level of Turkish students affect their purchase intention of the domestic version of all products. That is, more ethnocentric the Turkish students are, more likely they will intend to purchase the domestic version of the products.

In the analyses made for finding the CET-ATIP-PPN and purchase intention, a comparison between the results of Austrian and Turkish students is not logical since the products are different. These products are selected according to being the most imported products of the country in order to base the selection on solid grounds so at this point, a comparison is not made. Though, both Austrian and Turkish students intend to purchase the domestic version of the products if they are more ethnocentric than average. One more thing to be

mentioned on this point is for further researches/researchers; the product list to be tested can be designed by the researcher and same products can be used in the tests to make a comparison instead of being formed by the most imported product lists of the countries.

According to all the analyses and found results, the figures 5.1 and 5.2 below show the revised version of the research model (with only the factors which their effects are statistically proven) for Austria and Turkey.

Figure 5 1 Revised Model for Austria
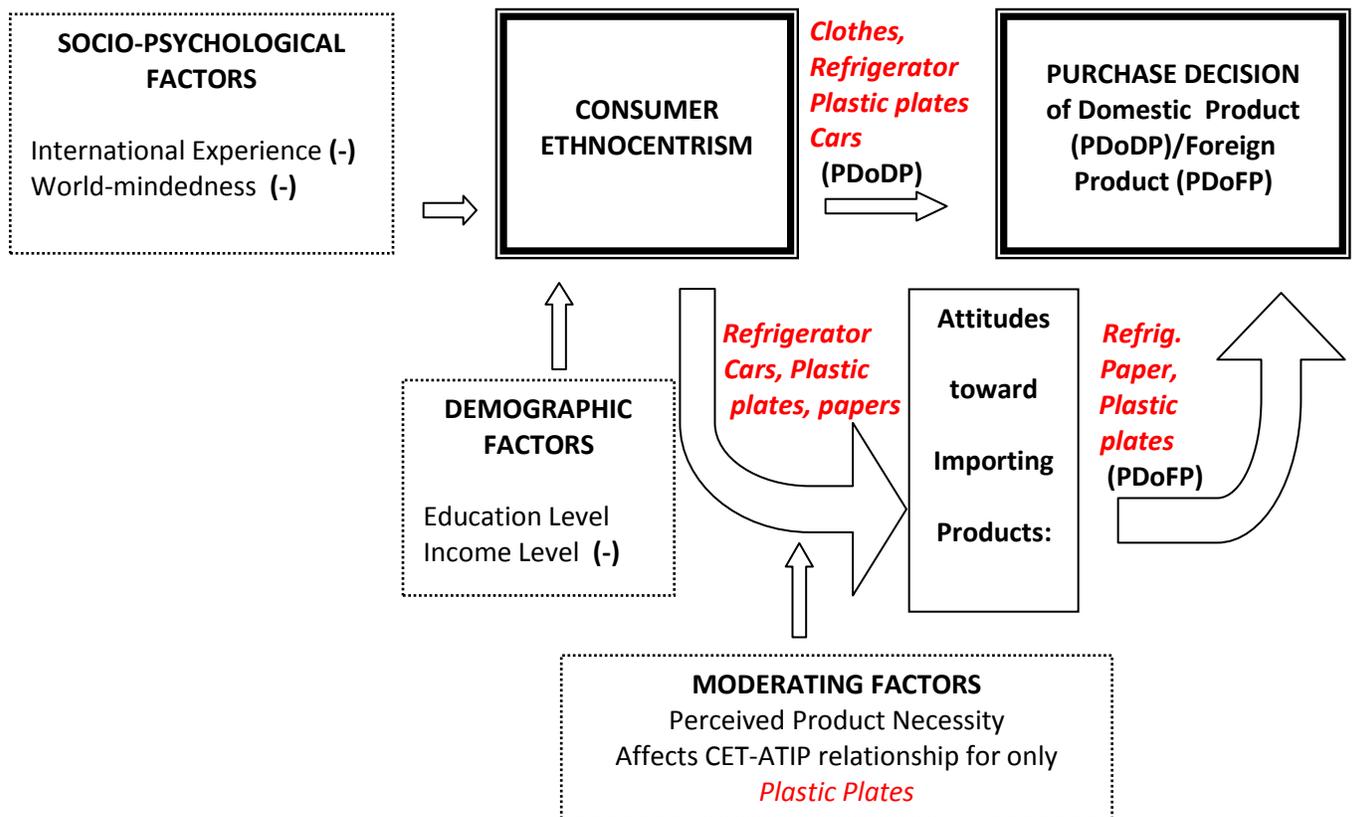
Source: Developed by the researcher

Figure 5 2 Revised Model for Turkey
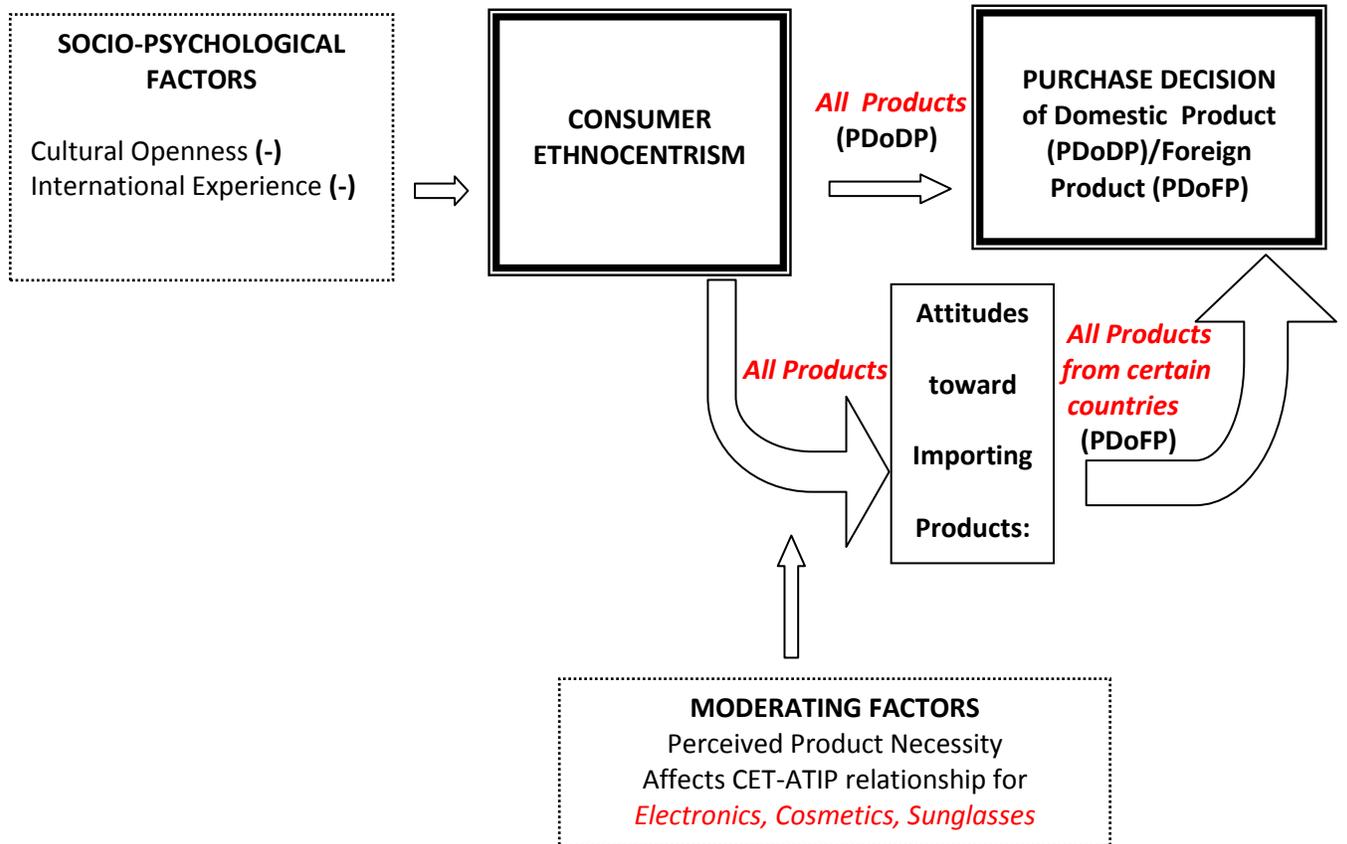
Source: Developed by the researcher

6. IMPLICATIONS and LIMITATIONS of the STUDY

In this part, implications for the sector and organizations within, and future researchers will be presented.

6.1. Implications for the Sector

In a market where consumers are exposed to numerous products with different origins besides domestic ones, there are many factors affecting consumers' purchase decisions. People may find products originated in developed countries more favorable or may think that the possession of those products will make them prestigious. Or, on the contrary, people may think that purchasing a domestic product is a kind of contribution to the economy or simply something *right* to do.

In the context of these social factors, ethnocentrism and antecedents to ethnocentrism is one of the keys to how consumers make their final decisions of purchase. So both domestic and foreign companies serving to the same market should understand the factors consumers are affected. This study tries to address these factors and analyze ethnocentrism with its relationship to other social characteristics or demographics of consumers. Also in this study general information about both Turkish and Austrian university students, their ethnocentrism levels and the factors shaping their purchase decisions are analyzed. At this point, the results of this study serves to companies who plan to enter to Turkish or Austrian market or already serving to these markets and especially targeting university students.

6.2. Implications for Future Researches

This study serves to the literature with its comparison characteristic in terms of academic publications, Anyone who wants to make a comparative study on ethnocentrism can use this study as a leading point and choose more antecedents to analyze the relation to ethnocentrism or make the sample size bigger and choose more differentiated product groups especially for testing how necessity affects consumers' purchase intentions.

148

Especially taking the products became *vital* in our daily lives like cell phones offering a line of internet and multimedia-enabled applications which can operate like a camera, video recorder and mobile-computer/netbook/ipad at the same time. The perceived necessity of this product may affect the purchase decision of consumers even though they are ethnocentric (considering the study will not take place in the countries where these products originally come from). Especially making a longitudinal study for this kind of products can advance the ethnocentrism researches since it gives the researcher the chance of analyzing how tendencies of same group of consumers change (or do they change) along with technological improvements.

Besides, as mentioned in Javalgi's study (2005, p. 341), services may be subject to ethnocentrism studies. Does ethnocentrism apply to services? More research should consider the effects of ethnocentrism on situations where the consumer encounters a domestic provider while purchasing a foreign service. Since a service is intangible and would be delivered by a local representative, the relationship between ethnocentrism and purchase intention might be affected or even diminished.

Also, in this study, students are grouped as low-ethnocentric and high ethnocentric students for some analysis and made this selection based on the mean value of CET score but grouping can also be made as low – medium – high ethnocentric students and median value can be used as the separator.

As for the implications related to findings, product and ATIP-PPN and CET related results can be a starting point for practitioners in their future researches. Seeing that, Austrian students' attitudes towards importing products is only effective on the purchase decision of products imported from USA but not other EU countries, make researchers investigate *foreign product/foreign country* perception of Austrian students. Because this result may arise questions like; "do Austrian students perceive EU countries as not foreign countries and the products from those countries as domestic products?", "do they think that all EU countries and products in those countries is not out of my reach and this is the reason of why only imports from USA is affected by attitudes", "do Austrian students have a positive

149

attitude towards USA and American products?", "do Austrian students have a perception of USA as dreamland?" etc.

On the other hand, when Turkish students are analyzed it is seen that if the products are imported from the countries with positive CoO effect the students have less negative attitude towards imports. So future researchers can analyze this issue and try to find out if it is related with wanting to be fashionable or is possessing a product imported from the best known producer country (positive CoO) linked with status in Turkish students' minds.

7. REFERENCES

ARTICLES & BOOKS

Akın, M., Çiçek, R., Gürbüz, E., and İnal, E. (2009), "Cetscale Measure in Determining the Differences between Consumer Ethnocentrism and Behavior Intention", *Ege Academic Review*
9 (2), pp. 489-512

Alli, A.M., Winter, G.S., May, D.L. (2007), "Globalization: Its Effects"*, International Business & Economics Research Journal,* Volume 6, Number 1, January, pp.89-96

Altıntaş, M.H., and Tokol, T. (2007), "Cultural openness and consumer ethnocentrism: an empirical analysis of Turkish consumers", *Marketing Intelligence & Planning* Vol. 25 No. 4, pp. 308-325

Arı, S.E. (2007), "The Role of Consumer Ethnocentrism and Country of Origin Effect on Purchase Decision", *Master Thesis, Department of Business Administration, Çukurova University, Adana*

Balabanis, G., Diamantopoulous, A., Mueller, R.D., and Melewar, T.C. (2001), "The Impacts of Nationalism, Patriotism and Internationalism on Consumer Ethnocentric Tendencies"*, Journal of International Business Studies*, 32, 1, pp. 157-175

Balabanis, G., R. Mueller ve T.C. Melewar. (2002). The Human Values' Lenses of COO Images. *International Marketing Review.* 19(6), pp. 582-610.

Bannister, J. P., and Saunders, J. A., (1978), "UK Consumers' Attitudes Towards Imports: The Measurement of National Stereotype Image", European Journal of Marketing, 12:8, pp.562-570.

Banton, M. (1996), "The cultural determinants of xenophobia", *Anthropology Today*, Vol. 12 No. 2, pp. 8-12.

Balıkçıoğlu, B. (2008), "Tüketici Etnosantrizminin Satınalma Davranışı Üzerindeki Etkisi: Ankara Örneği", *PhD Thesis*, Ankara University, Institute of Social Sciences

Barnet, R. J., Cavanagh, J. (1995), "Global Dreams: Imperial Corporations and the New World Order", *New York: Simon & Schuster (Touchstone)*

Beswick, D.G., Hills, M.D. (1969), "An Australian ethnocentrism scale", *Australian Journal of Psychology,* Volume 21, Issue 3, pp. 211 - 225

Bilkey, W.J., E. Nes (1982), "Country-of-Origin Effects on Product Evaluations", *Journal of International Business Studies*, Vol. 13, No. 1. (Spring - Summer, 1982), pp. 89-99.

Boatler, R. W. (1992), "Worldminded attitude change in a study abroad program: Contact and Content Issues", *Journal of Teaching in International Business*, 3 (4)

Boone, L.E., Kurtz, D.L. (1992), Contemporary Marketing, 7th ed., *The Dryden Press*, Fort Worth, TX

Booth, Ken. (1979), "Strategy and Ethnocentrism", London: Croom-Helm.

Campbell, Donald (1965), "Ethnocentrism and Other Altruistic Motives" in *D. Levine, ed., Nebraska Symposium on Motivation*, vol. 1, Lincoln, Nebraska: University of Nebraska Press

Crawford, J. and Lamb, C. (1981), "Source preferences for imported products", *Journal of Purchasing and Materials Management*, Vol. 17, Winter, pp. 28-33.

152

Druckman, D.(1994), *Nationalism, Patriotism and Group Loyalty: A Socila Psychological Perspective,* International Studies Quarterly, 38(51), pp.43-68

Engel, J., Blackwell, R., and Miniard, P. (1989), "Consumer Behavior", *Toronto, ON: Dryden*

Erdem, F. (1996), İşletme Kültürü, Fredirch Naumann Vakfı , Ankara

Freud, S. (1955), Group Psychology and the Analysis of the Ego, standard ed., Vol. XVII, pp. 101-02 (Hagarth, London, 1921)

Gardels, N.(1997), *Cultural Imperialism on the Net,* In O'Reilly and Associates, eds., *The Internet and Society,* Cambridge: Harvard University Press

Ha, Choong Lyong (1998), "The Influence of Consumer Ethnocentrism and Product Characteristics on Country of Origin Effects: A Comparison Between U.S. Consumers and Korean Consumers", *PhD Thesis*, Faculty of the Graduate School of the University of Texas, Arlington

Heaven, P.C.L., Rajab, D., and Ray, J.J. (1989), *Patriotism, Racism, and the Disutility of the Ethnocentrism Concept.* Journal of Social Psychology 125 (2), pp.181-185

Herche, J. (1992), "A note on the predictive validity of the CETSCALE", Journal of the Academy of Marketing Science, Vol. 20 No. 3, pp. 261-264

Herche, J. (1994), *Ethnocentric Tendencies, Marketing Strategy and Import Purchase Behavior,* International Marketing Review, 11, pp. 4-16

Heslop, Louise and Marjorie Wall (1993), "Through the Looking Glass: Product-Country Images and International Trade Agreements," in Product-Country Images, Ed. Nicolas Papadopoious and Louise Heslop, New York: International Business Press.

Heslop, L., Papadopoulos, N. and Bourke, M. (1998), "An interregional and intercultural perspective on subculture differences in product evaluation", Canadian *Journal of Administrative Sciences*, Vol. 15 No. 2, pp. 113-127.

Hjerm, M. (1998), "National Identities, National Pride and Xenophobia: A Comparison of Four Western Countries", *Acta Sociologica,* Vol. 41, pp. 335-347.

Hofstede, Geert. (2001), Culture's Consequences, Comparing Values, Behaviors, Institutions, and Organizations Across Nations Thousand Oaks CA: Sage Publications.

Howard, Donald G. (1989), "Understanding How American Consumers Formulate Their Attitudes about Foreign Products." Journal of International Consumer Marketing 2 (2): 7-24.

Javalgi, R. G., Khare, V. P., Gross, A.C., and Scherer, R.F, (2005), "An application of the consumer ethnocentrism model to French consumers", International Business Review, 14: pp. 325-344.

Jeannet, J. and Hennessey, D.H., (2003), "Cases in global marketing strategies" (5th ed.), Houghton Mifflin Company, Boston, New York.

Jones-Rikkers, C.G., and Douglas, C., (1999), "The Relationship Between Study Abroad Programs and Worldmindedness: An Empirical Analysis",

Kamaruddin, A.R., Mokhlis, S., and Othman, M., (2002), "Ethnocentrism Orientation and Choice Decisions of Malaysian Consumers: The Effects of Socio-Cultural and Demographic Factors", Asia Pasific Management Rewiev, 7(4). pp. 553-572.

Kaynak, E., and Kara, A., (2000), "Consumer Perceptions of Foreign Products, An analysis of Product-Country images and ethnocentrism", European Journal of Marketing, 36,7/8, pp. 928-949.

154

Kent, D.P. and Burnight, R.G. (1951), "Group centrism in complex societies", The American Journal of Sociology, Vol. 57 No. 3, pp. 256-269.

Kosterman, R., and Feshbach, S., (1989), *Toward a Measure of Patriotic and Nationalistic Attitudes*, Political Psychology, 10 (2): pp. 257-274

Kotler, P. (1997), *Marketing Management: Analysis, Planning, Implementation and Control*, 9th ed., Prentice Hall Int. Ed., Englewood Cliffs, NJ.

Levinson, D.J. (1949), "An approach to the theory and measurement of ethnocentric ideology", Journal of Psychology: Interdisciplinary and Applied. Vol 28, 1949, pp. 19-39.

Lindquist, J. D., Vida, I., Plank, R.E., and, Fairhurst, A. (2001), *The modified CETSCALE: validity tests in the Czech Republic, Hungary, and Poland*, International Business Review 10: pp. 505–516

Malhotra, N. (2007). Marketing Research: An Applied Orientation. 5th Edition, Pearson Education, Inc., New Jersey.

McEvoy, C.J. (2002), "A consideration of human xenophobia and ethnocentrism from a sociobiological perspective", Human Rights Review, Vol. 3 No. 3, pp. 39-49.

Memmi, Albert (1994), Le racisme, Paris: Gallimard.

Netemeyer, R.G., Durvasula, S., and Lichtenstein, D.R. (1991), *A Cross-National Assessment of the Reliability and Validity of the CETSCALE,* Journal of Marketing Research Vol. 28: pp. 320-327

Ossimitz, G. (2000), "The evolution of conflicts the conflict theory of Gerhard Schwarz and its application to Xenophobia"

Ouellet, J.F. (2005), Consumer Racism and Its Effects on Attitudes, *Advances in Consumer Research* Volume 32, pp. 422-428

Ouellet, J.F. (2007), Consumer Racism and Its Effects on Domestic Cross-Ethnic Product Purchase: An Empirical Test in the United States, Canada, and France, *Journal of Marketing* Vol. 71, pp. 113–128

Özgür, T. (2007), Kültürel Farklılıklar ve Yönetimi, Master Thesis, *Kahramanmaraş Sütçü İmam University*, Institute of Social Sciences.

Peterson, Robert A., and Alain J. P. Jolibert, (1995), A Meta-Analysis of Country-of-Origin Effects, *Journal of International Business Studies* 26 (4), pp. 883-900

Rawwas, M.Y.A., Rajendran, K. N. and Wuehrer, G.A. (1996), The influence of Worldmindedness and Nationalism on Consumer Evaluation of Domestic and Foreign Products, *International Marketing Review*, 13,2, pp. 20-38

Samli , A. C., (1995), International Consumer Behavior: Its impact on marketing strategy development, Quorum Books: Westport, pp. 13.

Sampson, D.L. and Smith, H.P. (1957), "A scale to measure worldminded attitudes", *The Journal of Social Psychology*, Vol. 45, pp. 99-106.

Sawyer, A.G., and Ball, A.D., (1981), "Statistical power and effect size in marketing research", Journal of Marketing Research, 18 (Aug), pp. 275-290

Piron, F., (2002), "International outshopping and ethnocentrism", European Journal of Marketing, 36: pp. 189

Schiffman, Leon. and Kanuk, Leslie. (2006), "Consumer Behavior" (9th Edition)

Schwartz, S. H. (2006), "A Theory Of Cultural Value Orientations:Explication And Applications", Comparative Sociology, Vol.5 No.2-3 pp. 137-182

Shankarmahesh, M.N. (2006), "*Consumer ethnocentrism: an integrative review of its antecedents and consequences",* International Marketing Review Vol. 23 No. 2, pp. 146-172

Sharma, S., Shimp, Terence A. and Shin, J. (1995), "*Consumer Ethnocentrism: A Test of Antecedents and Moderators",* Journal of the Academy of Marketing Science, Vol 23.

Solomon M., Bamossy G., Askegaard S., and Hogg M. K. (2006), "*Consumer Behavior A European Perspective"*, Pearson Education Limited, England.

Solomon, M. (2006), "Consumer Behavior: Buying, Having, and Being" (5th Edition)

Sumner, W.G.: *Folkways. (1906), "The Sociological Importance of Usages, Manners, Customs, Mores and Morals".* New York: Ginn & Co.,

Supphellen, Magne. and Rittenburg, Terri L. (2001), "*Consumer Ethnocentrism When Foreign Products Are Better",* Psychology &Marketing, Vol 18, September 2001.

Wall, M. and Heslop, L.A. (1986), "Consumer attitudes toward Canadian-made versus imported product", Journal of the Academy Marketing Science, Vol. 14, pp. 27-36.

Wall, M. and Heslop, L.A. (1989), "Consumer attitudes towards the quality of domestic and imported apparel and footwear", Journal of Consumer Studies and Home Economics, Vol. 13, pp. 337-58.

Watson, John J. and Wright, Katrina. (1999), "*Consumer Ethnocentrism and Attitudes Toward Domestic and Foreign Products",* European Journal of Marketing, Vol 34.

Wang, C. and Lamb, C. Jr (1983), "The impact of selected environmental forces upon consumers' willingness to buy foreign products", Journal of the Academy of Marketing Science, Vol. 11 No. 2, pp. 71-84.

Weiner, E. (1994), "The fast approaching future," Arthur Andersen, Retailing Issues Letter, Vol. 6, 4, pp. 1-4.

Wilson, William J. (1973), *"Power; Racism, and Privilege: Race Relations in Theoretical and Sociohistorical Perspectives"*, New York: Macmillan.

Wiseman, R. L., M. R. Hammer, and H. Nishida. (1989). "Predictors of Intercultural Communication Competence" International Journal of Intercultural Relations 13: pp. 101-357

Worchel, Stephen and Joe Cooper (1979), *Understanding Social Psychology*. Homewood, IL: The Dorsey Press.

WEB-SITES

https://www.cia.gov/library/publications/the-world-factbook/geos/tu.html

http://en.wikipedia.org/wiki/Ethnocentrism

http://www.geert-hofstede.com/

http://globaledge.msu.edu/

http://psycnet.apa.org/?fa=main.doiLanding&uid=1950-00592-001

http://www.sba.muohio.edu/management/mwAcademy/2000/5b.pdf

http://www.tuerkischebotschaftwien.de

http://wwwu.uni-klu.ac.at/gossimit/ifsr/evolconf.pdf

http://news.bbc.co.uk/2/hi/europe/country_profiles/1022222.stm

http://www.statisticshell.com/multireg.pdf

APPENDIX 1 - QUESTIONNAIRE IN ENGLISH

QUESTIONNAIRE

Part 1

Here are some statements about socio-psychological characteristics of consumers and the attitudes towards domestic products. Please mark the right statement that describes the best condition for you with an (X).

1: Strongly disagree,

2: Disagree,

3: Neither agree nor disagree,

4: Agree,

5: Strongly agree.

		(1) Strongly disagree	(2) Disagree	(3) Neither agree nor disagree	(4) Agree	(5) Strongly agree
1	I would like to have opportunities to meet people from different countries.					
2	I am very interested in trying food from different countries.					
3	We should respect the lifestyles, cultures and traditions of different countries.					

160

4	I would like to have more information about different countries.					
5	I would like to travel to different countries.					
6	I have a desire to communicate with people from different countries.					
7	I would like to have information about different cultures and traditions.					
8	Our country is probably no better than many others.					
9	It would be better to be a citizen of the world than of any particular nation.					
10	Our responsibility to people of other races ought to be as great as our responsibility to people of our own area.					
11	Any healthy individual, regardless of race or religion, should be allowed to live wherever he or she wants to in the world.					
12	Our schools should teach the history of the world rather than of our own nation.					
13	Our country should permit the immigration of foreign people even if it lowers our standard of living					
14	Austrian people should always buy Austrian-made products instead of imports.					
15	Only those products that are unavailable in Austria should be imported.					
16	Buy Austrian-made products, keep Austria working.					
17	Austrian products, first, last, and foremost.					
18	Purchasing foreign made products is un-Austrian.					
19	It is not right to purchase foreign products because it puts Austrians out of jobs.					
20	A real Austrian should always buy Austrian-made products.					
21	We should purchase products manufactured in Austria instead of letting other countries get rich off us.					
22	It is always best to purchase Austrian products.					
23	There should be very little trading or purchasing of goods from other countries unless out of necessity.					
24	Austrian people should not buy foreign products because it hurts Austrian business and causes unemployment.					
25	Curbs should be put on all imports.					
26	It may cost me in the long run but I prefer to support Austrian products.					
27	Foreigners should not be allowed to put their products on our markets.					
28	Foreign products should be taxed heavily to reduce their entry into					

	Austria.					
29	We should obtain from foreign countries only those products that we cannot obtain within our own country.					
30	Austrian consumers who purchase products made in other countries are responsible for putting their fellow Austrians out of work.					

Part 2

Here are some questions regarding your international experience. Please mark the right answer with an (X)

1	Have you ever been abroad?	O Yes (How many countries) ……	O No
2	Have you ever participated in an international organization?	O Yes	O No
3	Have you ever lived abroad?	O Yes	O No
4	Have you ever studied abroad?	O Yes	O No
5	Have you ever worked in an international company?	O Yes	O No
6	Have you ever worked abroad?	O Yes	O No
7	Have you ever worked with people from different nationalities?	O Yes	O No
8	Have you ever studied with people from different nationalities?	O Yes	O No
9	Have you ever lived with people from different nationalities?	O Yes	O No

Part 3

a) **Please indicate how much you need the listed products below in your daily life by marking (X) on the suitable place on the continuum.**

162

Products	Evaluation Scale
Clothes	1----------------2-------------------3------------------4----------------5 Not necessary Very at all necessary
Refrigerator	1----------------2-------------------3------------------4----------------5 Not necessary Very at all necessary
Paper	1----------------2-------------------3------------------4----------------5 Not necessary Very at all necessary
Car	1----------------2-------------------3------------------4----------------5 Not necessary Very at all necessary
Plastic Plates	1----------------2-------------------3------------------4----------------5 Not necessary Very at all necessary

b) Please mark the right statement for you, related to importing the products.

Products	Evaluation Scale
Clothes	1----------------2-------------------3------------------4----------------5 It is not acceptable It is acceptable to import to import
Refrigerator	1----------------2-------------------3------------------4----------------5 It is not acceptable It is acceptable

163

	to import .... to import
Paper	1----------------2--------------------3------------------4----------------5 It is not acceptable It is acceptable to import to import
Car	1----------------2--------------------3------------------4----------------5 It is not acceptable It is acceptable to import to import
Plastic Plates	1----------------2--------------------3------------------4----------------5 It is not acceptable It is acceptable to import to import

c) **Please state your opinion about the possibility of purchasing the product by assigning numbers between 1-5 to each country in order to rank them. The countries are the countries that the products are imported from and Austria option indicates that you prefer the domestic version of the product. (1 shows the highest possibility of purchase from that country and 5 shows the lowest. Please make sure every country has assigned a number and ranked).**

Products	Germany	Italy	USA	Switzerland	Austria
Clothes					
Refrigerator					
Paper					
Car					
Plastic Plates					

Part 4

1. Please indicate your age …..

2. Please indicate your gender

       Woman   ( )   Man   ( )

164

3. Please indicate your education level

University ( ) → which semester ………
Master ( )   PhD ( )

4. Please indicate your profession

…………………

5. Please indicate your total income per month

Below 1000 Euro   ( )
Between 1000€ – 3.000€   ( )
Between 3.001€ – 5.000€   ( )
Between 5.001€ – 7.000€   ( )
Over 7.000€   ( )

Thank you very much for your time and help

ANKET FORMU

Bu anket, **T.C. Marmara Üniversitesi Sosyal Bilimler Enstitüsü İşletme Anabilim Dalı İngilizce Üretim Yönetimi ve Pazarlama Bilim Dalı**'nda devam etmekte olduğum yüksek lisans programı tez çalışmam için veri toplamak amacıyla düzenlenmiştir. Sizlerden alınacak tüm bilgiler tamamen gizli tutulacak ve sadece akademik çalışma için kullanılacak olup, adınızı/soyadınızı yazmanıza gerek yoktur. Sağlıklı bilimsel veriler elde edebilmek için her soruyu dikkatle okuyup cevaplandırmanızı rica eder, tez çalışmama yaptığınız katkılardan dolayı teşekkür ederim.

Bölüm 1

Aşağıda, tüketicilerin bazı sosyo-psikolojik özellikleri ve yerli ürünlere karşı tutumları ile ilgili ifadeler yer almaktadır. Lütfen her ifadeye katılma düzeyinizi uygun seçeneğe (X) işareti koyarak belirtiniz.

1: Kesinlikle katılmıyorum
2: Katılmıyorum
3: Ne katılıyorum ne katılmıyorum
4: Katılıyorum
5: Kesinlikle katılıyorum

anlamına gelmektedir.

166

		(1) Kesinlikle Katılmıyorum	(2) Katılmıyorum	(3) Ne Katılıyorum Ne Katılmıyorum	(4) Katılıyorum	(5) Kesinlikle Katılıyorum
1	Farklı ülkelerden insanlarla tanışma fırsatımın olmasını isterim.					
2	Farklı ülkelerin yemeklerini denemek ilgimi çeker.					
3	Farklı ülkelerin yaşam tarzlarına, kültürlerine ve geleneklerine saygı duymalıyız.					
4	Farklı ülkeler hakkında daha çok bilgi sahibi olmak isterim.					
5	Farklı ülkelere seyahat etmeyi çok isterim.					
6	Farklı ülkelerden insanlarla iletişime girmek için güçlü bir isteğim vardır.					
7	Farklı kültürlerle ve gelenekleriyle ilgili bilgi edinmek isterim.					
8	Ülkemiz muhtemelen pek çok ülkeden daha iyi değil.					
9	Dünya vatandaşı olmak belli bir ülkenin vatandaşı olmaktan daha iyidir.					
10	Başka ırklara olan sorumluluğumuz kendi bölgemiz insanlarına olan sorumluluğumuz kadar büyük olmalıdır.					
11	Irk ve din ayrımından bağımsız olarak sağlıklı her bireyin, dünya üzerinde istediği yerde yaşamasına izin verilmelidir.					
12	Okullarımızda kendi milletimizin tarihi yerine dünya tarihi öğretilmelidir.					
13	Ülkemiz, yaşam standartlarımızı düşürecek bile olsa, yabancıların ülkemize göçüne izin vermelidir.					

167

14	Türkler, yabancı ürünler yerine Türk ürünleri tercih etmelidirler.					
15	Sadece, Türkiye'de üretilmeyen ürünler ithal edilmelidir.					
16	Türk yapımı ürünler satın al, Türkler işsiz kalmasın.					
17	Bence en önce, sonra ve her zaman Türk ürünleri gelir.					
18	Yabancı ürünler satın almak Türklüğe yakışmaz.					
19	Yabancı ürünler satın almak doğru değildir.					
20	Gerçek bir Türk her zaman Türk ürünleri satın alır.					
21	Başka ülkelerin bize mal satarak zengin olmasına izin vermek yerine Türk ürünlerini satın almalıyız.					
22	Her zaman en doğrusu Türk ürünleri satın almaktır.					
23	Çok gerekli olmadıkça diğer ülkelerden pek az ürün satın alınmalıdır.					
24	Türkler yabancı ürünler satın almamalıdır, çünkü bu Türk ekonomisine zarar verir ve işsizliğe neden olur.					
25	Yabancı ürünler ithaline engeller konmalıdır.					
26	Uzun vadede bana maliyeti daha fazla olsa da Türk malları satın almayı tercih ederim.					
27	Yabancıların bizim pazarımızda ürün satmalarına izin verilmemelidir.					
28	Türkiye'ye girişlerini azaltmak için, yabancı ürünlerin vergi yükü artırılmalıdır.					
29	Sadece kendi ülkemizde üretemediğimiz ürünleri yabancı ülkelerden satın almalıyız.					
30	Yabancı ürünler satın alan Türk tüketiciler, diğer Türklerin işsiz kalmalarından sorumludur.					

Bölüm 2

Aşağıda, uluslararası tecrübe seviyenizi ölçmek üzere çeşitli sorular sorulmuştur. Lütfen uygun cevabı (x) işareti koyarak belirtiniz

1	Hiç yurtdisinda bulundunuz mu?	O Evet (Kaç ülke?) ……	O Hayır
2	Hiç uluslar arası bir organizasyonda yer aldınız mi?	O Evet	O Hayır
3	Hiç yurtdisinda yaşadınız mı?	O Evet	O Hayır
4	Hiç yurtdisinda eğitim gördünüz mü?	O Evet	O Hayır
5	Hiç uluslar arası bir şirkette çalıştınız mı?	O Evet	O Hayır
6	Hiç yurtdisinda çalıştınız mı?	O Evet	O Hayır
7	Hiç farklı milletten biriyle çalıştınız mı?	O Evet	O Hayır
8	Hiç farklı milletten biriyle eğitim gördünüz mü?	O Evet	O Hayır
9	Hiç farklı milletten biriyle yaşadınız mı?	O Evet	O Hayır

Bölüm 3

a) Lütfen aşağıdaki ürünlere günlük yaşamınızda ne kadar gereksinim duyduğunuzu ölçekte uygun gördüğünüz numarayı işaretleyerek belirtiniz.

Ürünler	Değerlendirme ölçeği
Elektrikli eşya (lcd tv, monitör, cep telefonu gibi)	1----------------2--------------------3------------------4----------------5 Çok gereksiz Çok gerekli
Hazır giyim	1----------------2--------------------3------------------4----------------5 Çok gereksiz Çok gerekli

Ayakkabı	1----------------2-------------------3------------------4----------------5 Çok Çok gereksiz gerekli
Kozmetik ürünler	1----------------2-------------------3------------------4----------------5 Çok Çok gereksiz gerekli
Güneş gözlüğü	1----------------2-------------------3------------------4----------------5 Çok Çok gereksiz gerekli

b) Lütfen aşağıdaki ürünlerin ithalatına ilişkin size uygun ifadeyi ölçekte uygun gördüğünüz numarayı işaretleyerek belirtiniz.

Ürünler	Değerlendirme ölçeği
Elektrikli eşya (lcd tv, monitör, cep telefonu gibi)	1----------------2-------------------3------------------4----------------5 Hiç doğru Çok doğru bir karar değildir bir karardır
Hazır giyim	1----------------2-------------------3------------------4----------------5 Hiç doğru Çok doğru bir karar değildir bir karardır
Ayakkabı	1----------------2-------------------3------------------4----------------5 Hiç doğru Çok doğru bir karar değildir bir karardır

Kozmetik ürünler	1----------------2--------------------3------------------4----------------5 Hiç doğru bir karar değildir			Çok doğru bir karardır
Güneş gözlüğü	1----------------2--------------------3------------------4----------------5 Hiç doğru bir karar değildir			Çok doğru bir karardır

c) **Lütfen aşağıdaki ürünlere ilişkin satın alma ihtimalinizi her bir ülkeye 1 ve 5 arasında numara verip siralayarak belirtiniz. Ülkeler ürünlerin ithal edildiği ülkelerdir, Türkiye seçeneği ise ürünün yerli versiyonunu tercih edeceğinizi göstermektedir. (1 rakamı satın alma ihtimalinizin en yüksek olduğu durumu 5 rakamı işe en düşük olduğu durumu belirtmektedir).**

Ürünler	İtalya	Fransa	Japonya	ABD	Türkiye
Elektrikli eşya (lcd tv, monitör, cep telefonu gibi)					
Hazır giyim					
Ayakkabı					
Kozmetik ürünler					
Güneş gözlüğü					
Örnek sıralama:	1	4	3	2	5

171

Bölüm 4

6. Lütfen yaşınızı belirtiniz. …..

7. Lütfen cinsiyetinizi belirtiniz

       Kadın   ( )   Erkek   ( )

8. Lütfen egitim seviyenizi belirtiniz

       Lisans/Üniversite   ( ) → Kaçıncı sömestır ………
       Y.Lisans/Master   ( )   Doktora ( )

9. Lütfen mesleğinizi belirtiniz

      …………………

10. Lütfen aylık gelirinizi belirtiniz

       1000 TL'den az   ( )
       1000 TL – 3.000 TL arası   ( )
       3.001 TL – 5.000 TL arası   ( )
       5.001 TL – 7.000 TL arası   ( )
       7.000 TL'den fazla   ( )

Zaman ayırıp anketime katıldığınız için teşekkür ederim.

172

APPENDIX 3 - OCCUPATION DETAILS of AUSTRIAN RESPONDENTS

Occupation * Startified CET SCORE Crosstabulation

| | | | Startified CET SCORE | | |
			Low Ethnocentric	High Ethnocentric	Total
Occupation	Consultant	Count	1	2	3
		% within Occupation	33,3%	66,7%	100,0%
		% within Startified CET SCORE	,9%	1,7%	1,3%
	Engineer	Count	2	0	2
		% within Occupation	100,0%	,0%	100,0%
		% within Startified CET SCORE	1,9%	,0%	,9%
	IT	Count	6	0	6
		% within Occupation	100,0%	,0%	100,0%
		% within Startified CET SCORE	5,6%	,0%	2,7%
	Office Manager	Count	2	0	2
		% within Occupation	100,0%	,0%	100,0%
		% within Startified CET SCORE	1,9%	,0%	,9%
	Psychologist	Count	0	1	1
		% within Occupation	,0%	100,0%	100,0%
		% within Startified CET SCORE	,0%	,9%	,4%
	Research Asistant	Count	4	4	8
		% within Occupation	50,0%	50,0%	100,0%
		% within Startified CET SCORE	3,7%	3,5%	3,6%
	Salesman	Count	3	0	3
		% within Occupation	100,0%	,0%	100,0%
		% within Startified CET SCORE	2,8%	,0%	1,3%
	Social Worker	Count	0	1	1
		% within Occupation	,0%	100,0%	100,0%
		% within Startified CET SCORE	,0%	,9%	,4%
	Software Developer	Count	2	0	2
		% within Occupation	100,0%	,0%	100,0%
		% within Startified CET SCORE	1,9%	,0%	,9%
	Student	Count	88	107	195
		% within Occupation	45,1%	54,9%	100,0%
		% within Startified CET SCORE	81,5%	93,0%	87,4%
Total		Count	108	115	223
		% within Occupation	48,4%	51,6%	100,0%
		% within Startified CET SCORE	100,0%	100,0%	100,0%

173

As it is seen in the table 87,4% of all the respondents are students. The other major group formed by research assistants by 3,6%. Other groups are, IT workers by 2,7%, salesmen by 1,3%, consultants by 1,3%, software developers by 0,9%, engineers by 0,9%, office managers by 0,9%, social worker by 0,4% and psychologist by 0,4%. No chi-square test is applied for occupation and CET level variables since there are many different occupations held by less than 5 respondents.

APPENDIX 4 - OCCUPATION DETAILS of TURKISH RESPONDENTS

Occupation * Stratified Cet Score Crosstabulation

			Stratified Cet Score		TOTAL
			High Ethnocentric	High Ethnocentric	
Occupation	Academic	Count	6	4	10
		% within Occupation	60,0%	40,0%	100,0%
		% within stratified cet score	5,3%	4,3%	4,8%
	Architect	Count	2	0	2
		% within Occupation	100,0%	,0%	100,0%
		% within stratified cet score	1,8%	,0%	1,0%
	Banker	Count	1	3	4
		% within Occupation	25,0%	75,0%	100,0%
		% within stratified cet score	,9%	3,2%	1,9%
	Civil Servant	Count	0	3	3
		% within Occupation	,0%	100,0%	100,0%
		% within stratified cet score	,0%	3,2%	1,4%
	Engineer	Count	8	10	18
		% within Occupation	44,4%	55,6%	100,0%
		% within stratified cet score	7,1%	10,6%	8,7%
	Financial Advisor	Count	1	0	1
		% within Occupation	100,0%	,0%	100,0%
		% within stratified cet score	,9%	,0%	,5%
	Foreign Trade Official	Count	6	0	6
		% within Occupation	100,0%	,0%	100,0%
		% within stratified cet score	5,3%	,0%	2,9%
	HR	Count	4	2	6
		% within Occupation	66,7%	33,3%	100,0%
		% within stratified cet score	3,5%	2,1%	2,9%
	Internal Auditor	Count	0	3	3
		% within Occupation	,0%	100,0%	100,0%
		% within stratified cet score	,0%	3,2%	1,4%

175

Lawyer	Count		0	1	1
	% within Occupation		,0%	100,0%	100,0%
	% within stratified cet score		,0%	1,1%	,5%
Market Researcher	Count		0	1	1
	% within Occupation		,0%	100,0%	100,0%
	% within stratified cet score		,0%	1,1%	,5%
Marketing Expert	Count		2	6	8
	% within Occupation		25,0%	75,0%	100,0%
	% within stratified cet score		1,8%	6,4%	3,9%
Nurse	Count		0	1	1
	% within Occupation		,0%	100,0%	100,0%
	% within stratified cet score		,0%	1,1%	,5%
Real Estate Agent	Count		0	1	1
	% within Occupation		,0%	100,0%	100,0%
	% within stratified cet score		,0%	1,1%	,5%
Reporting Specialist	Count		3	0	3
	% within Occupation		100,0%	,0%	100,0%
	% within stratified cet score		2,7%	,0%	1,4%
Salesman	Count		3	6	9
	% within Occupation		33,3%	66,7%	100,0%
	% within stratified cet score		2,7%	6,4%	4,3%
Student	Count		73	49	122
	% within Occupation		59,8%	40,2%	100,0%
	% within stratified cet score		64,6%	52,1%	58,9%
Teacher	Count		4	3	7
	% within Occupation		57,1%	42,9%	100,0%
	% within stratified cet score		3,5%	3,2%	3,4%
Web Designer	Count		0	1	1
	% within Occupation		,0%	100,0%	100,0%
	% within stratified cet score		,0%	1,1%	,5%
Total	**Count**		**113**	**94**	**207**
% within Occupation			**54,6%**	**45,4%**	**100,0%**
% within stratified cet score			**100,0%**	**100,0%**	**100,0%**

As it is seen in the table 58,9% of all the respondents are students. The other major group formed by engineers by 8,7% and academics by 4,8%. Other groups are, salesmen by 4,3%;, marketing experts by 3,9%; teachers by 3,4%; foreign trade officials and HR specialists by 2,9%; bankers by 1,9%; civil servants, reporting specialists and internal auditors by 1,4%; architects by 1% and financial advisor, lawyer, market researcher, nurse, real estate agent and web designer by 0,5 %.